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Leader–Follower Interpersonal Emotion Management: Managing Stress by Person-Focused and Emotion-Focused Emotion Management

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Abstract

Compliance with demands to express certain emotions at certain times is difficult for most employees to achieve without also experiencing adverse effects such as stress. Emotion researchers typically study "demands" in the form of organizational display rules. However, most emotional "demands" come from leaders who are uniquely positioned to help subordinates manage negative emotions and express positive ones. While this is often implied in the literature, research projects on leader-facilitated emotion management are scarce. Using Côté's social interaction model as a theoretical foundation, we examine leader-facilitated emotion management in a simulated workplace setting. Interpersonal, as opposed to intrapersonal, emotion management is a multifaceted process, whose success depends on emotion-focused action and socioaffective needs being met. Our hypotheses rested on this premise, and we sought to find the most effective combination of two common emotion-focused emotion management strategies (i.e., reappraisal and suppression) with a person-focused emotion management strategy (i.e., leader empathy) for helping participants to minimize stress from an affective event. We compared these relationships across a simulated crisis situation and under normal circumstances. Our results highlight the fundamental differences between interpersonal and intrapersonal emotion management. Suppression was found to be an effective strategy for lowering employee stress after an emotional event and expression of an active, negative emotion (i.e., anger) as long as the leader also displayed empathy. Under times of crisis, the empathy-suppression combination appeared to be especially effective. Implications are discussed.

Keywords

emotion management, emotion regulation, empathy, leadership, stress

The emotional discrepancy that results from being told to show emotions other than those one is experiencing—known as emotional labor—is difficult for most individuals to reconcile (Hoschild, 1983). Our emotions are a central part of our life, imbued on our daily experiences by their influence on our thoughts, words, and actions. Acting on the belief that strong negative emotional displays disrupt organizational efficiency, contribute to employee burnout, and diminish customer relations, organizations create emotional display policies restricting expression of such emotions (Cropanzano, Weiss, & Elias, 2003). However, these emotional demands are detrimental to employee well-being (Goldberg & Grandey, 2007; Grandey, 2003; Morris & Feldman, 1997), resulting in heightened stress levels (Prati, Liu, Perrewe, & Ferris, 2009). Display rules are one way employees have emotional demands placed on them. More commonly, if not so represented in the emotions literature, emotional demands placed on employees come from their leaders.

Leaders are well positioned to interpersonally manage emotions (George, 2000; Humphrey, 2002) and are expected to "intervene effectively and preventively" (Ashkanasy & Daus, 2002, p. 80) when employees experience negative emotions. The prevailing research in the emotions and leadership literature suggests that emotion management is an expected component of leadership (e.g., Côté, Lopes, Salovey, & Miners, 2010; Humphrey, 2002; Riggio & Reichard, 2008; Thiel, Connelly, & Griffith, 2012; Walter, Cole, & Humphrey, 2011). Indeed, Toegel, Kilduff, and Anand (2013) found that followers expect leaders to

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intervene when they experience negative emotions and help them through the experience. This research seems to support the premise that leaders create emotional demand situations for followers. Moreover, it shows that astute leaders actively monitor their followers' emotional experiences and help them to downgrade debilitating negative emotions that contribute to negative individual well-being.

Leaders apply different strategies in leader–follower emotion management situations (Diefendorff, Richard, & Yang, 2008). Yet few research studies have systematically tested different leader-facilitated emotion management strategies (for an exception, see Ostell, 1996), and none have addressed the consequences for follower well-being. Almost all academic knowledge on the effects of emotion management comes from emotion regulation or emotional labor literature and investigates interpersonal emotion regulation. In this literature, two strategies of emotion management dominate the research, suppression and reappraisal.

Suppression, or surface acting, is a natural response to overly constraining display rules. Suppression, also referred to as surface acting in the emotional labor literature (Grandey, 2000), is the masking or "burying" of the cognitive and behavioral manifestations of an emotional experience (Gross, 1998). The emotional and physical toll of this persistent dissonance is well pronounced (Grandey, 2000; Grandey, Fisk, & Steiner, 2005; Gross & John, 2003). Anyone who has experienced an acute negative emotional event at work and not been permitted to express experienced emotions knows well the feelings of fatigue and despair.

Reappraisal or deep acting—the term it has been equated with in the emotional labor literature (Grandey, 2000)—is a common way employees respond to emotional events in the workplace (Diefendorff et al., 2008). This strategy involves reexamining and forming a new interpretation of an emotion-evoking event (Gross, 1998). Used interpersonally, this strategy has been found to be less cognitively and physically exhausting (Grandey, 2000; Grandey et al., 2005; Gross & John, 2003; John & Gross, 2007), as it results in greater alignment between one's inner emotional experience and outer emotional expression.

Interpersonal emotion management is more of a social phenomenon, however, than an emotional one and may lead to very different outcomes. Interpersonal emotion management is embedded in a sociocultural context. Indeed, the social interaction model of emotion regulation (Cóté, 2005) posits that interpersonal emotion regulation, like the emotion it is designed to regulate (Keltner & Haidt, 1999; Van Kleef, De Dreu, & Manstead, 2010), carries meaning about the intent of the individual attempting to regulate the other's emotion. This study's primary purpose is to examine the interpersonal emotion management by leaders to followers from a well-being perspective. We use the social interaction model (Cóté, 2005) to argue that interpersonal emotion regulation operates differently from intrapersonal emotion regulation. To experimentally test these relations, we induce all participants with an active negative emotional state—anger.

Strain, an outcome of stress (Danna & Griffin, 1999; De Jonge & Dormann, 2003), is the focal outcome in the social interaction model (Cóté, 2005), as emotion management has a strong relationship with stress and subsequent strain (Grandey & Brauburger, 2002; Pugh, 2002). Work-related stress is defined as cognitive, behavioral, and physiological reactions to personally antagonistic elements of one's workplace (Cox & Griffiths, 2010). Intrapersonal emotion management research findings suggest that suppression (i.e., surface acting) is linked to higher stress levels through depletion of cognitive and emotional resources (Richards & Gross, 2000). These resources are spent trying to maintain appropriate displays of emotion while experiencing incongruent emotions (Grandey et al., 2005). Moreover, suppression has been directly linked to physiological arousal symptoms associated with work-related stress (Brotheridge & Grandey, 2002; Diefendorff & Richard, 2003). Conversely, management strategies that promote positive expression of one's emotions (i.e., reappraisal) have been linked with reduced job strain and stress (Barsade, Brief, & Spataro, 2003).

To clearly contrast the effects of interpersonal emotion management from intrapersonal, we include both reappraisal and suppression in the current investigation. However, we also consider how less emotion-focused facilitated strategies might influence follower stress. By emphasizing the receiver's responses, Cóté's (2005) model suggests that to effectively manage another person's emotions one must also manage the receiver's response to the message. This is inherently part of the emotion management process according to model. Thus, leaders must maintain a dualistic focus on both the person and the emotion. If they fail to focus on the person, their best attempt to manage the negative emotion will likely fail because the follower will not be receptive to the message. Empathy is considered one of the most effective ways of building trust with employees through the resonance it creates (Goleman, Boyatzis, & McKee, 2002), and it has also been characterized as an emotion helping behavior (Toegel et al., 2013). Thus, we distinguish between *person-focused* emotion management approaches, such as empathy, and *emotion-focused* strategies, such as reappraisal and suppression, to test the effects of emotion leader-facilitated emotion management on follower stress. Empathy does not directly target the emotion (Rime, 2007)—as reappraisal and suppression do—but targets the person's social needs. That is why reappraisal and suppression are considered *action approaches* of interpersonal emotion management (Rime, 2007). Empathy helps individuals cope with felt emotions by meeting their socioaffective needs, while facilitated-emotion management strategies target the emotion directly. More

specifically, we manipulate leader empathy (i.e., high vs. low) and test the effect this *person-focused* emotion management strategy will have on expressed stress interacting with the use of *emotion-focused* strategies.

Finally, the context in which interpersonal emotion management occurs is an important factor in Côté's (2005) model. One context that seems particularly relevant and salient is organizational crisis. Starting with early situational theories of leadership, and increasingly in the past two decades, leadership during crisis has received significant attention (e.g., Bass, 1990; Shamir & Howell, 1999). Leaders wield a powerful influence during times of uncertainty wrought by crisis and are often perceived as more impactful (Yukl & Howell, 1999). Employees are also more likely to experience heightened emotions during crisis (Humphrey, 2002; Lewis, 2000; Tiedens, Ellsworth, & Mesquita, 2000) and look to the leader for guidance (Madera & Smith, 2009). Theories of leadership in crisis as well as some earlier experimental research on leader emotion management are used to predict the effect of leader-facilitated emotion management during times of crisis and under normal conditions.

Theoretical Background: The Social Interaction Model

The desired and functional goal of emotion management from a business perspective is inhibiting the minimization of emotions in both experience and expression (Cropanzano et al., 2003). At the organizational level, the emphasis is on regulating the display of emotions that disrupt work flow, positive group dynamic, or customer relations. At the individual level, appropriate display and corresponding experience are equally important for emotion management to be successful. And the payoff of emotion management is substantial. Individuals who appropriately manage emotions disruptive in nature (e.g., anger, frustration; Lerner & Keltner, 2001; Lerner & Tiedens, 2006; Tiedens & Linton, 2001) are more likely to demonstrate deeper processing of information, leading to sound decision making, developing healthier relationships with others, and improving well-being (Gross & John, 2003).

Leaders manage emotions with these assumptions and goals in mind (Ashkanasy & Daus, 2002; George, 2000) and employ several strategies toward this end (Diefendorff et al., 2008; Gooty, Connelly, Griffith, & Gupta, 2010). However, with few exceptions (e.g., Ostell, 1996), the utility of these strategies has not been the subject of empirical investigation. One possible reason for this is the absence of a framework for investigating interpersonal emotion management. Côté's (2005) social interaction model is a useful framework for testing the effects of interpersonal, leader-to-follower emotion management because it incorporates both emotional and social variables. While this model is not embedded within a leader–follower context and focuses on how one's regulation attempts are perceived by others, it does provide a useful framework for this research because of the emphasis on emotion regulation in an interpersonal context. The model posits that the effects of interpersonal emotion regulation are influenced not only by the mechanisms inherent to the strategy but also by the interpersonal reactions to the regulation attempts. Thus, what may be a "bad" strategy applied intrapersonally may have opposite effects when used as the basis for facilitated emotion management actions. Moreover, and more practically, interpersonal emotion management is about not just the strategy one applies but also the support given to the individual to whom the management is directed. Interpersonal emotion management is far more complex and depends on success in managing the person and emotion.

Emotion-Focused Emotion Management in SEM

Emotion management strategies are not directly related to increases or decreases of strain and stress under the social interaction model (Côté, 2005); rather, emotion management influences strain via reactions to sender's emotion management. The model suggests that attributions of intent have a significant influence of the success or failure of the interpersonal regulation attempt. Attributions of intentionality have long been thought to have a profound influence on the leader–follower emotional exchange process. Early implicit theories of leadership (e.g., Lord, Foti, & De Vader, 1984; Meindl, 1995) emphasize attributions of leader behavior as critical factors by which leaders are judged and responded to. Moreover, these theories underscore that implicit expectations are the basis for attributions. More recently, Dasborough and Ashkanasy (2002) suggested that attributions of leader intentionality result in judgments on the extent to which the leader's behavior is genuine, which has long-term consequences for the leader–follower relationship. In the context of this research, the above theoretical axioms suggest that the leader's attempt to manage the follower's emotion depends on the leader's ability to manage his or her personal expectations and reactions.

Considering the aforementioned theoretical arguments, the influence of emotion-focused emotion management strategies on follower stress is not tested here. Côté's (2005) model shows that there are two significant elements of intrapersonal emotion management, the emotion and the relationship. If the emotion manager simply needed to focus on the emotion, one could logically assume that interpersonal emotion management would be no different than intrapersonal emotion management. Thus, suppression as an interpersonal strategy would undoubtedly result in negative consequences for the follower, including more stress, which occurs when used interpersonally (Grandey et al., 2005). Moreover, reappraisal would likely result in less

stress (Barsade et al., 2003), as it does intrapersonally, if this assumption were true. However, the social interaction model (Cóté, 2005) suggests that attributions of sender intentionally matter a great deal. The leader must manage perceptions of the message prior to delivering the message. This seems to be a critical process. Thus, we do not make specific predictions about the leader-facilitated emotion management strategies, reappraisal and suppression, we test here; rather, we consider the moderating effects of person-focused emotion management.

Emotion-Focused, Person-Focused Emotion Management and Work-Related Stress

Empathy, defined as "the ability to comprehend another's feelings and to re-experience them oneself" (Salovey & Mayer, 1990, p. 194), can be channeled as both a feeling and a behavior. Toegel et al. (2013) found that empathy is part of a repertoire of behaviors leaders use to help subordinates deal with their negative emotional responses. In their investigation they found that these types of *person-focused* emotion-helping behaviors were expected and very useful concerning the intended effects. Rime (2007) also characterized it as such and showed that it is an effective way to diffuse other's emotions. Finally, empathy has been described as a central characteristic of emotional intelligent behavior (Salovey & Mayer, 1990) because empathy is essential to understanding others and appropriately managing their emotions.

In the framework of the social interaction model (Cóté, 2005), we consider empathy a strategy for managing the receiver—specifically, their perceptions of the message. Empathy clearly is a process of sharing emotions, but the aforementioned evidence suggests that individuals may use empathy—genuine or false—to manage another person's emotions. Kellett, Humphrey, and Sleeth (2006) showed that leaders foster relationships in which followers have more liking, more trust, and more meaningful exchanges when they validate their emotional reactions with empathy. Considering that social interaction model (Cóté, 2005) suggests two components of interpersonal emotion management—the person and the emotion—we consider empathy to be an effective mechanism for assuaging emotion management receiver concerns about the veracity of the message.

Empathy can be perceived, also, as a tactic for expressing virtuousness, care, and intentionality. Working in tandem with an emotion-focused strategy that is more technical, empathy gives meaning and purpose. We expect that person-focused management and emotion-focused management are both necessary for greatest success, which in the context of this research is low stress.

Considering the aforementioned observations, we specifically expect that when leaders display empathy while concurrently encouraging suppression, participants will experience less stress. This seemingly ironic prediction is rooted in what we know about suppression in the literature. Suppression is less taxing as a strategy, as it requires less cognitive resources to simply "inhibit the undesired emotion" (Gross, 1998). Intrapersonal suppression has very taxing effects on the self, but the strategy is actually less effortful than reappraisal, which requires one to process the emotion-inducing event, a very taxing activity (Gross, 1998). The evidence on empathy suggests that is very useful for shaping how individuals feel toward another person. Therefore, we expect that by displaying empathy—and thereby genuine intent and concern—the leader sends a message that what his or she is asking them to do is in the followers' best interest. It also signals that the leader is willing to deal with emotion-evoking events in a side-by-side fashion. Given this level of support (the person), followers do not need to reframe the events that led to their negative emotions, but will benefit more (i.e., be less taxed) from being directed (the message) to simply put the event behind them and burry the emotion. Thus, we predict the following:

> *Hypothesis 1*: Leader-facilitated, person-focused emotion management (leader empathy) will interact with emotion-focused emotion management such that leader-facilitated suppression will result in less stress when the leader also displays high empathy.

Emotion Management, Organizational Crisis, and Work-Related Stress

Context is an important theme in the annals of leadership theory. Situational theories (e.g., Fiedler, 1972; House, 1971) of leadership describe the influence of both leader substance and situational favorability. Follower-based attribution models (Lord et al., 1984; Meindl, 1995) of leadership also suggest that context is a critical factor implicitly considered by followers when appraising leader behavior, the direction and strength of that appraisal determining the extent to which followers will have favorable reactions to the leader and heed directives (Bryman, 1992; Lord & Maher, 1991).

Followers have deeply held expectations in strong organizational contexts—like crisis situations. Crisis is a time marked by heightened emotions, including anger and feelings of uncertainty (Humphrey, 2002). Employees characteristically experience heightened levels of stress under crisis (Callan, 1993; Milburn, Schuler, & Watman, 1983). By these convalescent forces, employees look to their leader for reassurance and guidance (Hollander, 1961; Yukl & Howell, 1999) as a mechanism for dealing with uncertainty, anxiety, anger, and doubt. Under ambiguous, anxiety-filled conditions, employees may react more favorably to suppression because it is the best course to certainty and stability. Modulating physiological and psychological emotional

responses facilitates stress via resource depletion under normal conditions because internal responses remain unaltered (Brotheridge & Grandey, 2002; Côté & Morgan, 2002). However, when facing a crisis, directives to modulate emotions seem appropriate and are consistent with expectations employees hold during crisis—the work must proceed until a crisis-ending solution is found. Moreover, the directive is more functional than under normal circumstances because emotions during crisis contribute to feelings of uncertainty and ambiguity—reactions that individuals want to resolve during crisis (Callan, 1993).

Crisis leadership also rests on principles of trust and accountability. Empathy, as a person-focused strategy, is one method of accomplishing trust and accountability (George, 2000; Lewis, 2000). Suppression-facilitated emotion management delivered in callous (an adjective readily paired with suppression) manner will not have the same emotion-buffering effect during crisis. The receiver of emotion management must have both support and a message for dealing with the emotion.

Finally, individuals are very sensitive to leader inconsistency during crisis, as they are attuned to their behavior (Madera & Smith, 2009). In times of crisis, followers expect their leaders to demonstrate understanding and to validate their concerns (Yukl, 2004). In fact, Pescosolido (2002) found that leaders who demonstrated empathy during times of crisis were seen as more emotionally intelligent. The use of empathy may signal a leader's competence in a time of crisis. Suppression indeed may be the appropriate response for a leader during times of crisis, but it may be undermined by a lack of leader empathy, which meets basic needs of the emotion experiencer. If leaders do not use both the appropriate person-focused strategy (empathy) and emotion-focused strategy (suppression), their behavior could be perceived as very inconsistent. Leaders who are incongruent in their emotion expressions are perceived as inauthentic (Dasborough & Ashkanasy, 2002). Conversely, empathy is not an expectation under normal firm conditions. Thus, when paired with suppression, it may send an incongruent message to followers. Alternatively, reappraisal is an effective strategy under normal conditions, one that would benefit from a person-focused strategy such as leader empathy.

Hypothesis 2: Leader empathy (person-focused emotion management) will moderate the relationship between emotion-focused emotion management and follower work-related stress differently under crisis and normal conditions such that (a) under crisis high empathy and suppression will reduce work-related stress more than suppression and low empathy or reappraisal and high or low empathy, and (b) under normal conditions suppression and high empathy will be less effective than under crisis.

Method

Sample and Design

A total of 165 undergraduate students from a large, public midwestern university participated in the study. Participants were primarily of traditional college age, with a mean of about 19 years of age (SD = 2.66). The majority of participants were female (62%) and Caucasian (76%). Students received class credit for participation. Of the participants, 10 were dropped from the final analyses for a lack of effort (self-reported 1 to 2 on the 5-point effort scale) or because the anger induction did not work for those participants (self-reported 1 to 2 on the 5-point anger scale). The final sample was 155. Participants were randomly assigned to one of eight conditions in a 2 (reappraisal vs. suppression) × 2 (crisis vs. no crisis) × 2 (high empathy vs. low empathy) full factorial design.

Procedure, Anger Induction, and Manipulations

Assuming the role of a university recruitment specialist at a fictitious university similar to the one they attended, participants were provided three sets of materials that provided information on the position, anger induction, study manipulations, and study outcome variables. The first set consisted of covariate measures, and the third set consisted of outcome and demographic scales. The second set included the study protocol and main study task. A complete description of the fictitious role and organization was also provided (see Appendix A). Students could easily identify with this fictitious role, as indicated by the high level of engagement reported by participants (M = 4.34 out of 5.00).

To test the concept of leader-to-follower emotion management, it was necessary to induce anger in all study participants. Thus, part of the second set of materials was an anger induction task that is described in more detail below. This induction was embedded in the same materials in which study manipulations were found. Moreover, study manipulations were content based and embedded in descriptions of the position and organization as well as through correspondence with their leader figure. The anger induction and study manipulations are described in detail below. The order of fictitious events in the low-fidelity vignette is represented in the order in which manipulations and the induction are described.

Crisis Manipulation. In the crisis condition, participants were provided with a description of unstable, organization-threatening circumstances facing the university and department, including a 13% drop in enrollment, historical budget cuts, imminent 4% additional budget cuts, 15% tuition increase for students, university layoffs and furloughs, and threats of additional layoffs. In the noncrisis condition, participants were told that the university had a 2% cut in

enrollment, no current budget cuts, inflation-consistent tuition increase of 3%, and no current layoffs. University leaders sought a proposal for a new recruitment system bearing in mind the present constraints (see Appendix B).

Anger Induction. To test the proposed relations, it was necessary to induce all participants into an active negative emotional state. Without induction in an experimental setting, it would be nearly impossible to capture the emotion-reducing properties of facilitated emotion management tactics. Thus, we induced anger in all participants. Anger was chosen because it is common in the workplace (Bjornstad, 2006), especially during times of uncertainty (Tiedens & Linton, 2001), and is commonly manipulated or measured in emotion management research.

Anger induction was accomplished via simulation of a recruitment system proposal to the director of admissions, the governing figure in their department (see Appendix C). Participants read that the proposal, once submitted, would be reviewed by the director and university officials, including the president. Next, participants received a memo from the university president congratulating the director on the excellent proposal that was developed, without mention of the work performed by the participants. Participants were told prior to this memo that their quality work would be recognized. Other studies have found similar paper-based methodologies to successfully induce anger (Strack, Schwarz, & Gschneidinger, 1985).

Because the goal was for all participants to experience anger, we expected no difference between participants from different conditions on the 4-point Likert-type scale (1 = *not at all*, 4 = *very much*) postquestionnaire items "How angry were you?" (M = 3.83, SD = 0.38) and "Did you feel that you were treated unfairly?" (M = 3.79, SD = 0.41). Indeed, no significant differences were found between conditions, and all groups reported anger ratings near the maximum level.

Emotion-Focused Emotion Management Manipulation. After receiving the anger-inducing memo and completing a short manipulation check, participants received an email from their direct supervisor. Embedded in this email were the reappraisal, suppression, and empathy manipulations. In the reappraisal condition, the leader encouraged participants to consider alternative motives for the anger-inducing event, including the possibility that pressure placed on the director led to the action or that the situation was the result of a large misunderstanding. The suppression condition was induced by the leader directing participants to inhibit expression of the emotion. Participants were told to "put it (the event) behind" them and encouraged to show positive expressions. Finally, in the no strategy condition, the leader sent a quick note acknowledging the emotion-evoking situation but offering no suggestions (see Appendices D and E).

Person-Focused Emotion Management Manipulation. High empathy was demonstrated by the leader through verbal expressions of concern for and understanding of the emotions the participant experienced, as well as through a general tone of compassion and concern. Low empathy was manipulated by crafting the leader's language so that it demonstrated little to no concern and was fact based and to the point in style (see Appendices D and E).

Manipulation Checks. Two questions, "To what extent is the University being hurt by the recession?" and "To what extent is your job being threatened?" assessed the extent to which participants perceived the crisis manipulation. These questions were answered on a 4-point Likert-type scale ranging from 1 (*not at all*) to 4 (*very much*). Empathy was assessed across two questions, namely "To what extent was the leader sympathetic?" and "To what extent did the leader care?" These questions were answered on a 5-point Likert-type scale ranging from 1 (*not at all*) to 5 (*great extent*).

Reappraisal and suppression manipulations were content coded and rated by three doctoral students from a degree program in the organizational sciences area. The content was rated on the extent to which it fit the description of the strategies in Gross's (1998) taxonomy of emotion regulation. Raters scored the emails on the degree to which a reappraisal or suppression strategy was applied on a 5-point Likert-type scale (1 = *low*, 5 = *high*). Interrater reliabilities were high, .96 and .95 for reappraisal and suppression, respectively.

Study Measures

Job Stress. The Job Stress Scale (Maslach, Schaeufel, & Leiter, 2001) was adapted for the current study to measure work-related stress. The scale comprised eight items, each responded to on a 5-point Likert-type scale (1 = *strongly disagree*, 5 = *strongly agree*). Statements range from strain focused (e.g., "This job is emotionally draining") to motivation focused (e.g., "I feel pressured in my job") to emotion focused ("I feel frustrated in my position in this organization"; α = .75).

Covariates. The Positive and Negative Affect Scale (Watson, Clark, & Tellegen, 1988) measured positive (α = .87) and negative (α = .86) trait affectivity on a 5-point Likert-type scale. Demographics, including age, were also measured.

Analyses

All independent variables were categorical and limited to two levels. Thus, manipulation checks required only simple independent sample t tests. Hypothesis tests were done using analysis of covariance (ANCOVA). Univariate tests

Table 1. Cell Means and Standard Deviations at the Main, Two-Way Interaction, and Three-Way Interaction Levels With Work-Related Stress as Dependent Variable.

Emotion management	*M*	*SD*	Empathy	*M*	*SD*	Crisis	*M*	*SD*
Suppression	3.38	0.63	Low	3.61	0.51	No crisis	3.47	0.57
						Crisis	3.76	0.41
			High	3.16	0.67	No crisis	3.05	0.65
						Crisis	3.27	0.70
Reappraisal	3.57	0.59	Low	3.65	0.62	No crisis	3.68	0.59
						Crisis	3.64	0.66
			High	3.47	0.57	No crisis	3.30	0.62
						Crisis	3.61	0.46

Table 2. Means, Standard Deviations, and Intercorrelations of Study Covariate and Dependent Variables.

Study variable		*M*	*SD*	1	2	3
1	Work-related stress	3.46	0.68			
Covariates						
2	Negative trait affect	2.19	0.68	.26**		
3	Positive trait affect	3.47	0.64	–.11	–.11	
4	Age	19.02	2.69	.06	.04	–.05

**$p < .01$.

were followed up with least square difference comparison tests, as the comparisons were planned. Negative trait affect was retained as a covariate in all hypothesis tests because it held a p value of less than .05.

Results

Cell means are reported at the main and interaction levels in Table 1. Correlations among study dependent and covariate variable are presented in Table 2.

Manipulation Checks

Crisis Manipulation. On the question "To what extent is the University being hurt by the recession?" participants in the crisis condition indicated a significantly higher level (M = 3.47, SD = 0.62) than participants in the noncrisis condition (M = 2.52, SD = 0.64), $t(153) = 9.44$, $p < .001$. On the question "To what extent is your job being threatened?" participants in the crisis condition indicated a significantly higher level (M = 3.18, SD = 0.73) than participants in the noncrisis condition (M = 2.52, SD = 0.85), $t(153) = 5.16$, $p < .001$.

Person-Focused Emotion Management Manipulation. Participants in the high-empathy condition responded to the question "To what extent was the leader sympathetic?" significantly higher (M = 3.219, SD = 1.31) than participants in the low-empathy condition (M = 2.17, SD = 1.15), $t(153) = 5.23$, $p < .001$. Participants in the high-empathy condition also responded to the question "To what extent did the leader care?" significantly higher (M = 2.99, SD = 1.26) than participants in the low-empathy condition (M = 2.17, SD = 1.15), $t(153) = 4.21$, $p < .001$.

Emotion-Focused Emotion Management Strategy Manipulation. Raters indicated that the content of the supervisor's email was significantly more reappraisal oriented in the reappraisal condition (M = 4.34, SD = 0.01) than in the suppression condition (M = 1.34, SD = 0.01), $t(2) = 636.40$, $p < .001$. Rating the degree to which the email content was suppression oriented, raters rated the email content in the suppression condition (M = 3.83, SD = 0.24) significantly higher than in the reappraisal (M = 1.50, SD = 0.17) condition (M = 1.50, SD = 0.71), $t(2) = 9.90$, $p < .01$.

Hypothesis Tests

ANCOVA was the primary method of analysis given the categorical nature of study independent variables. To test the hypothesis, emotion-focused emotion management and emotion-focused emotion management were tested at the main and interactive effect levels across both crisis conditions. Results revealed a significant main effect for person-focused emotion management, $F(1, 154) = 12.39$, $p = .001$, $\eta_p^2 = .08$, and an interactive effect between emotion-focused emotion management and person-focused emotion management on work-related stress, $F(3, 154) = 5.81$, $p = .001$, $\eta_p^2 = .10$, supporting Hypothesis 1 (see Table 3).

Table 3. Univariate Results of Study Independent Variables on Work-Related Stress.

	All crisis conditions			Crisis condition			Noncrisis condition		
	F	*p*	η_p^2	*F*	*p*	η_p^2	*F*	*p*	η_p^2
Trait negative affect	9.85	.00	.06	4.06	.05	.05	5.77	.02	.07
Emotion management	2.95	.09	.02	0.74	.39	.01	2.70	.11	.04
Leader empathy	12.39	.00	.08	4.19	.04	.05	8.78	.00	.11
Emotion management × leader empathy	5.81	.00	.10	2.77	.05	.10	3.95	.01	.14

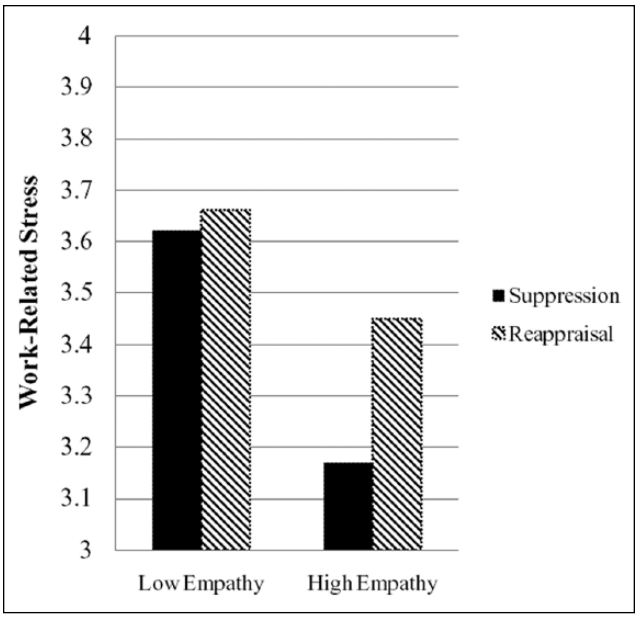

Figure 1. Two-way interaction between leader-facilitated emotion management and leader empathy on work-related stress under both crisis conditions.

Overall, participants reported less work-related stress when their leader demonstrated high empathy. As predicted, the effect of leader-facilitated emotion management on work-related stress was minimized by leader empathy, with this effect greatest for suppression (see Figure 1). The decrease in work-related stress was $d = -0.20$ ($p = .06$) from the reappraisal/no empathy condition ($M = 3.66$, $SD = 0.62$) to the reappraisal/empathy condition ($M = 3.46$, $SD = 0.56$) and $d = -0.45$ ($p = .0005$) from the suppression/no empathy condition ($M = 3.62$, $SD = 0.51$) to the suppression/empathy condition ($M = 3.17$, $SD = 0.68$). Work-related stress reports in the suppression/empathy condition were significantly lower than in other conditions (see Table 4).

To examine the interactive effect of emotion-focused emotion management and person-focused emotion management under conditions of crisis and noncrisis, the data set was split by crisis condition and the same ANCOVA procedure was followed as described above. As expected the person-focused emotion management × emotion-focused emotion management interaction was significant, $F(3, 77) = 2.77$, $p = .05$, $\eta_p^2 = .10$, in the crisis condition, in support of Hypothesis 2a. However, the interactive effect was significant under noncrisis conditions as well, $F(3, 77) = 3.95$, $p = .01$, $\eta_p^2 = .14$ (see Table 3).

Comparison tests revealed similar patterns across both crisis conditions (see Table 4 for a complete listing of comparison test results). Empathy had a beneficial effect for emotion-focused emotion management on work-related stress. More specifically, work-related stress decreased when the leader used empathy regardless of which emotion-focused emotion management strategy the leader employed. However, the effect was greater for suppression across both crisis and normal conditions. In the crisis condition the decrease in work-related stress was only $d = 0.03$ ($p = .44$) from the reappraisal/no empathy condition ($M = 3.64$, $SD = 0.66$) to the reappraisal/empathy condition ($M = 3.61$, $SD = 0.46$) but $d = -0.50$ ($p = .004$) from the suppression/no empathy condition ($M = 3.76$, $SD = 0.41$) to the suppression/empathy condition ($M = 3.27$, $SD = 0.71$). This difference was larger than in the noncrisis condition; thus, Hypothesis 2a is fully confirmed and Hypothesis 2b is partially confirmed. Again, those in the suppression/empathy condition reported significantly lower stress than those in all the other conditions under crisis.

Finally, under noncrisis conditions a similar effect held; however, the difference between reappraisal/no empathy ($M = 3.68$, $SD = 0.66$) and reappraisal/empathy ($M = 3.30$, $SD = 0.66$) was larger ($d = 0.38$) and significant ($p = .03$). Work-related stress reports were lower in the suppression/empathy condition than in all other conditions (see Figure 2).

Discussion

Leaders place emotional demands on followers by reiterating organizational display rules or imposing their own moment-to-moment display rules. They also are instrumental in facilitating healthy emotion management by being the figure best positioned to help followers manage their emotions. Having deduced that we know very little about how leaders actually manage followers' emotions, we created a laboratory study to test the effects of both person-focused and emotion-focused emotion management on work-related

Table 4. Post Hoc Comparisons Across Interaction Cells.

	All crisis conditions			Crisis			Noncrisis		
Conditions	Difference	*p*	σ_χ	Difference	*p*	σ_χ	Difference	*p*	σ_χ
1 vs. 2	.45	.00	.13	.49	.00	.18	.42	.02	.19
1 vs. 3	−.03	.40	.13	.12	.25	.19	−.20	.15	.19
1 vs. 4	.17	.10	.13	.15	.21	.19	.17	.18	.19
2 vs. 3	−.49	.00	.13	−.38	.02	.18	−.62	.00	.19
2 vs. 4	−.29	.02	.13	−.35	.03	.18	−.24	.11	.19
3 vs. 4	.20	.06	.13	.03	.44	.18	.38	.03	.19

1 = suppression × low empathy; 2 = suppression × high empathy; 3 = reappraisal × low empathy; 4 = reappraisal × high empathy.

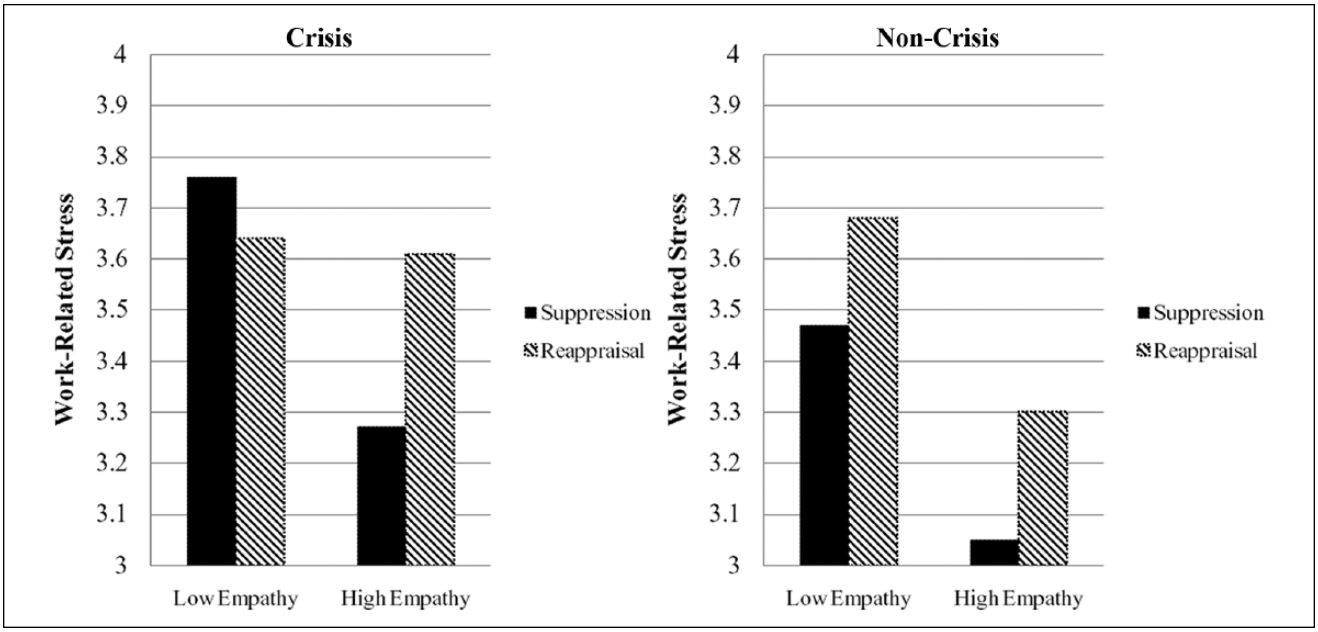

Figure 2. Two-way interaction between leader-facilitated emotion management and leader empathy on work-related stress under crisis and non-crisis conditions.

stress. We also tested these emotion management strategies under crisis and normal conditions. The results stress two important conclusions: (a) intrapersonal emotion management strategies have very different consequences when applied interpersonally and (b) positive person-focused emotion management appears to be the catalyst for healthy adherence to emotional demands. The social interaction model (Cóté, 2005) provided the foundation for our argument, as it proposes that interpersonal emotion management is a social phenomenon. Thus, the model stresses that emotion management receivers' reactions to the emotion manager are just as important as the emotion management directives.

Current findings also support the framing of empathy as both a expressed feeling and a tactical behavior. Concurrent with previous research, this study found that high leader empathy was an effective strategy for shaping positive perceptions of the leader intent and ability (Kellett et al., 2006), which appeared to help the leader when using suppression. This combination of person-focused and emotion-focused emotion management reduced the level of stress participants experienced. However, under any condition, empathy interacted with emotion-focused emotion management strategies to reduce stress reported by participants. The effect was most salient for suppression.

The effect of person-focused emotion management here may be understood through a basic premise of implicit leadership theories (e.g., Lord et al., 1984): Leader actions are interpreted in light of follower prototypes of the leader. It could be argued that most individuals include empathy as a prototypical quality of effective leaders in their leadership schema. In the context of this study, when the leader demonstrated

empathy, it changed perceptions of subsequent leader actions, including the leader's emotion-focused emotion management directive. It may have done so because it met critical needs during negative emotional experiences (Rime, 2007). Suppression resulted in a reduction of stress during what is typically characterized as a high-stress period (Milburn et al., 1983). The combination of empathy and reappraisal was not as potent, especially in times of crisis because reappraisal as a strategy—used interpersonally—implies empathy on the part of the sender. Without empathy, suppression appears punitive and unsympathetic—a restrictive display rule. Through empathy the leader encourages positive emotional experiences, and thus even when followers are told to suppress, inner experience and outer expression are congruent.

The above effects, however, say nothing about the discovery that reappraisal plus empathy has little effect under crisis conditions. This effect seems to be rooted in follower expectations during crisis. While individuals expect empathic concern from a leader figure during crisis (Pescosolido, 2002; Yukl, 2004), they also expect resolve and decisiveness (Bligh, Kohles, & Meindl, 2004; Pillai & Meindl, 1998). Reappraisal may communicate that the onus for managing affective events during crisis is with the employee. The response to this shifting burden is likely not favorable during crisis, as employees already feel anxious (Tiedens et al., 2000), resulting in increased stress and strain.

Implications

The prevailing assumption in the emotion management and emotional labor literature has been that suppression is debilitating and counterproductive when used over the long term. Display rules dictating the suppression of emotions are domineering. However, the results of this investigation demonstrate that directing employees to suppress their emotions can help them effectively reduce the stress of display rules when done well—meaning with the appropriate person-focused emotion management strategy. Suppression appears to be an effective interpersonal strategy when the leader first communicates care and concern. Empathy engenders trust between leader and follower (Goleman et al., 2002). Followers who trust their leader respond positively to leader requests and feel more capable about achievement (Dirks & Ferrin, 2002).

From a leader emotion-helping perspective, the results also suggest that a one–two emotion management combination involving person-focused and emotion-focused approaches is best. Empathy is one way leaders shape their image and relationships with subordinates, but it also may be the proverbial *first step* concerning interpersonal emotion management. Rime (2007) suggested that different interpersonal emotion management approaches targeted the different needs individuals have after a negative emotional experience, namely socioaffective, cognitive, and action needs. Under Rime's framework, empathy is the term for a set of behaviors directed toward individuals for the purpose of helping them to feel more secure. The next step in this combination is tangible emotion-focused recommendations. Emotion-focused emotion management help to meet the action needs of the person. Thus, using empathy and specific emotion-focused strategies may be an effective combination for managing others' emotions.

The moderating influence of person-focused emotion management underscores an important concept: Leaders must carefully manage their own emotional displays if they are to be successful managers of others' emotions. Humphrey (2008) argues that leaders are under the same emotional display rules as followers since their emotional displays influence followers' ability to adhere to display rules and communicate confidence. Displaying empathy is a trait lost on many and one that leaders must cultivate (Katz, 1963). Displaying empathy is an essential maneuver for managing others' emotions. In one study, Kellett et al. (2006) found that followers perceived leaders ability to be higher when leaders displayed empathy. The route to successful leadership was better predicted by emotional displays, such as empathy, than through complex task performance—underscoring the significant weight placed on leader emotional labor.

The current results, furthermore, provide broader recommendations for leadership and emotions in crisis situations. Herman's (1963) early review of the consequences of organizational crisis suggests that organizational leaders restrict autonomy and communication during crisis. Leaders, therefore, have a predisposition to be less empathic during crisis. The results show that empathy during crisis is an effective tactic, as it fosters perceptions that the leader cares and is willing to take responsibility—key elements for the effective leadership during crisis (Bass, 1990). While the findings here were limited to affective strain on the follower, for which reappraisal even with empathy proved ineffective under crisis, additional outcomes not influenced by resource preservation deserve additional attention.

Discordant with previous findings (Diefendorff & Richard, 2003), these results suggest that reappraisal may be ineffective under certain conditions via resource depletion. Reappraising, as opposed to other emotion management strategies, actually requires a greater amount of cognitive resources (Richards & Gross, 2000). The resource savings found with reappraisal are the result of congruence between one's inner and outer emotional self. Under crisis, however, the extra burden of reappraising an emotional event proves costly in terms of cognitive and thus emotional resources, leading to additional stress.

Limitations and Future Research

Notwithstanding clear causality in some cases due to moderate effect sizes, a couple limitations should be noted. First,

the use of a student sample in a laboratory setting does limit generalizability of study findings somewhat. Ideally, future research would study the organic expression and regulation of emotions using emotion-focused tactics tested here with a workplace sample. The normal experience and expression of emotions, and reaction by others, is essential to fully understanding the effects of such. Specifically, because a leader's reactions to a subordinate's emotions are not interpreted in a vacuum, consistency of behavior is equal in importance to nature. The current findings suggest that person-focused emotion management moderates emotion-focused emotion management and work-related stress, but the effect is produced via a low-fidelity exchange between leader and follower. In real-world conditions the effect would be conditional on the perception that the empathy is genuine, which would likely be judged by a pattern of leader behavior.

Professional relationships develop and change over repeated interaction, usually taking place over a long period. A single emotional exchange between a leader and follower is hardly realistic, as these relationships are defined over repeated interaction. While the reactions to the leader discovered in this study may be valid, the repeated exchange of emotions and emotion management warrants significant attention. In a longitudinal examination, positive reactions to reappraisal may pay incremental dividends—as reappraisal has conclusively been shown to be a healthier coping strategy (e.g., Gross & John, 2003). The short-term demands of reappraisal may lead to increased resource strain, but repeated use of suppression may have incrementally worse effects. Indeed, suppression—even paired with empathic concern—may with repeated use send the message that the emotional climate is a closed one (Ozcelik, Langton, & Aldrich, 2008).

Next, study manipulations and tasks were delivered via pencil-and-paper methods as part of a low-fidelity vignette. Participant interactions with a leader figure were only hypothetical. However, criterion-related validity coefficients have been found to be similar between low- and high-fidelity tasks in employment contexts (Motowidlo, Dunnette, & Carter, 1990), and paper-based emotion inductions are common in emotions research (e.g., Lerner, Gonzalez, Small, & Fischhoff, 2003; Lerner & Keltner, 2001). Nevertheless, the concern that participants would react differently to leader emotion management directives in real time is valid and deserves additional attention in future studies. The most logical next step is to examine these relationships in an organizational setting.

A final limitation of this study is that a relatively small set of emotion management tactics, moderators, and outcomes was examined. Given that the primary purpose of this study was to examine cognitive and affective mechanisms underlying the proposed relationships, the design and variable list are warranted; however, a broader investigation is needed if broad implications (e.g., interpersonally facilitated suppression is an effective strategy) are to hold. A first step is to examine the full range of facilitated emotion management strategies leaders employ (Diefendorff et al., 2008). Next, as we know that interpersonal emotion management is influenced by social factors (Côté, 2005), additional moderators of the emotion management–follower outcome relationship should be identified and examined. Finally, additional outcomes deserve attention, including task performance, contextual performance, attitudes toward the organization and leader, and ethical behavior.

Conclusion

In this article, we have presented research on the person-focused and emotion-focused strategies leaders apply to manage follower emotion experiences. We have examined these strategies under two very different environmental contexts. Finally, the effectiveness of these strategies was measured by the amount of work-related stress participants reported. This research has several theoretical and practical implications, including a more complete understanding of interpersonal emotion management. The findings show that interpersonal emotion management, different from intrapersonal emotion management, is most effective when both a person- and emotion-focused strategy is used. Practically, the results suggest that leaders are effective managers of emotion when they validate followers' emotional experiences with leader empathy and encourage them to suppress their emotions.

Appendix A

Position Background Information

Washington University Recruitment Scenario

Organization background. **Washington University** is a large public university that enrolls around 25,000 people. It was established around the turn of the twentieth century and has a strong reputation among the nation's public universities. Washington has always enjoyed large enrollment classes as it offers a wide-range of academic degrees, low tuition, and has an excellent academic reputation. The school maintains somewhat rigorous admission standards, but this has only made the school more attractive to new students. Washington is recognized for its nationally ranked athletics system, which it also uses to attract prospective students.

Washington University's appeal extends to the local community. The city has a thriving cultural district and night-life that keep students entertained. Community leaders work hard to make sure that students feel welcome and that local activities are organized year-round. Local citizens seem to enjoy the college population and regularly support campus functions. Truly, Washington is located in a typical "college town."

Personal background. You are **Pat Sayers**, a recruitment specialist at Washington University. After obtaining a bachelor's degree in recruitment management 7 years ago from Washington University, you were hired as one of the university's recruitment specialists. You have stayed on at Washington U. because you enjoy the responsibilities of your position; meeting with large groups of students and their families to discuss educational and career opportunities. While all of your original colleagues have moved on to higher paying jobs, you have remained loyal to Washington. Other opportunities certainly presented themselves over the years, and you have seriously considered moving on to more "career oriented" jobs, but you always decided to stay on at Washington with the hope that you could move up into a top administrator's role in the admissions and recruitment office.

Your Primary Responsibilities Include:

- Advise students and families regarding educational options and admissions policies
- Visit schools and colleges to speak with groups or individual students to develop partnerships between University and those institutions
- Organize community workshops, retreats, and special events to promote university
- Design and implement recruitment systems targeting large groups of prospective students
- Evaluate recruitment systems for utility and impact
- Create and distribute a range of promotional materials designed for recruitment efforts
- Prepare reports and proposals regarding recruitment activities
- Respond to inquiries from students and external institutions
- Assist with the formulation, development, implementation of admissions-related policies

Department. Your position is one of ten such positions in the Admissions Office at Washington University. Aside from recruitment efforts, the admissions office also manages admission applications, transcript evaluations, placement of advanced standings, and residency issues. The Admissions office had steadily grown in the number of personnel during your first four years of employment as the number of students increased. Recruitment efforts have expanded to all fifty states and multiple foreign countries, in which institutions have developed exchange ties with Washington University.

Appendix B

Crisis Manipulation Contextual Information

Current Situation (Crisis Condition). Recently, Washington University's enrollment has been cut 13% as a result of the economic recession. The falling enrollment, plus state education budget cuts have forced the university to make a series of internal budget cuts over the past two years, which has led to the elimination of administration, untenured faculty, and academic systems. This next year an additional 4% university-wide cut will be made. The university has tried numerous approaches to maintain enrollment, including heavy advertising systems, low-income scholarships, and avoiding large tuition hikes. This next year, though, the university plans on raising tuition by 15%, its largest increase ever, to offset the mounting budget deficits.

Your office, obviously, has been one of the hardest hit by the falling enrollment and economic recession. The budget cuts have forced a number of layoffs in the Admissions Office, mostly among admission officers and administrative personnel. The university had hoped to maintain the current number of recruitment specialists for fear that it might further harm enrollment, but the latest cuts have resulted in the laying off of a number of the recruitment specialists. You are grateful that you still have a job, but worry that you could be next if things get worse. The layoffs have put your team in a tough situation, especially since the University announced that they are seeking a complete overhaul to the University's recruitment system. The university administrators feel that the existing system is non-systematic, disorganized and focuses on issues no longer important to current students. In fact, University Officials expect to see a new recruitment system in just a couple of months, so that the new system can be implemented during the next academic year.

Washington University's Director of Admissions has asked that the recruitment specialists work together on a proposal for the new recruitment system. You were told that the proposal should outline the specific elements of the new recruitment system, which you will develop once a proposal is approved. The University has outlined some key objectives that they would like the new recruitment system to meet, which you are asked to consider in both your proposal and subsequent system plan. Those objectives were as follows:

Current Situation (No Crisis Condition). Recently, Washington University's enrollment has been cut 2% as a result of the economic recession. The non-improving enrollment has worried University Officials, who fear that further decline could lead to larger budget cuts, which would lead to the elimination of university personnel. The university considered a small budget cut for this next year, but has been able to find funds to preserve the existing budget. The university has tried numerous approaches to maintain enrollment, including heavy advertising systems, low-income scholarships, and avoiding large tuition hikes. This next year, though, the university plans on raising tuition by 3% to protect against any future budget cuts.

Your office, obviously, has been somewhat influence by the slight dip in enrollment and the economic recession. The possibility of budget cuts has been the cause for cuts in recruitment advertising, and for cutting non-essential recruitment positions. The University hopes to maintain the current number of recruitment specialists for fear that any changes might further harm enrollment. Plus, recruitment specialists will be needed in the coming year since the University announced that they are seeking a complete overhaul to the University's recruitment system. The university administrators feel that the existing system is non-systematic, disorganized and focuses on issues no longer important to current students. University Officials expect to see a new recruitment system in a year or two, so that the new system can be implemented in a couple of academic years.

Washington University's Director of Admissions has asked that the recruitment specialists work together on a proposal for the new recruitment system. You were told that the proposal should outline the specific elements of the new recruitment system, which you will develop once a proposal is approved. The University has outlined some key objectives that they would like the new recruitment system to meet, which you are asked to consider in both your proposal and subsequent system plan. Those objectives were as follows:

- Identifies prospective students who represent the best fit for Washington University
- Develops a strategic system to coordinate recruitment efforts between university recruiters, departments, and university systems
- Establishes formal relationships with local high schools and community colleges
- Includes the development University advertisements that emphasize both academic success of students and quality of life
- Includes the development external and internal feedback systems for recruitment system

You work tirelessly on the proposal, which addressed the specific criteria listed above. The proposal is meticulously put together, addressing the costs and benefits of different recruitment initiatives and programs. You, and your boss, believe that it provides more than enough information for the University Administrators to make a decision on whether you should proceed with the new recruitment system. The proposal is delivered to the Director of Admissions on time, and he tells you that he will be meeting with the University President and other officials in the next couple of days to review the proposal. Given the current situation, you hope that everyone is pleased with the work you have done. Also, you hope that this proposal could be what you need to get recognized and receive a much deserved promotion.

Appendix C

Anger Induction Email

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From : President Kuppens <tbaker@csu.edu>
To : Phillip Sayers <psayers@csu.edu>; admissions staff
Subject : New University Recruitment System
To Whom it May Concern,

I would like to personally announce that the University is moving forward for a New Recruitment System, which will take effect in two academic calendar years from now. An early announcement is warranted given the emphasis, resources, and time that will be invested in the development of this system over the next couple of years. We will need the support of all the admissions staff, and most importantly, we need for the recruitment specialists to provide ongoing ideas and feedback.

I feel confident that the new system will attract the highest caliber of students to our university. It will meet all the standards that we believe are necessary to attract the current student. Furthermore, I would like to personally congratulate the Director of Admissions, Tammy Baker, for her work on the developing a proposal for the new recruitment system. We found her proposal to be so well crafted and detailed that it was immediately approved by the University Officials and Board Members. You should feel confident that with a leader such as Tammy you are well prepared to tackle this challenge placed before you all.

Sincerely,
President Kuppens
University President, Washington University

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You are stunned to see that the Director of Admissions has taken credit for your work. How could he do this to you? You immediately email your boss to discuss the stealing of credit and to vent your frustration. You wonder how he will respond to this injustice.

Appendix D

Leader-Facilitated Emotion Management Manipulation Email With Low Empathy Tone

From : Casey Smart <csmart@csu.edu>
To : Pat Sayers <psayers@csu.edu>
Subject : Recruitment System Proposal?
Hey Pat,

Well, it seems as if the director has taken matters into their own hands. I find the whole situation interesting, but this is the decision that she has made and you'll need to accept it.

(Reappraisal) I'm not entirely sure why the director did this, but I figure it had something to do with his own job

security. He might have been feeling some pressure from University officials, and decided that he needed to take credit for this proposal with the hopes that it would boost his image. He might have also felt justified in taking credit for this proposal since he is our director. He must have had some important reason to act the way he did. It could be that he didn't even try to take credit, but that the University Officials assumed he put the proposal together since it came from him. I'm trying to better understand the situation so that we can move forward.

(Suppression) I'm going to try and put the situation behind me. What's done is done. We still have a job to do, and I don't want this situation to interfere with that. I know that if you dwell on this unfortunate event it will do no good. I'm trying to maintain a positive attitude through it all and I would encourage you to do the same.

Sincerely,
Casey

p.s. I've attached a form on which you can provide ideas and details for the new recruitment system. I'll need a lot of help and input on this so please take some time on it.

Appendix E

Leader-Facilitated Emotion Management Manipulation Email With High Empathy Tone

From : Casey Smart <csmart@csu.edu>
To : Pat Sayers <psayers@csu.edu>
Subject : Recruitment System Proposal?
Hey Pat,

I can't believe how this situation has played out. I would have never thought that something like this could ever have happened. I totally understand your anger, as I am also very angry that we are not getting due credit. It is really too bad that you won't be properly recognized because you do really good work and deserve to be promoted.

(Reappraisal) I'm not entirely sure why the director did this, but I figure it had something to do with his own job security. He might have been feeling some pressure from University officials, and decided that he needed to take credit for this proposal with the hopes that it would boost his image. While I think it is hard to imagine, he might have also felt justified in taking credit for this proposal since he is our director. It's baffling, but I just keep thinking that he had some important reason to act the way he did. Maybe it's naïve of me, but it could be that he didn't even try to take credit, but that the University Officials assumed he put the proposal together since it came from him. I hope that this is the case, and that we can fix things. I'm trying to better understand the situation so that we can move forward.

(Suppression) As bad as I feel about the situation, especially for you, I'm going to try and put the situation behind me. What's done is done. We still have a job to do, and I don't want this situation to interfere with that. You are the best recruitment specialist we have, and I know that if you dwell on this unfortunate event it will do no good. I'm trying to maintain a positive attitude through it all and I would encourage you to do the same.

Sincerely,
Casey

p.s. I've attached a form on which you can provide ideas and details for the new recruitment system. I'll need a lot of help and input on this so please take some time on it.

Declaration of Conflicting Interests

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