

Emotions in Organizations:

*Communication, control & commodification of feelings at work*¹

COM 691 – Fall 2008 – Mondays 3:15-5:55 p.m. – SLN 72823

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Course Description

This graduate seminar explores the different ways emotion is socially and discursively constructed through communication and interaction, and how emotional performances, emotional control, abuse/bullying, compassion, emotional intelligence, stress and burnout are manifest in everyday organizational life. Emotion norms are perpetuated and naturalized through employee talk and organizational structures. Furthermore, employees engage in emotional activity through micro-practices including emotional labor, social support, compassion and empathy. And, of course, employees cope with affective events (constructed by discourse) through face to face and mediated interaction, story telling, venting, joking and advice giving.

Topics will include theoretical considerations as well as case study analyses. Through class discussions, readings and assignments, students will learn the value of understanding how emotion issues—both organizational norms about them and employees’ ways of dealing with them—are central to the study of organizational communication.

This class is a graduate seminar, and as such, students will spend significant time reading and analyzing advanced texts, generating discussion based upon these texts, providing peer feedback and bringing in their own ideas from outside, original, research. As an instructor I will alternately act as background provider, listener, moderator, devil’s advocate, questioner and sounding board for student reflections and research.

Course Resources

Fineman, S. (Ed.) (2008). *The emotional organization: Passions and power*. Malden, MA: Blackwell.

Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley, CA: University of California Press.

Newton, T. (1995). *‘Managing’ stress: Emotion and power at work*. Thousand Oaks, CA: Sage.

- Password-protected readings on Blackboard (see schedule below for citations). These are copyright protected and can be downloaded once per student for educational use.
- Within the first few weeks of the semester, students should send an email to Neal Ashkanasy requesting to become a member of “Emonet”—the primary listserv community of emotion and organizing scholars. See: <http://www.uq.edu.au/emonet/>.

¹ This course and syllabus was designed by Sarah J. Tracy in Fall 2008. Others are free to duplicate or reuse portions of this syllabus with a simple notation of source and an email fyi to Sarah.Tracy@asu.edu.

Class requirements (out of 500 pts total):

1. Semester Research Paper Project & Presentation (up to 225 pts). The culminating course project is a 20-to-25-page paper (APA style) on an issue related to emotion and communication in organizations. Students are encouraged to make use of the readings in this class. Format possibilities include original research studies (either qualitative or quantitative in nature), comprehensive critical literature reviews (e.g., check out examples in *Communication Yearbook*), advanced case analyses, or theory-based papers that include in-depth training modules.

If there is another type of project that you would like to complete—or if you would like to work with another—please feel free to approach me. If you work in a pair, you can begin doing so with the first draft (bbF). Co-authored projects will receive the same grade and should be slightly more expansive in terms of scope/length (e.g., 25-30 pages).

During the final exam period, you'll be asked to give a 10 minute oral presentation of your final paper (25 of the listed points). This is an opportunity to practice a conference-quality presentation, complete with visual aids if appropriate.

2. Research Paper Building Blocks (up to 120 pts). The research project is segmented into seven “building block” assignments that lead toward your final paper. Building blocks A, B, C, D, E & G are worth 15 points each, with BB F (the first draft) worth 30 points. Please type these assignments, post them to blackboard before class, bring one paper copy to turn in and be prepared to share ideas. Details of each assignment appear below, examples appear on blackboard and further details may be discussed in class.

We will adopt a workshop format in which students will provide constructive feedback on these to each other. Please review and provide constructive feedback within a week to the student who turned in their project immediately after yours (an emailed paragraph to author cc'ed to Dr. Tracy). This peer feedback process shows the range of projects being tackled and provides the opportunity for a breadth of feedback.

A. Three potential topics: *Humans often “satisfice,” going with the first workable decision we stumble upon, rather than the “best” possible decision. In the effort to determine a “better” semester project, describe three potential project ideas. For each, come up with an overall research question or research problem that your project will tackle. For inspiration, consider syllabus readings, organizational dilemmas you've faced, unanswered questions in the literature, hot topics, or issues that confuse and/or energize you. Briefly discuss the rationale or significance of each.*

B. Abstract: *Usually people write the abstract after they are finished with a paper. In this class, you'll be asked to write one before you begin. Examine models of course reading abstracts, and write something at 400-500 words. Writing this first provides a road map. Your abstract will change over the semester—this is a place to start.*

C. Conceptual “cocktail party”: *Consider your paper's audience—the handful of scholars you most want to dialogue with about your project. Choose 3-4 scholars who you would choose to be reading/responding to/critiquing your research. Collect at least two articles from each scholar, and provide an overview with the citation and a brief explanation as to why you've chosen this person to be part of your conceptual cocktail party. Ultimately, in your final paper, you should be citing these scholars in the first few paragraphs. You might also shoot them an email letting them know how you are making use of/appreciating their research.*

D. Annotated Bibliography: *Share with the class the types of citations and articles you're making use of for your semester project (have fifteen or more—citations from this class are acceptable and encouraged). This bibliography should make use of, yet build upon your conceptual cocktail party. Provide the citation in APA style and in several sentences describe several points that make it useful for your project.*

E. Article format models: *Find three or four published articles that, format-wise, “do” the same thing that you want to do in your own paper. For example, if you are conducting a focus-group study in which you meld two theoretical points of view, find other articles that do the same (the model need not be on the same topic). Consider publication venues appropriate for your own work in the future. Cite the source in APA style, and for each of “model”, create an outline of what is done in the article (e.g., “rationalizes the use of theory abc as a new way of making sense of xyz behavior”) and the amount of space (number of pages or paragraph) used to do it in. These will assist you in determining the organizational framework of your own paper. Use the article “headers” as a rough guide of how detailed the outline should be.*

F. First Draft: *Write the first full draft of the semester paper.*

G. First Draft Peer Feedback: *Provide structured feedback and suggestions to two of your colleagues' papers. Use “track changes” on Microsoft Word as well as provide a one-two page overview/summary of your comments. Use this as an opportunity to practice skills in reviewing scholarly papers (something you will do in the future as you review conference papers and journal articles).*

3. Dynamic Discussion-Leading (up to 80 pts). Each student will lead discussion for a subset of the assigned readings. Doing so provides an opportunity to practice concept-integration skills and presentation abilities. Dates for discussion leading will be chosen within the first two weeks of class.

Discussion leaders will be graded upon thoughtfulness and timeliness of discussion questions; thoroughness, readability and format of outlines; clear effort at improving a Wikipedia site; liveliness and organization of discussion leading; and command of topic.

Discussion leading includes the following activities:

- a. Touch base a week in advance to discuss the time range of discussion-leading;
- b. Prepare 3-5 discussion questions for us to think about and respond to electronically via blackboard and verbally in class. Please feel free to solicit questions from class members. *Post these to blackboard at least five days in advance so that other students can consider these issues as they read the articles.*
- c. Develop typed outlines (~2 single-spaced pages per article is usually appropriate). *Post these on blackboard by midnight the night before class (if, for some reason, the midnight deadline passes without your posting them, please bring paper copies for all students).* The outlines should include:
 - Your name and date
 - The full citation of the article (APA style)
 - A full-sentence outline of the article
 - An evaluative paragraph that notes one or two strengths of the piece, weaknesses/limitations, how the piece connects to other course readings and what it suggests in terms of appropriate or fruitful future research.

- d. Refer to 3-4 of the readings listed in *additional resources* for that day (e.g., their topic and how they fit with the larger theme of the day).
- e. Update/enhance a Wikipedia webpage on some issue related to the week's theme (add at least three or four new sentences/citations). Details and assistance will be provided by the 792 course assistant.
- f. In class, provide a brief overview of the readings, (to get us warmed up), cover any key terms or theories (turning to the instructor for more information if desired), present / integrate the main concepts in an interactive, lively manner—making use of discussion questions, activities and application to course projects.
- g. Bring one paper copy of discussion questions, outlines, Wikipedia update and any other relevant material to class to be turned in.

5. Unswerving Attendance and Intellectually Passionate Participation (up to 75 pts).

Students should come to class prepared with noted responses to discussion questions and show an informed understanding of the readings through enthusiastic verbal participation. Students can also participate by posting electronic responses on discussion board, asking simple factual questions, pointing out methodological assumptions, critiquing the research, noting a point of admiration, clarifying a concept that will help everyone, applying the study to your research project or to some other personal experience, etc. I will evaluate students' participation by making notations regarding the following:

- Informed reflection of required readings consistently throughout the semester
- Careful and respectful listening to others and dialoguing with alternate views
- Mindful reflection of “floor-time”, and efforts to integrate others' contributions
- Evident class preparation (finished assignments, course readings, texts)
- Attendance and professionalism (arriving on-time, avoiding early departures, paying attention, avoiding side conversations and cell phone interference)
- Bringing value and contribution to our learning community

If you must miss a single class, you can make up the attendance points by creating an outline of an unassigned reading (please propose before completing).

Course Policies

Assignments, Due Dates & Incompletes: Assignments, unless listed otherwise, are due at the beginning of class. A late written assignment will be penalized up to 10% for each day it is late. Due to time constraints, discussion-leading will only receive credit when completed on the day scheduled. All assignments must be completed in order to pass the course. No assignments (except for final paper) will be accepted after Wednesday, December 10th. Incompletes are available to students who: 1) have finished more than half the coursework, 2) experience serious illness or personal emergency, and 3) negotiate the incomplete before December 10th. It is in students' best interest to let me know if they are having difficulty keeping up in the class. .

Unique Academic Needs: Students with academic needs that require special assignment considerations can be accommodated. Students should document their needs with the University's Disability Resources Center and see me within the first two weeks of class to discuss options.

Plagiarism/Academic Dishonesty: Although several graduate papers may overlap in conceptual focus, students' 691 research projects should be original work devised for this class. If students plan on using material prepared for a different course, please consult with me regarding appropriateness. ASU's academic integrity and plagiarism policies are applicable to this course. Please see http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm). Students are responsible for knowing APA style for citing outside sources.

Grading: Letter grades are figured as to the following guidelines (out of 500 pts).

Outstanding – above expectations	Good – above average	Satisfactory	Unsatisfactory	Failing
A+ 485 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 484 pts	B 415 – 434 pts	C 350 – 384 pts	D 300–349 pts	E below 349 pts
A- 450 – 464 pts	B- 400 – 414 pts			XE - academic dishonesty

Weekly Schedule—Subject to change via an announcement in class or discussion board	
Class-Day	Topic / Readings
1-8/25	<p>EMOTIONS IN ORGANIZATIONS OVERVIEW</p> <p>Dutton, J. E. (2003). Breathing life into organizational studies. <i>Journal of Management Inquiry</i>, 12, 5-19.</p> <p>Tracy, S. J. (Accepted 2007; In Press). Emotion and communication in organizations. In W. Donsbach (Ed.), <i>International Communication Association Encyclopedia</i>, 4, 1513-1519.</p> <p>Miller, K., Considine, J., & Garner, J. (2007). “Let me tell you about my job”: Exploring the terrain of emotion in the workplace. <i>Management Communication Quarterly</i>, 20, 231-260.</p> <p>Fineman, S. (2008). Whither emotion? In D. Barry & H. Hansen (Eds.), <i>The Sage handbook of new approaches in management and organization</i> (pp. 239-240). Thousand Oaks, CA: Sage.</p> <p>Fineman, S. (2008). Introducing the emotional organization. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 1-11). Malden, MA: Blackwell.</p> <p>Fineman, S. (2008). Epilogue. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 218-219). Malden, MA: Blackwell.</p> <p>Fineman, S. (2008). Emotion and organizing. In S. Clegg, C. Hardy & W. Nord (Eds.), <i>Handbook of organization studies</i> (pp. 675-700). London: Sage.</p> <p>Meanwell, E., Wolfe, J. D., & Hallett, T. (2008). Old paths and new directions: Studying emotions in the workplace. <i>Sociology Compass</i>, 2, 537-559.</p>
	<p>NO CLASS – LABOR DAY HOLIDAY</p> <p>The following resources (which constitute different research formats I’ve experimented with while studying emotion and organizing) are provided for background and a brainstorming springboard.</p> <p>Research Study - Tracy, S. J. (2000). Becoming a character for commerce: Emotion labor, self subordination and discursive construction of identity in a total institution. <i>Management Communication Quarterly</i>, 14, 90-128.</p> <p>Case Study - Tracy, S. J. (2003). Navigating the limits of a smile: Emotion labor and concertive control on a cruise ship. In J. Keyton & P. Shockley-Zalabak (Eds.), <i>Case studies for organizational communication: Understanding communication processes</i> (pp. 374-388). Los Angeles: Roxbury Publishing.</p> <p>Creative Layered Account - Tracy, S. J. (2004). The construction of correctional officers: Layers of emotionality behind bars. <i>Qualitative Inquiry</i>, 10, 509-533.</p> <p>Theoretical Paper - Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self↔fake-self dichotomy: Moving toward crystallized organizational identities. <i>Communication Theory</i>, 15, 168-195.</p> <p>Book chapter and confessional tale - Tracy, S. J. (2008). Power, paradox, social support, and prestige: A critical approach to addressing correctional officer burnout. In S. Fineman (Ed.), <i>The emotional organization</i> (pp. 27-43). Malden, MA: Blackwell.</p>

2-9/08	<p>MODELS, PARADIGMS & METHODS OF EMOTION AND ORGANIZATION</p> <p>Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. <i>Psychological Science</i>, 8, 162-166.</p> <p>Weiss, H. M. (2002). Conceptual and empirical foundations for the study of affect at work. In N. Schmitt (Series Ed.) & R. G. Lord, R. J. Klimoski & R. K. Kanfer (Vol. Eds.), <i>The organizational frontier series: Vol. 16. Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior</i> (pp. 20-63). San Francisco: Jossey-Bass.</p> <p>Weiss, H. M., & Beal, D. J. (2005). Reflections on affective events theory. In N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Series Eds.) & N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Vol. Eds.), <i>Research on emotion in organizations: Vol. 1. The effect of affect in organizational studies</i> (pp. 1-21). Amsterdam: Elsevier.</p> <p>Fineman, S. (2005). Appreciating emotion at work: Paradigm tensions. <i>International Journal of Work Organisation and Emotion</i>, 1, 4-19.</p> <p>Hareli, S., Rafaeli, A., & Parkinson, B. (2007). Emotions as social entities: Interpersonal functions and effects of emotion in organizations. In N. M. Ashkanasy & C. L. Coopers (Eds.), <i>Research companion to emotion in organizations</i> (pp. 349-359). London: Edward Elgar.</p> <p>Planalp, S., Metts, S., & Tracy, S. (Resubmitted March 2008—In Press). The social matrix of emotion expression and regulation. In C. Berger, (Ed.), <i>Handbook of communication science</i> (2nd edition).</p> <p>Additional Resources</p> <p>Hochschild, A. R. (1983). Models of emotion: From Darwin to Goffman. In <i>The managed heart: Commercialization of human feeling</i> (pp. 211-232). Berkeley, CA: University of California Press.</p> <p>Hochschild, A. R. (1983). Naming feeling. In <i>The managed heart: Commercialization of human feeling</i> (pp. 233-243). Berkeley, CA: University of California Press.</p> <p>Harré, R. (1986). An outline of the social constructionist viewpoint. In R. Harré (Ed.) <i>The social construction of emotions</i> (pp. 2-14). New York: Basil Blackwell.</p> <p>Oatley, K. (1993). Social construction in emotions. In M. Lewis & J. M. Haviland (Eds.), <i>Handbook of emotions</i> (pp. 341 – 352). New York: Guilford.</p> <p>Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. <i>Research in organizational behavior</i>, 18, 1-74.</p> <p>Scherer, K. R. (2000). Emotion, In M. Hewstone & W. Stroebe (Eds.), <i>Introduction to social psychology: A European perspective</i> (3rd ed., pp. 151-191). Oxford: Blackwell.</p> <p>Due: bb A - Three potential topics</p>
3-9/15	<p>EMOTIONAL LABOR – THE SEMINAL WORK</p> <p>Hochschild, A. R. (1983). <i>The managed heart: Commercialization of human feelings</i>. Berkeley: University of California Press.</p> <p>Additional Resources</p> <p>Martin, S. E. (1999). Police force or police service? Gender and emotional labor. <i>Annals of The American Academy of Political and Social Science</i>, 111-126</p> <p>Yanay, N., & Shahar, G. (1998). Professional feelings as emotional labor. <i>Journal of Contemporary Ethnography</i>, 27, 346-373.</p> <p>Waldron, V. R. (1994). Once more, with feeling: Reconsidering the role of emotion in work. In S. A. Deetz (Ed.), <i>Communication Yearbook</i>, 17 (pp. 388-416). Thousand Oaks, CA: Sage Publications.</p> <p>Conrad, C., & Witte, K. (1994). Is emotional expression repression oppression? Myths of organizational affective regulation. In S. A. Deetz (Ed.), <i>Communication Yearbook</i>, 17 (pp. 417-428). Thousand Oaks, CA: Sage. *This is a response to Waldron, so read Waldron first.</p> <p>Stenross, B., & Kleinman, S. (1989). The highs and lows of emotional labor: Detectives' encounters with criminals and victims. <i>Journal of Contemporary Ethnography</i>, 17, 435 -452.</p> <p>Smith, A. C., III, & Kleinman, S. (1989). Managing emotions in medical school: Students' contacts with the living and the dead. <i>Social Psychology Quarterly</i>, 52, 56-69.</p>

4-9/22	<p>EXTENDING AND CRITIQUING HOCHSCHILD</p> <p>Rafaeli, A., & Sutton, R.I. (1987). Expression of emotion as part of the work role. <i>Academy of Management Review</i>, 12, 23-37.</p> <p>Sutton, R. I., & Rafaeli, A. (1988). Untangling the relationship between displayed emotions and organizational sales: The case of convenience stores. <i>Academy of Management Journal</i>, 31, 461-487.</p> <p>Sutton, R. I., & Rafaeli, A. (1988). How we untangled the relationship between displayed emotion and organizational sales: A tale of bickering and optimism. In P. Frost & R. Staebelin (Eds.), <i>Conducting exemplary research</i> (pp. 115-129). Newbury Park, CA: Sage.</p> <p>Ashforth, B. E. & Humphrey, H. (1995). Emotion in the workplace: A reappraisal. <i>Human Relations</i>, 48, 97-125.</p> <p>Tracy, S. J. (2005). Locking up emotion: Moving beyond dissonance for understanding emotion labor discomfort. <i>Communication Monographs</i>, 72, 261-283.</p> <p>Additional Resources</p> <p>Van Maanen, J, & Kunda, G. (1989). “Real feelings”: Emotional expression and organizational culture. <i>Research in Organizational Behavior</i>, 11, 43-103.</p> <p>Sutton, R. I. (1991). Maintaining norms about expressed emotions: The case of bill collectors. <i>Administrative Science Quarterly</i>, 36, 245-268.</p> <p>Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labor in service roles: The influence of identity. <i>Academy of Management Review</i>, 18, 88-115.</p> <p>Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. <i>Academy of Management Review</i>, 21, 986-1010.</p> <p>Tracy, S. J., & Tracy, K. (1998). Emotion labor at 911: A case study and theoretical critique. <i>Journal of Applied Communication Research</i>, 26, 390-411.</p> <p>Wharton, A. S. (1999). The psychosocial consequences of emotional labor. <i>Annals of the American Academy of Political and Social Science</i>, 561, 158-176.</p> <p>Lively, K. J. (2000). Reciprocal emotion management. <i>Work and Occupations</i>, 27, 32-63.</p> <p>Ashforth, B. E. & Kreiner, G. E. (2002). Normalizing emotion in organizations: Making the extraordinary seem ordinary. <i>Human Resource Management Review</i>, 12, 215-235.</p> <p>Miller, K. I. (2002). The experience of emotion in the workplace: Professing in the midst of tragedy. <i>Management Communication Quarterly</i>, 4, 571-600.</p> <p>Haman, M., & Putnam, L. (2008). In the gym: Peer pressure and emotional management among co-workers. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 61-73). Malden, MA: Blackwell.</p> <p>Due: bb B – Abstract</p>
5-9/29	<p>EMOTIONAL INTELLIGENCE</p> <p>Dougherty, D. S., & Krone, K. J. (2002). Emotional intelligence as organizational communication: An examination of the construct. <i>Communication Yearbook</i>, 26, 202-229.</p> <p>Becker, T. (2003). Is emotional intelligence a viable concept? <i>Acad. of Management Review</i>, 28, 192-195.</p> <p>Jordan, P. L., Ashkanasy, N. M., Hartel, C. E. J. (2003). The case for emotional intelligence in organizational research. <i>Academy of Management Review</i>, 28, 195-197.</p> <p>Fineman, S. (2004). Getting the measure of emotion - and the cautionary tale of emotional intelligence. <i>Human Relations</i>, 57, 719-740.</p> <p>Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. <i>Journal of Organizational Behavior</i>, 26, 441-452.</p> <p>Locke, E. A. (2005). Why emotional intelligence is an invalid concept. <i>Journal of Organizational Behavior</i>, 26, 425-431.</p> <p>Shields, S. A., & Warner, L. R. (2008). Gender and the emotion politics of emotional intelligence. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 167-183). Malden, MA: Blackwell.</p> <p>Due: bb C – Conceptual Cocktail Party</p> <p>(continued on next page)</p>

<p>5-9/29</p>	<p>EMOTIONAL INTELLIGENCE, CONT.</p> <p>Additional Resources</p> <p>Goleman, D. (1998). <i>Working with emotional intelligence</i>. New York: Bantam Books. choose various chapters from book....</p> <p>George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. <i>Human Relations</i>, 53, 1027-1055.</p> <p>Scherer, K. R., & Tran, V. (2001). Effects of emotion on the process of organizational learning. In M. Dierkes, A. B. Antal, J. Child, and I. Nonaka (Eds.), <i>Handbook of organizational learning and knowledge</i> (pp. 369-392). Oxford: Oxford University Press</p> <p>Hancock, P., & Tyler, M. (2008). It's all too beautiful: Emotion and organization in the aesthetic economy. . In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 202-217). Malden, MA: Blackwell.</p> <p>Hatcher, C. (2008). Becoming a successful corporate character and the role of emotion management. In S. Fineman (Ed.) [same text as above but pp. 153-166].</p> <p>Due: bb C – Conceptual Cocktail Party</p>
<p>6-10/6</p>	<p>STRESS & BURNOUT IN ORGANIZATION -- SPECIAL GUEST, KORY FLOYD</p> <p>Newton, T. (1995). <i>'Managing' stress: Emotion and power at work</i>. Thousand Oaks, CA: Sage.—Chapters 1, 5, 7 (~50 pages)</p> <p>Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. <i>Annual Review of Psychology</i>, 52, 397-422.</p> <p>Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. <i>Journal of Organizational Behavior</i>, 25, 293-315.</p> <p>Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i>, 33, 137-162.</p> <p>Tracy, S. (2009; In Press). Managing burnout and moving toward employee engagement: A critical literature review and communicative approach toward reinvigorating the study of stress at work. In P. Lutgen-Sandvik & B. Davenport Sypher (Eds.), <i>The destructive side of organizational communication: Processes, consequences and constructive ways of organizing</i>, Lawrence Erlbaum Publishers.</p> <p>Additional Resources</p> <p>Miller, K. I., Stiff, J. B. & Ellis, B. H. (1988). Communication and empathy as precursors to burnout among human service workers. <i>Communication Monographs</i>, 55, 250 - 265.</p> <p>Ray, E. B., & Miller, K. I. (1991). The influence of communication structure and social support on job stress and burnout. <i>Management Communication Quarterly</i>, 4, 506-527.</p> <p>Meyerson, D. E. (1998). Feeling stressed and burnout out: A feminist reading and re-visioning of stress-based emotions within medicine and organizational science. <i>Organizational Science</i>, 8, 103-118.</p> <p>Liu, C., Spector, P. E., & Shi, L. (2007). Cross-national job stress: A quantitative and qualitative study. <i>Journal of Organizational Behavior</i>, 28, 209-239.</p> <p>Maslach, C., & Leiter, M. P. (2008). Early predictors of job burnout and engagement. <i>Journal of Applied Psychology</i>, 93, 498-512.</p>
<p>7-10/13</p>	<p>BULLYING IN THE WORKPLACE – SPECIAL GUEST, PAMELA LUTGEN-SANDVIK</p> <p>Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2003). The concept of bullying at work. In <i>Bullying and emotional abuse in the workplace: International perspectives in research and practice</i>. (pp. 3-30). London: Taylor & Francis.</p> <p>Tracy, S. J., Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons and slaves: Exploring the painful metaphors of workplace bullying. <i>Management Communication Quarterly</i>, 20, 148-185.</p> <p>Lutgen-Sandvik, P. (2006) Take this job and...: Quitting and other forms of resistance to workplace bullying. <i>Communication Monographs</i>, 73, 406-433.</p> <p>Lutgen-Sandvik, P. & McDermott, V. (2008). The constitution of employee-abusive organizations: A communication flows theory. <i>Communication Theory</i>, 18, 304-333.</p> <p>Due: bb D – Annotated Bibliography</p> <p>(continued on next page)</p>

7-10/13	<p>Additional Resources</p> <p>Brodsky, C. (1976). Introduction; Harassment in the Working Environment; The Harassment Process. <i>The harassed worker</i> (pp. xi-46). Lexington, MA: D.C. Health and Company.</p> <p>Adams, A. (1992). <i>Bullying at work: How to confront and overcome it</i>. London: Virago Press.</p> <p>Rayner, C., & Hoel, H. (1997). A summary review of literature relating to workplace bullying. <i>Journal of Community and Applied Social Psychology</i>, 7, 181-191.</p> <p>Keashly, L. (2001). Interpersonal and systemic aspects of emotional abuse at work: The target's perspective. <i>Violence and Victims</i>, 16, 233 - 268.</p> <p>Lutgen-Sandvik, P., Tracy, S. J., & Alberts, J. K. (2007). Burned by bullying in the American workplace: Prevalence, perception, degree, and impact. <i>Journal of Management Studies</i>, 44, 837-862.</p> <p>Tracy, S. J., Alberts, J. K., Rivera, K. D. (2007). <i>How to bust the office bully: Eight tactics for explaining workplace abuse to decision-makers</i>. Distributed to workplace bullying websites and media outlets internationally. Available at http://www.asu.edu/clas/communication/about/wellness/.</p> <p>Due: bb D – Annotated Bibliography</p>
8-10/20	<p>HUMOR & CYNICISM IN ORGANIZATIONS</p> <p>Collinson, D. L. (2002). Managing humor. <i>Journal of Management Studies</i>, 39, 269-288.</p> <p>Lynch, O. H. (2002). Humorous communication: Finding a place for humor in communication research. <i>Communication Theory</i>, 12, 423-445.</p> <p>Fleming, P., & Spicer, A. (2003). Working at a cynical distance: Implications for power, subjectivity and resistance. <i>Organization</i>, 10, 157-179.</p> <p>Tracy, S. J., Myers, K. K., & Scott, C. (2006). Cracking jokes and crafting selves: Sensemaking and identity management among human service workers. <i>Communication Monographs</i>, 73, 283-308.</p> <p>Contu, A. (2008). Decaf resistance: On misbehavior, cynicism, and desire in liberal workplaces. <i>Management Communication Quarterly</i>, 21, 364-379.</p> <p>Additional Resources</p> <p>Roy, D. F. (1959). Banana time: Job satisfaction and informal interaction. <i>Human Organization</i>, 18, 158-168.</p> <p>Hafferty, F. W. (1988). Cadaver stories and the emotional socialization of medical students. <i>Journal of Health and Social Behavior</i>, 29, 344-356.</p> <p>Pogrebin, M. R. & Poole, E. D. (1988). Humor in the briefing room: A study of the strategic uses of humor among police. <i>Journal of Contemporary Ethnography</i>, 17, 183-210.</p> <p>Francis, L. E. (1994). Laughter, the best mediation: Humor as emotion management in interaction. <i>Symbolic Interaction</i>, 17, 147-163.</p> <p>Martin, D. M. (2004). Humor in middle management: Women negotiating the paradoxes of organizational life. <i>Journal of Applied Communication Research</i>, 32, 147-170.</p> <p>Sturdy, A., Clark, T., Finchman, R., & Handley, K. (2008). Management consultancy and humor in action and context. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 134-150). Malden, MA: Blackwell.</p>
9-10/27	<p>COMPASSION & POSITIVE ORGANIZATIONAL SCHOLARSHIP – GUEST, DEBORAH WAY</p> <p>Cameron, K. S., Dutton, J. E., Quinn. (2003). Foundations of positive organizational scholarship. In K. Cameron, J. E. Dutton & R. E. Quinn (Eds.), <i>Positive organizational scholarship</i> (pp. 3-13). San Francisco: Berrett-Koehler.</p> <p>Fineman, S. (2006). On being positive: Concerns and counterpoints. <i>Academy of Management Review</i>, 31, 270-291.</p> <p>Frost, P. J., Dutton, J. E., Mailis, S., Lilius, J. M., Kanov, J. M., Worline, M. C. (In Press). Seeing organizations differently: Three lenses on compassion. In S. R. Clegg, C. Hardy, T. B. Lawrence & W. R. Nord (Eds.), <i>Handbook of organization studies</i>. London: Sage.</p> <p>Way, D. – Excerpts from dissertation / prospectus (will be distributed in October)</p> <p>Due: bb E – Article Format Models</p> <p>(continued on next page)</p>

<p>9-10/27</p>	<p><i>Additional Resources</i></p> <p>Goleman, D. (1995). <i>Emotional Intelligence</i> (chapter on Empathy). New York: Bantam Books.</p> <p>Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. <i>Administrative Science Quarterly</i>, 47, 644-675.</p> <p>Frost, P. J. (2004). Handling toxic emotions: New challenges for leaders and their organizations. <i>Organizational Dynamics</i>, 33, 111-127</p> <p>Dutton, J. E., Worline, M. C., Frost, P. J., & Lilius, J. (2006). Explaining compassion organizing. <i>Administrative Science Quarterly</i>, 51, 59-96.</p> <p>Radey, M., & Figley, C. R. (2007). The social psychology of compassion. <i>Clinical Social Work</i>, 35, 207-214.</p> <p><i>Due: bb E – Article Format Models</i></p>
<p>10 – 11/3</p>	<p>CARE, GENDER, EMOTION AND THE WORK-FAMILY INTERFACE</p> <p>Mumby, D. K. and Putnam, L. L. (1992). The politics of emotion: A feminist reading of bounded rationality. <i>Academy of Management Review</i>, 17, 465-486.</p> <p>England, P. & Folbre, N. (1999). The cost of caring. <i>The Annals of The American Academy of Political and Social Science</i>, 561, 39-51.</p> <p>Twigg, J. (2000). Carework as a form of bodywork. <i>Ageing and Society</i>, 20, 389-411.</p> <p>Krouse, S. S., & Afifi, T. D. (2007). Family-to-work spillover stress: Coping communicatively in the workplace. <i>The Journal of Family Communication</i>, 7, 85-122.</p> <p>Kangas, N. L., & Meyerson, D. E. (2008). The gendering of emotions and perceived work time: Chicks and geeks at I.com. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 102-120). Malden, MA: Blackwell.</p> <p><i>Additional Resources</i></p> <p>Leidner, R. (1991). Selling hamburgers and selling insurance: Gender, work, and identity in interactive service jobs. <i>Gender & Society</i>, 5, 154-177.</p> <p>Hall, E. J. (1993). Smiling, deferring and flirting: Doing gender by giving “good service.” <i>Work and Occupations</i>, 204, 452-471.</p> <p>Timmers, M., Fischer, A. H., & Manstead, A. S. R. (1998). Gender differences in motives for regulating emotions. <i>Personality & Social Psychology Bulletin</i>, 24, 974.</p> <p>Guy, M. E., & Newman, M. A. (2004). Women's jobs, men's jobs: Sex segregation and emotional labor. <i>Public Administration Review</i>, 64, 289-298.</p> <p>Gerstel, N. (2000). The third shift: Gender and care work outside the home. <i>Qualitative Sociology</i>, 23, 467-483.</p> <p>MacDermind, S. M., Seery, B. L., & Weiss, H. H. (2002). An emotional examination of the work-family interface. In N. Schmitt (Series Ed.) & R. G. Lord, R. J. Klimoski & R. K. Kanfer (Vol. Eds.), <i>The organizational frontier series: Vol. 16. Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior</i> (pp. 402-427). San Francisco: Jossey-Bass.</p> <p>Musson, G., & Marsh, K. (2008). Managing the emotional boundaries of telework. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 121-113). Malden, MA: Blackwell.</p> <p>Miller, K., Shoemaker, M. M., Willyard, J., & Addison, P. A. (2008). Providing care for elderly parents: A structural approach to family caregiver identity. <i>Journal of Family Communication</i>, 8, 19-43.</p> <p>Tracy, S. J. (in press). Care as a common good. For inclusion in the special issue: “Redefining the Professor(iate): Valuing Commitments to Care and Career in Academe for Women's Studies in Communication.” <i>Women and Language</i>.</p>

<p>11-11/7</p> <p>This is a FRI-DAY (in lieu of reg class 11/24)</p>	<p>EMOTION, CULTURE & TRANSNATIONALIZATION</p> <p>Early, P.C., & Francis, C. A. (2002). International perspectives on emotion and work In N. Schmitt (Series Ed.) & R. G. Lord, R. J. Klimoski & R. K. Kanfer (Vol. Eds.), <i>The organizational frontier series: Vol. 16. Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior</i> (pp. 370-401). San Francisco: Jossey-Bass.</p> <p>Mirchandani, K. (2003). Challenging racial silences in studies of emotion work: Contributions from anti-racist feminist theory. <i>Organization Studies</i>, 5, 721-742.</p> <p>Raz, A., & Rafaeli, A. (2007). Emotion management in cross-cultural perspective: “Smile training in Japanese and North American service organizations. In N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Series Eds.) & N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Vol. Eds.), <i>Research on emotion in organizations: Vol. 3. Functionality, intentionality, and morality</i> (pp. 199-221). Amsterdam: Elsevier.</p> <p>Mirchandani, K. (2008). Enactments of class and nationality in transnational call centers. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 88-101). Malden, MA: Blackwell.</p> <p>Hearn, J. (2008). Feeling out of place? Towards the transnationalization of emotions. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 184-201). Malden, MA: Blackwell.</p> <p>Additional Resources</p> <p>Heelas, P. (1996). Emotion talk across cultures. In R. Harré & W. G. Parrott (Eds.), <i>The emotions: Social, cultural and biological dimensions</i> (pp. 171-199). London: Sage.</p> <p>Bagozzi, R. P., Verbeke, W., & Gavino, J. C., Jr. (2003). Culture moderates the self-regulation of shame and its effects on performance: The case of salespersons in the Netherlands and the Philippines. <i>Journal of Applied Psychology</i>, 88, 219-233.</p> <p>Grandey, A. A., Fisk, G. M., & Steiner, D. D. (2005). Must “service with a smile” be stressful? The moderating role of personal control for American and French employees. <i>Journal of Applied Psychology</i>, 90, 893-904.</p>
<p>12-11/10</p>	<p>EMOTIONAL TYRANNY, SHAME, LONELINESS AND AMBIVALENCE</p> <p>SPECIAL GUEST, VINCENT WALDRON</p> <p>Pratt, M. G., & Doucet, L. (1996). Ambivalent feelings in organizational relationships. In S. Fineman (Ed.), <i>Emotion in organizations, 2nd edition</i> (pp. 204-227). Thousand Oaks, CA: Sage.</p> <p>Wright, S. L. (2005). Organizational climate, social support, and loneliness in the workplace. In N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Series Eds.) & N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Vol. Eds.), <i>Research on emotion in organizations: Vol. 1. The effect of affect in organizational studies</i> (pp. 123-142). Amsterdam: Elsevier.</p> <p>Poulson, C., Duncan, J., & Massie, M. (2005). “I am not what I am” – Destructive emotions in an organizational hierarchy: The case of <i>Othello</i> and <i>Iago</i>. In N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Series Eds.) & N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Vol. Eds.), <i>Research on emotion in organizations: Vol. 1. The effect of affect in organizational studies</i> (pp. 211-240). Amsterdam: Elsevier.</p> <p>Sauer, E., & Ropo, A. (2006). Leadership and the driving force of shame: A social constructionist analysis of narrative. In N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Series Eds.) & W. J. Zerbe, N. M. Ashkanasy & C. E. J. Hartel (Vol. Eds.), <i>Research on emotion in organizations: Vol. 2. Individual and organizational perspectives on emotion management and display</i> (pp. 57-80). Amsterdam: Elsevier.</p> <p>Waldron, V. (2009 - In Press). Emotional tyranny at work: Suppressing the moral emotions. In P. Lutgen-Sandvik & B. Davenport Sypher (Eds.), <i>The destructive side of organizational communication: Processes, consequences and constructive ways of organizing</i>. Lawrence Erlbaum.</p> <p>Additional Resources:</p> <p>Brown, A. D. (1997). Narcissism, identity, and legitimacy. <i>The Academy of Management Review</i>, 22, 643-686.</p> <p>Martin, D. D. (2000). Organizational approaches to shame: Avowal, management and contestation. <i>The Sociological Quarterly</i>, 41, 125-150.</p> <p>Due: bb F - First Draft</p>

<p>13-11/17</p>	<p>ANGER, COURAGE AND CRISIS EMOTIONS IN ORGANIZATIONS</p> <p>Worline, M. C., Wrzesniewski, A., & Rafaeli, A. (2002). Courage and work: Breaking routines to improve performance. In N. Schmitt (Series Ed.) & R. G. Lord, R. J. Klimoski & R. K. Kanfer (Vol. Eds.), <i>The organizational frontier series: Vol. 16. Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior</i> (pp. 295-330). San Francisco: Jossey-Bass.</p> <p>Reyes, V. A., & Hicklin, T. A. (2005). Anger in the combat zone. <i>Military Medicine</i>, 170, 483-487.</p> <p>McCull-Kennedy, J. R., & Smith, A. K. (2006). Customer emotions in service failure and recovery encounters. In N. M. Ashkanasy, W. J. Zerbe & C. E. J. Hartel (Series Eds.) & W. J. Zerbe, N. M. Ashkanasy & C. E. J. Hartel (Vol. Eds.), <i>Research on emotion in organizations: Vol. 2. Individual and organizational perspectives on emotion management and display</i> (pp. 237-268). Amsterdam: Elsevier.</p> <p>Domagalski, T. A., & Steelman, L. A. (2007). The impact of gender and organizational status on workplace anger expression. <i>Communication Quarterly</i>, 20, 297-315.</p> <p>Martin, P. Y., Schrock, D., Leaf, M., & Rohr, C. V. (2008). Rape work: Emotional dilemmas in work with victims. In S. Fineman (Ed.), <i>The emotional organization: Passions and power</i> (pp. 44-60). Malden, MA: Blackwell.</p> <p>Sasson-Levy, O. (2008). Individual bodies, collective state interests. <i>Men & Masculinities</i>, 10, 296-321.</p> <p>Additional Resources</p> <p>Haas, J. (1978). Learning real feelings: A study of high steel ironworkers' reactions to fear and danger. In J. Hass & W. Saffin (Eds.), <i>Shaping identity in Canadian society</i> (pp. 227-244). Scarborough, Ontario: Prentice Hall.</p> <p>Ostell, A. (1996). Managing dysfunctional emotions in organizations. <i>Journal of Management Studies</i>, 33, 525-557.</p> <p>Lois, J. (2001). Peaks and valleys: The gendered emotional culture of edgeworkers. <i>Gender and Society</i>, 15, 381-406.</p> <p>Rubin, D. C., Feldman, M., & Beckham, J. C. (2004). Reliving, emotions, and fragmentation in the autobiographical memories of veterans diagnosed with PTSD. <i>Applied Cognitive Psychology</i>, 18, 17-35.</p> <p>Due: bb G - Peer Feedback—Due by midnight 11/25</p>
<p>11/24</p>	<p>NO CLASS - NCA HAVE A GREAT THANKSGIVING HOLIDAY! (Remember peer feedback due tomorrow by midnight)</p>
<p>14-12/1</p>	<p>EMOTION AND ORGANIZATIONAL CHANGE</p> <p>Vince, R. & Broussine, M. (1996). Paradox, defense, and attachment: Accessing and working with emotions and relations underlying organizational change. <i>Organizational Studies</i>, 17, 1-21.</p> <p>Huy, Q. N. (1999). Emotional capability, emotional intelligence, and radical change. <i>Academy of Management Review</i>, 24, 325-345.</p> <p>Fugate, M., Kinicki, A.J., & Scheck, C.L. (2002). Coping with an organizational merger over four stages. <i>Personnel Psychology</i>, 55, 905-928.</p> <p>Buzzanell, P. M., & Turner, L. H. (2003). Emotion work revealed by job loss discourse: Backgrounding-foregrounding of feelings, construction of normalcy, and (re)instituting of traditional masculinities. <i>Journal of Applied Communication Research</i>, 31, 27-57.</p> <p>De Klerk, J.J. (2007). Healing emotional trauma in organizations. [Special edition]. <i>Organization Development</i>, 25, 35-41.</p> <p>Additional Resources</p> <p>Huy, Q. N. (2002). Emotional balancing of organizational continuity and radical change: The contribution of middle managers. <i>Administrative Science Quarterly</i>, 47, 31-69.</p> <p>Kiefer, T. (2005). Feeling bad: Antecedents and consequences of negative emotions in ongoing change. <i>Journal of Organizational Behavior</i>, 26, 875-897.</p>

<p>15-12/8</p>	<p>WELCOME TO THE EMOTION AND ORGANIZATIONAL COMMUNICATION FAMILY!</p> <p>The following are additional studies by people in the communication discipline—aka prime suspects for potential readers, responders or reviewers. Read four articles that are especially relevant to your topic or format of study and be generally aware of the others.</p> <p>Tracy, S. J., & Tracy, K. (1998). Emotion labor at 911: A case study and theoretical critique. <i>Journal of Applied Communication Research</i>, 26, 390-411.</p> <p>Shuler, S. & Sypher, B. D. (2000). Seeking emotional labor: When managing the heart enhances the work experience. <i>Management Communication Quarterly</i>, 14, 50-89.</p> <p>Morgan & Krone (2001). Bending the rules of “professional” display: Emotional improvisation in caregiver performances. <i>Journal of Applied Communication Research</i>, 29, 317-340.</p> <p>Kramer, M. W., & Hess, J. A. (2002). Communication rules for the display of emotions in organizational settings. <i>Management Communication Quarterly</i>, 16, 66-80.</p> <p>Lutgen-Sandvik, P. (2003). The communicative cycle of employee emotional abuse: Generation and regeneration of workplace mistreatment. <i>Management Communication Quarterly</i>, 16, 471-501.</p> <p>Scott, C. & Myers, K. K. (2005). The socialization of emotion: Learning emotion management at the fire station. <i>Journal of Applied Communication Research</i>, 33, 67-92.</p> <p>Miller, K., and Koesten, J. (2008). Financial feeling: An investigation of emotion and communication in the workplace. <i>Journal of Applied Communication Research</i>, 36, 8-32.</p> <p>Cheney, G., Lair, & Planalp, S. (2008). Meaningful work and personal/social well being: Organizational communication engages the meanings of work. In C. S. Beck (Ed.), <i>Communication Yearbook</i>, 32, (pp. tba). Mahwah, NJ: Lawrence Erlbaum.</p> <p><i>Due: Final Semester Paper – Have in SJT’s mailbox by 5 p.m. Friday, Dec. 12</i></p>
<p>Final Period 12/15</p>	<p>STUDENT FINAL PROJECT PRESENTATIONS</p>

ALPHABETICAL BIBLIOGRAPHY

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- Albas, C., & Albas, D. (1988). Emotion work and emotion rules: The case of exams. *Qualitative Sociology*, 11, 259-274.
- Andersen, P. A., & Guerrero, L. K. (1998). Principles of communication and emotion in social interaction. In P.A. Andersen & L. K. Guerrero (Eds.), *Handbook of communication and emotion: Research, theory, applications, and contexts* (pp. 49–99). San Diego: Academic Press.
- Ashcraft, C. (2000). Naming knowledge: A language for reconstructing domestic violence and system gender inequity. *Women and Language*, 23, 30 - 40.
- Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labor in service roles: The influence of identity. *Academy of Management Review*, 18, 88-115.
- Ashforth, B. E., & Humphrey, H. (1995). Emotion in the workplace: A reappraisal. *Human Relations*, 48, 97-125.
- Ashforth, B. E., & Kreiner, G. E. (2002). Normalizing emotion in organizations: Making the extraordinary seem ordinary. *Human Resource Management Review*, 12, 215-235.
- Ashforth B. E., & Tomiuk (2000). Emotional labour and authenticity: Views from service agents. In S. Fineman (Ed.) *Emotions in organizations*, (pp. 184-203). London: Sage.
- Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, 26, 441-452.
- Ashkanasy, N. M., Hartel, C. E. J., & Daus, C. S. (2002). Diversity and emotion: The new frontiers in organizational behavior research. *Journal of Management*, 28, 307-338.
- Bagozzi, R. P., Verbeke, W., & Gavino, J. C., Jr. (2003). Culture moderates the self-regulation of shame and its effects on performance: The case of salespersons in the Netherlands and the Philippines. *Journal of Applied Psychology*, 88, 219-233.
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- Becker, T. (2003). Is emotional intelligence a viable concept? *Academy of Management Review*, 28, 192-195.
- Bedeian, A. (1995). Workplace envy. *Organizational Dynamics*, 23, 49-56.
- Bellas, M. L. (1999). Emotional labor in academia: The case of professors. *The Annals of The American Academy of Political and Social Science*, 96-110.
- Bendelow & Mayall (2000). How children manage emotion in schools. In S. Fineman (Ed.) *Emotions in Organizations*, (pp. 241-254). London: Sage.
- Bensimon, H. F. (1997, September). What to do about anger in the workplace. *Training and Development*, 28-32.
- Brodsky, C. (1976). Introduction; Harassment in the working environment; The harassment process, *The harassed worker* (pp. xi-46). Lexington, MA: D.C. Health and Company.
- Brown, A. D. (1997). Narcissism, identity, and legitimacy. *The Academy of Management Review*, 22, 643-686.
- Brown, R. (1997). Emotion in organizations: The case of English university business school academics. *Journal of Applied Behavioral Science*, 33, 247-262.
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- Cheney, G., Lair, & Planalp, S. (2008). Meaningful work and personal/social well being: Organizational communication engages the meanings of work. In C. S. Beck (Ed.), *Communication Yearbook, 32*, (pp. tba). Mahwah, NJ: Lawrence Erlbaum.
- Chin, T. (2000). "Sixth grade madness" Parental emotion work in the private high school application process. *Journal of Contemporary Ethnography, 29*, 124-163.
- Collinson, D. L. (2002). Managing humor. *Journal of Management Studies, 39*, 269-288.
- Conrad, C. & Witte, K. (1994). Is emotional expression repression oppression? Myths of organizational affective regulation. In S. A. Deetz (Ed.), *Communication Yearbook, 17* (pp. 417-428). Thousand Oaks, CA: Sage.
- Contu, A. (2008). Decaf resistance: On misbehavior, cynicism, and desire in liberal workplaces. *Management Communication Quarterly, 21*, 364-379.
- Copp, M. (1998). When emotion work is doomed to fail: Ideological and structural constraints on emotion management. *Symbolic Interaction, 21*, 299-328.
- Davis, M. A., LaRosa, P.A., & Poshee, D. P. (1992). Emotion work in supervisor-subordinate relations: Gender differences in the perception of angry displays. *Sex Roles, 26*, 513-531.
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