

SELECT WOMEN ACADEMIC ADVISORS' EXPERIENCES WITH EMOTIONAL  
LABOR IN FORMING RELATIONSHIPS WITH UNDERGRADUATE STUDENTS

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A Dissertation

Presented to

The Faculty of the Department of Educational Leadership

Sam Houston State University

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In Partial Fulfillment

of the Requirements for the Degree of

Doctor of Higher Education Leadership

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by

Amber Nichole Sechelski

August, 2019

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APPROVED:

Anthony J. Onwuegbuzie, PhD  
Committee Chair

Paul W. Eaton, PhD  
Committee Member

Peggy C. Holzweiss, PhD  
Committee Member

Stacey L. Edmonson, EdD  
Dean, College of Education

## **DEDICATION**

To Paul—after having several books dedicated to me, I finally have the opportunity to dedicate my writing to you.

## ABSTRACT

Sechelski, Amber N., *Select women academic advisors' experiences with emotional labor in forming relationships with undergraduate students*. Doctor of Education (Higher Education Leadership), August, 2019, Sam Houston State University, Huntsville, Texas.

The purpose of this hermeneutic phenomenological research study was to explore the experiences of select women professional staff academic advisors with the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive their emotional labor to be viewed and valued by their employers. Six women who have fulfilled the role of professional staff academic advisor in a 4-year public institution of higher education for at least 1 year were selected via criterion sampling and interviewed. These interviews were transcribed, and the data were analyzed using 3 qualitative data analysis approaches (i.e., constant comparison analysis, classical content analysis, and interpretive phenomenological analysis).

Participants in this study believed that their performance of emotional labor, as well as their practice of being authentic, enhanced their effectiveness as academic advisors. They attributed their performance of emotional labor, at least in part, to their desire to meet the general and gendered expectations of others, and they associated this performance with positive outcomes for students and institutions. However, participants also relayed that their performance of emotional labor exacted a cost from them in terms of energy, a circumstance that at times impacted their personal and professional lives, and they questioned the degree to which those who benefitted from their labor, particularly administrators, recognized its value. The participants also mentioned ways of coping with this energy cost, either by regulating their energy loss or by accepting their energy loss.

Academic advisors and advising administrators should be cognizant of the potential for advisors to experience energy loss as a result of performing emotional labor, as well as the potential strategies for coping with this energy cost. All administrators should make efforts to minimize gendered expectations of advisors and to ensure that policies and procedures at all levels support, rather than hinder, academic advisors' ability to cope with this energy cost. In addition, advising administrators should advocate for advisors by publicizing the positive outcomes of their labor to senior administrators, who, in turn, should acknowledge these positive outcomes and dedicate resources to improve such outcomes for all students.

**KEY WORDS:** Higher education, Academic advising, Emotional labor.

## ACKNOWLEDGEMENTS

I would like to acknowledge everyone who supported me in this journey to obtain a terminal degree, a journey I would not have begun without the support and influence of my late husband, Paul, and a journey I could not have continued without the support and influence of others. Thank you to all of my family members for always being proud of me, even though you did not always understand why I wanted to put myself through such a difficult process. Thank you, my dear friends, for expressing an interest in my dissertation topic, for checking in with me regularly regarding my progress, and for listening to me discuss both my trials and my triumphs. Thank you also to my former colleagues for supporting me in balancing the demands of work, school, and home, as well as to my cohort members and to the faculty members in this program, all of whom served as sources of support and inspiration. Thank you, Dr. Holzweiss and Dr. Eaton, for serving on my committee and for helping me in many ways throughout my time in this program, and thank you, Tony, for serving as my brilliant Chair and for helping me in many ways as well, most notably by talking me out of quitting this program and into writing this dissertation when I was at a very low point. Thank you also to sweet Jack, my best friend and Dissertation Dog, who lay at my feet for countless hours while I typed, listening for the eventual snap of the laptop closing, which meant that we could, at long last, GO OUTSIDE. And thank you, Paul, for cheering me on, which manifested as your voice telling me daily to “finish the damn thing already,” although, as anyone who knew you knows, your language was often more colorful than that! Thanks to each and every one of you, as well as my study participants, I finished what I started, and I could not be more grateful.

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## CHAPTER I

### Introduction

Aiken-Wisniewski, Johnson, Larson, and Barkemeyer (2015) lamented the lack of standards codifying academic advising as a higher education profession, concluding that “advising involves a binary set of tasks and responsibilities with only one common attribute: student engagement” (p. 69). However, by what means might academic advisors achieve this common singular mission? Several researchers (Allen, Smith, & Muehleck, 2013, 2014; Barbuto, Story, Fritz, & Schinstock, 2011; Barker & Mamiseishvili, 2014; Ellis, 2014; Leach & Patall, 2016; Orozco, Alvarez, & Gutkin, 2010; Packard & Jeffers, 2013; Paul & Fitzpatrick, 2015; Vianden, 2016; Vianden & Barlow, 2015; Walker, Zelin, Behrman, & Strnad, 2017) have concluded that academic advisors should strive to form authentic and positive relationships with college students, but scant attention has been given to the *emotional labor* (Hochschild, 1983/2012) in which advisors might engage while establishing such relationships, or to the ways in which emotional labor has been viewed and valued within the context of academic advising. Some researchers (e.g., Berry & Cassidy, 2013; Tunguz, 2016) have addressed the performance of such labor by higher education faculty, but the construct remains understudied within the context of academic advising.

Although individuals with different titles and degrees of preparation may fulfill the role of academic advisor in an institution of higher education (Self, 2008), the way in which the role is performed has been associated with students’ (a) satisfaction, both with advising (Allen et al., 2013, 2014; Barbuto et al., 2011; Barker & Mamiseishvili, 2014; Donaldson, McKinney, Lee, & Pino, 2016; Leach & Patall, 2016; Museus & Ravello,

2010; Orozco et al., 2010; Packard & Jeffers, 2013; Paul & Fitzpatrick, 2015; Walker et al., 2017; Workman, 2015; Y. Zhang, 2016) and with institutions (Vianden, 2016; Vianden & Barlow, 2015); (b) achievement, both inside (Kot, 2014; Ryan, 2013; Schwebel, Walburn, Klyce, & Jerrolds, 2012; Tovar, 2015) and outside (Erlich & Russ-Eft, 2013; Smith & Allen, 2014) of the classroom; (c) retention to graduation (Schwebel et al., 2012); and (d) persistence in college (Ellis, 2014; Kot, 2014; Ryan, 2013; Swecker, Fifolt, & Searby, 2013). Given these associations, higher education leaders, faculty, advisors, students, and members of the public can all benefit from research that examines the ways in which advisors perform their roles, including the part that emotional labor plays. In addition, such research will add to the literature that defines advising as a profession, fulfilling, in part, the necessity noted by Aiken-Wisniewski et al. (2015) “for clarity on the tasks and responsibilities of the academic advisor position, especially with respect to student interaction” (p. 68). Last, if the demonstration of genuine care can affect both students and the professionals engaged in caring, then the topic represents an important area for higher education researchers to investigate (Walker & Gleaves, 2016).

### **Statement of the Problem**

Although the ways in which higher education professionals might develop genuine caring relationships with students have not been well documented, Walker and Gleaves (2016) explored the topic in their efforts to explain the perspectives of higher education faculty. Faculty who participated in the study believed that building caring relationships with students enhanced the learning environment, but also they perceived that their personal feelings were not always aligned with their mission to give precedence to the teacher-student relationship (Walker & Gleaves, 2016). The contrast between the



faculty members' belief that care for students should be prioritized and the genuine day-to-day emotions experienced by faculty encapsulated the tenets of emotional labor, a term first used by sociologist Arlie Hochschild (1983/2012) in 1983 to identify the work involved in concealing or generating emotions to engender certain attitudes in others. When performers of emotional labor knowingly conceal authentic emotions and display emotions not sincerely felt, they are engaging in *surface acting*; when they attempt to generate emotions that they imagine that they should feel (e.g., an emotion consistent with organizational expectations), they are engaging in *deep acting* (Hochschild, 1983/2012). Performance of emotional labor within the context of academic advising could, for example, involve an academic advisor who attempts to help a student with strategies for academic improvement. The advisor might conceal frustration if the student declines to use these strategies, choosing instead to display concern to the student or to expend effort to induce a feeling of concern for the student.

In organizational settings outside of higher education, the performance of surface acting has been linked to the emotional exhaustion of its performers (Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner, Barnes, & Scott, 2014; Zhan, Wang, & Shi, 2016). The performance of surface acting by employees outside of higher education also has been associated with such issues as employee disengagement (Bechtoldt, Rohrmann, De Pater, & Beersma, 2011; Karatepe, 2011) and employee attrition (Goodwin, Groth, & Frenkel, 2011). Similarly, Q. Zhang and Zhu (2008) noted that the performance of surface acting by higher education faculty has been associated with increased instances of burnout and decreased job satisfaction. Conversely, the performance of deep acting by individuals in organizational settings outside of higher

education has not been as closely linked to the emotional exhaustion of its performers (Zhan et al., 2016). In fact, with regard to faculty in higher education, the performance of deep acting has been known to decrease instances of burnout and increase job satisfaction (Q. Zhang & Zhu, 2008).

Although employees' performance of emotional labor can be of value to organizations (Constanti & Gibbs, 2004; Meier, Mastracci, & Wilson, 2006), laborers might not be fairly compensated or rewarded (Bhave & Glomb, 2009; Constanti & Gibbs, 2004). These circumstances reflect Hochschild's (1983/2012) original assertion that the performance of emotional labor can be "a dimension of work that is seldom recognized, rarely honored, and almost never taken into account by employers as a source of on-the-job stress" (p. 153). Indeed, the emotional labor involved in applying some researchers' suggestions for effective advising, such as approaching advising as a teaching/learning process (Allen et al., 2014; Erlich & Russ-Eft, 2013; Workman, 2015), prioritizing students' needs in accordance with the theory of servant leadership (Paul & Fitzpatrick, 2015), and expressing support for student success (Sechelski & Slate, 2018), easily could be overlooked.

Efforts to guide U.S. college students have changed drastically since the days of *in loco parentis*, in which this task, along with myriad other responsibilities, fell to college presidents and faculty members (Kuhn, 2008). However, the value of such guidance has only increased in importance: To provide individuals admitted into institutions of higher education with true opportunity, they must also be supplied with support that enables their success (Tinto, 2012). Regardless of the specific titles and positions they hold within their institutions, skilled academic advisors are among the

higher education personnel who supply this support today. Advising interactions should engage students (Aiken-Wisniewski et al., 2015) and reflect the development of authentic, caring advisor-advisee relationships (Allen et al., 2013, 2014; Barbuto et al., 2011; Barker & Mamiseishvili, 2014; Ellis, 2014; Leach & Patall, 2016; Orozco et al., 2010; Packard & Jeffers, 2013; Paul & Fitzpatrick, 2015; Vianden, 2016; Vianden & Barlow, 2015; Walker et al., 2017). Indeed, Fox (2008) acknowledged that the transmission of information (e.g., degree requirements) to students represents only a fraction of the responsibilities of advisors, declaring that “more often the advisor is listening attentively for patterns, facilitating the student’s self-awareness through reflection, and incorporating new information into the student’s learning” (p. 353). If the paralegals who participated in one emotional labor study perceived that circumstances necessitating the performance of this labor most often related to their clients’ emotions and behavior—the latter affected by their unfamiliarity with legal procedures—as well as their own positions as keepers of critical information (Lively, 2002), then advisors might have similar perceptions with regard to their advisees, even if they lack a definition for the labor in which they engage.

Although the work of academic advisors has been associated with college students’ satisfaction (Allen et al., 2013, 2014; Barbuto et al., 2011; Barker & Mamiseishvili, 2014; Donaldson et al., 2016; Leach & Patall, 2016; Museus & Ravello, 2010; Orozco et al., 2010; Packard & Jeffers, 2013; Paul & Fitzpatrick, 2015; Vianden, 2016; Vianden & Barlow, 2015; Walker et al., 2017; Workman, 2015; Y. Zhang, 2016), achievement (Erlach & Russ-Eft, 2013; Kot, 2014; Ryan, 2013; Schwebel et al., 2012; Smith & Allen, 2014; Tovar, 2015), retention (Schwebel et al., 2012), and persistence

(Ellis, 2014; Kot, 2014; Ryan, 2013; Swecker et al., 2013), advisors have questioned the ways in which their labor is viewed and valued by others in their institutions (Aiken-Wisniewski et al., 2015). Some advisors believe that the nature of their work sets them apart as the only individuals who are continually involved in students' higher education experiences and who know the most about the students at their institutions (Aiken-Wisniewski et al., 2015). To acquire this level of involvement with and knowledge of advisees, I believe that academic advisors must perform at least some degree of emotional labor. Due to their job description, which encompasses meeting regularly with students to discuss not only academic requirements and policies but also students' academic achievement and personal development (Self, 2008), *professional staff academic advisors* might engage in emotional labor to a greater degree than might other types of advisors. Because the ways in which academic advisors fulfill their job responsibilities have been linked to important student outcomes, the ways in which professional advisors experience emotional labor—which can have both positive and negative effects on its performers—also is important.

### **Conceptual and Methodological Frameworks**

**Conceptual framework.** According to Lester (2005), frameworks help researchers gain deeper understandings of the phenomena that they have chosen to study. Specifically, conceptual frameworks based on previous research help researchers consider “why a particular question is proposed to be studied in a particular way and why certain factors...are more important than others” (Lester, 2005, p. 460). Therefore, conceptual frameworks may be used by researchers to guide, and thus justify, their methodological choices (Lester, 2005).

Grandey's (2000) conceptual framework, which incorporated tenets of emotion regulation theory with previous and varying perceptions of the concept of emotional labor, as well as with research concerning the positive and negative effects of emotional labor, represented an appropriate conceptual framework for this study. Grandey (2000) asserted that situational factors (e.g., customer expectations), individual characteristics (e.g., gender), and organizational characteristics (e.g., autonomy granted individuals) all influence the surface acting and deep acting inherent in emotional labor, the performance of which can produce both positive (e.g., satisfied customer) and negative (e.g., employee stress) outcomes. Given the wide variety of individuals who provide academic advising (e.g., faculty advisors, professional advisors), as well as the variety of institutions in which such advising occurs, Grandey's (2000) framework provided a context in which to make methodological choices that promoted an understanding of both the positive and negative experiences of advisors who have similar situational, individual, and organizational circumstances.

**Methodological framework.** Consistent with a social constructionist worldview, this study focused on interpreting the meaning that participants seem to give to their experiences in a particular situation or setting (Schwandt, 2000). In addition, this study incorporated the philosophy of critical dialectical pluralism: Participants acted as co-researchers to a degree, with each given the option to control how much of her own data was used and to determine which of the researcher's findings (based on her data) were acceptable (Onwuegbuzie & Frels, 2013). Because the study involved exploring the meaning that individuals derive from a human experience, a qualitative research approach was most appropriate; because participants' experiences with a particular phenomenon

(i.e., emotional labor) was the subject of interest, a phenomenological research approach also was appropriate (Johnson & Christensen, 2017). A hermeneutic phenomenological research approach (Heidegger, 1953/1996) can reveal the nature of a phenomenon via the researcher's interpretations of participants' lived experiences (van Manen, 1990).

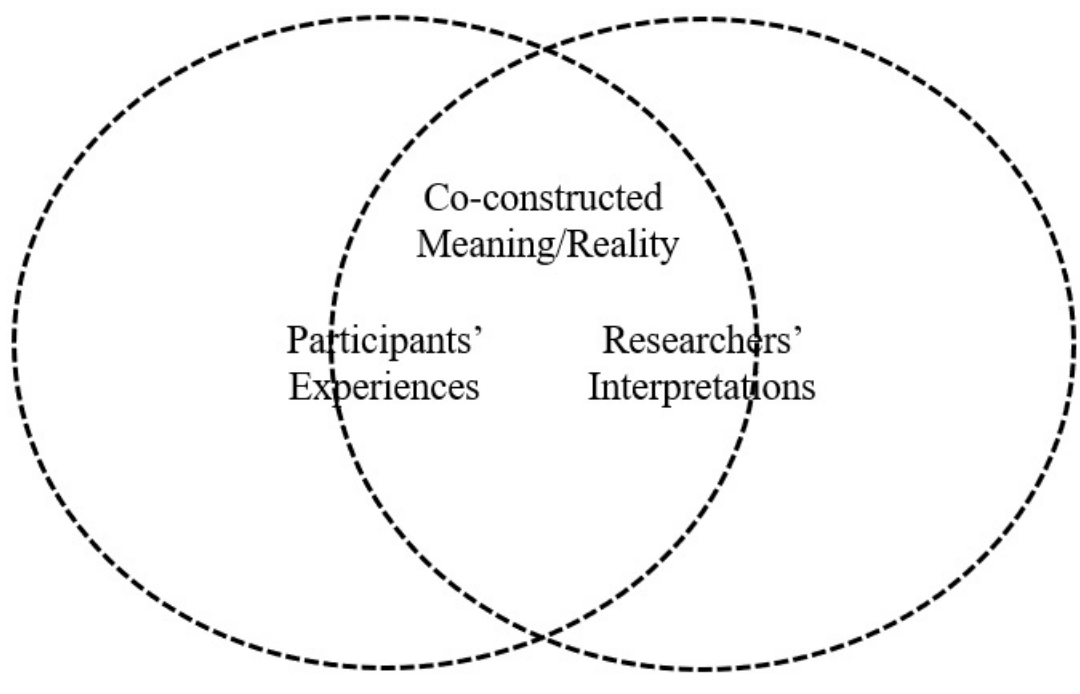
Moustakas (1994) also noted that "the reflective-interpretive process" (p. 10) on the part of the researcher results in an analysis of data that takes into account the circumstances that influence participants' experiences. Thus, my rationale for conducting a hermeneutic phenomenological study (Heidegger, 1953/1996) was to discover the similarities among the experiences of professional advisors as they engage in the emotional labor (situation or phenomenon) needed to form relationships with students in an advising context and the similarities among the ways that they consider their labor to be viewed and valued (setting or broader circumstances).

In a hermeneutic phenomenological study, a researcher's understanding of a phenomenon is always filtered through the researcher's interpretation of meaning:

The way of encountering being and the structures of being in the mode of phenomenon must first be *wrested* from the objects of phenomenology. Thus the *point of departure* of the analysis, the *access* to the phenomenon, and *passage through* the prevalent coverings must secure their own method. The idea of an "originary" and "intuitive" grasp and explication of phenomena must be opposed to the naïveté of an accidental "immediate," and unreflective "beholding" [emphasis in original]. (Heidegger, 1953/1996, p. 32)

With respect to interpretation, Denzin (2002) noted that researchers and participants

actually engage in a “double hermeneutic or interpretive circle” (p. 354), in which participants are at the center of their own experiences and researchers are at the center of their interpretations of the experiences. However, the two can never entirely overlap (Denzin, 2002), which is consistent with Berger and Luckmann’s (1966) assertion that reality is socially constructed by multiple and differing perspectives. Because participants’ experiences and researchers’ interpretations of these experiences are both essential to understanding phenomena in the context of hermeneutic phenomenological studies and also to co-constructing social reality, as I illustrated in Figure 1, a slightly modified version of Denzin’s (2002) interpretive process represented an appropriate methodological framework for this study.



*Figure 1.* My interpretation of the way in which Denzin’s (2002) double hermeneutic circle and Berger and Luckmann’s (1966) social construction of reality might combine to produce an understanding of, and thus a co-constructed reality surrounding, a phenomenon.

First, I considered what I wanted to know from my research, calling on my own experiences and considering those of others to construct *how*, as opposed to *why*, research questions (Denzin, 2002). Consistent with Denzin's (2002) interpretive process, the research questions originated from recognizing the experience I wanted to study within my own history. I held an emic perspective and fulfilled the role of a complete-member-researcher in this study, a label that describes individuals who, prior to deciding to conduct a research study, identified as members of the group included in their investigation (Adler & Adler, 1987). For several years, I fulfilled a large part of the role of professional advisor (i.e., engaging in efforts to promote student achievement and development; Self, 2008) for students at a 4-year public institution. I identify as a woman, understand the nature of the emotional labor that I undertook in forming relationships with students, and have perceptions about how that labor was viewed and valued. Also, as Denzin (2002) recommended, I considered the ways in which my own circumstances could be experienced by others. Specifically, in line with Grandey's (2000) conceptual framework, I wondered how others with situational, individual, and organizational circumstances similar to mine experienced the nature of their own emotional labor and how they perceived their labor to be viewed and valued.

Next, I reviewed literature concerning both academic advising and emotional labor, which allowed me to "deconstruct prior conceptions of the phenomenon" (Denzin, 2002, p. 352). After learning of the phenomenon in Hochschild's (1983/2012) original work, I knew that my own experiences indicated that the performance of emotional labor can occur in an advising context. However, I discovered that research concerning the performance of emotional labor (i.e., research that names the phenomenon) in an advising



context is scant to nonexistent, despite researchers' (e.g., Aiken-Wisniewski et al., 2015) ongoing efforts to define the profession of academic advising. Therefore, I reviewed literature that related to the phenomenon of emotional labor as experienced by other research participants in other contexts—workers in organizations outside of higher education (e.g., businesses) and faculty and a limited number of staff in higher education—to analyze the ways in which the phenomenon is currently understood.

Third, I determined how I would proceed in “capturing the phenomenon” (Denzin, 2002, p. 354) with my own research study, or how I would collect and explore multiple experiences of the phenomenon. Following the advice of Miles and Huberman (1994), I decided that criteria for selection of participants would stem from Grandey's (2000) conceptualization of emotional labor (i.e., participants will have similar situational, individual, and organizational circumstances), as well as from the research questions and the phenomenon under consideration (i.e., both the questions and phenomenon are connected to what potential participants have likely experienced). I also decided that I wanted to be one of the participants in my own study, that I wanted my own experience with the phenomenon to be one of multiple experiences. Then, I determined that data would be collected by conducting semi-structured interviews with participants in order to collect in-depth information from their perspectives (Gorden, 1975) and that data would be analyzed via multiple qualitative analyses in order to capture the participants' experiences more fully (Sechelski & Onwuegbuzie, 2019).

After data had been collected, I deviated slightly from Denzin's (2002) interpretive process, which necessitates that the researcher bracket and subsequently construct the phenomenon being studied. However, if participants' experiences were to

be filtered through my own interpretations via my emic perspective, then I could not possibly bracket the phenomenon. Although Denzin (2002) contended that bracketing requires the researcher to isolate the phenomenon from prior knowledge to the greatest degree possible, he also conceded that the researcher need not attempt to abandon prior knowledge altogether because the insights that the researcher gains from this information are also interpreted. Therefore, instead of bracketing the phenomenon, I drew upon my expert knowledge in order to facilitate the construction of the phenomenon, which involved considering how the interpreted meanings exposed the essence of the phenomenon and structuring these meanings into a coherent whole (Denzin, 2002).

Last, I contextualized the phenomenon by situating its essence, discovered in the construction phase, back into the worlds of the participants (Denzin, 2002) when reporting results. The goal of contextualization is to demonstrate that participants' lived experiences form the lens through which the essence of the phenomenon can be understood by someone else (Denzin, 2002). To accomplish this task, I employed thick description, as described by Geertz (1973) and as recommended by Denzin (2002), to illustrate participants' experiences with the phenomenon in their words and in the contexts of their worlds.

In all, Denzin's (2002) interpretive process consists of six steps. Each step also can be related to a distinct phase of research (e.g., collecting data). Table 1 depicts the association between each step in the modified interpretive process and a phase of research.

Table 1

*Conveying Denzin's (2002) Modified Interpretive Process Via Phases of Research*

Modified Interpretive Process	Research Phase
Frame the Research Question	Generate Research Questions
Deconstruct Prior Conceptions	Review the Literature
Capture the Phenomenon	Collect Data
Draw Upon Own Expert Knowledge	Analyze Data
Construct the Phenomenon	Synthesize Data
Contextualize the Phenomenon	Report Results

**Purpose of the Study**

Although several researchers (Allen et al., 2013, 2014; Barbuto et al., 2011; Barker & Mamiseishvili, 2014; Ellis, 2014; Leach & Patall, 2016; Orozco et al., 2010; Packard & Jeffers, 2013; Paul & Fitzpatrick, 2015; Vianden, 2016; Vianden & Barlow, 2015; Walker et al., 2017) have agreed that academic advisors should strive to form authentic and positive relationships with college students, little attention has been given to the *emotional labor* (Hochschild, 1983/2012) in which advisors might engage while establishing such relationships or to the ways in which emotional labor has been viewed and valued within the context of academic advising. Some researchers (e.g., Berry & Cassidy, 2013; Tunguz, 2016) have addressed the performance of such labor by higher education faculty, but the construct remains understudied within the context of academic advising. Therefore, one purpose of this hermeneutic phenomenological research study (Heidegger, 1953/1996) was to explore how select women professional staff academic

advisors have experienced the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive this labor to be viewed and valued by their employers. A second purpose was to add to the literature that defines academic advising as a profession by illuminating the nature of the labor in which advisors engage.

My rationale for selecting only women to participate in this study stemmed from both the research framework and the conceptual framework. In accordance with Denzin's (2002) modified interpretive process, I considered the ways in which my own circumstances could be experienced by others; in accordance with Grandey's (2000) conceptual framework, I wondered how others with situational, individual, and organizational circumstances similar to mine experienced the nature of their own emotional labor and how they perceived their labor to be viewed and valued. Just as identifying as a professional staff academic advisor was a key situational circumstance and working with undergraduate students in a public 4-year institution was a key organizational circumstance, identifying as a woman was a key individual circumstance because Hochschild (1983/2012) noted that the different ways in which men and women are socialized can influence how they perform emotional labor (e.g., which feelings they choose to suppress and which feelings they choose to express). Indeed, our own interpretations of our emotions necessarily rest on past interpretations made by others, making emotional responses performative in their adherence to social norms (Ahmed, 2004).

## Research Questions

Qualitative research questions are open-ended questions designed to explore a process, issue, or phenomenon (Johnson & Christensen, 2017). With respect to using Denzin's (2002) interpretive process for exploring a phenomenon, research questions should focus on *how* rather than *why*. Therefore, for this hermeneutic phenomenological research study (Heidegger, 1953/1996), I addressed the following two central research questions:

1. How do select women professional staff academic advisors experience the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education?
2. How do select women professional staff academic advisors perceive the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education to be viewed and valued by their employers?

## Significance of the Study

Due to the potential effects on both parties, Walker and Gleaves (2016) asserted that the act of caring on the part of higher education professionals with respect to the students with whom they interact is worthy of further research. Regarding academic advisors, the roles that they play in institutions of higher education have been associated with student outcomes (e.g., persistence; Ellis, 2014; Kot, 2014; Ryan, 2013; Swecker et al., 2013) that are prioritized by higher education leaders, faculty, students, legislators, and members of the public. Understanding how advisors experience the emotional labor involved in demonstrating caring in their roles might assist advisors and advising

administrators in improving such outcomes while also minimizing any negative effects (e.g., burnout) on advisors. In addition, the field of academic advising remains ill-defined as a profession (Aiken-Wisniewski et al., 2015), and this study added to the literature that explains the types of activities and labor in which advisors regularly engage.

Regardless of the specific titles and positions that they hold within their institutions, skilled academic advisors are important to retain: They are among the individuals who supply the support that Tinto (2012) argued was crucial to providing all students admitted to institutions of higher education with true opportunity. High levels of organizational support can mitigate some of the negative effects of emotional labor on employees (Karatepe, 2011; Mishra, 2014); therefore, understanding how advisors perceive their emotional labor to be viewed and valued might alert employers to a need for increased support. In addition, understanding advisors' perceptions of how their labor is viewed and valued by their employers might assist advising administrators and upper level administrators as they make decisions regarding resource allocation.

### **Definition of Terms**

In this section, I have defined terms that will help others understand my study. These terms are grouped into sections according to (a) the phenomenon studied (i.e., emotional labor) and (b) the context in which it was studied (i.e., academic advising). Thus, these terms are presented as belonging to one of these categories rather than in alphabetical order.

**The phenomenon.** The phenomenon studied was *emotional labor*. Emotional labor is defined as the work involved in concealing or generating emotions to engender certain attitudes in others (Hochschild, 1983/2012). Hochschild (1983/2012) noted that emotional labor can involve *surface acting* or *deep acting*, and that the antithesis of emotional labor is *authenticity*.

Both surface acting and deep acting involve the management of feelings (Hochschild, 1983/2012). Surface acting is defined as a process by which performers of emotional labor knowingly conceal authentic emotions and instead display emotions not sincerely felt (Hochschild 1983/2012). Deep acting is defined as the process by which performers of emotional labor attempt to generate emotions that they imagine that they should feel (e.g., emotions consistent with organizational expectations; Hochschild, 1983/2012). Authenticity, however, is defined as a state in which natural feelings that occur spontaneously are left unmanaged (Hochschild, 1983/2012).

**The context.** The phenomenon of emotional labor was studied in the context of academic advising. However, because academic advising can be provided in numerous ways by a wide variety of individuals in a wide variety of settings, it was necessary to narrow the context further. Specifically, the phenomenon of emotional labor was explored through the experiences that *professional staff academic advisors* have had in forming *relationships* with undergraduate students in 4-year public institutions of higher education.

Self (2008) defined professional staff academic advisors as advisors who meet regularly, either formally or informally, with students to discuss not only academic requirements and policies but also students' academic achievement and personal

development, and that is the definition that applied in this study. However, the meaning I assigned to the term relationship in this study emerged from my understanding of the literature regarding students' expectations of advisors. Therefore, for the purposes of this study, the term relationship is defined as a connection between an advisor and advisee that is perceived by the advisee based on a demonstration of personal care by the advisor (e.g., for the advisee's success; Barbuto et al., 2011).

### **Delimitations**

This study was delimited by its sampling criteria, restricting eligibility to participate to women who have had at least 1 year of experience fulfilling the role of a professional staff academic advisor in a 4-year public university. Advisors who identify differently with regard to gender or who are employed in a different type of 4-year institution, as well as other types of advisors (e.g., faculty) employed in other settings (e.g., community colleges), might have different experiences with the emotional labor that they undertake in forming relationships with students. Likewise, they might have different perceptions about how their emotional labor is viewed and valued by their employers.

### **Limitations**

According to Lincoln and Guba (1985), the trustworthiness of a study is ultimately determined by the degree to which the researcher and others can be assured of the value of the results. To what degree do results represent reality, possess relevance in different settings, provide evidence of replicability of findings in similar settings, and reflect minimal researcher bias (Lincoln & Guba, 1985)? For a qualitative researcher to suggest truth in findings, or to establish the credibility of results, the researcher must



render sufficiently “multiple constructed realities” (Lincoln & Guba, 1985, p. 295) comprising participants’ meanings and the researcher’s interpretations of participants’ meanings.

Potential limitations to establishing the credibility of the results of this study comprised both internal and external threats. These threats to credibility can occur at any time during the data collection, data analysis, and/or data interpretation phases of the study (Onwuegbuzie & Leech, 2007b). Possible threats to the credibility of this study are identified and defined in the following sections, and the ways in which I addressed these threats are detailed in Chapter III.

**External credibility.** External credibility addresses the degree to which the results of a research study possess relevance in different settings (Lincoln & Guba, 1985), or to the generalizability of the results of a study (Onwuegbuzie & Leech, 2007b). However, as a qualitative researcher conducting a phenomenological study, my interest was in how my participants experience the phenomenon of emotional labor, not in generalizing their experiences to a larger population. Even so, there were four potential threats to external credibility: *catalytic validity*, *action validity*, *investigation validity*, and *interpretive validity*. Each of these threats is discussed in the following sections.

***Catalytic validity.*** Catalytic validity refers to the degree to which individuals are galvanized into action by virtue of their involvement with a research study (Lather, 1986). Lather (1986) maintained that researchers should not only recognize that participants can be transformed by their participation in a research study but also attempt to guide participants in this process of transformation. A researcher can strengthen catalytic validity by making methodological decisions that promote catalytic authenticity,

or the capacity that the very act of taking part in a study has to motivate research participants to take action (Guba & Lincoln, 2005).

***Action validity.*** Action validity refers to the degree to which knowledge gained by virtue of a research study can be applied effectively by others (Kvale, 1995). Although Kvale (1995) implied that knowledge is revealed by action, he also noted that observations and interpretations of observations necessarily precede action. Therefore, the ability of others to take effective actions based on the results of a research study necessarily depends on not only the accuracy of the researcher's observations but also the accuracy of the researcher's interpretations.

***Investigation validity.*** Investigation validity refers to the degree to which researchers thoroughly investigated what they purported to investigate in a research study (Kvale, 1995). Kvale (1995) asserted that the quality of the research design and the credibility of the researcher can affect investigation validity. To strengthen investigation validity, researchers must shift their primary focus from the idea of creating knowledge to the task of making sound methodological decisions, which can produce results that are actually worth knowing (Kvale, 1995).

***Interpretive validity.*** Interpretive validity refers to the degree to which the researcher accurately conveys research participants' perspectives (Maxwell, 2002). Maxwell (2002) noted that the process of co-constructing meaning begins with the meanings assigned by research participants in their accounts to the researcher, meanings that necessarily reflect participants' emic perspectives. Therefore, participants' accounts are themselves never completely infallible, and thus some degree of error in the researcher's interpretation is inevitable.

**Internal credibility.** Internal credibility addresses the degree to which the results of a research study reflect Lincoln and Guba's (1985) "truth" (p. 290), or the "truth value, applicability, consistency, neutrality, dependability, and/or credibility" described by Onwuegbuzie and Leech (2007b, p. 234). The internal credibility of the findings of this study is contingent in part upon how accurately "multiple constructed realities" (Lincoln & Guba, 1985, p. 295) are illustrated in the results. There were six potential threats to the internal credibility of the findings in this study: *ironic validity*, *paralogical validity*, *voluptuous validity*, *descriptive validity*, *reactivity*, and *researcher bias*. Each of these threats is discussed in the following sections.

***Ironic validity.*** Ironic validity refers to the degree to which all participants' varying, even contradictory, realities are represented in the findings of a study (Lather, 1993). Lather (1993) maintained that ironic validity accounts for the difficulties inherent in representing a singular truth. Therefore, to strengthen ironic validity is for researchers to resist continually the notion of the existence of a singular truth that can be captured (Lather, 1993).

***Paralogical validity.*** Paralogical validity refers to the degree to which the researcher remains aware of differences in participants' varying perspectives that illustrate paradoxes (Lather, 1993). If "paralogy legitimates via fostering heterogeneity, refusing closure" (Lather, 1993, p. 679), then paralogical validity presents a threat similar to the threat imposed by ironic validity. Therefore, strengthening paralogical validity also requires the researcher to abandon the search for a definitive truth and to acknowledge contradictions in perspectives.

***Voluptuous validity.*** Voluptuous validity refers to the degree to which researchers' interpretations might surpass their knowledge of the data (Lather, 1993). Similar to ironic validity and paralogical validity, voluptuous validity concerns the positionality of the researcher to the concept of truth (Lather, 1993). To strengthen voluptuous validity is for researchers to center the voices of participants, rather than their own voices, as the arbiters of truth (Lather, 1993).

***Descriptive validity.*** Descriptive validity refers to the degree to which the researcher correctly captures the data (Maxwell, 2002). According to Maxwell (2002), descriptive validity pertains to specific occurrences that can be checked for accuracy. For example, the words that a participant stated can be checked against a transcript, which, in turn, can be checked against a recording.

***Reactivity.*** Reactivity refers to the degree to which research participants are influenced by their awareness of participating in a research study (Onwuegbuzie, 2003). Two aspects of reactivity that can affect qualitative studies are (a) the *Hawthorne effect*, which occurs when participants view themselves as receiving special attention by virtue of their involvement in a research study and (b) the *novelty effect*, which occurs when participants are confronted with a novel item, such as a recording device, during the process of data collection (Onwuegbuzie & Leech, 2007b). Both effects can influence the responses that participants give to the researcher (Onwuegbuzie & Leech, 2007b).

***Researcher bias.*** Researcher bias refers to the degree to which researchers remain unaware of their biases and assumptions (Onwuegbuzie, 2003). Researcher bias can be classified as *active* or *passive* (Onwuegbuzie, 2003). Active bias can originate from researchers' words or other actions that reveal their partialities to participants, and

passive bias can originate from participants' perceptions of researchers' attributes, such as gender or ethnicity (Onwuegbuzie & Leech, 2007b).

### **Assumptions**

Because their institutions might not use the precise title of professional academic staff advisor, one assumption of this study was that participants accurately classified themselves as having fulfilled the role of a professional academic staff advisor for at least 1 year. Another assumption of this study was that participants had experiences with the phenomenon of emotional labor in the context of academic advising prior to participating in the study, even if they could not name the phenomenon itself. A final assumption of this study was that participants were truthful and as comprehensive as possible in recounting their experiences with emotional labor in forming relationships with students and their perceptions of how that labor is viewed and valued by their employers.

### **Organization of the Study**

This hermeneutic phenomenological research study (Heidegger, 1953/1996) is organized into five chapters. In this chapter, I have introduced the phenomenon and the context in which it was studied, revealed a statement of the problem, named and explained relevant conceptual and methodological frameworks, identified the purpose of the study, revealed the research questions, explained the significance of the study, defined key terms necessary for understanding the study, and acknowledged delimitations, limitations, and assumptions related to the study. In Chapter II, I will detail my review of the literature concerning both academic advising and emotional labor (i.e., literature that relates to the phenomenon of emotional labor as experienced by workers in organizations outside of higher education and faculty and a limited number of staff in

higher education). The methods I used to conduct this study and ways in which I combated possible threats to the credibility of the findings in this study will be further explained in Chapter III. My findings will be detailed in Chapter IV, and I will discuss their implications in Chapter V.

## CHAPTER II

### Review of Related Literature

In this chapter, I will describe the steps I took to review the related literature, or to deconstruct the phenomenon of the performance of emotional labor in an academic advising context in accordance with Denzin's (2002) interpretive process. My interest in the phenomenon preceded my involvement in a doctoral program, beginning when I read Hochschild's (1983/2012) original work, which drew primarily upon the experiences that employees in the airline industry had with emotional labor. I realized that a phenomenon that I had experienced frequently had a name, and, after I enrolled in a doctoral program, I decided to make the phenomenon of the performance of emotional labor in an academic advising context the topic of my dissertation. I reviewed different aspects of the related literature at various times throughout my participation in the program; therefore, the review of the literature was completed prior to conducting my study.

Due to the lack of literature concerning the performance of emotional labor in an academic advising context (i.e., that referred to the phenomenon by name), I instead reviewed literature that related to (a) academic advising and (b) the phenomenon of the performance of emotional labor as experienced by other research participants in other contexts. These participants and contexts comprised workers in organizations outside of higher education and faculty, as well as a limited number of staff, in higher education. My overall purpose was twofold: to (a) demonstrate that advisors engage in or are expected to engage in activities that require emotional labor in order to be effective and (b) understand the phenomenon of emotional labor as experienced by other research participants in other contexts.

My initial search for academic advising literature began during the spring of 2016, when I was tasked with the assignment to complete a short literature review (i.e., of approximately 10 studies). After I had identified one article in a hard copy of the *NACADA Journal*, I conducted the literature search electronically via the Education Source and Educational Resources Information Center (ERIC) databases. Although 24 separate searches were conducted for the purpose of this assignment, only six searches produced the nine additional articles that were selected for review.

One article was selected from a search combining *academic advising* with *student satisfaction* in Education Source. This search produced 28 matches, which narrowed to 14 after it was limited to peer-reviewed articles published between 2010 and 2016. The same limiters were applied to three subsequent searches in Education Source using the following terms: academic advising and *retention* (42 matches returned and two articles selected), academic advising and *student retention* (19 matches returned and two articles selected), and academic advising and *theory* (47 matches returned and two articles selected). In ERIC, a fifth search combining academic advising with *effectiveness*, *efficacy*, or *effective* yielded 564 results. However, after the application of the limiters previously described, only 91 matches remained, from which one additional article was selected. The last article was selected from a sixth search in ERIC using the terms academic advising and *satisfaction*, which resulted in 36 matches after the application of the same limiters.

Among the 18 remaining searches, 14 searches either produced articles that had already been evaluated or produced no articles of interest. Four searches yielded articles of interest, but they ultimately were not selected for inclusion because I had decided to



focus primarily on advising occurring in or related to 4-year institutions due to the limits of the assignment. The details of these 18 searches are depicted in Table 2, which includes for each search the number of articles that matched the search terms before limiters were applied and the number of articles that matched the search terms after limiters were applied.

Table 2

*Results of Initial Searches That Produced No Additional Articles for Inclusion*

Database	Search Terms	Initial Matches	Limiters	Final Matches
ERIC	Academic Advising AND Retention	352	Peer-reviewed 2010 to 2015	34
ERIC	Academic Advising AND Persistence	321	Peer-reviewed 2010 to 2015	50
ERIC	Academic Advising AND Theory	198	Peer-reviewed 2010 to 2015	48
Education Source	Academic Advising AND Effectiveness	138	Peer-reviewed 2010 to 2016	24
Education Source	Academic Advising AND Persistence	41	Peer-reviewed 2010 to 2014	10
Education Source	Academic Advising AND Theory AND Retention	32	Peer-reviewed 2010 to 2013	6
Education Source	Academic Advising AND Model AND Retention	30	Peer-reviewed 2010 to 2014	5
Education Source	Academic Advising AND Student Satisfaction	28	Peer-reviewed 2010 to 2016	14

Database	Search Terms	Initial Matches	Limiters	Final Matches
Education Source	Academic Advising AND Theory AND Student Retention	24	Peer-reviewed 2010 to 2013	2
Education Source	Academic Advising AND Theory AND Effectiveness	16	Peer-reviewed 2009	0
Education Source	Academic Advising AND Model AND Effectiveness	15	Peer-reviewed 2010 to 2013	3
Education Source	Academic Advising AND Theory AND Satisfaction	13	Peer-reviewed 2010 to 2015	6
Education Source	Academic Advising AND Student Persistence	9	Peer-reviewed 2010 to 2016	2
Education Source	Academic Advising AND Model AND Persistence	9	Peer-reviewed 2010 to 2011	2
Education Source	Academic Advising AND Model AND Satisfaction	8	Peer-reviewed 2011	1
Education Source	Academic Advising AND Theory AND Persistence	7	Peer-reviewed 2010	1
Education Source	Academic Advising AND Theory AND Student Satisfaction	3	Peer-reviewed 2010 to 2015	2
Education Source	Academic Advising AND Theory AND Student Persistence	1	Peer-reviewed 2001	1
Total Matches Returned		1,245		211

A second search for academic advising literature occurred during the spring of 2017. This search was conducted electronically via the Education Source and ERIC databases using the term academic advising in combination with the following four terms that were identified during the synthesis of the previously located literature as representing important student outcomes related to academic advising: *achievement*, *persistence*, retention, and satisfaction. This search was limited to peer-reviewed articles published between 2010 and 2017, and it resulted in the selection of nine additional articles for review, including four articles that I had deselected during the 2016 search (due to the scope of the assignment).

During the late summer and early fall of 2017, I conducted a search for literature concerning the performance of emotional labor by academic advisors. This search was conducted electronically via the Education Source, ERIC, PsycINFO, and SocINDEX databases. After I had been unable to generate any appropriate articles during searches combining the terms academic advising and *emotional labor*, as well as *academic advisor* and emotional labor, I broadened my search by combining emotional labor with such terms as *higher education*, *college*, *university*, *postsecondary institution*, and *education*. These searches were limited to peer-reviewed articles published between 1983, the year that Hochschild (1983/2012) coined the term emotional labor, and 2017. In all, these searches yielded 23 articles for review.

A fourth search occurred during the summer of 2018. By that time, I had identified student outcomes that seemed to be related to academic advising, and I also had noticed the conclusions of several researchers that academic advisors should form genuine and positive relationships with advisees. Therefore, I decided to conduct an

additional search to discover any literature concerning relationships between academic advisors and advisees. After I had identified two related articles in hard copies of the *NACADA Journal*, I conducted this search electronically via the Education Source, ERIC, PsycINFO, and SocINDEX databases. As with my previous search, I was unable to generate any appropriate articles during searches combining the terms academic advising and *relationships*, as well as academic advisor and relationships; therefore, I broadened my search by combining the term relationships with such terms as higher education, college, university, postsecondary institution, and education. This search was limited to peer-reviewed articles published between 2010 and 2018, and it resulted in the selection of three additional articles for review. Last, I employed the technique of snowballing, or examining the reference lists of the articles that I had selected, for the purpose of locating more articles for inclusion. After scanning the titles in the reference lists of the three articles that I had previously chosen, I selected one additional article.

The last literature search took place during the spring of 2019, after I defended my dissertation proposal but before I began my study. Because of my intent to include only women in my study, members of my committee suggested collecting more literature concerning the relationship between gender and the performance of emotional labor. I conducted this search electronically via the Education Source, ERIC, PsycINFO, and SocINDEX databases by combining the search terms *gender* and *emotional labor* and limiting the search to peer-reviewed articles published between 1983 and 2019. As I reviewed the matches, I sought articles that included both gender and emotional labor in their titles and seemed to focus on gender as the primary variable of interest. This search returned (a) 29 matches in Education Source (27 after applying limiters), from which four

additional articles were chosen; (b) 27 matches in ERIC (23 after applying limiters), from which no additional articles were chosen; (c) 159 matches in PsycINFO (87 after applying limiters), which included two articles that already had been chosen from this search and from which two additional articles were selected; (d) 142 matches in SocINDEX (117 after applying limiters), which included an article that already had been chosen from this search and from which no additional articles were selected. In addition, this search produced five articles that had been selected for inclusion in the review during the third literature search (one returned by Education Source, two returned by ERIC, and two returned by PsycINFO).

In all, I searched for related literature at five different times during the course of my enrollment in a doctoral program. From these searches, 54 studies were selected for inclusion in the final literature review. After adding Hochschild's (1983/2012) original work, discovered prior to my enrollment in the program, the number of studies selected for inclusion numbered 55. Table 3 depicts a brief summary of all searches for related literature that produced studies for inclusion.

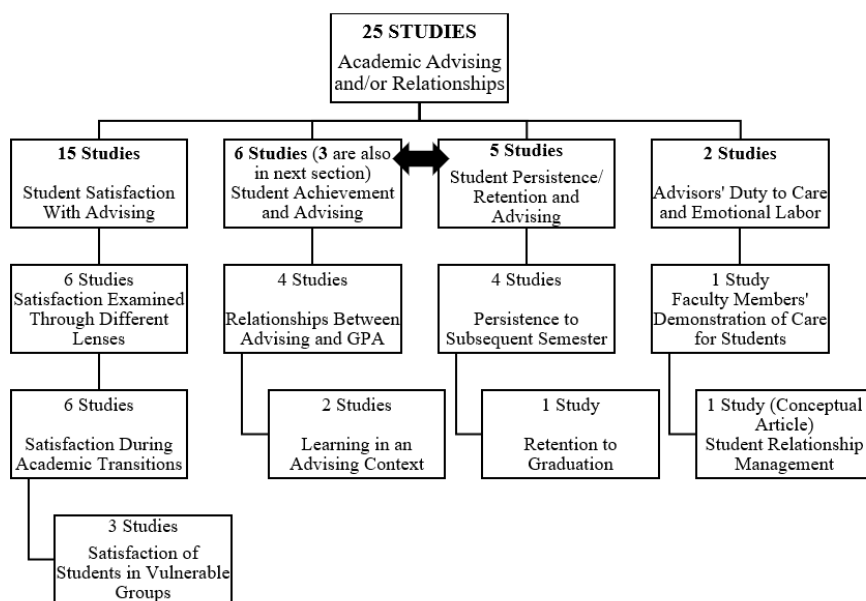
Table 3

*Summary of All Searches That Produced Studies for Inclusion*

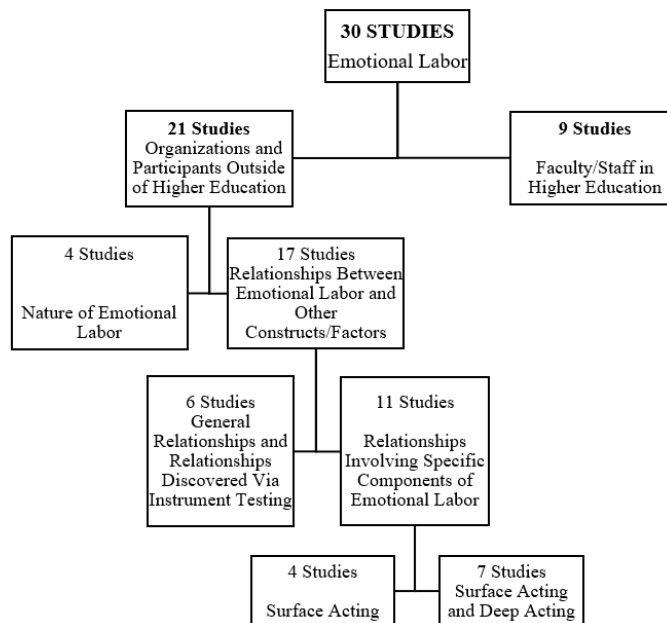
Year	Topic	Sources	Number of Studies Selected
<2016	emotional labor	Hochschild's (1983/2012) original work	1
2016	academic advising	hard copy of <i>NACADA Journal</i> , Education Source, ERIC	10
2017	academic advising	Education Source, ERIC	9

Year	Topic	Sources	Number of Studies Selected
2017	emotional labor	Education Source, ERIC, PsycINFO, SocINDEX	23
2018	relationships	hard copies of <i>NACADA Journal</i> , Education Source, ERIC, PsycINFO, SocINDEX, one reference list	6
2019	gender and emotional labor	Education Source, ERIC, PsycINFO, SocINDEX	6
Total Studies Selected			55

This literature review contains six sections. The first half of the literature review is divided into four main sections that encompass the 19 selected articles that were related to academic advising and the six selected articles that involved relationships. The first three sections incorporate 23 of the 25 articles and summarize the literature related to academic advising and postsecondary students' (a) satisfaction, (b) achievement, and (c) persistence/retention. The fourth section presents the remaining two articles and serves as a bridge to connect the recommendations of researchers in the previous sections to the second half of the literature review, which encompasses Hochschild's (1983/2012) original study and the 29 selected articles that were related to emotional labor. This half of the literature review is divided into two main sections: (a) emotional labor in organizations outside of higher education and (b) emotional labor in higher education. In Figure 2, I have illustrated the organization of the components of the first half of the literature review, and in Figure 3, I have illustrated the organization of the components of the second half of the literature review.



*Figure 2.* My illustration of the organization of the components of the first half of the literature review, which encompasses the 19 selected articles that were related to academic advising and the six selected articles that involved relationships.



*Figure 3.* My illustration of the organization of the components of the second half of the literature review, which encompasses Hochschild's (1983/2012) original study and the 29 selected articles that were related to emotional labor.

### **Academic Advising and Postsecondary Students' Satisfaction**

Among the 25 articles included in this half of the literature review, 15 were related in some way to postsecondary students' satisfaction with academic advising. Some researchers examined students' satisfaction with academic advising through a specific lens, such as the leadership behaviors of advisors (Barbuto et al., 2011; Paul & Fitzpatrick, 2015). Others focused on students' satisfaction with academic advising during different transitions that they experienced in their postsecondary journeys, such as transferring from a 2- to a 4-year institution (Allen et al., 2013, 2014; Packard & Jeffers, 2013; Workman, 2015). Still others explored satisfaction with academic advising through the eyes of students in vulnerable populations (Orozco et al., 2010; Museus & Ravello, 2010; Y. Zhang, 2016). Regardless of the nature of the study, that advisors should demonstrate care for students and/or work to develop genuine relationships with them emerged as common recommendations of researchers or were common implications of results.

**Students' satisfaction through the lenses of advisor leadership, institutional loyalty, and advising methods.** The six studies in this section involved the exploration of students' satisfaction with academic advising through different lenses. Barbuto et al. (2011) and Paul and Fitzpatrick (2015) investigated how leadership behaviors of advisors might be associated with students' satisfaction with advising, and Vianden and Barlow (2015) and Vianden (2016) focused on the ways in which students' satisfaction with the quality of the advising that they received might be associated with loyalty to their institutions. Last, Leach and Patall (2016) and Donaldson et al. (2016) examined students' satisfaction with advising through the lenses of different advising methods.



Barbuto et al. (2011) considered how advisor behaviors might parallel a range of leadership styles: (a) *laissez-faire*, which corresponds to the approach of avoidant advisors (e.g., hard to access); (b) *transactional*, which describes advisors who act as either reactive or proactive problem-solvers and reward students (e.g., give praise) for follow-through; and (c) *transformational*, which characterizes advisors who treat students as individuals, promote their intellectual growth, support their goal attainment, and demonstrate genuine interest in their success. Using a modified version of the *Multifactor Leadership Questionnaire*, Barbuto et al. (2011) measured the perceptions of 407 students (the vast majority classified as undergraduates) in a wide variety of majors at a 4-year public institution regarding the behaviors of their advisors, all of whom were enrolled in transformational advising training. Similarly, Paul and Fitzpatrick (2015) used a modified version of the *Servant Leadership Questionnaire* to measure the perceptions of 428 undergraduates at a 4-year institution to examine their satisfaction with academic advising in the context of servant leadership, which is characterized by leaders' interest in the development of followers.

Barbuto et al. (2011) determined that both *laissez-faire* and reactive problem-solving behaviors negatively affected students' efforts, satisfaction, and estimation of advising effectiveness. Although advisors' engagement in proactive problem-solving appeared to have a positive effect on students' efforts and satisfaction, the same behavior seemed to have a negative effect on students' opinions of advising effectiveness (Barbuto et al., 2011). However, all transformational leadership behaviors, as well as the transactional behavior of rewarding follow-through, had positive effects on students' efforts, satisfaction, and perceptions of effectiveness, with the transformational

characteristic of demonstrating genuine commitment to student success having the most positive effect (Barbuto et al., 2011). Likewise, Paul and Fitzpatrick (2015) discovered a positive relationship between advisors' servant leadership behaviors (e.g., valuing others' welfare above one's own) and student satisfaction with academic advising, especially when advisors prioritized students' interests above their own and shared knowledge that fostered students' sense of independence. After controlling for students' demographic characteristics, Paul and Fitzpatrick (2015) also concluded that an advisor's inclination to put students' needs first best predicted student satisfaction with academic advising, lending support to the finding of Barbuto et al. (2011) that advisors' demonstration of sincere commitment to student success is important. Recommendations of the researchers were that advisors should exhibit transformational leadership behaviors when working with students (Barbuto et al., 2011) and work to develop servant leader behaviors by reading books or articles on this topic (Paul & Fitzpatrick, 2015). Paul and Fitzpatrick (2015) also suggested that advising administrators consider screening potential hires for servant leader characteristics and provide training for current advisors to help them grow as servant leaders.

Vianden and Barlow (2015) and Vianden (2016) approached students' satisfaction with advising from a different angle, exploring the ways in which students' perceptions of the quality of academic advising they received and their commitments to their institutions might be related. Vianden and Barlow (2015) analyzed the responses of 1,207 undergraduates randomly selected from three different universities to items on the *Student University Loyalty Instrument*, and Vianden (2016) analyzed the descriptions of both the positive and the negative academic advising experiences of 29 undergraduates

randomly selected from three different universities. Vianden and Barlow (2015) discovered that students' opinions about academic advising quality positively correlated to all other subscales of the *Student University Loyalty Instrument* with the exception of the subscale measuring intent to leave, which might indicate that students who perceived that they received academic advising of high quality also perceived themselves as having strong ties to their institutions in general. Vianden and Barlow (2015) specifically noted not only the positive relationship between students' perceptions of the quality of academic advising and the degree of loyalty that they expressed to their institutions but also that these perceptions varied along a few demographic lines: Students who attended their first choice of institution, declared a major in the social sciences, or classified themselves as first-years or seniors tended to perceive the quality of academic advising as being higher than did students who attended their third choice of institution, declared a major in the humanities, or classified themselves as sophomores or juniors. Vianden (2016) also highlighted the potential link between satisfaction with academic advising and institutional loyalty. Students reported satisfaction with advisors who demonstrated availability, listened, and provided useful information, and they equated their advisors' care for them with a feeling that they as students were important to their institutions (Vianden, 2016). Both studies concluded with the recommendation that advisors should strive to establish genuine connections with students (Vianden, 2016; Vianden & Barlow, 2015), particularly students who indicated a low commitment to the institution upon entering (Vianden & Barlow, 2015). This recommendation emphasizes, just as Barbuto et al. (2011) and Paul and Fitzpatrick (2015) implied, that advisors' authentic positive relationships with students matter.

Leach and Patall (2016) and Donaldson et al. (2016) each viewed students' satisfaction with academic advising through the lens of a specific advising method. Leach and Patall (2016) focused on students' satisfaction with advising and subsequent decision-making behavior regarding their majors in the context of need-supportive advising, or advising designed to satisfy students' psychological needs for autonomy, competence, and relatedness. After collecting data for 2 academic years, Leach and Patall (2016) analyzed the survey responses of 145 university students to both closed- and open-ended items on an instrument that utilized modified versions of five other instruments (e.g., the *Learning Climate Questionnaire*, the *Basic Psychological Needs Satisfaction at Work Scale*). Donaldson et al. (2016), however, interviewed 11 community college students after only one semester to determine their satisfaction with intrusive advising, or participation in advising that is required of students at specific times in a given semester or year. Despite the differences in the studies, the results regarding students' preference for personalized advisor-advisee relationships were quite similar. In general, receiving need-supportive advising predicted students' perceptions of competence and autonomy with regard to choosing a major, and students were most satisfied that their psychological needs were being met when advising "was personally relevant and academically beneficial as well as when the advisor demonstrated care toward the student" (Leach & Patall, 2016, p. 28). Although some students receiving intrusive advising disliked its mandatory nature and experienced other issues (e.g., lack of advisor availability), students generally appreciated having not only the advising requirement due to various benefits (e.g., increased understanding of their degree plans)

but also a dedicated advisor who supplied them with the personalized attention conducive to building an advisor-advisee relationship (Donaldson et al., 2016).

**Students' satisfaction during academic transitions.** The six studies in this section involved the exploration of students' satisfaction with academic advising at different transition points during their academic careers. Allen et al. (2013, 2014), Packard and Jeffers (2013), and Workman (2015) examined students' satisfaction with advising within the context of transferring from 2- to 4-year institutions. Conversely, Walker et al. (2017) investigated students' perceptions of advising as they transitioned from high school into their first year at a 4-year institution. Barker and Mamiseishvili (2014) also studied students who were experiencing a transition, albeit between advising models rather than institutions.

Allen et al. (2013, 2014) analyzed the responses of 7,172 pre-transfer students (i.e., individuals planning to transfer to a 4-year institution) in two community colleges and 1,932 post-transfer students (i.e., individuals who had transferred from one of the two community colleges) in five universities to items on the *Inventory of Academic Advising Functions—Student Version*, which measures students' perceptions of the importance of and their satisfaction with various advisor functions (e.g., supplying correct information). After analyzing responses related to the importance of advising functions, Allen et al. (2013) concluded that both pre- and post-transfer students perceived all advising functions as important, especially the functions of providing students with accurate information and assisting students with aligning academic, career, and life goals. Allen et al. (2014) went on to analyze responses related to satisfaction with advising functions, as well as the responses to the open-ended item on the survey, which invited students to

comment on any aspect of academic advising. Allen et al. (2014) discovered that pre-transfer students experienced more satisfaction with academic advising than did post-transfer students: Pre-transfer students mentioned accessing a number of advising resources and developing close relationships with their advisors, but post-transfer students described difficulties with locating reliable information in a university setting. Allen et al. (2014) also concluded, however, that both groups of students valued their general educational experiences more than their specific advising experiences due to some issues with inaccurate and impersonal advising, as well as lack of advisor availability. Allen et al. (2014) recommended that community college and university advisors expand collaborative advising endeavors to include mandating students' use of electronic portfolios, designed to reveal not only students' advising history but also their academic goals and decision-making processes. The use of electronic portfolios to assist with advising might help students view advising as an ongoing learning process and help advisors develop better relationships with students (Allen et al., 2014).

Packard and Jeffers (2013) also examined students' satisfaction with academic advising during a transition, interviewing 82 students from among three community colleges who were preparing to transfer to 4-year institutions to pursue degrees in science, technology, engineering, and mathematics (STEM) fields. Students perceived that advisors supported their transfer goals when advisors provided accurate information, emotional support, and accountability for academic progress (Packard & Jeffers, 2013). However, students perceived that their transfer goals were impeded when advisors provided incomplete or inaccurate information or failed to provide personalized support (Packard & Jeffers, 2013). Packard and Jeffers (2013) recommended that advisors

improve their knowledge base, interpersonal communication skills, and resourcefulness (i.e., ability to help students locate information beyond the scope of the advisor's knowledge) to work more effectively with students in STEM fields who are preparing to transfer.

Workman (2015) focused on the advising of transfer students from community college as well, interviewing six students who were transitioning from community college to a public 4-year institution about their exploratory advising experiences (i.e., advising designed to help them choose career paths and majors). Workman (2015) categorized the students' responses into themes that paralleled the four elements of Schlossberg's transition theory: (a) situation, or the circumstances surrounding transitions (e.g., timing); (b) self, or the characteristics of individuals undergoing transitions (e.g., age); (c) strategies, or ways of handling transitions; and (d) support, or resources to assist individuals with transitions. Regarding situation, students considered both the interests and the knowledge (e.g., academic strengths and weaknesses) that they had developed in high school when facing major-related decisions; concerning self, students seemed comfortable with the thought of choosing a major, as well as with communicating that they lacked enough knowledge to make an informed decision, excepting limited knowledge related to earning potential (Workman, 2015). Students perceived attending advising appointments as a valuable strategy to collect information, and they indicated that taking certain courses (e.g., a career exploration course) also helped them choose majors and career paths (Workman, 2015). Most students also viewed their advisors as sources of support in their decision-making processes and in other areas (e.g., conflict resolution), but not necessarily in their transition processes (Workman, 2015). Similar to

Allen et al. (2014), Workman (2015) recognized the value of promoting advising as an ongoing learning process for students, recommending that advisors help students gain knowledge related to majors and careers, as well as encourage students' social integration in order to broaden their career interests.

Walker et al. (2017) studied students' satisfaction with academic advising within the context of the transition from high school to a 4-year institution, conducting story circles with 162 first-year students and follow-up interviews with 24 of these students. Walker et al. (2017) determined that students were challenged by the differences that they perceived between their meetings with guidance counselors in high school and their meetings with academic advisors in college, with some students expecting either the same or more personalized attention in college than they received in high school and some expecting less due to the size of the institution. Although students also differed in their expectations regarding the development of close relationships with their advisors, Walker et al. (2017) noted that, similar to the conclusions of Leach and Patall (2016) and Donaldson et al. (2016), students nevertheless valued genuine, personalized advisor-advisee relationships. Like participants in other studies (Allen et al., 2014; Donaldson et al., 2016), students also were challenged in some instances by advisor accessibility (Walker et al., 2017). Although students viewed inconsistencies among the information communicated by different advisors as an additional challenge, students believed that advisors communicated better when they disseminated information in a way that demonstrated personal care for the advisee (Walker et al., 2017). Overall, Walker et al. (2017) emphasized that students' satisfaction with certain components of academic



advising (e.g., communication) appeared to be associated with their perceptions of a caring advisor-advisee relationship.

Last, Barker and Mamiseishvili (2014) employed focus groups and follow-up interviews to explore the perceptions of 17 seniors at a single university who had transitioned at the beginning of their junior years from receiving advising within a centralized model employing professional staff academic advisors to receiving advising provided by faculty members within a decentralized model. Although students experiencing this transition had different expectations and different levels of apprehension based on previous experiences, they perceived both types of advisors as being trustworthy as long as the advisor's expertise seemed relevant to the student's needs (Barker & Mamiseishvili, 2014). Similar to the students described by other researchers (Donaldson et al., 2016; Leach & Patall, 2016; Walker et al. 2017), these students also wanted to maintain or to develop genuine, personalized relationships with their advisors through their transition (Barker & Mamiseishvili, 2014).

**Satisfaction of students in vulnerable populations.** The three studies in this section involved the exploration of the satisfaction that students in vulnerable groups experienced with academic advising. Orozco et al. (2010) investigated the experiences of students who identified with different ethnic and racial backgrounds in various 2-year institutions, and Museus and Ravello (2010) focused exclusively on the experiences of students of color in both 2- and 4-year predominantly White institutions (PWIs). Y. Zhang (2016) also focused on a specific population, studying the experiences of international students enrolled in a community college.

Orozco et al. (2010) interviewed 363 students from among nine community college campuses. A finding of concern was that Latino/a, African American, and Native American students were less likely than were White and Asian students to use advising services and to voice their opinions regarding the services they received (Orozco et al., 2010). However, similar to the findings of other researchers (e.g., Packard & Jeffers, 2013) regarding community college students, Orozco et al. (2010) determined that students wanted support from their advisors, specifically advisors “who have time to listen to student needs, impart basic educational planning, provide support beyond academics, accept the student’s cultural background, and understand the family, school, and work responsibilities of their advisees” (p. 726).

Museus and Ravello (2010) interviewed 31 students who identified as Asian, Black, or Latino/a, as well as 14 academic advisors, from among three different PWIs (two 4-year institutions and one 2-year institution). As other researchers (e.g., Leach & Patall, 2016; Walker et al., 2017) have concluded, Museus and Ravello maintained that students perceived that their success was supported when advisors demonstrated care for them. Students also appreciated advisors providing assistance that addressed their academic issues both proactively and holistically (e.g., by making referrals to appropriate campus resources; Museus & Ravello, 2010).

Y. Zhang (2016) interviewed 11 international students about their experiences with academic advising at their community college. Similar to Allen et al. (2013) and Packard and Jeffers (2013), Y. Zhang (2016) noted that students highly valued receiving accurate information from their academic advisors, especially due to the fact that acting on inaccurate information can have legal ramifications for international students.

Likewise, students were disappointed when advisors seemed to lack knowledge specific to their myriad individual needs as international students and familiarity with their cultural backgrounds (Y. Zhang, 2016). Like participants in other studies (Allen et al., 2014; Barker & Mamiseishvili, 2014; Donaldson et al., 2016; Leach & Patall, 2016; Orozco et al., 2010; Packard & Jeffers, 2013; Walker et al., 2017), these students seemed to desire more personalized attention from, as well as closer relationships with, their advisors (Y. Zhang, 2016). Nevertheless, students viewed their advisors as sources of support (Y. Zhang, 2016), corroborating similar conclusions of other researchers (Orozco et al., 2010; Packard & Jeffers, 2013; Workman, 2015).

### **Academic Advising and Postsecondary Students' Achievement**

Among the 25 articles included in the first half of this literature review, six studies related to academic advising and postsecondary students' achievement. Some researchers who examined the effects of academic advising on students' achievement used students' grade-point averages (GPAs) as indicators of success (Kot, 2014; Ryan, 2013; Schwebel et al., 2012; Tovar, 2015). Other researchers focused on student learning outcomes that occurred as a result of participating in academic advising itself (Erich & Russ-Eft, 2013; Smith & Allen, 2014). In general, receiving academic advising appeared to have positive effects on students' learning in both classroom and advising contexts, lending support to Fox's (2008) assertion that the duties of advisors should extend beyond merely the transmission of information to the promotion of student learning and development.

**Students' achievement in the classroom.** The four studies in this section involved examining the relationship between academic advising and students' GPAs. Specifically, Schwebel et al. (2012) investigated the effects of advising outreach on a number of outcomes, including academic achievement, as measured by cumulative GPA. Ryan (2013) and Kot (2014) also used students' cumulative GPAs as a measure in their efforts to assess the success of academic advising interventions. Last, Tovar (2015) considered the effects of students' involvement in support programs and their interactions with institutional personnel, including academic advisors, on their cumulative GPAs.

More specifically, Schwebel et al. (2012) examined the effects of advising outreach on the advising contacts and academic achievement of 501 students enrolled at a large public university, all of whom were classified at the beginning of the 4-year study as first-year pre-nursing, psychology, or undeclared majors. Each student was randomly assigned to a control group or to an outreach group, with students in the control group receiving standard advising information and reminders (i.e., to schedule an advising appointment) and students in the outreach group receiving up to three additional reminders per long semester (Schwebel et al., 2012). Although students in the outreach group engaged in considerably more contact with advisors than did students in the control group, the mean cumulative GPAs of the students in the two groups did not differ, and their progress toward their degrees differed little (Schwebel et al., 2012). Schwebel et al. (2012) tentatively concluded that advising mandates, rather than reminders, might be necessary for some students and recommended further research concerning advising outreach.

Ryan (2013) and Kot (2014) determined whether or not the academic performance of students who received advising interventions would differ from the performance of students who did not receive such interventions. Ryan (2013) focused on the cumulative GPAs of 67 first-time community college students enrolled in different sections of a freshman seminar, some in sections in which instructors provided intrusive advising and some in sections in which instructors did not provide intrusive advising. Kot (2014) assessed both the semester and cumulative GPAs of 2,745 students enrolled in a large 4-year institution, some of whom were advised during their first year by professional staff academic advisors in a central advising office and some of whom were not advised at all. Although the populations and settings differed, both researchers made similar discoveries. The university students who attended at least one face-to-face appointment with their assigned advisors had higher semester and cumulative GPAs than did their peers who chose not to meet with their advisors (Kot, 2014), and the community college students who received intrusive advising from their seminar instructors had higher cumulative GPAs than did the students who did not receive such advising. Kot (2014) advocated for the centralized delivery of advising services by professional staff academic advisors, especially considering the limitations that faculty advisors commonly face (e.g., multiple responsibilities). Ryan (2013) concluded that first-time students should meet regularly with an advisor that they know, lending support to the discovery of Donaldson et al. (2016) that students appreciate forming a relationship with a dedicated advisor.

Tovar (2015) analyzed the responses of 397 Latino/a community college students to items on the *College Mattering Inventory* to determine how students' involvement in

support programs and their interactions with institutional personnel impacted their academic achievement, specifically their cumulative GPAs. After controlling for students' demographic characteristics, transition experiences, and both academic and social influences, Tovar (2015) discovered that students' participation in support programs that necessarily involved frequent encounters with academic counselors (i.e., academic advisors) had a positive effect on students' cumulative GPAs and that academic counselors' failure to discuss career-related concerns with students had a negative effect on their cumulative GPAs. Tovar (2015) recommended that academic counselors broaden their scope of interest beyond academic matters and proactively address career issues and other developmental issues with students by making referrals as necessary, lending support to similar recommendations of other researchers (e.g., Museus & Ravello, 2010; Orozco et al., 2010).

**Students' achievement outside of the classroom.** The two research studies in this section involved ways in which students might learn within the advising context itself, corroborating the conclusions of Allen et al. (2014) and Workman (2015) that academic advising should be a teaching and learning process. Erlich and Russ-Eft (2013) investigated whether or not measures of students' self-efficacy and self-regulated learning could be used to assess the degree of learning occurring as a result of academic advising. Smith and Allen (2014) determined the frequency of students' use of academic advising and the subsequent effects on both cognitive and affective learning outcomes.

Erlich and Russ-Eft (2013) examined whether or not employing elements of social cognitive theory, specifically the concepts of self-efficacy and self-regulated learning, might help counselors serving as advisors in a community college determine the

degree of student learning occurring during advising. After an advising session, each of the 120 students in the sample rated his or her current level of self-efficacy regarding academic planning strategies (e.g., selecting courses appropriate for degree), as well as his or her level prior to attending the session; each advisor similarly evaluated each student's change in level of self-regulated learning (e.g., ability to engage in setting goals) after each session, using information collected by asking specific questions and observing the student move through self-regulated learning phases (e.g., forethought, self-reflection) during the session (Erlich & Russ-Eft, 2013). Students reported experiencing higher levels of self-efficacy after advising sessions than they recalled experiencing beforehand, and advisors likewise reported increases in students' levels of self-regulated learning after the sessions, although students' previously acquired self-regulated learning strategies might have influenced this result (Erlich & Russ-Eft, 2013). In addition, the researchers discovered that an increase in either variable (i.e., self-efficacy or self-regulated learning) corresponded to an increase in the other variable. In considering the implications of their study, Erlich and Russ-Eft (2013), like Allen et al. (2014) and Workman (2015), implied that advising should be a teaching and learning process, perhaps, in this case, even a model for educators in the classroom to follow when attempting to improve students' self-regulated learning strategies. Erlich and Russ-Eft (2013) also concluded that measurements of students' self-efficacy and self-regulated learning might turn out to be valuable in assessing students' learning and achievement within the context of academic advising and, thus, indicate to advisors when improvements in advising methods become necessary.

Smith and Allen (2014) analyzed the responses of 22,305 students from two 2-year institutions and seven 4-year institutions to select items on the *Inventory of Academic Advising Functions—Student Version* to determine how often they were accessing academic advising and whether or not receiving advising information from advisors instead of other sources (e.g., websites, handouts, friends) affected certain cognitive (e.g., knowledge of degree requirements) and affective (e.g., acknowledgment of importance of advisor-advisee relationship) learning outcomes. After controlling for other variables that might explain acquisition of these learning outcomes, Smith and Allen (2014) concluded that students who visited with advisors rated themselves higher with regard to all learning outcomes than did students who gleaned advising information from elsewhere, and the frequency of contacts with advisors corresponded to higher ratings. Smith and Allen (2014) recommended that institutions establish some form of mandatory advising protocol to ensure that all students have access to the learning benefits associated with meeting with an academic advisor.

### **Academic Advising and Postsecondary Students' Persistence/Retention**

Among the 25 articles included in the first half of this literature review, five studies related to academic advising and postsecondary students' persistence or retention. Similar to the effects on student learning, students' participation in academic advising appeared to have positive effects on their persistence and retention. Four of these studies linked academic advising to students' persistence to subsequent semesters (Ellis, 2014; Kot, 2014; Ryan, 2013; Swecker et al., 2013), two of which were previously mentioned: In addition to discovering that receiving academic advising interventions had positive effects on students' GPAs, Ryan (2013) and Kot (2014) also determined that students



who received advising interventions persisted to subsequent semesters at higher rates than did students who did not receive such interventions. In another previously mentioned study, Schwebel et al. (2012) considered students' retention to graduation, noting that students in an advising outreach group were retained at a marginally higher rate through graduation than did students in the control group. The remainder of the studies related to persistence follow.

Swecker et al. (2013) focused their efforts on first-year, full-time, and first-generation students, reviewing advising records for 363 individuals enrolled in a public 4-year research institution to investigate the relationship between advising (i.e., number of face-to-face meetings conducted with advisors) and retention (i.e., persistence, or retained in good standing through the subsequent fall semester as opposed to retained through graduation). Among the variables evaluated (e.g., race, major), only the number of face-to-face advising meetings appeared most strongly related to students' retention through the subsequent fall semester, with students' chances of being retained increasing by 13% for every meeting with an advisor. Swecker et al. (2013), departing slightly from the recommendation of Schwebel et al. (2012), advocated prioritizing advising outreach for first-generation students, envisioning increasing both the number and level of expertise of advising personnel dedicated to this group.

Ellis (2014) also was concerned with first-year students, exploring advising practices that might promote persistence in traditional first-year students who had not yet declared a major at a large public research-intensive institution. After conducting a series of interviews with 25 students during the course of an academic year, Ellis (2014) identified three possible influences on student persistence: (a) students' advising

expectations, which, consistent with the findings of Walker et al. (2017), were heavily influenced by their high school advising experiences; (b) students' emotions about having not declared a major, which, similar to the findings of Workman (2015), seemed to follow a pattern of comfort with exploring options in the fall semester and confidence with making choices in the spring semester, although their journeys were not without common concerns (e.g., how long they will take to graduate); and (c) students' advising experiences, which were largely positive for both fall semester and spring semester advisor meetings in spite of the apprehension that some students had initially experienced in the fall semester. Ellis (2014) recommended that advisors discuss students' initial advising expectations and, as recommended by numerous other researchers (e.g., Barbuto et al., 2011; Barker & Mamiseishvili, 2014), work to establish positive relationships with them, particularly with students who might have had negative high school experiences.

### **Academic Advisors' Duty to Form Relationships/Engage in Emotional Labor**

More than 80% of the 23 articles summarized thus far incorporate data and/or recommendations that define the types of labor in which today's academic advisors engage or are expected to engage. These duties include making appropriate referrals (Museus & Ravello, 2010; Orozco et al., 2010; Tovar, 2015), contributing to student learning in an advising context (Allen et al., 2014; Erlich & Russ-Eft, 2013; Smith & Allen, 2014; Workman, 2015), demonstrating personalized care for students (e.g., Donaldson et al., 2016; Leach & Patall, 2016), and forming genuine relationships with students (e.g., Barbuto et al., 2011; Barker & Mamiseishvili, 2014). The latter task could be the most difficult, but advisors' performance of the former tasks might very well depend on it: Making appropriate referrals, selecting effective pedagogical techniques,

and demonstrating personalized care for students all constitute tasks that are performed more easily in the presence of genuine relationships with students. Although the ways in which higher education professionals might develop genuine caring relationships with students have not been well documented, the last two articles in this half of the literature review contribute to a greater understanding of the topic and its link to the phenomenon of emotional labor.

As referenced in Chapter I, Walker and Gleaves (2016) explored the issue in their efforts to explain the perspectives of higher education faculty. After conducting a series of four interviews with each of six university faculty members, these researchers determined that faculty members believed that building caring relationships with students enhanced the learning environment. However, faculty members also perceived that their personal feelings were not always aligned with their mission to prioritize the teacher-student relationship (Walker & Gleaves, 2016). The contradiction that sometimes occurred between faculty members' portrayal of care and their actual emotions serves as a fitting example of a situation requiring emotional labor, or the work involved in concealing or generating emotions to engender certain attitudes in others (Hochschild, 1983/2012).

Just as the research of Walker and Gleaves (2016) provides an example of the performance of emotional labor by higher education professionals as they seek to form caring relationships with students, the conceptual work of Ackerman and Schibrowsky (2007) serves as a backdrop upon which to contemplate the deliberate commodification of such emotional labor by institutions of higher education. Ackerman and Schibrowsky (2007) explored how institutions of higher education might apply the business concept of

relationship marketing to retain students, thereby coining the term *student relationship management* (SRM). Although many higher education professionals might recoil at the necessary parallels the authors drew between customers and students (e.g., just as not all customers are equally profitable to businesses, not all students are equally profitable to institutions), few would argue that the following does not apply to customers and students alike: “If a firm wants to add value for their customers and build lasting relationships with them, they need to know who the customers are, what they want, and what is important to them” (Ackerman & Schibrowsky, 2007, p. 318). Therefore, if the SRM model were to be applied to higher educational professionals, these professionals, including academic advisors, would be judged on how well their communication skills strengthen their relationship, or social, bonds with students (Ackerman & Schibrowsky, 2007). According to Ackerman and Schibrowsky (2007), social bonds are developed through interpersonal communication between accessible personnel and students and are characterized by interactions that demonstrate and maintain personalized connections.

As evidenced in the first half of this literature review, today’s advisors engage in or are expected by others (e.g., students) to engage in activities that require emotional labor in order to be effective. Indeed, advisors’ performance of emotional labor can be linked to important outcomes for students (e.g., persistence; Ellis, 2014) and institutions (e.g., institutional loyalty; Vianden, 2016; Vianden & Barlow, 2015). To conclude this half of the literature review, Table 4 delineates the 24 research studies (the conceptual article has been excluded) in the first half of this review in chronological order, as well as depicts for the reader the number of participants, the settings, and the methodologies employed.

Table 4

*Research Articles Related to Academic Advising and/or Relationships*

Year	Author(s)	Number of Participants	Number and Type of Institution(s)	Methodology
2010	Orozco et al.	363	nine 2-year	qualitative
2010	Museus and Ravello	45	one 2-year and two 4-year	qualitative
2011	Barbuto et al.	407	one 4-year	quantitative
2012	Schwebel et al.	501	one 4-year	quantitative
2013	Allen et al.	9,104	two 2-year and five 4-year	quantitative
2013	Swecker et al.	363	one 4-year	quantitative
2013	Erlich and Russ-Eft	120	one 2-year	quantitative
2013	Packard and Jeffers	82	three 2-year	qualitative
2013	Ryan	67	one 2-year	quantitative
2014	Smith and Allen	22,305	two 2-year and seven 4-year	quantitative
2014	Allen et al.	9,104	two 2-year and five 4-year	mixed
2014	Kot	2,745	one 4-year	quantitative
2014	Ellis	25	one 4-year	qualitative
2014	Barker and Mamiseishvili	17	one 4-year	qualitative
2015	Vianden and Barlow	1,207	three 4-year	quantitative
2015	Paul and Fitzpatrick	428	one 4-year	quantitative
2015	Tovar	397	one 2-year	quantitative
2015	Workman	6	one 4-year	qualitative

Year	Author(s)	Number of Participants	Number and Type of Institution(s)	Methodology
2016	Leach and Patal	145	one 4-year	mixed
2016	Vianden	29	three 4-year	qualitative
2016	Donaldson et al.	11	one 2-year	qualitative
2016	Y. Zhang	11	one 2-year	qualitative
2016	Walker and Gleaves	6	one 4-year	qualitative
2017	Walker et al.	162	one 4-year	qualitative

Due to the dearth of literature that involves the phenomenon of emotional labor as experienced by advisors in advising contexts, the second half of the literature review contains 30 studies related to the phenomenon of emotional labor as experienced by other research participants in other contexts. As referenced previously, the second half of the literature review comprises two main sections: (a) emotional labor in organizations outside of higher education and (b) emotional labor in higher education.

### **Emotional Labor in Organizations Outside of Higher Education**

Among the 30 studies included in the second half of this literature review, 21 were related to the phenomenon of the performance of emotional labor in the context of organizations outside of higher education and involved participants who represented a variety of occupations in a variety of industries. Some researchers focused on the nature of emotional labor, or how performers of emotional labor in these contexts seemed to experience or to explain the phenomenon (Hochschild 1983/2012; Lively, 2002; Polletta & Tufail, 2016; Sass, 2000). Many researchers, however, examined potential relationships between emotional labor and other constructs (e.g., emotional exhaustion;

Brotheridge & Grandey, 2002; Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner et al., 2014; Wharton, 1993; Zhan et al., 2016) or other factors (e.g., wages; Bhawe & Glomb, 2009), in some cases while creating an instrument to measure the construct of emotional labor (Brotheridge & Lee, 2003; Kruml & Geddes, 2000). Some of the researchers who determined that these relationships existed did not distinguish between surface acting and deep acting (Bhawe & Glomb, 2009; Meier et al., 2006; Wharton, 1993), but the vast majority of researchers made this distinction. Regardless, a common finding among several researchers was that the performance of surface acting was linked to the emotional exhaustion of its performers (Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner et al., 2014; Zhan et al., 2016).

**The nature of emotional labor.** The four studies in this section involved ways in which performers of emotional labor in contexts outside of higher education seemed to experience or to explain the phenomenon. Included in this section is Hochschild's (1983/2012) original study, in which she explored primarily the experiences of employees in the airline industry. In the three remaining studies, Sass (2000), Lively (2002), and Polletta and Tufail (2016) focused on the experiences of nursing-home employees, paralegals, and debt-settlement employees, respectively.

As referenced in Chapter I and earlier in Chapter II, sociologist Arlie Hochschild (1983/2012) gave the work involved in concealing or generating emotions to engender certain attitudes in others a name: emotional labor. To complete her research, Hochschild (1983/2012) drew from several data sources. First, Hochschild (1983/2012) analyzed the survey responses of 261 university students for their "awareness of emotion work" (p. 13)

in their private realms. Then, to explore the commodification of emotion work performed in the public realm, or emotional labor, Hochschild (1983/2012) used data collected from (a) observations of and informal interactions with employees at Delta Airlines, as well as observations of procedures to recruit flight attendants at Pan American Airways; (b) interviews with 38 employees at Delta Airlines, 30 flight attendants from six different airlines, and six other officials with general knowledge regarding flight attendants and/or the industry; and (c) examination of 30 years' worth of advertising artifacts at Delta Airlines.

Hochschild (1983/2012) concluded that the performance of emotional labor can involve surface acting and deep acting. As described previously, surface acting occurs when performers of emotional labor knowingly conceal authentic emotions and instead display emotions not sincerely felt, and deep acting occurs when performers of emotional labor attempt to generate emotions that they imagine that they should feel (e.g., emotions consistent with organizational expectations; Hochschild, 1983/2012). Authenticity, however, is a state in which natural feelings that occur spontaneously are left unmanaged (Hochschild, 1983/2012). The performance of surface acting and the performance of deep acting necessarily involve the management of feelings and can have psychological costs for the performers; however, the performance of emotional labor is not routinely recognized or valued by employers (Hochschild, 1983/2012). Hochschild (1983/2012) concluded that workers tended to cope with the psychological costs of their performance of emotional labor by becoming (a) less aware of their own feelings; (b) more aware of their performance of emotional labor; or (c) more inclined to view their performance of emotional labor as simply part of the job and thus more likely to withdraw such labor in



the face of increased demands. In addition, Hochschild (1983/2012) determined that the different ways in which men and women are socialized can influence how they perform emotional labor (e.g., which feelings they choose to suppress and which feelings they choose to express).

Sass (2000) explored emotional labor through the lens of the cultural performance (i.e., how personal interactions shape the reality of organizations) of caregiving enacted by the employees and volunteers in a small religiously affiliated nursing home, conducting research for almost two years via (a) observations in public areas of nursing staff, therapists, activity leaders, service workers (e.g., housekeepers), and volunteers; (b) interviews with 25 caregivers, five administrators, two service workers, and two volunteers; and (c) examination of organizational artifacts (e.g., posters, manuals). Sass (2000) concluded that the most salient ways in which the cultural performance of caregiving was enacted via the emotional labor of the participants was through their use of courtesies, task rituals (routine procedures), and sociabilities (verbal play indicating a close relationship). Courtesies that involved complimenting or encouraging residents were used to encourage positive emotions, and courtesies that provided reassurances helped to address residents' negative emotions (Sass, 2000). Task rituals included giving instructions to residents, asking questions of residents, negotiating with residents (e.g., to determine the proper adjustment of machines used during physical therapy), and redirecting residents when necessary (Sass, 2000). Sociabilities (e.g., affectionate teasing) were used to demonstrate the presence of a personalized caregiver-resident relationship and to make the tasks associated with physical and occupational therapy more pleasant for residents (Sass, 2000). Sass (2000) maintained that the purposes for these

performances of emotional labor in the context of the nursing home's environment involved managing residents' emotions and giving them the semblance of choice while achieving the desired outcome of compliance.

Lively (2002) interviewed 51 paralegals in 31 private law firms of varying sizes regarding their experiences with the phenomenon of the performance of emotional labor. Paralegals who worked in commercial-oriented firms that represented corporate interests engaged in emotional labor most often in interactions with the attorneys at their firms, but paralegals who worked in consumer-oriented firms, similar to the nursing-home employees and volunteers described by Sass (2000), engaged more in the emotional labor necessary to interact with clients and to form relationships with them (Lively, 2002). These consumer-oriented paralegals perceived that the emotional states of clients, the demanding behavior of clients, and their own gate-keeping roles in their firms all contributed to client interactions that required emotional labor (Lively, 2002).

After Polletta and Tufail (2016) interviewed 26 employees and engaged in field observations at two debt settlement firms, they discovered that women were more likely either to leave their positions as agents (who work with clients) or to switch to the position of negotiator (who works with collection agencies), even though negotiators received similar compensation and their tasks were perceived, at least by the men who were interviewed, as more stressful than the tasks of agents. To explore this phenomenon further, Polletta and Tufail (2016) conducted follow-up interviews with 16 employees in the debt settlement field, eight of whom were among the 26 original participants. Although men who served as agents seemed largely to engage in deep acting, viewing themselves as educators (i.e., helping clients by educating them about their options),

women who served as agents seemed to engage primarily in surface acting: They perceived pressure from both employers and clients to display a nurturing, helpful persona that they believed was in direct conflict with many of their job tasks, which sometimes involved persuading people to take financial risks that might not be in their best interests (Polletta & Tufail, 2016). Polletta and Tufail (2016) concluded that the ways in which performers of emotional labor view their roles in organizations might affect the ways they experience emotional labor in the workplace, and individuals who are pressured into fulfilling certain roles (e.g., nurturer) might have more negative experiences with emotional labor than do individuals who have the freedom to define their own roles (e.g., educator).

#### **Relationships between emotional labor and other constructs/factors.**

*General relationships and relationships discovered via instrument testing.* The six studies in this section are presented in chronological order and involved the examination of general relationships between emotional labor and other constructs/factors or the discovery of emotional labor's relationships with other constructs/factors by virtue of instrument testing. Specifically, Wharton (1993), Meier et al. (2006), Bhawe and Glomb (2009), and Cho, Rutherford, and Park (2013) investigated various relationships without necessarily drawing specific distinctions between emotional labor's components of surface acting and deep acting. Kruml and Geddes (2000) and Brotheridge and Lee (2003) both made discoveries concerning various relationships during the process of creating scales to measure the construct of emotional labor.

More specifically, Wharton (1993) examined the effects of the performance of emotional labor on workers' degree of emotional exhaustion (i.e., feeling emotionally

spent at the end of a work day) and job satisfaction by surveying 117 individuals employed by a multi-branch banking company and 555 individuals employed by a religiously affiliated teaching hospital. Although employees whose jobs involved emotional labor (i.e., for the purposes of this study, regular direct contact with members of the public) were no more likely than were other employees to experience emotional exhaustion, those who had been with their organizations longer or who worked longer hours were more likely to suffer emotional exhaustion, and those who perceived themselves to have high levels of job autonomy were less likely (Wharton, 1993). Wharton (1993) also determined that the performance of emotional labor was positively associated with job satisfaction, with women and those who perceived themselves to have high levels of job autonomy and job involvement to be among the most satisfied. In addition, performers of emotional labor who also reported a high ability to control how they present themselves during social interactions were less affected by the performance of emotional labor than were those with low self-monitoring ability (Wharton, 1993).

Kruml and Geddes (2000) sought to unveil additional dimensions of emotional labor and to begin the task of creating an instrument to measure the construct. To generate items for inclusion in an emotional labor scale, Kruml and Geddes (2000) interviewed 12 workers in service industries and later asked 14 such workers and an English professor to review the items for appropriateness and clarity. Kruml and Geddes (2000) then administered the survey twice, refining the instrument between administrations. In total, the survey was administered to 1,196 workers from different companies representing a variety of industries (e.g., customer service, law enforcement, food service, nursing), 785 of whom returned the survey (Kruml & Geddes, 2000). Kruml

and Geddes (2000) concluded that *emotive dissonance* (the extent of the difference between emotions felt and emotions expressed during surface acting) and *emotive effort* (the work involved in conjuring emotion during deep acting) represent two dimensions of emotional labor, and they also discovered, similar to Wharton (1993), that workers experience less emotive dissonance and effort when they enjoy greater control over their work.

Brotheridge and Lee (2003) also sought to develop a scale to measure the construct of emotional labor. These researchers used existing research to generate items, and then they revised these items with input from faculty members and service workers, as well as based on the data that they collected from a field test of the survey with 49 university students. Further refinements were made to the instrument after administering it first to 296 university students who were employed in a variety of occupations and then to 238 individuals who were employed full time in various industries. In addition to creating an emotional labor scale, Brotheridge and Lee (2003) also discovered that surface acting was significantly related to numerous negative effects, including increased levels of emotional exhaustion and depersonalization and a decreased sense of accomplishment.

Operating under the assumption that women are the primary suppliers of emotional labor in organizations, Meier et al. (2006) used 3 academic years' worth of data from more than 1,000 school districts to examine how emotional labor, quantified by the percentage of teachers who are women in a given district, affected (a) client satisfaction, measured by the average daily attendance of students; (b) employee satisfaction, measured by the percentage of teacher turnover; and (c) organizational

performance, measured by students' pass rates for the state's standardized examination, students' ACT scores, and the percentage of students in Grades 9 through 12 who dropped out of school. After controlling for various other variables (e.g., teacher salary), Meier et al. (2006) determined that the percentage of teachers who are women in a given district was positively correlated with all three organizational outcomes and tentatively concluded that the performance of emotional labor can boost organizational productivity. Given that Meier et al. (2006) took into account the relationship between emotional labor and employee satisfaction, these results also might support the discovery of Wharton (1993) that the performance of emotional labor was positively associated with job satisfaction.

Bhave and Glomb (2009) investigated the relationship between the emotional demands inherent in an occupation (e.g., caregiving, interacting with the public) and the level of compensation provided, as well as whether or not these factors differed for men and women. Using publicly available datasets, Bhave and Glomb (2009) analyzed nine years' worth of data for 5,488 individuals who were employed full time at the time of data collection but had previously lost full-time jobs. Over time, both men and women tended to remain in professions with similar emotional labor demands instead of switching to jobs with different emotional labor demands (Bhave & Glomb, 2009). However, men who switched from jobs with lower emotional labor demands to jobs with higher emotional labor demands experienced changes in their salaries, with each increase in standard deviation in the emotional labor demands of a profession corresponding to an approximately 6% decrease in compensation (Bhave & Glomb, 2009). Even though women did not experience similar statistically significant effects on their levels of

compensation (Bhave & Glomb, 2009), this finding lends at least partial support to Hochschild's (1983/2012) assertion that emotional labor is rarely recognized or valued by employers.

Similar to Wharton (1993), Cho et al. (2013) examined relationships between the (a) performance of emotional labor and job satisfaction, (b) level of emotional exhaustion and job satisfaction, (c) performance of emotional labor and organizational commitment, and (d) level of emotional exhaustion and organizational commitment. After analyzing the survey responses of 213 individuals employed in retail sales in five different department stores, Cho et al. (2013), similar to Wharton (1993) and Meier et al. (2006), determined that the performance of emotional labor was positively associated with job satisfaction. The performance of emotional labor also was positively associated with organizational commitment, which might lend further support to the conclusion of Meier et al. (2006) regarding job satisfaction, given that the researchers measured the variable of employee satisfaction by using the percentage of employee turnover. However, emotional exhaustion was negatively associated with job satisfaction and had no significant effect on organizational commitment (Cho et al., 2013).

***Relationships involving specific components of emotional labor.*** The 11 studies in this section also involved the examination of relationships between emotional labor and other constructs/factors. However, the authors of these studies distinguished between emotional labor's components of deep acting and surface acting. Specifically, Erickson and Ritter (2001), Karatepe (2011), Wagner et al. (2014), and Yang and Guy (2015) focused primarily on surface acting or concepts associated with surface acting (e.g., emotional dissonance), whereas Brotheridge and Grandey (2002), Goodwin et al. (2011), Bechtoldt

et al. (2011), Mishra (2014), Jung and Yoon (2014), Cottingham, Erickson, and Diefendorff (2015), and Zahn et al. (2016) made discoveries specific to surface acting and to deep acting. These studies are presented in chronological order.

More specifically, Erickson and Ritter (2001) investigated whether or not the management of agitated emotions (e.g., anger, irritation) on the part of workers was more likely to be related to burnout (i.e., similar to emotional exhaustion, or feeling emotionally spent at the end of a work day) and inauthenticity than the management of other types of emotions, as well as whether or not women and men would differ in the levels of burnout and inauthenticity experienced as a result. Erickson and Ritter (2001) analyzed survey responses from 522 individuals holding various occupations in various industries who fit the selection criteria of (a) being married, (b) living in a two-income household, and (c) having a child under the age of 18 in residence. The management of agitated emotions contributed most significantly to feelings of burnout and inauthenticity, but the findings did not vary by gender (Erickson & Ritter, 2001). That the surface acting inherent in masking agitated emotions had a significant effect on feelings of burnout contrasts with the earlier findings of Wharton (1993), who did not differentiate between surface acting and deep acting.

Brotheridge and Grandey (2002) considered whether or not the emotional demands inherent in an occupation (e.g., frequent contact with the public) and employees' processes to manage their emotions to meet these demands would predict burnout, which, in this study, was characterized as a syndrome encompassing emotional exhaustion, depersonalization (i.e., a detached feeling), and a reduced sense of accomplishment at work. These researchers employed several scales to survey 238



workers whose occupations were classified into one of five categories: human services, service/sales, management, clerical, and physical labor. Similar to the findings of Wharton (1993), workers whose occupations involved more contact with people (e.g., human services) were no more likely than were workers in other occupations (e.g., physical labor) to experience emotional exhaustion (Brotheridge & Grandey, 2002). Although Brotheridge and Grandey (2002) noted statistically significant differences in the inherent emotional demands of the various occupations as perceived by the participants, these demands were not statistically significant predictors of emotional exhaustion. However, the performance of surface acting was statistically significantly associated with depersonalization and a reduced sense of work accomplishment (Brotheridge & Grandey, 2002), which largely aligned with the later findings of Brotheridge and Lee (2003). Conversely, the performance of deep acting was associated with an increased sense of work accomplishment (Brotheridge & Grandey, 2002).

Karatepe (2011) investigated whether or not job autonomy and organizational support affected the relationship between emotional dissonance and burnout for 620 employees from 64 different hotels whose job demands placed them in frequent contact with hotel customers. This researcher discovered that the emotional dissonance that the participants experienced was related to their exhaustion and disengagement, lending support to the findings of other researchers (Brotheridge & Grandey, 2002; Brotheridge & Lee, 2003) that the performance of surface acting was associated with depersonalization. However, perceived organizational support and job autonomy decreased the effects of employees' emotional dissonance on feelings of disengagement (Karatepe, 2011), supporting the related conclusions of other researchers (Kruml &

Geddes, 2000; Wharton, 1993) that job autonomy can lessen the negative impacts of emotional labor on employees. In addition, employees with more education were less likely to experience exhaustion and disengagement, and, contradictory to the findings of Wharton (1993), employees who had been with their organizations longer were less likely to experience exhaustion.

Goodwin et al. (2011) surveyed 377 employee/supervisor pairs working at call centers in two different financial institutions to examine the relationships between employees' performance of surface acting and deep acting and their job performance and attrition rates. Employees' performance of surface acting was positively related to attrition and had the potential to reduce customers' and supervisors' perceptions of their job performance, but employees' performance of deep acting had no effect on these outcomes (Goodwin et al., 2011). This discovery might lend support to the findings of Brotheridge and Grandey (2002) and Brotheridge and Lee (2003) that the performance of surface acting was significantly associated with a reduced sense of work accomplishment.

Using an instrument comprising several scales, Bechtoldt et al. (2011) surveyed 43 hospice nurses and 42 police officers to determine whether or not the degree to which they could recognize others' emotions affected the relationship between the effects of surface acting and deep acting and their feelings of work engagement. When workers had a low ability to recognize emotion in others, the performance of surface acting had a negative effect on their degree of work engagement (Bechtoldt et al., 2011), which lends support to the finding of Karatepe (2011) that emotional dissonance was related to feelings of disengagement and adds to her discovery of factors (e.g., job autonomy) that might mediate the effects of emotional dissonance on disengagement. The performance

of deep acting also had a negative effect on workers' degree of engagement when the ability to recognize others' emotions was low (Bechtoldt et al., 2011), which somewhat contradicts the findings of Brotheridge and Grandey (2002) that deep acting was associated with an increased sense of work accomplishment.

Wagner et al. (2014) examined whether or not the performance of emotional labor in the workplace, specifically surface acting, was associated with any negative effects in the home lives of 78 bus drivers working for a single organization. After analyzing the drivers' responses to the surveys that they completed during a 2-week period—one prior to beginning each shift, one after ending each shift, and one prior to going to bed each night—Wagner et al. (2014) determined that surface acting was positively associated with emotional exhaustion, which is consistent with the findings of other researchers (Brotheridge & Lee; 2003, Erickson & Ritter, 2001; Karatepe, 2011). However, Wagner et al. (2014) noted that the surface acting performed at work was positively associated with emotional exhaustion at *home* [emphasis added], as well as conflict at home and insomnia.

Mishra (2014) investigated the relationship between perceived organizational support and the performance of surface acting and deep acting by surveying 211 hotel employees whose job demands placed them in frequent contact with hotel customers, as well as 468 pharmaceutical sales representatives from 86 different companies. Employees who perceived a high level of organizational support were more likely to engage in deep acting rather than surface acting (Mishra, 2014). Given that emotional dissonance is inherent in surface acting, this finding is consistent with Karatepe's (2011) discovery that

perceived organizational support can decrease the effects of emotional dissonance and, thus, perhaps the frequency of surface acting.

Jung and Yoon (2014) investigated the relationship between emotional intelligence, defined generally as the capacity for conveying emotions appropriately and interpreting the emotions of others accurately, and emotional labor, as well as the potential moderating effects of gender and job position. After administering a questionnaire that included items about both emotional intelligence and emotional labor to 50 hotel employees and subsequently making modifications, Jung and Yoon (2014) collected completed questionnaires from 308 hotel employees. All aspects of emotional intelligence had statistically significant positive effects on employees' performance of emotional labor, leading Jung and Yoon (2014) to conclude that employees with high levels of emotional intelligence have greater capacities for both surface acting and deep acting than do employees with lower levels of emotional intelligence, lending support to the findings of Bechtoldt et al. (2011) that employees with low ability to recognize others' emotions experienced more negative effects from surface acting and deep acting than did individuals with high ability. However, the effect of employees' perceptions of others' emotions on the performance of surface acting was stronger for women than for men (Jung & Yoon, 2014), which might relate to the pressure to display specific emotions that was perceived by the women Polletta and Tufail (2016) interviewed. With regard to employees' positions, the effect of employees' capacity to use emotion in conducting work tasks on the performance of deep acting was larger for participants who worked directly with customers than for participants who worked in support positions without direct customer contact (Jung & Yoon, 2014). In addition, the effect of

employees' ability to regulate their emotions on the performance of deep acting was stronger for the participants in support staff positions than for the participants who worked with customers (Jung & Yoon, 2014). These findings also might be related to the later conclusion of Polletta and Tufail (2016) that the ways in which performers of emotional labor view their roles in an organization might affect the ways they experience emotional labor in the workplace.

Yang and Guy (2015) surveyed 219 randomly selected individuals who were employed by local government entities to determine the moderating effects of gender on the relationships among emotional labor (i.e., engaging in surface acting), authenticity (i.e., expressing authentic emotions), job satisfaction, and turnover intent. For both men and women, expressing authentic emotions was positively related to job satisfaction, which was negatively related to turnover intent (Yang & Guy, 2015). In addition, authenticity had no statistically significant effect on turnover intent for men or for women (Yang & Guy, 2015). Yang and Guy (2015) also discovered that engaging in surface acting had no statistically significant effects on job satisfaction or turnover intent for men, but that such emotional labor was positively associated with both job satisfaction and turnover intent for women, with the researchers postulating that the latter circumstance might indicate the existence of a threshold for women, at which point job satisfaction is not enough to mitigate turnover intent. Although Wharton (1993), Meier et al. (2006), and Cho et al. (2013) did not distinguish between surface acting and deep acting in their studies, that surface acting was positively associated with job satisfaction for women lends partial support to their conclusions regarding emotional labor and job

satisfaction, particularly the assertion of Wharton (1993) that women were the most satisfied with their jobs.

Similar to Yang and Guy (2015), Cottingham et al. (2015) investigated the moderating effects of gender on the relationships among emotional labor, job satisfaction, and turnover intent by analyzing the survey data of 730 nurses that were collected during a larger study concerning the health and well-being of nurses in a multiple-hospital system. Although men and women did not differ with regard to their levels of genuinely felt emotions at work, men reported feeling less pressure to manage their emotions in accordance with others' expectations than did women (Cottingham et al., 2015), which is consistent with the findings of Polletta and Tufail (2016) and Jung and Yoon (2014). Men also reported engaging in lower levels of deep acting, as well as the aspect of surface acting that involves expressing emotions not genuinely felt (as opposed to merely suppressing emotions), than did women (Cottingham et al., 2015). Cottingham et al. (2015) further discovered that, for women, both surface acting and deep acting were statistically significantly negatively related to job satisfaction, which represents a departure from previous literature in which emotional labor in general (Cho et al., 2013; Meier et al., 2006; Wharton, 1993) and surface acting for women in particular (Yang & Guy, 2015) was positively associated with job satisfaction. For men, only the aspect of surface acting that involved expressing emotions not genuinely felt was statistically significantly negatively associated with job satisfaction (Cottingham et al., 2015). Similar to Yang and Guy (2015), Cottingham et al. (2015) also concluded that surface acting was statistically significantly positively related to turnover intent for women. In addition, for

men, deep acting was statistically significantly positively related to job satisfaction and statistically significantly negatively related to turnover intent (Cottingham et al, 2015).

Zahn et al. (2016) conducted two research studies to investigate the relationships between (a) the performance of surface acting and the customer treatment of employees, (b) the performance of deep acting and the customer treatment of employees, and (c) the customer treatment of employees and the emotional exhaustion of employees. Similar to the procedures followed by Wagner et al. (2014), Zahn et al. (2016) collected survey data from study participants multiple times during a 2-week period. During the first study, surveys were administered to 149 call center employees each workday morning and at the conclusions of each workday; during the second study, surveys were administered to 111 employees from a different call center after lunch each workday and at the conclusion of each workday (Zahn et al., 2016). Employees who engaged in surface acting more frequently were more likely to experience negative treatment from customers and, thus, higher levels of emotional exhaustion, but the opposite was true for employees who engaged in deep acting more frequently (Zhan et al., 2016). That engaging in surface acting was positively related to emotional exhaustion corroborated the results of other researchers (Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner et al., 2014). In addition, the finding that employees who engaged in surface acting more frequently were more likely to experience negative treatment from customers lends support to the conclusion of Goodwin et al. (2011) that employees' performance of surface acting had the potential to reduce customers' perceptions of their job performance.

## **Emotional Labor in Higher Education**

Among the 30 articles included in the second half of this literature review, nine studies were related to the phenomenon of the performance of emotional labor in the context of higher education. The majority of these researchers (Berry & Cassidy, 2013; Constanti & Gibbs, 2004; Mahoney, Buboltz, Buckner, & Doverspike, 2011; Menon & Narayanan, 2015; Ozturk, Bahcecik, Ozcelik, & Kemer, 2014; Tunguz, 2016; Q. Zhang & Zhu, 2008) focused their efforts exclusively on the performance of emotional labor by faculty in higher education. Although Bagilhole and Goode (1998) included higher education staff members who were not faculty as participants in their study, the results that they obtained concerned primarily faculty members. Only Adeniji, Akanni, and Ekundayo (2015) involved higher education staff members who were not faculty as the only participants in their study. Therefore, these studies are not grouped into sections and are simply presented in chronological order. Considering the link between the performance of surface acting and the emotional exhaustion on the part of its performers that was highlighted by several researchers in the previous section (Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner et al., 2014; Zhan et al., 2016), one finding of note is that faculty in higher education were more likely to express authentic emotions or to engage in deep acting than to engage in surface acting (Ozturk et al., 2014; Q. Zhang & Zhu, 2008), particularly when working within their own cultures (Menon & Narayanan, 2015).

Bagilhole and Goode (1998) used interview data collected from 37 staff members (e.g., professors, lecturers, technical staff) to explore participants' perceptions of the curriculum at their university. Participants tended to perceive either a narrowly defined



formal curriculum, which predominated in the traditionally male-dominated disciplines and was characterized by the straightforward transmission of information, or a more broadly defined informal curriculum, which involved the emotional labor undertaken in supporting student learning (Bagihole & Goode, 1998). Both men and women perceived that men were less likely than were women to perform this emotional labor (Bagihole & Goode, 1998). Bagihole and Goode (1998) determined that, despite the advantages the broader curricular approach held for students, women's career trajectories might be negatively affected when this approach is employed because the labor involved in meeting students' needs falls largely to them.

Constanti and Gibbs (2004) interviewed four university professors regarding their perceptions about the emotional labor that they performed when teaching and otherwise interacting with students, and also they conducted focus groups with four students and an interview with the chief executive of the institution regarding their perceptions of the professors' performance of emotional labor. The chief executive and students concurred that students represented customers of the institution, and professors felt pressure to manage their emotions in accordance with both students'/customers' and administrators' expectations (Constanti & Gibbs, 2004). Both the chief executive and faculty mentioned the exhaustion experienced as a result of performing emotional labor, consistent with the findings of researchers who studied participants in contexts outside of higher education with regard to surface acting (Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner et al., 2014; Zhan et al., 2016). Somewhat in opposition to researchers who have linked the performance of emotional labor by employees outside of higher education to job satisfaction (Cho et al., 2013; Wharton 1993), Constanti and

Gibbs (2004) asserted that “where the academic (teacher) is required to perform emotional labour, the implication is not necessarily of equality or mutual benefit but of satisfaction for the customer and profit for the management” (p. 248). Constanti and Gibbs (2004) maintained that the emotional labor of professors added value for both students and administrators but was not rewarded in kind, similar to the conclusions of Hochschild (1983/2012) and Bhawe and Glomb (2009) regarding employees in organizations outside of higher education.

Q. Zhang and Zhu (2008) surveyed 164 full-time English instructors, both lecturers and associate professors, from 10 different universities using scales that measured emotional labor, burnout (i.e., in this case to include mental, physical, and emotional exhaustion), and job satisfaction. Q. Zhang and Zhu (2008) discovered that instructors engaged in deep acting most frequently and surface acting least frequently, preferring authenticity to surface acting. Similar to researchers who studied participants in contexts outside of higher education (Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner et al., 2014; Zhan et al., 2016), Q. Zhang and Zhu (2008) determined that surface acting was positively associated with burnout. Surface acting also was linked to a decrease in job satisfaction (Q. Zhang & Zhu, 2008), a finding that differed from the conclusions of Wharton (1993), Meier et al. (2006), and Cho et al. (2013), who noted positive relationships between the performance of emotional labor and job satisfaction for employees in organizations outside of higher education. This finding also differed from the discovery of Yang and Guy (2015) that surface acting was positively associated with job satisfaction, at least for women. Although engaging in deep acting was the better predictor, the performance of deep acting and the experience of

being authentic were both negatively associated with burnout (Q. Zhang & Zhu, 2008), which corroborates the similar later discovery of Zhan et al. (2016) regarding call center employees engaged in deep acting. Engaging in deep acting also was the better predictor of job satisfaction, but the performance of deep acting and the experience of being authentic were both positively associated with job satisfaction (Q. Zhang & Zhu, 2008), which might explain, in part, the otherwise contradictory findings of Wharton (1993), Meier et al. (2006), and Cho et al. (2013), who did not distinguish between surface acting and deep acting.

Mahoney et al. (2011) analyzed the responses of 598 faculty members (including instructors and all ranks of professors) to a survey comprising various scales to determine relationships between their performance of emotional labor and their levels of emotional exhaustion, job satisfaction, and organizational commitment to their various universities. Faculty members who expressed authentic positive emotions were less likely to suffer from emotional exhaustion and more likely to be satisfied with their jobs and committed to their organizations, and faculty members who expressed authentic negative emotions experienced the opposite (Mahoney et al., 2011). These discoveries lend partial support to the findings of Q. Zhang and Zhu (2008) that the experience of being authentic was negatively associated with burnout and positively associated with job satisfaction, as well as to the findings of Yang and Guy (2015), who concluded that authenticity was positively associated with job satisfaction.

Berry and Cassidy (2013) employed a mixed methods research approach to investigate the performance of emotional labor by 47 full-time and 14 part-time faculty members from a single university, collecting data from responses to items on *Mann's*

*Emotional Requirements Inventory* and three additional open-ended questions. When compared to the individuals in other occupations (i.e., office work and nursing) in the published norms of the instrument, faculty members reported engaging in significantly higher levels of emotional labor (Berry & Cassidy, 2013). Berry and Cassidy (2013) determined that younger and less experienced faculty members reported participating in more emotional labor than did older and more experienced faculty members. Although this finding relates to Karatepe's (2011) conclusion that employees in organizations outside of higher education who had been with their organizations longer were less likely to experience emotional exhaustion, Wharton (1993) discovered the opposite (i.e., that such employees were more likely to experience emotional exhaustion). One finding that emerged from the qualitative data involved faculty members' perceptions that their job autonomy was declining, which might have been related to their perceptions of engaging in high levels of emotional labor (Berry & Cassidy, 2013). This assumption is supported by other researchers who focused on employees in organizations outside of higher education and determined that job autonomy could mediate the negative effects of emotional labor (Kruml & Geddes, 2000; Wharton, 1993), as well as the negative effect of emotional dissonance on work engagement (Karatepe, 2011).

Ozturk et al. (2014) surveyed 152 nursing instructors in 20 different university nursing departments to determine the degree to which they performed surface acting and deep acting, as well as expressed authentic emotions. Nursing instructors most frequently practiced authenticity, especially those instructors who worked in state universities and wanted to continue to work as instructors (Ozturk et al., 2014), which might be related to the conclusions of other researchers (Yang & Guy, 2015; Q. Zhang & Zhu, 2008) that

authenticity is positively associated with job satisfaction. Nursing instructors who worked at state universities and who had accumulated 6 or more years' worth of experience as an instructor in the same university engaged in more deep acting than did nursing instructors at private universities who had accumulated fewer years of experience (Ozturk et al., 2014). Although nursing instructors who did not want to continue in the profession reported the highest levels of surface acting, nursing instructors overall engaged in surface acting the least frequently (Ozturk et al., 2014), which corroborates the findings of Q. Zhang and Zhu (2008) with regard to English instructors.

Menon and Narayanan (2015) explored the differences among the experiences of 277 faculty members with the performance of emotional labor. Although all participants were from the United States, 143 faculty members worked in the United States and 134 faculty members worked in China at the time the research was conducted (Menon & Narayanan, 2015). All faculty members engaged in emotional labor, but faculty working in the United States engaged more frequently in deep acting, and faculty working in China engaged more frequently in surface acting (Menon & Narayanan, 2015). This finding potentially adds cultural context to the related conclusions of other researchers (Ozturk et al., 2014; Q. Zhang & Zhu, 2008) that instructors employed the strategy of surface acting least often when performing emotional labor: This tendency might not manifest itself when faculty are working within a culture different from their own.

After randomly selecting 164 nurses from two different teaching hospitals to participate in their research, Adeniji et al. (2015) used a modified emotional labor scale to investigate differences in the ways men and women perform emotional labor. The differences between men and women were statistically significant with respect to the

performance of general emotional labor and the performance of surface acting, with nurses who were men reporting higher levels of both than did nurses who were women (Adeniji et al., 2015). However, Adeniji et al. (2015) discovered no statistically significant difference between men and women with respect to the performance of deep acting, which conflicted somewhat with the conclusion of Cottingham et al. (2015) that men reported engaging in lower levels of deep acting than did women.

Tunguz (2016) surveyed 180 faculty members employed by three different liberal arts colleges regarding their experiences in dealing with disruptive students. Although women with tenure expended more effort in displaying emotions that conveyed authority than did men with tenure, tenured faculty members expended less effort in displaying authoritative emotions than did faculty members without tenure (Tunguz, 2016). This finding is consistent with the conclusion of Berry and Cassidy (2013) that less experienced faculty members participated in more emotional labor than did experienced faculty members and is related to the determination by Karatepe (2011) that employees in organizations outside of higher education who had been with their organizations longer were less likely to experience emotional exhaustion. This finding also lends support to the conclusions of researchers (Kruml & Geddes, 2000; Wharton, 1993) who determined that job autonomy could mediate the negative effects of emotional labor for employees in organizations outside of higher education.

As evidenced in the second half of this literature review, employees in various occupations and industries, including faculty and staff in higher education, experience emotional labor, along with its positive and negative effects. However, academic advisors in higher education are conspicuously absent from the emotional labor literature, a

circumstance that was addressed by this study. To conclude the second half of this literature review, Table 5 delineates the 30 research studies in the second half of the review in chronological order, as well as depicts for the reader the number of participants, the industries represented, and the methodologies employed.

Table 5

*Research Articles Related to Emotional Labor*

Year	Author(s)	Number of Participants	Industries	Methodology
1983	Hochschild	74+	airline	qualitative
1998	Bagihole and Goode	37	higher education	qualitative
1993	Wharton	672	banking, hospital	quantitative
2000	Sass	34+	nursing home	qualitative
2000	Kruml and Geddes	785	various outside higher education	quantitative
2001	Erickson and Ritter	522	various outside higher education	quantitative
2002	Brotheridge and Grandey	238	human services, service/sales, management, clerical, physical labor	quantitative
2002	Lively	51	paralegal	qualitative
2003	Brotheridge and Lee	534	various outside higher education	quantitative
2004	Constanti and Gibbs	9	higher education	qualitative
2006	Meier et al.	1,000+ school districts	K-12 education	quantitative
2008	Q. Zhang and Zhu	164	higher education	quantitative

Year	Author(s)	Number of Participants	Industries	Methodology
2009	Bhave and Glomb	5,488	various outside higher education	quantitative
2011	Goodwin et al.	377 pairs	financial sales/service	quantitative
2011	Karatepe	620	hotel	quantitative
2011	Bechtoldt et al.	85	nursing/law enforcement	quantitative
2011	Mahoney et al.	598	higher education	quantitative
2013	Cho et al.	213	retail sales	quantitative
2013	Berry and Cassidy	61	higher education	mixed
2014	Wagner et al.	78	bus driving	quantitative
2014	Mishra	679	hotel, pharmaceutical sales	quantitative
2014	Jung and Yoon	308	hotel	quantitative
2014	Ozturk et al.	152	higher education	quantitative
2015	Menon and Narayanan	277	higher education	mixed
2015	Yang and Guy	219	local government	quantitative
2015	Cottingham et al.	730	nursing	quantitative
2015	Adeniji et al.	164	higher education	quantitative
2016	Polletta and Tufail	34	debt settlement	qualitative
2016	Zhan et al.	260	call center	quantitative
2016	Tunguz	180	higher education	quantitative



## Summary

In this chapter, Chapter II, I described the steps I took to review the related literature, or to deconstruct the phenomenon of the performance of emotional labor in an academic advising context in accordance with Denzin's (2002) interpretive process. First, I traced my interest in the phenomenon from its inception and described each literature review that I conducted. Next, I summarized the literature that addressed academic advising, demonstrating that advisors engage in or are expected to engage in activities that require emotional labor in order to be effective. These activities include making appropriate referrals (Museus & Ravello, 2010; Orozco et al., 2010; Tovar, 2015), contributing to student learning in an advising context (Allen et al., 2014; Erlich & Russell, 2013; Smith & Allen, 2014; Workman, 2015), demonstrating personalized care for students (e.g., Donaldson et al., 2016; Leach & Patall, 2016), and forming genuine relationships with students (e.g., Barbuto et al., 2011; Barker & Mamiseishvili, 2014). Also, I postulated that advisors' successful performance of the first three tasks depends upon their successful execution of the latter and linked the expectation to form authentic relationships with students to the performance of emotional labor. Then, I summarized the literature relating to the phenomenon of the performance of emotional labor as experienced by employees in various occupations and industries, including faculty and a limited number of staff in higher education. I concluded that employees in various occupations and industries experienced emotional labor and its positive and negative effects, but that academic advisors in higher education are conspicuously absent from such literature.

## **CHAPTER III**

### **Method**

In this chapter, I will review both the research questions and the research design for my study. Next, I will describe in detail the steps I took to capture the phenomenon of the performance of emotional labor in an advising context in accordance with a modified version of Denzin's (2002) interpretive process. Methodological decisions that related to capturing the phenomenon, or all of the steps necessary to collect the data, involved choosing the (a) sampling design, or how I selected participants and (b) procedures, or how I collected data from the participants. Then, I will address ethical considerations, as well as the potential threats to the credibility of the study that were identified and explained in Chapter I. Last, I will describe the steps I took to interpret meaning by drawing upon my expert knowledge in order to facilitate the construction of the phenomenon of the performance of emotional labor in an advising context. Methodological decisions that related to these steps involved choosing the methods of data analysis, which influenced how I made meaning of the data.

### **Research Questions**

Conducting a hermeneutic phenomenological research study (Heidegger, 1953/1996) involves exploring and interpreting the experiences that others have had with a phenomenon in order to discover its "essence" (van Manen, 1990, p. 10), which can be revealed by similarities among participants' experiences. In an attempt to capture as fully as possible the essence of the phenomenon of performing emotional labor in the context of academic advising, I used *how* questions (Denzin, 2002) to explore the experiences of participants who share (or who have shared) similar situational, individual, and

organizational circumstances, consistent with Grandey's (2000) conceptual framework.

Therefore, the following two central research questions were addressed:

1. How do select women professional staff academic advisors experience the emotional labor that they undertake in forming relationships with undergraduate students in 4-year institutions of higher education?

2. How do select women professional staff academic advisors perceive the emotional labor that they undertake in forming relationships with undergraduate students in 4-year institutions of higher education to be viewed and valued?

### **Research Design**

A qualitative research study is appropriate for exploring human experiences, and, among qualitative research designs, a phenomenological research design is appropriate for exploring human experiences with a phenomenon (Johnson & Christensen, 2017). Because I believe that reality is socially constructed through multiple perspectives (Berger & Luckmann, 1966), I believe also that I cannot ever grasp the meaning of another's experiences except through my own interpretation of those experiences. Therefore, an interpretive version of a hermeneutic phenomenological research study (Heidegger, 1953/1996), in which my understanding of the phenomenon was filtered through my interpretation of meaning, represented the most appropriate research design with respect to not only what I wanted to research but also what I believe as a researcher.

### **Sampling Design**

The first decision I made with regard to capturing the phenomenon of emotional labor performed within an advising context involved choosing the sampling design for the study. According to Collins, Onwuegbuzie, and Jiao (2007), selecting a sampling

design necessitates that researchers choose both a sampling scheme and a sample size. The sampling scheme refers to the ways in which participants will be selected, and the sample size identifies the number of participants who will be selected (Collins et al., 2007).

In keeping with the qualitative nature of this research study, participants were purposively, rather than randomly, selected using a combination of criterion and snowball sampling (Miles & Huberman, 1994). Following the advice of Miles and Huberman (1994), criteria for selection stemmed from Grandey's (2000) conceptualization of emotional labor (i.e., participants had similar situational, individual, and organizational circumstances), as well as from the research questions and the phenomenon under consideration (i.e., both the questions and phenomenon are connected to what participants have likely experienced). First, an individual who was willing to participate in the study and who fit the selection criteria (i.e., self-identified as a woman who had fulfilled the role of a professional staff academic advisor in a public 4-year institution for at least 1 year) was located. In accordance with snowball sampling procedures as described by Johnson and Christensen (2017), I then asked this participant to recommend others from the same advising office or similar offices who also met the selection criteria and might be willing to participate in the study.

According to Lincoln and Guba (1985), an adequate size for a purposive sample is dictated by the point at which the researcher notices that no new information is being discovered in the data. Although Creswell (2014) suggested selecting three to 10 participants for phenomenological research, three might be too few: Onwuegbuzie and Leech (2007a) noted the necessity of selecting a sufficient number of participants to

reach an appropriate level of informational redundancy, or data saturation. Morse (1994) recommended selecting six participants to interview in a phenomenological research study; however, Guest, Bunce, and Johnson (2006) determined that as many as 12 participants might be needed to reach an adequate level of data saturation. Because Namey, Guest, Mckenna, and Chen (2016) recommended selecting between eight and 16 participants to achieve data saturation, I aimed to include eight participants in this study.

In addition to selecting myself as a participant in the study, I located, as described previously, one other individual who met the selection criteria and also was willing to participate. From that participant, I sought recommendations for nine additional individuals, in an attempt to secure at least six, who also met the selection criteria and might be willing to participate in the study. The participant was able to recommended 10 such individuals, but only five of them expressed interest in participating; of the five additional potential participants, only four ultimately agreed to participate. Therefore, this study included six participants.

## **Procedures**

The next decisions I made with regard to capturing the phenomenon of emotional labor performed within an advising context involved creating procedures for the study. With respect to these procedures, I describe the characteristics of the environment in which the study took place and the characteristics of the participants. I also describe in the Procedures section the instruments that were used in the study, as well as why they were selected and how they were used to collect data from participants.

**Participants and setting.** This hermeneutic phenomenological research study (Heidegger, 1953/1996) involved six participants, including me. Just prior to their interviews, all participants were asked to select their own pseudonyms to protect their identities, as well as to supply demographic data regarding ethnicity, age, highest level of education, and years of work experience as a professional staff academic advisor. The participants were assured that this information would not be linked to their pseudonyms in the study, and they also were reminded that they did not have to answer any questions that they did not want to answer. Regarding ethnicity, five participants identified as White, and one participant identified as Asian. The ages of participants ranged from 26 years to 69 years: At the time of their interviews, two participants were 26, two were 31, one was 45, and one was 69. Concerning highest level of education, all participants reported having earned master's degrees. Last, participants' years of experience as a professional staff academic advisor in a 4-year public institution ranged from 1 to 12: Two participants reported 1 year of experience, one reported 3 years, one reported 5 years, one reported 10.5 years, and one reported 12 years.

The study took place in a public 4-year institution of higher education with a Carnegie Classification of R3 (doctoral university with moderate research activity; The Carnegie Classification of Institutions of Higher Education, 2018). This institution was chosen because it employs, among other types of academic advising models, advising models in which undergraduate students frequently encounter individuals who are likely to self-identify as fulfilling the role of a professional staff academic advisor (i.e., an advisor who meets regularly, either formally or informally, with students to discuss not only academic requirements and policies but also students' academic achievement and

personal development). Therefore, additional participants (i.e., in addition to me) who self-identify as women who have fulfilled the role of a professional staff academic advisor for at least 1 year were selected from among the population of academic advisors within this institution.

**Instruments.** Prior to conducting semi-structured, face-to-face interviews with the participants, I first arranged for an experienced qualitative researcher to interview me as a participant. Conducting interviews was an appropriate method of data collection because I wanted to acquire in-depth information from participants (e.g., their beliefs; Gorden, 1975). According to Kajornboon (2005), the choice to conduct semi-structured interviews also was appropriate because I wanted the freedom to diverge from the interview protocol that I created if necessary. Such freedom enabled me to ask other types of questions (e.g., clarifying, probing) to improve the interview quality, as recommended by Kvale (1996). Although I was aware that the researcher who interviewed me might not choose to do so, this freedom also enabled me to adhere to Roulston's (2010) constructionist conception of the qualitative interview, in which interview data are co-constructed through conversation.

As a complete-member-researcher with an emic perspective (Adler & Adler, 1987), I sought to understand others' experiences with a phenomenon that I myself have experienced. Therefore, consistent with Grandey's (2000) conceptual framework, I created an interview protocol designed to collect information concerning how others with situational, individual, and organizational circumstances similar to mine experienced the nature of their own emotional labor and how they perceived their labor to be viewed and valued. The interview protocol consisted of the following 14 open-ended questions, as

follows: (a) How would you describe your typical work day as an academic advisor?; (b) How would you describe the ways in which you build relationships with students as an academic advisor?; (c) How would you describe your experiences with expressing genuinely felt emotions when building relationships with students?; (d) How would you describe your experiences with suppressing unwanted emotions when building relationships with students?; (e) How would you describe your experiences with expressing emotions that you don't actually feel when building relationships with students?; (f) How would you describe your experiences with inducing emotions that you think you *should* feel when building relationships with students?; (g) How do you think your inclination to express genuinely felt, or authentic emotions, when building relationships with students is influenced by your gender?; (h) How do you think your inclination to express authentic emotions when building relationships with students is influenced by the gender of the student with whom you are interacting?; (i) How do you think your emotional labor is influenced by your gender?; (j) How do you think your emotional labor differs based on the gender of the student with whom you are interacting?; (k) How do you think your emotional labor affects your professional life?; (l) How do you think your emotional labor affects your personal life?; (m) How do you consider your emotional labor to be of value in building relationships with students?; and (n) How do you consider your emotional labor to be of value to others, such as supervisors? According to Janesick (2004), the first six questions could be categorized as basic descriptive questions and the remaining eight questions as experience/example questions.



All participants were asked all of the questions in the protocol, as well as follow-up questions. For example, one participant, when discussing how her emotional labor affected her professional life, commented that, at times, the labor became more challenging when other issues, either at work (e.g., administrative, policy) or at home, required her attention. She mentioned attempting to find “balance” and to determine the “priority.” I asked, “Can you elaborate more on that? What kinds of priorities?” Another participant discussed channeling any frustration that she might feel in a given day into problem-solving, describing the experience as a “shift” in her mind. I then asked, “What is that shift like?” With another participant, who was describing times when she might convey emotions that she does not feel to students, I asked, “So what is it like when you’re in the moment, when you’re expressing something you don’t feel?”

The questions in the interview protocol address all five of the authenticity criteria named by Guba and Lincoln (2005). These criteria—fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity—relate to five possible outcomes of a research study that employs a social constructionist philosophy (Guba & Lincoln, 2005). As such, these criteria also help to address the issue of validity, or how researchers might be confident that “we have specific social inquiries that are faithful enough to some human construction that we may feel safe in acting on them, or . . . that members of the community in which the research is conducted may act on them” (Guba & Lincoln, 2005, pp. 206-207).

When taken in its entirety, the interview protocol addresses the issue of fairness, or the extent to which the participants’ views are adequately represented (Guba & Lincoln, 2005). I endeavored to validate all participants’ lived experiences (Guba &

Lincoln, 2005), first by asking them about their general advising activities and their ways of building relationships with students, and then by acknowledging the possibility that they might express, suppress, and induce various emotions as they go about these tasks. Even in the absence of naming the phenomenon, this recognition of the existence of emotional labor relayed in the way that the first six questions are structured is important because Hochschild (1983/2012) asserted that the phenomenon is so rarely recognized by others. The next four questions then invited the participants to delve more deeply into their experiences by asking them to consider how the expression of their authentic emotions and their performance of emotional labor might be affected by their own gender identity and the perceived gender identity of the students with whom they interact. The next two questions then served to acknowledge that participants' perspectives concerning how emotional labor affects them can extend to multiple areas of their lives. This acknowledgement is especially important for participants whose emotional labor has left them feeling "alienated from an aspect of self...that is *used* to do the work" [emphasis in original] (Hochschild, 1983/2012, p.7). The last two questions acknowledged that the piece of self to which Hochschild (1983/2012) referred has indeed been appropriated from each participant and commodified, used to exert efforts that benefit organizations (i.e., in this case, institutions of higher education, which are increasingly operated as businesses; Giroux, 2014).

Regarding Guba and Lincoln's (2005) concept of ontological authenticity, or the extent to which the participants' awareness of their own experiences increases, the interview questions were specifically designed to assist participants in discussing their experiences with a phenomenon that they might not have considered previously. Because

participants might have begun their interviews with varying degrees of awareness of the emotional labor in which they engage or engaged, the first six interview questions were meant to familiarize them with the concept by asking them not only to describe their daily tasks and relationship-building strategies as advisors but also their experiences with “expressing genuinely felt emotions” (i.e., authenticity), “suppressing unwanted emotions”/ “expressing emotions that [they] don’t actually feel” (i.e., surface acting), and “inducing emotions that [they] think [they] *should* feel” (i.e., deep acting) as they carried out these tasks. In fact, one participant confirmed an increase in awareness of her experiences with suppressing unwanted emotions: “I guess I never really thought about them as unwanted emotions. Because it just seems like, such a (.) a routine part of the job. I mean, you're right, they are unwanted. I've just never really considered that before.”

The four questions concerning how gender (i.e., of the participant or the student) might affect participants’ emotional responses also were meant to promote awareness of experiences that participants might not have considered previously. Again, a participant confirmed an increase in awareness of her experiences, in this case, with respect to how her inclination to express genuinely felt emotions when building relationships with students might be influenced by her gender:

I’m pretty sure that (.) no, I don’t. I don’t think about my gender? [laughs] And the expectation that is with my gender on how I (.) interact... I mean...

Some::times I feel like... So being female means I have to be happier. But, I just, I try really hard to suppress that [laughs], that feeling, like, because I know that just because my gender (.) is fe::male, it doesn’t mean that I have to be happier? I just, I guess I always think about the societal... I guess, yeah? I guess now that I’m

thinking about it, I guess I have thought about it. [laughs] Just, maybe not, like, I'm not conscious about it all the time.

In addition, between the first two questions and the latter two questions related to gender, I took the time to clarify for the participants the term emotional labor, letting them know that such labor involves some of the experiences we had been discussing: suppressing emotions, expressing emotions that are not genuinely felt, and inducing emotions. Only at this point in the interviews, once participants confirmed their understanding of emotional labor, did I ask the remaining questions that incorporated the term without further explanation.

Because the interview questions were designed to help participants become more aware of the experiences that they had had with the performance of emotional labor in an academic advising context, its effects on their professional and personal lives, and the ways in which it is viewed and valued by their employers, participants might have emerged from their interviews with a greater capacity to use their own experiences to understand others' perspectives, which relates to Guba and Lincoln's (2005) concept of educative authenticity. Increased awareness also might motivate participants to act based on new understandings, which relates to catalytic authenticity (Guba & Lincoln, 2005). This potential is reflected by the thoughts one participant shared toward the end of her interview:

If we get to a point where we can more, like, accurately reflect what an academic advisor does? And how the partnership between advisor and student works best? Like, I think it's going to include some mention of emotional labor. And maybe if students realize that, they'll have even more successful partnerships

with their advisors. I mean, so I think the awareness of emotional labor and advising has, like, so:: much potential to improve the work that we do, the partnerships with our students. You know. Yeah, we just need to be talking about it.

As a researcher, I desired these outcomes for participants and framed my questions to promote them, which relates to tactical authenticity, or the extent to which researchers are willing to empower participants to act based on new understandings (Guba & Lincoln, 2005).

Four of the interviews were recorded in their entirety on both a computer and a mobile phone to capture linguistic data, as well as to capture chronemic and paralinguistic data. However, the last two interviews were recorded on only a mobile phone because the microphone in the computer malfunctioned. Chronemic data refers to the pacing of the interview, and paralinguistic data encompasses any verbal data that are not linguistic in nature, such as voice volume or tone (Gorden, 1975). Before, during, and after each interview, I took notes to record proxemic (e.g., space between the participant and me), kinesic (e.g., body movement), haptics (i.e., use of touch to communicate), and optics (i.e., use of eye movement to communicate) data (Gorden, 1975). Then, with each participant's permission, I uploaded a recording of each interview to Trint™, an automated transcription service (Trint, 2019). Next, I read each completed transcript while listening to the corresponding recording within the transcription service's website, correcting any errors made by the transcription service and adding the transcription conventions located in Appendix D to reflect chronemic data that were not indicated in the transcript, as well as paralinguistic data.

After an interview transcript had been completed, I asked the corresponding participant to review the transcript for accuracy and adequacy, which is the first step in the process of member checking, or “part of the collaborative process of negotiated outcomes that assures that the themes emerging throughout the study arise from the respondents” (Manning, 1997, p. 102). This step also helped to increase the descriptive validity of the findings (Maxwell, 2002). I also continued the process of member checking by periodically sharing emerging findings with participants and soliciting their feedback, which helped to increase the interpretive validity of the findings (Maxwell, 2002).

During the data collection phase, I asked an experienced qualitative researcher to interview me for the purpose of debriefing. According to Onwuegbuzie, Leech, and Collins (2008), collecting debriefing data promotes researcher reflexivity, helping interpretive researchers not only to recognize their own biases but also to consider how their biases might affect their decision-making processes throughout the study. Selecting an experienced qualitative researcher to conduct the debriefing interview was appropriate because, as recommended by Onwuegbuzie et al. (2008), this person possessed qualitative research skills and was familiar with, but not involved in, my study. The debriefing interview was semi-structured and consisted of seven open-ended questions, all of which were listed by Onwuegbuzie et al. (2008) as sample debriefing questions, as follows: (a) What experiences of your own influenced your decision to conduct interviews?; (b) How do you think the interview setting influenced the interview dynamic?; (c) Which participant responses did you consider the most helpful and why?; (d) How did you handle any instances in which participants seemed to be providing

socially and/or politically acceptable answers as opposed to their own thoughts?; (e) What characteristics of your own background might have influenced participant responses?; (f) How did you handle any unexpected issues during the course of the interviews?; and (g) In what ways do you perceive the process of conducting the interviews to have changed you? The researcher who conducted the interview also asked additional questions to determine how the research was progressing, as well as answered questions that I had (e.g., about the upcoming data analysis process).

All of the debriefing questions in the interview protocol could be assigned to one of the following of Janesick's (2004) categories: experience/example, basic descriptive, or comparison/contrast. With regard to the recommendations of Onwuegbuzie et al. (2008), the debriefing interview questions also addressed seven of the eight areas of potential interpretive researcher bias. Table 6 depicts the list of debriefing questions included in the interview protocol, the classification of each question, and the aspect of interpretive researcher bias that each question had the potential to address.

Table 6

*Debriefing Questions and Their Corresponding Classifications/Aspects of Researcher Bias Addressed*

Debriefing Interview Question	Classification of Question	Aspect of Interpretive Researcher Bias
What experiences of your own influenced your decision to conduct interviews?	experience/example	researcher's interview background/experience
How do you think the interview setting influenced the interview dynamic?	basic descriptive	researcher's perceptions of nonverbal communication

Debriefing Interview Question	Classification of Question	Aspect of Interpretive Researcher Bias
Which participant responses did you consider the most helpful and why?	experience/example	researcher's perceptions of participants
How did you handle any instances in which participants seemed to be providing socially and/or politically acceptable answers as opposed to their own thoughts?	basic descriptive	ethical and/or political issues
What characteristics of your own background might have influenced participant responses?	experience/example	researcher's impact on participants
How did you handle any unexpected issues during the course of the interviews?	basic descriptive	unexpected issues or dilemmas
In what ways do you perceive the process of conducting the interviews to have changed you?	experience/example	impact on the researcher

In addition to the initial debriefing interview, I also arranged for an experienced qualitative researcher to debrief me during the data interpretation stage. This debriefing interview also was semi-structured and consisted of four open-ended questions, all of which were adapted from the sample debriefing questions of Onwuegbuzie et al. (2008), as follows: (a) What roles are the demographic characteristics of the participants playing in shaping your interpretations of the interview data?; (b) How are your findings similar to or different from your thoughts prior to collecting interview data?; (c) To which findings are you responding positively and why?; and (d) To which findings are you responding negatively and why? As during the first debriefing, the researcher who



conducted the interview also asked additional questions to gauge my progress, as well as answered any questions I had.

All of the debriefing questions in the interview protocol addressed the remaining area of potential interpretive researcher bias noted by Onwuegbuzie et al. (2008): the researchers' interpretations of interview findings. These questions also could be assigned to one of the following of Janesick's (2004) categories: experience/example, basic descriptive, or comparison/contrast. According to Janesick (2004), the first question could be categorized as a basic descriptive question and the last three questions as comparison/contrast questions.

The first debriefing interview was recorded in its entirety on both a computer and a mobile phone to capture linguistic, chronemic, and paralinguistic data, as described by Gorden (1975), but the second debriefing interview was recorded on only a mobile phone because the microphone in the computer had malfunctioned. Before and after each interview, I took notes to record proxemic, kinesic, haptics, and optics data, also as described by Gorden (1975). Then, I uploaded a recording of each interview to Trint™, an automated transcription service (Trint, 2019). As described previously, I read the transcripts while listening to the corresponding recordings within the transcription service's website, correcting any errors made by the transcription service and adding the transcription conventions located in Appendix D to reflect chronemic data that were not indicated in the transcript, as well as paralinguistic data.

**Data collection.** Upon receiving approval from the Institutional Review Board at Sam Houston State University (see Appendix A), I called the first potential participant, using the telephone script located in Appendix B, to gauge her interest in participating in the research study. She indicated interest in reviewing the informed consent document, and I e-mailed a copy of the document to the address she provided. As advised by Johnson and Christensen (2017), the informed consent document reflected the purpose of the study, as well as the time, potential risks (e.g., discomfort in sharing experiences with expressing, suppressing, and inducing emotions), and potential benefits (e.g., a better understanding of the value of emotional labor) involved. The document also detailed the ways in which participants' identities would be kept confidential (e.g., the use of pseudonyms) and records would be secured (e.g., kept on password-protected devices or in password-protected accounts that only the researcher may access). In addition, the document included information concerning the intent of the researcher to employ an automated transcription service and participants' freedom to request that their interviews be manually transcribed by the researcher instead. The document also detailed participants' rights and any other choices available to them (e.g., to withdraw from the study at any time). A copy of the informed consent document may be found in Appendix C.

At the conclusion of our initial conversation, the first potential participant and I agreed that I should contact her in 2 business days via phone to gauge further her interest in participating in the research study and to answer any questions she might have after reviewing the informed consent document. Then, I used these days to schedule and participate in my own interview as a study participant, which was conducted by an

experienced qualitative researcher and took place face-to-face in a private office setting at the research site. Regarding proxemics for this interview, the interviewer and I sat approximately 3 feet across from one another, each approximately centered at the long ends of a rectangular table, which was itself located in the center of the office. My rationale for being interviewed prior to interviewing other participants was two-fold: to (a) avoid the potential influence of other participants' thoughts on my own and (b) participate in an interview conducted by an experienced interviewer prior to conducting my own.

When I talked to the first potential participant again, she enthusiastically agreed to be in the study, and, in accordance with snowball sampling as described by Johnson and Christensen (2017), I then asked her to recommend nine more individuals from the same, or a similar, advising office at the institution who also met the selection criteria and who might be willing to participate in the study. As stated previously, she recommended 10 such individuals, of whom four ultimately agreed to participate. I followed the same procedures that I described for the first participant in order to contact and communicate with all potential participants, with the exception of one potential participant who requested more than one follow-up call. In addition, the time agreed upon to review the informed consent document varied among potential participants.

After obtaining verbal agreement from each interested participant, I scheduled the remaining interviews, all of which took place face-to-face in a private office at the research site, although not the same office in which I was interviewed. Because this office was assigned to only me for the duration of the semester, the arrangement of the room never changed, and thus the proxemics of each interview were almost identical: The

participant and I both sat facing one another on the open side of a desk that ran the length of one end of the room, with the participant sitting closest to the door, approximately 2 feet away from me. With the exception of one participant, who chose to scan and e-mail her signed informed consent document, I obtained the informed consent of the participants in person prior to beginning the interviews, asking each one again if she had any questions about the research study or the document itself. After obtaining informed consent, I asked each participant to select her pseudonym, to identify the password she preferred to use for encrypting documents sent back and forth between us, and to indicate her transcription preference (i.e., automated or manual). Also prior to beginning each recorded interview, I asked each participant to supply select demographic data regarding ethnicity, age, highest level of education, and years of work experience as a professional staff academic advisor. I also reminded them that their demographic data would not be linked to their pseudonyms in the study itself and that they did not have to answer any questions that they did not want to answer.

Interviews ranged in length from approximately 47 minutes to approximately 1 hour and 20 minutes, with the average interview lasting approximately 56 minutes. As stated previously, four of the interviews were recorded in their entirety on both a computer and a mobile phone to capture linguistic, chronemic, and paralinguistic data, as described by Gorden (1975). However, as noted previously, due to an issue with the microphone on the computer, the last two interviews were recorded on only a mobile phone. Before, during, and after each interview, I took notes to record proxemic, kinesic, haptics, and optics data, also as described by Gorden (1975). As previously described, the proxemics did not change from interview to interview, and the kinesic data varied little,

as follows: All participants (including me in my interview as a participant) gestured with their hands almost constantly while speaking, and all but one participant (also including me) tended to tilt their heads when pausing to think or when indicating a questioning tone with their voices. With regard to optics, the participants who tended to tilt their heads also tended to glance in a variety of directions when answering questions, and only one participant maintained direct and steady eye contact throughout her interview. Last, haptics data varied only in that two participants were inclined to touch the desk area during the almost constant communication that they undertook with their hands.

Because all participants agreed to have their interviews transcribed by Trint™, an automated transcription service (Trint, 2019), I then uploaded a recording of each interview to the Trint™ website. Next, as stated previously, I read each completed transcript while listening to the corresponding recording within the transcription service's website, correcting any errors made by the transcription service and adding the transcription conventions located in Appendix D to reflect chronemic data that were not indicated in the transcript, as well as paralinguistic data. As described previously, I then began the process of member checking by asking each participant to review her transcript for accuracy and adequacy (Manning, 1997). Participants varied in the amount of time that they had available to them to review their transcripts; thus, I did not impose a deadline. Instead, I planned to begin the process of data analysis when necessary and to make any changes to transcripts that had not been requested previously during that process if needed (and adjust my findings accordingly). However, only one participant requested changes, all of which were minor in nature (e.g., removal of a repeated word) and were completed prior to data analysis.

During the data collection phase, I participated in the first debriefing interview, which took place face-to-face in a private office at the research site and lasted approximately 1 hour and 15 minutes. I participated in the second debriefing interview, which took place in the same office and lasted approximately 40 minutes, during the data interpretation stage. As previously described, I took notes before and after each interview to record proxemic, kinesic, haptics, and optics data (Gorden, 1975). Because these interviews took place in the same office as my participant interview, the proxemics data were almost identical: The interviewer and I sat approximately 3 feet across from one another, each approximately centered at the long ends of a rectangular table, which was itself located in the center of the office. Regarding kinesic data, I gestured with my hands almost constantly while speaking and tended to tilt my head when pausing to think or when indicating a questioning tone with my voice, just as I had as a study participant and as most participants had. Related and concerning optics data, I also tended to glance about in a variety of directions when answering questions rather than maintain direct eye contact, again, similar to my behavior as a study participant and to the behavior of most study participants. I also was inclined to touch the table as I gestured with my hands, and on the rare occasions that my hands were still, they were either propping up my chin or otherwise touching my face, one most often positioned over my mouth, while I was listening to the interviewer speak.

These interviews also were recorded to capture linguistic, chronemic, and paralinguistic data (Gorden, 1975). However, the first interview was recorded on both a computer and a mobile phone, and the second interview was recorded on only a mobile phone due to an issue with the computer microphone. Then, I uploaded a recording of

each interview to Trint™, an automated transcription service (Trint, 2019). As described previously, I read the transcripts while listening to the corresponding recordings within the transcription service's website, correcting any errors made by the transcription service and adding the transcription conventions located in Appendix D to reflect chronemic data that were not indicated in the transcript, as well as paralinguistic data.

### **Ethical Considerations**

I obtained permission to conduct my study from the appropriate Institutional Review Board prior to recruiting my study participants, and I obtained informed consent from all study participants. As I noted previously, prospective participants were informed of the purpose of the study, the time involved in participating in the study, and the potential risks and benefits of participating in the study, all as recommended by Johnson and Christensen (2017). Following is a summary of the information that was conveyed to participants, and a copy of the informed consent document may be found in Appendix C.

The first section of the informed consent document, which followed the template mandated by the Institutional Review Board, detailed the (a) purpose of the study; (b) definitions of important terms (i.e., emotional labor, professional staff academic advisor, and relationship); (c) an example of the performance of emotional labor in an academic advising context; (d) procedures to be followed and the time involved for participants; (e) potential risks (e.g., discomfort in sharing experiences with expressing, suppressing, or inducing emotion) and benefits (e.g., a better understanding of the value of emotional labor) of participating in the study; (f) participants' rights; and (g) contact information for the researcher, the researcher's supervisor, and the staff member who handles Institutional Review Board issues. The next section of the informed consent document

addressed all of the topics included in the first section, as well as clarified the research questions and the potential number of participants. This section also provided details regarding the protection of participants' identities and the security of the data.

Participants were assured that their identities would be kept confidential except as required by law and that pseudonyms to protect their identities would be assigned to them before they were asked to answer any demographic or interview questions. Concerning data security, participants were informed that no records containing data would be identified by or contain their names, and that they would have the right to review and to edit their records. In addition, participants were notified that all records would be (a) kept on password-protected devices or in password-protected accounts that only the researcher may access, (b) password-protected individually if they were sent electronically between the researcher and participants, and (c) destroyed after the length of time recommended by the Institutional Review Board.

This section of the informed consent document also advised prospective participants of the intent of the researcher to employ an automated transcription service and provided a copy of the service's security measures. In addition, participants were notified that they were free to request that manual transcription be performed by the researcher instead. The last part of this section further detailed participants' rights and provided a space for the participant's signature, indicating her agreement to participate in the study.

### **Legitimation**

In Chapter I, I identified and explained potential external and internal threats to credibility. External threats present issues that might jeopardize the external credibility of



the findings, or the generalizability of its results (Onwuegbuzie & Leech, 2007b). Even though generalizability of the results typically is not compatible with studies of a qualitative nature and was not a goal of this study, catalytic validity, action validity, investigation validity, and interpretive validity all represented potential threats to this study's external credibility. In contrast, internal threats present issues that might jeopardize the internal credibility of the findings in the study, or the "truth value, applicability, consistency, neutrality, dependability, and/or credibility" (Onwuegbuzie & Leech, 2007b, p. 234) of the results. Six potential threats to the internal credibility of the findings in this study were ironic validity, paralogical validity, voluptuous validity, descriptive validity, reactivity, and researcher bias. Table 7 delineates each external threat and internal threat, as well as the methods I used to address these threats. Following Table 7, I will further describe the use of each of these methods: employing member checking (Manning, 1997), participating in debriefing the researcher (Onwuegbuzie et al., 2008), and using multiple qualitative data analysis approaches (Leech & Onwuegbuzie, 2007).

Table 7

*Threats to Credibility and Methods to Combat Threats*

Threat to Credibility	Type of Threat	Method to Combat Threat
action validity	external	employing member checking, participating in debriefing the researcher
catalytic validity	external	employing member checking, participating in debriefing the researcher
descriptive validity	internal	employing member checking, participating in debriefing the researcher

Threat to Credibility	Type of Threat	Method to Combat Threat
interpretive validity	internal	employing member checking, participating in debriefing the researcher, using multiple qualitative data analysis approaches
investigation validity	external	employing member checking, participating in debriefing the researcher
ironic validity	internal	employing member checking, participating in debriefing the researcher, using multiple qualitative data analysis approaches
paralogical validity	internal	employing member checking, participating in debriefing the researcher, using multiple qualitative data analysis approaches
reactivity	internal	participating in debriefing the researcher, using multiple qualitative data analysis approaches
researcher bias	internal	participating in debriefing the researcher
voluptuous validity	internal	employing member checking, participating in debriefing the researcher

**Employing member checking.** Participants' involvement in the member-checking process (Manning, 1997) throughout the study served to help mitigate many of the threats to credibility presented in Chapter I. When possible, I recorded participants' interviews on two devices with the intent to use both recordings, if necessary, to ensure accurate transcriptions. However, having participants check their interview transcripts for accuracy and adequacy further addressed the threat to descriptive validity, or the degree to which I accurately and adequately captured the interview data (Maxwell, 2002). In addition, involving participants in reviewing emerging findings helped address threats to validity that could have been exacerbated by my own process of interpretation (although, in the end, no participant commented on my interpretations of her data). Ensuring that my

interpretation of the data was as accurate as possible served to increase (a) interpretive validity, or the degree to which I accurately conveyed participants' perspectives (Maxwell, 2002); (b) action validity, or the degree to which knowledge based on my findings can be applied effectively (Kvale, 1995); and (c) investigation validity, or the degree to which I am viewed as a credible and thorough researcher (Kvale, 1995). Having participants check emerging findings also addressed potential threats to Lather's (1993) ironic validity and paralogical validity because this process minimized the risk of overlooking contradictory experiences of participants in my pursuit to discover similarities. In addition, participants' review of emerging findings addressed voluptuous validity (Lather, 1993), helping me to center their truths rather than my own. Last, participants' involvement in member checking throughout the study also could have motivated them to act on what they had learned, increasing catalytic validity (Lather, 1986).

**Participating in debriefing the researcher.** My participation in debriefing interviews (Onwuegbuzie et al., 2008) also helped mitigate the threats to credibility presented in Chapter I. The obvious benefit of answering questions that required me to reflect on areas of potential interpretive researcher bias is that the process helped me become aware of my preconceptions and assumptions, thereby addressing the threat of researcher bias (Onwuegbuzie, 2003). However, each of the debriefing interview questions addressed one or more threats to credibility. Table 8 contains a complete list of the debriefing questions in the interview protocols, the additional threats to credibility that each question had the potential to address (i.e., in addition to the threat of researcher bias), and the aspects of researcher bias that each question had the potential to address.

Table 8

*Debriefing Questions and Threats to Credibility/Aspects of Researcher Bias Addressed*

Debriefing Interview Question	Threat to Credibility	Aspect of Interpretive Researcher Bias
What experiences of your own influenced your decision to conduct interviews?	descriptive validity, investigation validity, reactivity	researcher's interview background/experience
How do you think the interview setting influenced the interview dynamic?	descriptive validity, reactivity	researcher's perceptions of nonverbal communication
Which participant responses did you consider the most helpful and why?	action validity, interpretive validity, ironic validity, paralogical validity, voluptuous validity	researcher's perceptions of participants
How did you handle any instances in which participants seemed to be providing socially and/or politically acceptable answers as opposed to their own thoughts?	action validity, catalytic validity, interpretive validity, reactivity, voluptuous validity	ethical and/or political issues
What characteristics of your own background might have influenced participant responses?	catalytic validity, investigation validity, ironic validity, paralogical validity, voluptuous validity	researcher's impact on participants
How did you handle any unexpected issues during the course of the interviews?	descriptive validity, reactivity	unexpected issues or dilemmas
In what ways do you perceive the process of conducting the interviews to have changed you?	investigation validity	impact on the researcher
What roles are the demographic characteristics of the participants playing in shaping your interpretations of the interview data?	action validity, interpretive validity, investigation validity, ironic validity, paralogical validity, voluptuous validity	researcher's interpretations of interview findings

Debriefing Interview Question	Threat to Credibility	Aspect of Interpretive Researcher Bias
How are your findings similar to or different from your thoughts prior to collecting interview data?	action validity, interpretive validity, investigation validity, ironic validity, paralogical validity, voluptuous validity	researcher's interpretations of interview findings
To which findings are you responding positively and why?	action validity, interpretive validity, investigation validity, ironic validity, paralogical validity, voluptuous validity	researcher's interpretations of interview findings
To which findings are you responding negatively and why?	action validity, interpretive validity, investigation validity, ironic validity, paralogical validity, voluptuous validity	researcher's interpretations of interview findings

**Using multiple qualitative data analysis approaches.** As recommended by Leech and Onwuegbuzie (2007), I used multiple qualitative data analysis approaches in this study. Although some degree of error in interpretation of the data was inevitable (Maxwell, 2002), this circumstance could have been worsened by the fact that I also held an emic perspective (Adler & Adler, 1987) with respect to the phenomenon of the performance of emotional labor in an academic advising context and I participated in my own study. However, employing multiple qualitative data analysis approaches served to increase my understanding of participants' perspectives (Sechelski & Onwuegbuzie, 2019) and strengthen interpretive validity. Using multiple qualitative data analysis approaches also assisted me in discovering contradictions in participants' perspectives (Sechelski & Onwuegbuzie, 2019), thereby strengthening ironic validity and paralogical validity (Lather, 1993). Last, using multiple approaches combated the threat of reactivity because I had more than one opportunity to understand participants' perspectives (Sechelski & Onwuegbuzie, 2019), which, at times, could have been obscured by the influence of reactivity in their responses (Onwuegbuzie & Leech, 2007b).

### **Data Analysis**

The methods of data analysis that I used necessarily influenced how I drew upon my previous expert knowledge in analyzing the data and how I subsequently constructed the phenomenon of the performance of emotional labor in an advising context in accordance with a modified version of Denzin's (2002) interpretive process. In order to render the essence of the phenomenon as accurately as possible, I used QDA Miner Version 5.0.28 (Provalis Research, 2016), as well as Microsoft® Office Word Version 1903 (Microsoft, 2016), to analyze all interview data (including data from the debriefing

interviews) in multiple ways. Analyzing qualitative data in more than one way can increase the trustworthiness of the researcher's findings (Leech & Onwuegbuzie, 2007) and help researchers understand participants' perspectives more fully (Sechelski & Onwuegbuzie, 2019). Therefore, three different qualitative data analysis approaches were used in this hermeneutic phenomenological research study (Heidegger, 1953/1996): constant comparison analysis (Glaser, 1965), classical content analysis (Berelson, 1952), and interpretive phenomenological analysis (IPA; Smith, 1996). Each of these analyses is described in the following sections.

**Constant comparison analysis.** I began the process of data analysis by uploading all interview transcripts to QDA Miner Version 5.0.28 (Provalis Research, 2016). Then, I analyzed the interview data via constant comparison analysis (Glaser, 1965). First, I read the transcripts and used the software to assign open in vivo codes, or tentative initial codes that used participants' own words (Saldaña, 2013), to the text, taking care to consider how well a code corresponded to a given segment of text by comparing the segment with other segments that had the same or different codes (Glaser & Strauss, 1967). Then, I read the transcripts again to ensure that I had coded all applicable text with the correct codes based on my interpretation of the data, making changes as necessary. Next, I used the software to complete axial coding, collapsing similar codes into categories (Saldaña, 2013) by comparing the segments and associated codes "with properties of the category that resulted from initial comparisons" (Glaser & Strauss, 1967, p. 108) of segments of text. Regarding category formation (Constas, 1992), categories for this analysis were (a) determined by me *a posteriori*; (b) constructed and named by me via investigative means through analysis of the transcripts; and (c) verified

by me using a rational approach, or the use of logic. Last, I integrated categories via selective, or theoretical, coding to generate broad themes (Saldaña, 2013).

Constant comparison analysis assists the researcher “with generating and plausibly suggesting...many properties and hypotheses about a general phenomenon” (Glaser, 1965, p. 438). Therefore, constant comparison analysis represented an appropriate method of analysis for this phenomenological study. Of further value is that, paradoxically, the reductive process of categorizing codes based on similarity and identifying relevant themes forced me to attend to how differences among participants’ experiences would be accounted for as well (Glaser, 1965).

**Classical content analysis.** After I had generated emergent categories via constant comparison analysis, I used QDA Miner 5.0.28 (Provalis Research, 2016) to conduct a classical content analysis (Berelson, 1952) with these categories. Classical content analysis requires the researcher to focus strictly on the content of participants’ speech, rather than its potential underlying meaning (Berelson, 1952). Consequently, the most distinguishing attribute of this method of analysis is the “*requirement of quantification*” [emphasis in original] (Berelson, 1952, p. 17), or the assertion that the frequency of occurrences of different features of the content is connected to meaning. Classical content analysis would not have been appropriate to use as the sole method of analysis in this study because the assumption that the meaning of the content assigned by the analyst on the basis of frequencies is shared by both the analyst and the speaker (Berelson, 1952) contradicts the assumptions inherent in the modified interpretive process (Denzin, 2002). However, this additional method of analysis provided me with



further insight into the experiences of my participants, which is a primary benefit of using multiple qualitative data analysis approaches (Sechelski & Onwuegbuzie, 2019).

**Interpretive phenomenological analysis (IPA).** After conducting constant comparison analysis, I returned to the participants' original verified transcripts in Microsoft® Office Word Version 1903 (Microsoft, 2016) to conduct IPA (Smith, 1996). In conducting IPA, the researcher is encouraged to engage deeply with and annotate hard copies of each transcript, recording exploratory comments on one side of the page and emergent themes on the other side of the page (Smith, Flowers, & Larkin, 2009). However, to increase the security of participants' data and to enable participants to provide feedback more easily during the member-checking process, I recorded exploratory comments on the transcript using the comment feature in Microsoft® Office Word Version 1903 (Microsoft, 2016). I then returned to the comments themselves to record emergent themes in bolded format or, in some cases, by formatting in bold any text in the comments that I believed represented emerging themes. Following this procedure helped me shift my primary analytic focus from the transcript to the exploratory comments, as recommended by Smith et al. (2009). According to Smith et al. (2009), these exploratory comments can be classified as (a) descriptive comments, which reflect what seems to matter to participants; (b) linguistic comments, which reflect instances in which participants' use of language seems related to the content; and (c) conceptual comments, which reflect researchers' interpretations. After completing exploratory comments and noting emerging themes for one transcript, I then organized the themes into a graphic representation to illustrate connections among them for a specific participant (Smith et al., 2009). Because Smith et al. (2009) noted that this

representation may be in any organizational format (i.e., table, figure, or other device), I chose to use an outline at this stage to simplify the member-checking process for participants. These outlines then were used to explore thematic connections for all participants, or the connections “across cases” (Smith et al., 2009, p. 101), after which I created a figure to illustrate these connections.

IPA addresses how participants make sense of their lived experiences and accounts for the fact that researchers may understand participants’ experiences only through interpretation (Smith et al., 2009). Therefore, IPA represented an appropriate method of analysis for this hermeneutic phenomenological research study (Heidegger, 1953/1996). Indeed, Smith et al. (2009), similarly to Denzin (2002), asserted that “the IPA researcher is engaged in a double hermeneutic because the researcher is trying to make sense of the participant trying to make sense of what is happening to them” (p. 3).

### **Summary**

In this chapter, Chapter III, I reviewed the research questions and the research design for this study. I also described how I captured the phenomenon of the performance of emotional labor in an advising context in accordance with a modified version of Denzin’s (2002) interpretive process. The steps to capture the phenomenon involved choosing the sampling design and the procedures for collecting data. Then, I detailed the ethical considerations for this study and described how I addressed the potential threats to credibility that were identified and explained in Chapter I by engaging in the member-checking process (Manning, 1997), participating in debriefing the researcher (Onwuegbuzie et al., 2008), and using multiple methods of qualitative data analysis. Last, I described the steps involved in drawing upon my expert knowledge to analyze the data

and to aid in constructing the phenomenon of the performance of emotional labor in an advising context, which involved choosing the methods of data analysis: constant comparison analysis (Glaser, 1965), classical content analysis (Berelson, 1952), and IPA (Smith, 1996). In Chapter IV, I will contextualize the phenomenon of the performance of emotional labor in an advising context by situating my findings back into my participants' worlds (Denzin, 2002) as I reveal the results of this study. In Chapter V, I will (a) summarize my major findings, (b) interpret my findings, (c) situate my findings within the existing literature, (d) identify the limitations of my study, (e) discuss the implications of my findings, (f) make recommendations for future practice and future research, and (g) provide concluding thoughts.

## CHAPTER IV

### Presentation and Analysis of Data

The purpose of this hermeneutic phenomenological research study was to explore the experiences of select women professional staff academic advisors with the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive their emotional labor to be viewed and valued by their employers. A second purpose was to add to the literature that defines academic advising as a profession by illuminating the nature of the labor in which advisors engage. In this chapter, Chapter IV, I first review the characteristics of the participants. Then I contextualize the phenomenon of emotional labor in an advising context by using thick description (Geertz, 1973), as well as the transcription conventions located in Appendix D, to situate my findings back into my participants' worlds (Denzin, 2002) in presenting the results of my three analyses (i.e., constant comparison, classical content, and IPA) for the following central research questions:

1. How do select women professional staff academic advisors experience the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education?

2. How do select women professional staff academic advisors perceive the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education to be viewed and valued by their employers?

### Characteristics of the Participants

All six participants in this study identified as women who had accumulated at least 1 year of experience fulfilling the role of a professional staff academic advisor in a 4-year public institution. Regarding ethnicity, five participants identified as White, and one participant identified as Asian. The ages of participants ranged from 26 years to 69 years: At the time of their interviews, two participants were 26, two were 31, one was 45, and one was 69. Concerning highest level of education, all participants reported having earned master's degrees. Last, participants' years of experience as a professional staff academic advisor in a 4-year public institution ranged from 1 year to 12 years: Two participants reported 1 year of experience, one reported 3 years, one reported 5 years, one reported 10.5 years, and one reported 12 years. Because the participants were assured that their demographic characteristics would not be linked to their pseudonyms in the reporting of results, no pseudonyms were included in Table 9, which depicts the demographic categories in which participants differed.

Table 9

#### *Demographic Characteristics of Participants*

Ethnicity/Race	Age	Years of Experience as a Professional Staff Academic Advisor
White	45	10.5
White	31	3
White	26	1
White	69	12
White	31	5
Asian	26	1

Henceforth, in the presentation of results, participants will be assigned numbers to facilitate interpretations that involve demographic data; otherwise, participants will be referred to by their pseudonyms: Theresa, Catherine, Helen, Riley, Antioch, and Isabelle.

### **The Results of Constant Comparison Analysis**

As previously described, I uploaded all interview transcripts to QDA Miner Version 5.0.28 (Provalis Research, 2016) and used the software to assign open in vivo codes, or tentative initial codes that used participants' own words (Saldaña, 2013), to the text, taking care to consider how well a code corresponded to a given segment of text by comparing the segment with other segments that had the same or different codes (Glaser & Strauss, 1967). After this stage of coding, I discovered that I had assigned 65 in vivo codes to the data. Then, I read the transcripts again to ensure that I had coded all applicable text with the correct codes based on my interpretation of the data, merging extremely similar codes and discarding codes that no longer seemed relevant or important, a process that reduced the number of in vivo codes from 65 to 34. Then, I used the software to complete axial coding, collapsing similar codes into different categories (Saldaña, 2013), during which I also realized that a few more codes should be merged. After this stage of analysis, I had organized 32 in vivo codes (e.g., "build a rapport") into nine different categories (e.g., advising tasks). Then, I integrated the categories into broad themes (Saldaña, 2013): For example, the categories typical day and advising tasks were integrated into the theme *the advising profession*.

In all, the analysis of interview data via constant comparison analysis revealed five themes: *the advising profession*, *the emotional labor of advisors*, *the authenticity of advisors*, *the effects of emotional labor on advisors and ways of coping*, and *the value of*

*emotional labor*. After determining these themes, I used QDA Miner Version 5.0.28 (Provalis Research, 2016) to conduct a correspondence analysis, a technique that quantifies the codes applied to the text (i.e., across cases) and produces a graph depicting the relationships among the row points (i.e., themes), among the column points (i.e., participants), and between the row points and column points (Provalis Research, n.d.). This step allowed me to enhance my understanding of the similarities and differences among participants with regard to the themes, as recommended by Bazeley (2009), and to identify any demographic patterns evident in participants' relationships with one another or with the themes. Each of these five themes is discussed in the following sections.

**The advising profession.** *The advising profession* consisted of codes that described the nature of a typical day as a professional staff academic advisor and the tasks advisors complete or are expected to complete. Although a standard day as an academic advisor can vary, such a day is typically demanding. Advisors routinely juggle several tasks, such as building rapport with students, teaching students, and resolving unanticipated problems.

Regarding the nature of a typical day, participants indicated that advisors can be extremely busy, depending on the time of day, week, or semester. Catherine commented that she “could never really be sure of [her] schedule” on a given day, but Helen indicated that Friday afternoons might be less hectic than other days of the week. Isabelle described the times in each semester leading up to registration as “honestly just back to back students.” However, even during times in which there is less student traffic, advisors still have other responsibilities to meet, as Helen noted:

I would say during down times (.) there might be, like, special projects to work on? And so mornings tend to be, you know, a time for special projects just because less students come in during that time or less students schedule appointments. And then, I mean Friday afternoons of course, too, are times that are (.) pretty normal for, to play catch up on e-mails::, or other special projects (.) or committees (.) that, that I'm on, to help out with that.

Antioch expanded upon the idea of using less busy times to meet additional responsibilities, but she also conveyed her frustration with the lack of time to complete everything expected of her:

Gen::erally I end each workday with an idea of all the things I needed to do that day but didn't get done, because really every day of work as an academic advisor, I think, is just trying to manage a series of crises that you don't anticipate from one day to the next. Which means, you don't have time to get to the things you'd planned to that day, and the free time, or time you might carve out for yourself to devote to projects...or whatever things are needing to be done.

Antioch's frustration was echoed by Riley, who commented that having additional responsibilities meant that "sometimes one is on the back burner, which is not something that I want, but it's like I have to figure, I have to figure out my priorities."

Regarding advising tasks specifically, all participants indicated that they spent time building rapport with students. As Riley mentioned, "we're not just focusing on class selection. We're also focusing on, like...seeing how they're doing just, you know, adapting and acclimating to this new environment of college." Catherine noted that, for her, building rapport was "something that ha::ppened and that [she] figured out was a



better way to advise.... [Students are] more likely to show up, they're more likely to follow your advice, and you can...help them more...if they trust you." In fact, for Catherine, building rapport with students seemed linked to the worth that she assigned herself as an advisor: "How can I change, how can I be better so that the student will be better or the student will get what he or she needs?"

Most participants relayed that the primary way that they build rapport with students is by asking questions. For example, Theresa specified that students "come to us for a reason, and to figure out exactly why they're there requires developing a kind of a relationship...asking them questions that are relative to their academics." Helen, for instance, used questioning to discover more about students and the academic struggles they might be having:

With every student I ask, you know...what are their favorite classes, or (.) what classes are not:: going well? Sometimes that's to gauge, you know, what type of classes I might recommend in the future, but, I mean, generally, sometimes just those questions to start off with? Can really, you know, tell me::, you know, how they're doing. So, if they say, oh, it's just not going well, this semester is just going terrible, or this class is going terrible, then, you know, I ask, you know, why is it going terrible? And then sometimes that can lead to other conversations.

Antioch also used questioning to learn more about students' lives:

Well, I usually start every session (.) by asking, you know, how the student's doing. How are your classes going. And the answers to those two questions tell me a lo::t. And that's, you know, usually we would take that somewhere. And, so, I guess, throughout the session, I'm going to try and get at whatever personal

information they might share that, that relates to either, like their academic experience or, career goals, or... So, so ultimately I am, I am trying to see and understand the whole person that I'm meeting with.... And, and I would say, just getting more personal with the student (.) is what allows us to establish more rapport.

Although Isabelle and Riley questioned their students to get to know them, they also noted the importance of using the information gleaned from questioning to attempt to relate to students on a personal level. Riley said that "it's definitely about relating to the students," and Isabelle mentioned always attempting "to find something that [she] can relate to with students."

All participants also indicated that they spent time attempting to teach students. As Catherine asserted, "advising's no different from teaching. You're just trying to teach something different. You're trying to teach... here's what's expected in college." As Helen noted, teaching students might be as simple as telling them how to locate a certain building on campus. Teaching students might also take the form of helping them improve their study strategies, as mentioned by Riley, or learn from their mistakes, as mentioned by Isabelle and echoed by Theresa: "We're in a role of...giving them some guidelines that hopefully will allow them to make the corrections that they need to make." Teaching students also might be complex and challenging, as Antioch clarified when she discussed attempting to engage students in actively learning how to connect their career goals to their academic goals:

You, you identify, OK, here are your goals. So, here are some things you:: need to do on your own time. Like, why don't you start researching graduate programs of

interest to you? And, you know, maybe you can put together a spreadsheet where you can document all of those programs that interest you, the admission requirements, the periods of enrollment, priority deadlines, etc. You can put all that information together, start reaching out to program coordinators, asking questions, you know, look at- But then, you know, the next time you see them, they haven't done any of that, but their goal hasn't changed. [laughs] And then it sort of becomes this- What becomes clear is they want you doing that work for them. Well there's of course no time for that. >Really what they want is for you just to know all that information>, and make the connection for them.

Advisors who participated in this study also spent time attempting to resolve unanticipated problems for students. As Isabelle remarked, "there's some days where it's just like, every student, back to back, sometimes all of them have some sort of issue that you're trying to solve and you're putting out all these fires." Catherine noted that some of this time might be spent making appropriate referrals: "You're making referrals to offices to help the student with the problems that they're having, such as tutoring or the dean of students or any number of referrals you can make." Theresa elaborated further, mentioning that she will "take the time, up to the point of where [her] experience stops. And then refer them on to the appropriate resource. If it means even walking them over just to make sure they get that attention, that's fine." Or, as Helen remarked, this time also might be spent addressing an issue with a student's degree plan, which could require soliciting input from other advisors and take extended time to resolve:

And I know that's like, it's part of the job, it always is. I mean that's part of I think any job, is that you're always going to have things that are floating out there

that you're trying to resolve, or put out small fires. But never would it be, like, in the moment. So, it's always, like, well, who do I ask for that?

In fact, with respect to problems with degree plans and similar issues, Antioch revealed that much of her time often was spent “addressing any...advising emergencies, that have come up that day.”

**The emotional labor of advisors.** *The emotional labor of advisors* consisted of codes that described this labor, such as “expressing what I don’t feel.” Some participants viewed their emotional labor through the lens of being an effective advisor, and all participants reported engaging in some form of surface acting (i.e., suppressing genuinely felt emotions, expressing emotions not genuinely felt), either to manage their own emotions in accordance with the expectations of others or to manage the emotions of the students with whom they interacted. Some participants also explicitly described their experiences with deep acting (i.e., inducing emotions), but their reasons for engaging in this form of emotional labor differed.

As described previously, Catherine seemed to connect the work involved in building rapport with students to her value as an advisor, and she believed that this connection is what first caused her to begin resisting her authentic emotions in the workplace:

At the end of every semester, I’d find myself brainstorming. How can I be better to...make the outcomes better for the student? Inasmuch control as I had over that. And I think that’s where I started to get away maybe from just expressing myself more authentically and genuinely to thinking about...I guess more

carefully considering my responses and what I was gonna do in a certain situation to...get a more positive outcome.

Riley also connected her emotional labor to her desire to be a better advisor, indicating that “it’s definitely like, the desire to put in one hundred percent of my effort, one hundred percent of myself, to the students.” Isabelle described her emotional labor similarly:

You have to, you know, every student that comes into your office? You have to give them the same quality that you just gave the last person no matter how crappy you may be feeling?... You just still have to keep putting it forward to...make the outcomes better for the student.

Indeed, Theresa confirmed that the ability to emotionally labor effectively is a necessary skill for advisors, remarking that “to be able to elicit the emotion that (.) is appropriate (.) is a discipline that advisers need to have.”

One way that participants engaged in emotional labor involved employing surface acting to suppress or express emotions in accordance with their perceptions of the expectations of the workplace or the expectations of students. Helen noted that her inclination to suppress negative emotions stemmed from the general expectations inherent in a work environment, saying “pos::itive emotions [laughs] I always express genuinely, no problem at all. But I guess the more negative emotions especially, like.... Like, it’s not okay in the workplace to be negative.” She also wished that she did not feel the need to suppress her emotions in the workplace:

Well, I mean...it’s a pretty terrible [laughs] feeling (.) to suppress the emotions? Just because then I feel like I’m hiding, you know, my genuine self. And so, if I

am feeling frustration, like I wish I could just (.) experience it? But I know, like that's not, that's not OK. Like, in the professional environment.

Similar to Helen, Catherine commented that she felt comfortable expressing positive emotions to students but “tended to want to suppress emotions that wouldn't be well received. [Such as], I'm very disappointed in you.” Riley shared this concern, noting that “with some students.... I knew, like, there was a certain way I needed to speak with them. So, sometimes I did have to suppress like, oh I can't just (.) scold them.” Antioch mentioned expressing positive emotions that she does not necessarily feel, as did Isabelle:

Like, I'm just, I'm not a very empathetic person, that's just how I am? To make myself- Having to like, pull that out? And be like no, it's okay. Like, it's fine, even if I'm- In my head I'm just like, this is completely your fault and I don't care? [laughs] Which sounds really mean, but that's just how I sound in my head. [laughs] So, I think that's probably, the hardest- But I've gotten pretty good at practicing that?

In one of her accounts describing her inclination to suppress negative emotions in accordance with student expectations, Antioch compared the act of suppressing to calculating how much of an authentic negative emotion was appropriate to express, implying that such calculations might help elicit the desired response in the student:

The tough part is like, finding this kind of, like, OK, I'm only going to express 25 to 50% of my authentic emotion.... I mean you, in a split second you kind of make a judgment call about how, how much of this frustration do I want to allow the student to see. Because I think it will reach them, without going overboard and really, you know, coming across as aggressive.... So...you know, you kind of

do these, like, calculations in your head. But it's, it's not something you're putting that much thought into. It's just, it comes naturally. But yeah, I mean, I would say on average, in those most frustrating moments? I'm like, 25 to 50% authentic. Because again, anything more authentic than that I think might [laughs], might not be received. I mean, it would be counterproductive, really.

Theresa also thought that expressing authentic negative emotions to students could backfire, remarking that “there are times where you just want to (.) read them the riot act. But that's, that's counterproductive.” She described engaging in surface acting to attempt to manage some students' emotions, saying “you really have to (makes a clicking sound) put those brakes on, and (.) figure out what's the best way to handle this situation because getting upset or equally riled up as the student, it just feeds the fire.” Helen echoed this sentiment:

So, I'm definitely...suppressing the frustration, but trying to figure out, like, how do I communicate to that student? And so, in that case, I guess, I'm still trying to be happy? Or be a little bit more positive? Because I know that, like (.) especially if that particular person feeds off of emotions? Like, if they can see that I'm frustrated, then that's just, I mean, that's not going to make probably their day any better, or make them feel any better about reaching out to a different resource that I'm trying to refer them to.

Some participants also described engaging in deep acting or attempting to engage in deep acting, but for different reasons. Isabelle's motivation was to “be there” for students, and she described the experience of generating sympathy as relaying to students “look, like I get it.... You don't have to justify your emotions, to me.... You know, I'm

here just to help you.” Antioch felt similarly with regard to generating emotions in situations that seem to call for compassion or concern, saying, “I’m like, really trying to, to meet the student in that place, and think about what it would be like to go through it.” However, she attributed her motivation to the pressure of gender socialization, commenting that, had she been socialized to have more masculine traits, then she might not feel that pressure. Catherine’s incentive to engage in deep acting was the “feedback loop” she experienced: “I would feel good that [deep acting] was having a positive effect so it would feel good to, like, keep performing the emotion or generating the emotion.” Last, Riley’s motivation to exert the energy required for deep acting was to demonstrate support for students:

Again, with, with my students I- I want to support them in any way possible. So, knowing that they’re excited about this project, they’re excited about this assignment. And it’s like, OK. I need to be just as excited as them. Even though I might be exhausted that day from seeing and talking with a lot of people, but... I do, like, gain the energy. I don’t know from where [laughs], but I do gain the energy to be just as excited as them.

**The authenticity of advisors.** *The authenticity of advisors* consisted of codes that described participants’ experiences with or perceptions of expressing authentic emotions (e.g., “comfortable expressing”) in their roles as advisors. Several participants discussed the importance that being authentic held for them and the ways in which they attempted to express themselves authentically as advisors. In addition, some participants delved more deeply into the reasons they withheld the expression of authentic negative emotions in response to the perceived expectations of others, as illustrated in the previous theme.



Several participants prioritized authenticity, and they believed that being authentic enhanced their effectiveness as advisors. Although Isabelle had mentioned engaging in some surface acting and some deep acting, she asserted that, overall, she attempted “to be...as real:: with [students] as possible.” Because she built rapport with students by finding ways to relate to them on a personal level, she often enjoyed authentic exchanges with students by simply responding genuinely to their mood or circumstances, rather than attempting to manage their emotions (or her own):

You know, it could just be like attitude, or like emotion? I mean, you can tell when a student comes in, or you can tell if you see someone, you’re like, oh like, they seem like, really tired, or agitated, or like, not like, feeling okay. So, like those things can steer a conversation, and be like, hey like, you OK? Like, is anything going on? Or if they’re like in a really good mood like, you know, what’s- How has your day been? And they’re like, oh it’s great, I’ve done this, this, and this.... Or if they’re saying, like, I have a test coming up, I’m like oh, well good luck with your test.

Riley, as previously described, also engaged in surface acting and in deep acting as necessary, but she highly valued expressing her authentic emotions with students:

I try and be genuine with my students all the time. I mean I’ve had students ask me questions- While they might be personal questions, I let them know, like, I’m going to be 100% honest with you, even if it might make (.) this conversation uncomfortable.... But I think they appreciate that honesty. I think that’s why they keep coming to me for help, and keep seeking out other resources on this campus,

because they know that, like.... OK. She referred me to this resource on campus.

That means she probably trusts this resource to help [me] out.

Theresa, who had mentioned engaging in surface acting at times, also seemed to prefer authenticity. Although she might not have enjoyed interacting with every student equally, she remarked that memories of being a student herself sparked genuine empathy in her for those who were struggling, and she conveyed this empathy by listening and asking relevant questions. She asserted that “letting them know that they’re being heard is paramount.... And so you really have to just...stop. Stop the professional side and be a listener, just a pure listener, and let them (.) voice what their concerns are.”

Antioch believed that her tendency to be authentic with students regarding the limits of her advising role allowed her to be as effective as possible given her time constraints:

You can see the disappointment, but [the advising session]- It’s not a counseling session.... I’ve got to admit, like, I feel like at this point? I’m sort of unfazed by that disappointment because I know it’s what has to be done. I think for a long time it really bothered me, to feel like I was disappointing students. But I’ve become pretty desensitized to that because, when you have enough demands on your time- And you are- You are also trying to look out for the student’s best interests, but only within, like.... Well, only within the scope of your job, like your role.

Antioch’s preference for authenticity also extended to reducing the number of unproductive interactions with students. If she had addressed the same concerns and made the same referrals numerous times for a student who repeatedly refused to follow

through, then she “might increase that authenticity...to let him know, you know, I don’t really know how I can help you [laughs] if you’re not going to work with me.” She saw “advising as a partnership” and felt little obligation to interact with students who refused to make “any effort to meet [her] in the middle,” as well as little compunction in being authentic with those students.

Some participants delved more deeply into the reasons they suppressed authentic negative emotions in response to the perceived expectations of others. As described previously, Helen believed that her inclination to suppress these emotions stemmed from her perceptions of the expectations that govern appropriate workplace behavior. She also believed, however, that her inclination to suppress these authentic emotions originated at least in part from her perceptions about society’s expectations of her as a woman: “I mean, I guess I just feel like society thinks that women shouldn’t be negative? Otherwise, I mean, they’re perceived as bad (.) a bad person.” Catherine, as noted before, believed that her authentic negative emotions “wouldn’t be well received,” and she also considered her identity as a woman to be a factor:

I’m not going to be as likely to, just me personally and my perception of my socialization as a female, I’m not going to be as likely to...I mean.... I don’t want to offend you with my emotions. Like, I don’t want to offend you with my frustration. I’m going to find a better way to put that.

Although Isabelle remarked that she is “not an overly emotive” person to begin with, she held similar perceptions with regard to how her authentic emotions might be perceived given her gender identity:

There is a part that's always conscious of, you know, women, or at least like, cisgender women, what people think of like as typical. Like, the female role so to speak, is typically women are supposed to be more... You know, they're supposed to be, like, quieter, like more...feminine and, you know, be more emotional, and yet when they show too much emotion then they're crazy. That's like, the double-edged sword....

**The effects of emotional labor on advisors and ways of coping.** *The effects of emotional labor on advisors and ways of coping* consisted of codes that described both the positive effects (e.g., “camaraderie”) and negative effects (“it’s draining”) of the emotional labor experienced by participants, as well as ways of coping that participants mentioned (e.g., “try to recharge”). Most participants perceived that the emotional labor that they undertook as academic advisors had at least some positive effects on them, including helping them build relationships with colleagues and enhancing their job satisfaction. All participants, however, perceived that their emotional labor exacted a cost from them in terms of energy—a circumstance that, at times, impacted other aspects of their work life and/or home life. In addition, all participants mentioned ways of coping with this cost, including replenishing their energy, communicating with others, and reminding themselves of their love for the advising profession.

Regarding building relationships with colleagues, Isabelle remarked that engaging in emotional labor in the workplace led to “camaraderie” because “there’s always somebody who you can go and kind of talk to.” Theresa seemed to agree, commenting that colleagues are “all in the same boat.... Supporting each other is always positive.” Isabelle also indicated that commiserating with one another could serve as a coping

mechanism: “You know you go through this, but it helps you kind of, bond [laughs] with people that you work with [laughs].... That’s how you ge::t through it.” Such support also could be accessed through friends who labor under similar circumstances. As Riley noted, a friend of hers who works extensively with people “understands comple::tely. While like, those [friends] in the corporate world, they do::n’t because they’re not- Because they’re not working with people as often, as (.) like, we are in higher ed[ucation], or in basically any nonprofit group.” Isabelle commented similarly regarding a friend of hers who worked closely with students at another institution of higher education, declaring “she gets my pain sometimes [laughs].”

Concerning job satisfaction, Isabelle maintained that the primary purpose of her emotional labor is to build relationships with students, and that when she is successful with that endeavor, “it just, it makes [my] job more fun”:

It makes me have relationships. I like having students who come back every time, to see me. I like students that know they can come to me and just ask questions, or you know, be like oh, thank you so much. You know, it just warms my little heart... [laughs]

Antioch also indicated that undertaking emotional labor can enhance advisors’ job satisfaction “when it works”:

When it works? It’s one of the most rewarding parts of the job. Because if I am emotionally laboring and working really hard, but there’s a big payoff? And that’s, those students, or that one student, I mean, they’re getting a lot out of it? I think it can be.... It can also be a big, a big reward. Like, that is- When it works?

It's one of the most rewarding parts of the job. It just doesn't work that much.

[laughs]

All participants, including participants who believed that the performance of emotional labor can have positive effects on advisors, were quick to describe the energy cost of engaging in emotional labor in various ways, including “draining,” “taxing,” and “tiring.” Catherine asserted that, “just in terms of providing a service and how much of yourself you pour into that that, I think, can be a negative if you're expending so so:: much energy.” As a result, participants sometimes had less energy for other work tasks or for other students. Helen likened this depleted state to carrying an invisible weight:

Sometimes, it's like I carry around a little bit more? In terms of the emotions or what's going on, especially if I've been dealing with a student that's been e-mailing me all day about a particular issue, or maybe I meet with a student regularly, like once a week, and, you know, you can see their, their ebbs and flows [laughs], like the ups and downs of the semester? And so, I think in the professional (.) realm that (.) carries a little bit more? It's something that, I guess is, is there:: but might not be perceived by every role as being there. Like, not everybody may see the academic advisor as somebody who might be carrying a little extra with them, once in a while.

Antioch noted that the energy cost of emotional labor “affects every other aspect of [her] job”:

Depending on the emotions that the student's presenting with, in our meeting, and how I respond, you know, in terms of the emotional la::bor (.) aspect... Yeah, I mean that- If there are enough of those, like, high-intensity emotional labor

sessions in a day, back to back to back. I mean, it's probably going to take me longer to draft an e-mail. It's probably going to take me longer to...check on whatever I'm looking at.... I'm going to be taxed in those other roles, you know, because I'm... I'm spent.

Riley noticed similar cumulative effects from the performance of emotional labor on her ability to work with students throughout the day. She remarked that when she was “exhausted” by “seeing students from like, the beginning of the day to the end of the day,” she “might not have as much energy towards [her] students at the end of the day.” Further, she worried that the dissimilar efforts represent “a disservice to [her] students.”

The energy cost of engaging in emotional labor also left participants with less energy to take home at times. Helen, Antioch, and Riley all reported having less energy to engage in emotional labor in their personal relationships. Helen explained “sometimes I’m just too tired [laughs] to, I guess, take on more, more:: emotional labor? With another relationship. So whether that’s, you know, with a significant other or with just family or friends in general.” Antioch expressed a similar sentiment, commenting that “because I’ve done it all day, and maybe in ways that weren’t rewarding at all, I don’t have a lot left to give. You know, my, my tank’s empty.” Riley disclosed that “at times (.) there might be some (.) arguments with my partner, just because (.) I’m so (.) tired,” and that her relationships with friends and family have suffered somewhat since she started working as an academic advisor.

Riley also communicated that she sometimes carried home with her a feeling similar to the invisible weight described by Helen:

I do mull over some of my advising sessions because it's like, did I- Did I get through to the student? And then, did I use the proper dialogue (.) that helped them understand (.) where I was coming from?

Theresa reported carrying home a comparable feeling:

And that's been difficult for me, when I just feel so:: bad for the situation that a student's in, and I'm driving home and I'm thinking about the situation, and thinking, God, what can I do (.) to change that for them? The reality is there are times you can't change anything. It is what it is.

Theresa also remarked that bringing these concerns home could affect even her ability to sleep at times, which, in turn, would be a detriment to her work the next day. Isabelle, however, noted that she might “go home and just vent” to unload any emotional burdens she carried with regard to students.

All participants also referenced ways to cope with the energy cost of emotional labor, and most participants used language that evoked a sense of renewal, or a replenishment of energy: “decompress,” “recharge,” “fuel,” “restore,” and “re-energize.” Catherine noted the importance of a “routine for decompressing, for leaving the work at work,” and Antioch described just such a routine: “I would say I use the weekend to recharge, and restore. I mean, and it does fuel- I mean I literally, physically feel the need to like, charge up again.” Helen also mentioned taking time to herself at the end of the day “just to try to recharge,” and Riley remarked that her lunch hour is a great time “to just like, be alone, and just like, re-energize myself.” However, if Riley was unable to take that time during lunch, then she attempted to find it elsewhere—“five minutes to just like, be by myself.”



Although Isabelle also mentioned “recharging every night” and the importance of taking time off to “get away,” she seemed to emphasize communicating with others as a way of coping, as noted earlier. In addition to discussing commiseration with colleagues and friends, she also stated that “sometimes you just have to go home and just vent. Because that’s just the only thing you can do?” Riley also talked about communicating with others, but for the purpose of clarifying the nature of her emotional labor to friends and family, explaining why she might not have the energy she had prior to becoming an academic advisor:

And so, again, it’s definitely trying to communicate a little bit better? Because I know that I was kind of bad at that when I first started. Like, oh >this is what I do every day>. No. They kind of understand like, oh like, that sounds tiring. Yeah, it is tiring, having to talk like, a::ll da::y? It’s very tiring.

Some participants peppered their descriptions of the energy-depleting effects of emotional labor with language that conveyed their love for the advising profession, which gave the impression that reminding themselves of their love for advising was an additional way of coping with the negative effects of performing emotional labor. Riley noted that emotional labor is “very tiring.... But again, I wouldn’t change it for the world. Like, I wouldn’t be in this line of work (.) if it were not for the passion that I have for helping my students.” Theresa commented that “if you love what you do, you’ll find that emotional labor worth it. OK? Yeah, it’s taxing. And, sometimes you bring it home, but it’s because you genuinely are vested (.) in what you do.” Isabelle seemed to agree with both of them:

I mean, ultimately I like, I think it's worth it? If I didn't think it was worth doing this kind of effort and draining myself, at least, daily, and just recharging every night and coming right back? If I didn't think it was worth it, I wouldn't be (.) doing it. I'd be doing something else, that I didn't have to do that. [laughs]

**The value of emotional labor.** *The value of emotional labor* consisted of codes that related to participants' perceptions of the ways in which their performance of emotional labor was valuable to themselves (e.g., "helped me to really decide do I like what I'm doing"; Theresa) and to others (e.g., "keeps students around"; Isabelle). A few participants noted that their performance of emotional labor as academic advisors helped them to determine whether or not they belonged in the academic advising profession at all, which they considered to be of personal value. All participants, however, recognized the value that their performance of emotional labor held for others (e.g., students), even if their thoughts varied regarding how much of this labor they should perform. In addition, participants questioned to what degree others who benefitted from their emotional labor actually recognized its value.

Both Theresa and Antioch indicated that the emotional labor that they undertook in fulfilling their roles as academic advisors helped them gauge whether or not they belonged in the academic advising profession. Theresa described her job fit with academic advising, as revealed to her by her performance of emotional labor, in positive terms:

I think my emotional labor...with my professional life...helped me to really decide do I like what I'm doing?... If it was something that was constantly drain::ing me, mentally, physically, psychologically, emotionally, every day? You know, maybe

that's not the job I need to be in. But if it's something that keeps me on my toes?  
And, helps me to sharpen my skills? You know, put a few more tools in that box  
(.) then you have the feeling of gratification, that you know you're doing what  
you're supposed to.

However, Antioch concluded that her job fit with academic advising might change for the worse if being in the profession necessitated that she engage in emotional labor more often than she currently engages:

And, you know, if I- Like I'm trying to think, if all I had to do every day was emotionally labor? I might not... I might not still be do::ing this job [laughs]  
because, you know, it's really.... Even if I'm not feeling the things that I should during a session, or... I mean, even that comes into play, too, right? Like, you know, I'm kind of doing this self- assessment, and I'm like, well? Did I emotionally labor, or did I emotionally labor we::ll enough in that session? So I think it also affects me in terms of my, gauging my job fit. Like, and shou::ld I be doing this?

All participants in this study indicated that academic advisors' performance of emotional labor in developing relationships with students was of value in some way, to students, to advising departments, and/or to institutions. Isabelle specified benefits for all three entities:

Good advising (.) keeps students around. Like it's what it, it just, it does. Keeps them retained. So it ultimately helps the overall university, but I mean it's helped- It helps your office, too, because the students tal::k? You know. So, when, you

know, some students feel like they're cared about, it just, that's going to kind of, like, echo out?... It helps our reputation overall.

Antioch seemed to agree, commenting that students "sense intuitively how hard you're working with them and for them. And that's, that tends to generate some loyalty."

Theresa also alluded to the ripple effect generated by demonstrating care for students, noting that "the job is giving [students] the tools so that they can come to a better decision. A lot of times when you do that, they leave feeling empowered, supported, and they're the best PR."

Catherine commented that she often considered how her performance of emotional labor might benefit both students and the institution, wondering "how can I build a better relationship, how can I serve the student better so that our numbers will be better, like, however we're measuring our success." Although Riley discussed the value of advisors' performance of emotional labor primarily in terms of benefits for students (e.g., support), she also noted that these benefits support the goals of the institution: "It's important that we are building these relationships with our students because we want to help them persist and graduate college." Helen also considered the emotional labor she undertook to be of value to both students and institutions. She remarked that she felt as if she "might be more connected with students" than others in the institution by virtue of "having the one-on-one conversations day in and day out with students." She stated that "after a while you get to know...our students," and she believed that institutional committees benefitted from the specialized knowledge that allowed her to bring the student perspective into decision-making processes.

Although all participants realized the value that their performance of emotional labor held for others, some voiced differing perspectives regarding how much of this labor they should undertake. Antioch was “inclined to believe [emotional labor] is a necessity if you want to reach the student,” but she also wondered “at what point is it enough?”:

At what point- You know, like, is there kind of a line there? Where it's like, OK. Now I can see how my emotional labor (.) is worthwhile. Like, now I feel validated now. Because, I mean, emotionally laboring? For the sake of emotionally laboring? Is not enough.... But, again, like, if you see the payoff? But how often do we see the payoff? The payoff might be there, we just don't see it, you know. So, yeah. I don't know (.) if there's like a formula where, you know, if you add emotional labor to this certain kind of student, and it equals this, then it's worthwhile. Like [laughs] I don't know what the formula is.

Whenever Catherine felt as if the efforts involved in deep acting were not having the desired effect during an interaction with a student, she became discouraged and more likely to revert to surface acting:

If it didn't seem to be having the effect that I thought it should, then it was very...looking back I can say that I could feel myself almost going from sort of this very deep role play, almost, of being this empathetic listener, like a deeper version on purpose than I would normally be, just trying to be better. And if it wasn't going well, you could almost feel, like, the superficial feeling, like, okay, well we'll just deal with this superficially because I'm working really hard here and nothing's happening.

Isabelle seemed to share this desire to dial back the intensity of emotional labor when efforts proved ineffective, commenting that “it gets frustrating when you’re putting all of this just, time, and headspace, into somebody. And if they’re just, like, oh, it’s whatever, I’m like... It’s not whatever. But fine. It’s cool. Go live your life.” Theresa seemed to advocate for more, rather than less (or potentially less taxing), emotional labor in the face of difficulty, remarking that “it’s only valuable if you’re accomplishing what needs to be accomplished.... Because you’re hired to do a particular thing.” However, she also acknowledged the limits of such labor:

There are times we do have our successes, but we also have our failures. We cannot control that. Because the final decision of everything is left up to that individual that you're talking with.... And, so you just have to accept that. Those students are really difficult to let go because that’s when you start thinking, what could I have done differently that may::be would have pressed that button.... But you do have those that, it just doesn’t happen, and (.) you feel bad for those students. But it’s not because you didn’t do your job.

Some participants also questioned to what degree others recognized the value of their performance of emotional labor in an academic advising context. Although they perceived clearly the ways in which their emotional labor benefitted others, they remained unconvinced that their labor was apparent to others, let alone recognized as a valuable resource. Catherine speculated that some higher education professionals are not entirely aware of how academic advising has evolved into a profession of its own:

So, a lot of people don’t even understand academic advising, even in higher education, because our traditional model, even if you’re familiar with higher

education, has been, you know, the faculty advisor, and maybe they're also kind of a mentor and things like that. And this professional advising this, like, you're just staff and this is what you do::, and you're not faculty.... You know, even if you can get somebody to understand that, they're thinking, well, you see this student and you tell them what to take. What's so hard about that?

Antioch concurred that "a lot of people struggle to see academic advising as a profession in general":

The illusion is that academic advising (.) is academic, but, it is very emotional. Because you're working with people, in a pretty personal way. I mean, even academic experiences, if that's all you're talking about, you're pe::rsonalizing them in those meetings. I mean, you're talking about how... How the student experiences this, you know, like college setting, and like the whole thing.

She also thought that advisors themselves struggled to explain their profession because of the lack of recognition of the concept of emotional labor, that "if we could at least just na::me [emotional labor]. You know, name it as a thing that happens in advising. I think that can be a big stepping stone." Helen also commented regarding naming the performance of emotional labor as a job responsibility of academic advisors:

I think, especially, like, if you're talking to other advisors, like, they understand that work that goes on? And I think for the most part supervisors (.) in like, in an advising center would know, you know, they know that...that work does happen. But I think that, like, formally, just because of the sterile nature of job descriptions, that it's hard to quantify emotions.... I mean, to people outside of the field? They may not recognize it at all. Because they may actually, you know,

they may see it as just, like, the job description, as in, you know, they're gonna help (.) students succeed in courses and give them referrals to different resources. But they may not see.... It's like a hidden...it's like a hidden requirement of the job [laughs].

Theresa indicated that this "hidden requirement" also can come as a surprise to advisors themselves: "Nobody writes a book about it.... You can attend all the seminars you want, but that interaction is, is a chemical, emotional, psychological...premise that, there's no way you're going to figure it out walking in."

**Correspondence analysis.** Because the participants were assured that their demographic characteristics would not be linked to their pseudonyms in the reporting of results, each participant was assigned a number in Table 10, which depicts the demographic categories in which participants differed.

Table 10

*Demographic Characteristics of Participants*

Participant	Ethnicity/Race	Age	Years of Experience as a Professional Staff Academic Advisor
1	White	45	10.5
2	White	31	3
3	White	26	1
4	White	69	12
5	White	31	5
6	Asian	26	1

Figure 4 illustrates the relationships among the identified themes (i.e., *the advising profession, the emotional labor of advisors, the authenticity of advisors, the effects of*



*emotional labor on advisors and ways of coping*, and *the value of emotional labor*) and the participants (i.e., as numbered in Table 10), as well as the relationships between the themes and the participants:

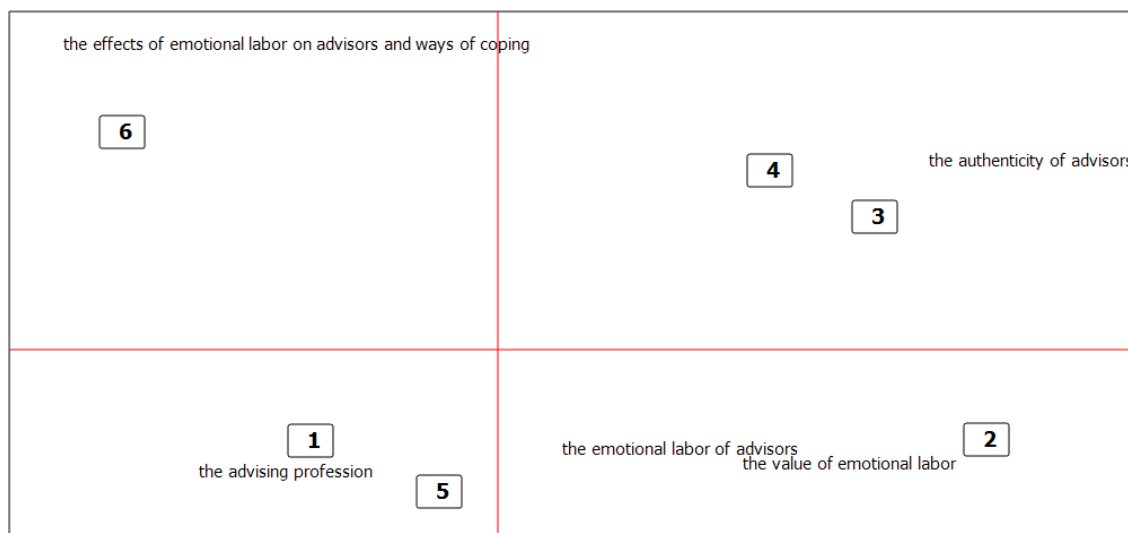


Figure 4. Correspondence plot of themes and participants.

Of note is that, with the exception of the association between Participants 2 and 3, no associations among participants or associations between participants and themes were supported by demographic data. Therefore, no demographic patterns were identified as a result of this analysis.

Regarding the relationships among the identified themes, only *the emotional labor of advisors* and *the value of emotional labor* were very closely associated, suggesting that the codes related to the two themes were distributed similarly. Considered together, these two themes were mostly closely associated with *the advising profession* and least associated with *the effects of emotional labor on advisors and ways of coping*. *The authenticity of advisors* was most closely associated with *the emotional labor of advisors* and least associated with *the advising profession*.

Concerning the participants, Participants 3 and 4 were most closely associated, which is curious considering that Participant 3 was one of the youngest participants (aged 26) with the fewest years of experience (1 year) and Participant 4 was the oldest participant (aged 69) with the most years of experience (12 years). Participants 1 and 5 also were closely associated, despite a disparity in ages (45 years and 31 years, respectively) and years of experience (10.5 years and 5 years, respectively). Participant 6 was most closely associated with Participant 1, but no demographic characteristics supported this connection. Participant 6, aged 26, identified as Asian and had 1 year of experience, and Participant 1, aged 45, identified as White and had 10.5 years of experience. Participant 2 was most closely associated with Participant 3, which was the only association supported by demographic data. Both participants identified as White and were similar in age (31 years and 26 years, respectively) and years of experience (3 years and 1 year, respectively).

Regarding the relationships between the themes and the participants, *the advising profession* was most salient for Participants 1 and 5, despite the differences in their ages (45 years and 31 years, respectively) and years of experience (10.5 years and 5 years, respectively). Participants 3 and 4 were most closely associated with *the authenticity of advisors*, again, despite their 43-year age gap and 11-year experience gap. *The value of emotional labor* held the most significance for Participant 2 (White, aged 31 with 3 years of experience), and *the effects of emotional labor on advisors and ways of coping* held the most significance for Participant 6 (Asian, aged 26 with 1 year of experience).

## The Results of Classical Content Analysis

After identifying five themes (i.e., *the advising profession*, *the emotional labor of advisors*, *the authenticity of advisors*, *the effects of emotional labor on advisors and ways of coping*, and *the value of emotional labor*) via constant comparison analysis, I used QDA Miner 5.0.28 (Provalis Research, 2016) to conduct a classical content analysis (Berelson, 1952), determining the frequencies of the codes used within each theme. As noted previously, the premise underlying classical content analysis is that the frequency of occurrence is connected to the meaning of the content (Berelson, 1952). Therefore, this analysis allowed me to discover the relative importance that each theme held for participants (i.e., based upon the frequency of the codes associated with each theme), giving me more insight into their perceptions.

The greatest percentage of codes (39.29%) was associated with the theme *the advising profession*, making this theme the most significant to participants. *The effects of emotional labor on advisors and ways of coping* had the next greatest percentage of codes associated with it (20.60%), making it the next most important theme. However, the percentage of codes associated with *the emotional labor of advisors* (17.31%) differed only approximately 3 percentage points from the percentage of codes associated with *the effects of emotional labor on advisors and ways of coping*, indicating that these two themes were similarly significant to participants. The fourth most important theme, *the value of emotional labor*, was associated with only 12.09% of the total percentage of codes, differing from the least important theme, *the authenticity of advisors* (10.71%), by less than two percentage points. Therefore, these two themes also were similarly significant to participants. Table 11 delineates the themes identified via constant

comparison analysis in order of importance, the in vivo codes used within each theme in order of frequency, the overall frequencies of the codes associated with each theme, and the overall percentages of the codes associated with each theme.

Table 11

*Themes Identified via Constant Comparison Analysis in Order of Importance, Codes Associated with Themes in Order of Frequency, and Overall Frequencies and Percentages of Codes*

Theme	Codes	Frequency of Codes	Percent of Codes
the advising profession	“wanting to do a better job” “build a rapport” “a little bit of a counselor” and “fix the problem” (equal frequencies) “it all takes energy” “trying to teach” “make appropriate referrals” and “there’s no telling” (equal frequencies) “really busy” “putting out fires” “handholding” “a little bit of a cheerleader” “pretty steady”	143	39.29
the effects of emotional labor on advisors and ways of coping	“it’s draining” “bleeds over to home” “I carry around a little bit more” “try to recharge” “makes my job better” “camaraderie” “affects every other aspect of my job” and “can also be a big, big reward” (equal frequencies) “it’s protective”	75	20.60
the emotional labor of advisors	“trying to check my emotions” “expressing what I don’t feel” “drum up emotion”	63	17.31

Theme	Codes	Frequency of Codes	Percent of Codes
the value of emotional labor	“keeps students around” “a hidden requirement of the job” “at what point is it enough” “helped me really to decide do I like what I’m doing”	44	12.09
the authenticity of advisors	“comfortable expressing” “don’t want to offend you with my emotions” “be a listener”	39	10.71
<b>Total</b>		<b>364</b>	<b>100.00</b>

*Note.* Obtained using QDA Miner version 5.0.28.

The most prevalent code used within the theme *the advising profession* was “wanting to do a better job,” which indicated that this was the most important aspect of the advising profession for participants. The code “it’s draining” was the most prevalent code used within the theme *the effects of emotional labor on advisors and ways of coping*, which implied not only that this effect of emotional labor was most significant for participants but also that the effects of emotional labor held more importance for participants than did ways of coping, the latter conclusion bolstered by the fact that the next two most prevalent codes (“bleeds over to home” and “I carry around a little bit more”) also describe effects. “Trying to check my emotions” was the most prevalent code used within the theme *the emotional labor of advisors*, indicating that participants discussed the suppression of authentic emotions more frequently than other efforts involved in emotional labor. “Keeping students around,” the most prevalent code within the theme *the value of emotional labor*, conveyed that participants most strongly associated the value of their emotional labor with student persistence and retention. Last, the code “comfortable expressing” was the most prevalent code within the theme *the*

*authenticity of advisors*, suggesting that participants' level of comfort with expressing their authentic emotions was significant to them. Table 12 displays the frequencies of the most prevalent codes within each theme.

Table 12

*Themes Identified via Constant Comparison Analysis in Order of Importance and the Frequencies and Percentages of the Most Prevalent Codes in Each Theme*

Theme	Most Prevalent Code	Frequency of Code	Percentage of Code
the advising profession	"wanting to do a better job"	29	20.28
the effects of emotional labor on advisors and ways of coping	"it's draining"	25	33.33
the emotional labor of advisors	"trying to check my emotions"	26	41.27
the value of emotional labor	"keeps students around"	16	36.36
the authenticity of advisors	"comfortable expressing"	17	43.59

*Note.* Obtained using QDA Miner version 5.0.28.

**The advising profession.** The theme *the advising profession* was associated with the greatest percentage of codes (39.29%), indicating that this theme was the most salient to participants. The most prevalent code used within *the advising profession* was "wanting to do a better job," which comprised 20.28% of all of the text that was coded for this theme. This code was used in all cases, as was the next most prevalent code within this theme, "build a rapport." The third most frequent codes within this theme, "a little bit of a counselor" and "fix the problem," were present in five of the six cases and four of the six cases, respectively. Table 13 depicts selected statements from participants

for each of these codes, as well as the frequencies of the codes within the theme and the number of cases represented.

Table 13

*The Advising Profession: Frequent Codes and Selected Statements from Participants*

Code	Statements	Frequency of Code	Number of Cases Represented
“wanting to do a better job”	<p>I was always thinking about how can I improve my results?... Have [my students] improved what they set out to improve or done what they set out to do?...Have I helped them do that? -Catherine</p> <p>It’s up to me to build that relationship with them and to give them the quality of time that [I] gave the student right before them. -Isabelle</p> <p>It’s definitely like, the desire to put in 100% of my effort, 100% of myself, to the students. And that in itself is emotional labor because I am always trying to be like, OK. Yes, let me be excited with you. Yes, let me be sad with you. Yes, like, let’s struggle together. -Riley</p>	29	6
“build a rapport”	<p>I guess with building relationships I always try to, you know, really let them know that it’s OK to come back, like, this just isn’t a one time and, and done.... -Helen</p> <p>Sometimes you can tell there’s more than just academics involved, in which case then (.) you develop a relationship where [students] feel comfortable and safe and are honest with you, because if they’re not honest with you, your hands are tied. -Theresa</p> <p>If a student tells me, yeah:...this semester’s been tough, I’m under a lot of stress. And then, you know, I might ask a follow up question, like, well what’s got you stressed out?... I mean, and I find that most of the time</p>	20	6

Code	Statements	Frequency of Code	Number of Cases Represented
	they want to talk about whatever is going on. -Antioch		
“a little bit of a counselor”	You’re kind of an expert in the advice, like academic policies and things that you need to know, but you’re also a little bit of a counselor, a little bit of a cheerleader [laughs]. -Catherine	13	5
	Naturally if a student comes into your office and breaks out crying... You know immediately there’s an issue.... And you need to show not necessarily sympathy but empathy, because we’ve all been in that position where we just want to cry, and letting them talk. -Theresa		
	[Emotional labor is] so valuable because [students] come out of those conversations feeling good about themselves. You know.... It’s like, oh wow, I have that support with somebody. -Riley		
“fix the problem”	[Students are] coming to you to fix the problem. And the last thing that I feel like anybody wants is to be referred yet again, to another place. -Helen	13	4
	There are a lot of different factors that stress [students] out in terms of scheduling their classes. And they want to spend a lot of time talking about that. And often times...it does seem like the search for, you know, tell me no matter what happens you’re going to be able to (.) fix this for me. Tell me that, that, you know, you’re going to be my savior [laughs] essentially, and I can’t. -Antioch		

*Note.* Obtained using QDA Miner version 5.0.28.

In reporting the results of constant comparison analysis, I illustrated participants’ perceptions of a typical day as an advisor and the tasks involved, as well as provided



context for how participants approached these tasks (e.g., using questioning to build rapport with students). However, the results of classical content analysis for *the advising profession* revealed to me the relative importance of these tasks to participants.

According to these results, “wanting to do a better job” represented the most important aspect of the advising profession for participants, followed by “build a rapport,” be “a little bit of a counselor,” and “fix the problem.” Perhaps the latter tasks were important because they represented ways “to do a better job.” For example, Theresa’s statement regarding “build a rapport” in Table 13 linked the idea of building rapport to gaining students’ trust, all in an effort to promote the honesty that is necessary for an effective advisor-advisee relationship (otherwise “your hands are tied”).

**The effects of emotional labor on advisors and ways of coping.** The theme *the effects of emotional labor on advisors and ways of coping* comprised the next greatest percentage of codes (20.60%), making it the next most important theme for participants. “It’s draining,” which labeled 30.33% of all of the text that was coded for this theme, was the most prevalent code used and the only code for this theme that appeared in all cases. The next most prevalent code within this theme, “bleeds over to home,” was present in four of the six cases, and the third and fourth most prevalent codes, “I carry around a little bit more” and “try to recharge,” were used in five of the six cases. Table 14 depicts selected statements from participants for each of these codes, as well as the frequencies of the codes within the theme and the number of cases represented.

Table 14

*The Effects of Emotional Labor on Advisors and Ways of Coping: Frequent Codes and Selected Statements from Participants*

Code	Statements	Frequency of Code	Number of Cases Represented
“it’s draining”	I think it can be tiring, having to always be at one hundred percent with every single student, with every single... Really with every single person that you are working with. And so I know there are times where I get so exhausted, to the point where I just don't want to see anybody. -Riley	25	6
	If I do end up emotionally laboring more in one session, it is tiring. And I mean, that session ends, and I feel exhausted. -Antioch		
	There are some days you go home, and you are literally drained. I mean, just wiped out. [Students] have sucked the life out of you. -Theresa		
“bleeds over to home”	So sometimes [the effect of emotional labor] does kind of bleed over to home.... So yeah, I mean it really just comes home and just, it’s just like venting? -Isabelle	11	4
	This is just me and my personality- It’s gonna be different for different people, but when you want to have your emotional labor pay off, and you fail, and you have some failure, and then you just replay those, like, driving home. [laughs] -Catherine		
	So, I think just that relationship in itself like, the emotional labor has affected me, and like, [my significant other] does get tired when I’m venting about work. [laughs] -Riley		

Code	Statements	Frequency of Code	Number of Cases Represented
"I carry around a little bit more"	<p>For academic advisors, I think we might carry a little bit more of the emotions along with us, as we go out through our professional lives, our professional duties. Where in other positions that just might not be the case. - Helen</p> <p>You always have that one student that lingers. You know, that you need to be sure to follow up on that person, and, you know, make certain calls, and, things like that. And, get that e-mail out. -Theresa</p> <p>I even had one student who, I mean, there were obvious mental health issues...and I worried greatly about him and how he was getting along because of the obvious issues he was having. So I guess the more I knew, the more anxiety I would have. -Catherine</p>	10	5
"try to recharge"	<p>I mean there's no time to like, break, and you know, recharge. I mean, so, you know, I drink more coffee or whatever. -Antioch</p> <p>I think sometimes I might isolate myself at the end of the day? Just to try to recharge. -Helen</p> <p>It's like, OK, how do I get through the rest of the day? How do I, you know, revive myself? - Riley</p>	8	5

*Note.* Obtained using QDA Miner version 5.0.28.

Although I described in the results of constant comparison analysis both the positive and negative effects of the performance of emotional labor on participants, as well as the coping strategies participants discussed, the results of classical content analysis for the theme *the effects of emotional labor on advisors and ways of coping* indicated that "it's draining" denoted the most significant effect of emotional labor for participants. In addition, none of the positive effects of the performance of emotional

labor or the coping strategies that were revealed in the results of constant comparison analysis were represented among the most frequent codes. For example, the first code that described a positive effect of the performance of emotional labor on participants, “makes my job better,” ranked fifth in frequency out of nine codes. Similarly, the first code related to a coping strategy—“try to recharge”—ranked fourth in frequency. These differences implied that the negative effects of the performance of emotional labor on participants were more significant to them than were both the positive effects of the performance of emotional labor and their coping strategies.

**The emotional labor of advisors.** Although the next greatest percentage of codes (17.31%) belonged to the theme *the emotional labor of advisors*, this percentage was only approximately three points removed from the percentage of codes (20.60%) belonging to the previous theme, *the effects of emotional labor on advisors and ways of coping*, indicating that these themes were similarly important to participants. Only three codes were used for *the emotional labor of advisors*, with the most prevalent code, “trying to check my emotions,” marking 41.27% of all of the text that was coded for this theme. “Trying to check my emotions” also was present in all cases, as was the second most prevalent code, “expressing what I don’t feel.” The least prevalent code for this theme, “drum up emotion,” also appeared in all cases. Table 15 depicts selected statements from participants for each of these codes, as well as the frequencies of the codes within the theme and the number of cases represented.

Table 15

*The Emotional Labor of Advisors: Codes and Selected Statements from Participants*

Code	Statements	Frequency of Code	Number of Cases Represented
“trying to check my emotions”	I try to acknowledge [the shift in my mind] right away, and say, you know, this is one of those moments where you’re gonna be frustrated, but (.) that’s it. Like, it’s just not a choice. You’ve got to just leave that be. - Helen	26	6
	I have had, you know, some emotional labor with students because there are times where I have to like, swallow (.) what I’m feeling. - Isabelle		
	And so, so sometimes it i::s a big challenge to try and like (sighs)...real::ly be present with the student.... And so, really what it ends up becoming is like- It’s like I kind of have to (.) dissociate. Like, and pretend that, that >all those other things don't exist> in that moment. -Antioch		
“expressing what I don’t feel”	So as the day went on I just got really a lot more rote and not moving back to a genuine way of expressing myself but more, oh this is what I need to say here. -Catherine	24	6
	[The student is] excited, they’re passionate about this, and I’m like, OK.... And so I do have to like, fake it a little bit. Especially if it’s something that I don’t necessarily care about? Or if it’s something that like (.) conflicts with my beliefs. -Riley		
	There are times where you just want to (.) read [students] the riot act. But that’s, that’s counterproductive. You have to sit there and (.) calmly explain to them the reality of what they’re stepping in, and what decisions they have or are about to make, is really going to impact them significantly. Because some of		

Code	Statements	Frequency of Code	Number of Cases Represented
	them will push that envelope, deliberately, to get a rise. Some of them don't realize that they're still not hearing you, and that could be very frustrating on the part of an advisor. - Theresa		
"drum up emotion"	If I'm frustrated? Like, that's not going to make for a great day, the rest of the day. It just isn't, so, it's... Yeah. I just try to problem solve instead, which (.) can be difficult to shift my mind into that? -Helen	13	6
	If [a student is] in my office...and I just think they're being, like, a crybaby... [laughs] Which, is really mean, but... Sometimes it's how I feel, but I still try to be as sympathetic as possible, and try to be, you know, like it's OK, these are your options, these are things we can do. -Isabelle		
	I see the excitement in students when they're talking about a topic, then I need to be just as excited as them. Even though it might be something I'm not familiar with. So that's an emotion that like I, I have to really force myself to bring up that emotion because it's like, I want to be as excited as you, but I'm not (.) there yet. -Riley		

*Note.* Obtained using QDA Miner version 5.0.28.

In reporting the results of constant comparison analysis, I illustrated that some participants viewed their emotional labor through the lens of being an effective advisor, as well as explained the reasons that advisors seemed to have for engaging in surface acting and in deep acting. However, the results of classical content analysis for the theme *the emotional labor of advisors* conveyed to me that surface acting is the most significant aspect of emotional labor for participants in the context of academic advising: The most prevalent code, "trying to check my emotions," and the second most prevalent code,

“expressing what I don’t feel,” described the efforts involved in surface acting and occurred with almost identical frequency in this theme. The least prevalent code, “drum up emotion” denoted the efforts involved in deep acting and occurred approximately one half as frequently as the codes related to surface acting. These circumstances indicated that, overall, participants tended to devote approximately equal time to discussing each aspect of surface acting and more time to discussing surface acting than to discussing deep acting.

**The value of emotional labor.** Only 12.09% of all codes were associated with the theme *the value of emotional labor*, indicating that this theme was not as significant to advisors as the previous themes. “Keeping students around,” the most prevalent code within this theme, comprised 36.36% of all of the text that was coded for this theme and was the only code for this theme that appeared in all cases. The second and third most prevalent codes, “a hidden requirement of the job” and “at what point is it enough” were each present in four of the six cases, and the least prevalent code of the four codes used in this theme, “helped me to really decide do I like what I’m doing” appeared in only two of the six cases (Theresa and Antioch). Table 16 depicts selected statements from participants for each of these codes, as well as the frequencies of the codes within the theme and the number of cases represented.

Table 16

*The Value of Emotional Labor: Frequent Codes and Selected Statements from**Participants*

Code	Statements	Frequency of Code	Number of Cases Represented
"keeping students around"	<p>Some people call it coddling.... I would::n't because I think.... Like there's no reason why [advisors] shouldn't be helping students. I don't buy into this, like, oh pull yourself up by your bootstraps mentality. It's crap. Like, it's just, it doesn't always work that way because not everybody is the same. Some people can go make a 4.0 and be absolutely Mr. Fantastic and that's not always a reality for some people. -Isabelle</p> <p>So, I think it's so valuable when it comes to creating those relationships with your students. If you don't- If you're not using [laughs] any emotional labor when working with students, then I don't think you're (.) benefitting yourself or the students. -Riley</p> <p>So I think it is valuable to students? Because it gives them a feeling of connection, and sometimes, you know, an advising office might be the first place they felt like they had a conversation with somebody at the university that they were able to connect with, or somebody willing to, to listen to what they might be having trouble with. -Helen</p>	16	6
"a hidden requirement of the job"	<p>Even though I have no experience working with students outside of emotional labor? I am inclined to believe it is a necessity if you want to reach the student. And... Because that's a part of the work that you're doing. Like, I feel like in a way? Even though it's not really named, or acknowledged? In a::ny way. I think it is a part of the job. -Antioch</p>	15	4



Code	Statements	Frequency of Code	Number of Cases Represented
	It would be far-fetched to imagine that there are directors and managers who have no clue, but I'm sure they exist. I think most of the time it's just a disconnect they need to be reminded of. Remember here's what we do. You did it. Remember what [emotional labor is] like, so that everybody can feel valued for what they're doing and have it be appreciated. -Catherine		
"at what point is it enough"	I mean, we could have diagrams, pictures, everything in the world (.) in front of [students], but the bottom line is, if they're not going to follow through... You have no power. And, so you just have to accept that. - Theresa  You didn't...so everything you were doing to try to get this [student] to do what they needed to do or save themselves or.... Did you really fail? You tried your best. - Catherine	9	4
"helped me to really decide do I like what I'm doing"	So I think [emotional labor] it also affects me in terms of my, gauging my job fit. Like, and should I be doing this? -Antioch	4	2

*Note.* Obtained using QDA Miner version 5.0.28.

Although I described in the results of constant comparison analysis the ways in which participants' performance of emotional labor is valuable to themselves and to others, the results of classical content analysis for the theme *the value of emotional labor* implied that "keeping students around," or retaining students, was of most value to participants. However, "keeping students around" and "a hidden requirement of the job," the second most prevalent code, occurred with almost identical frequency in this theme, demonstrating that participants' perceptions of the invisible nature of their emotional

labor was similarly significant, at least for most participants. Also of importance for most participants was the question of how much emotional labor they should undertake, regardless of its value, as indicated by the third most prevalent code in this theme, “at what point is it enough.” Of least salience to participants was the value of emotional labor in helping them gauge their fit with the academic advising profession, represented by the least prevalent code, “helped me to really decide do I like what I’m doing.”

**The authenticity of advisors.** Only 10.71% of all codes were associated with the theme *the authenticity of advisors*, indicating that this theme was the least significant for participants. However, given that this percentage differed by the percentage of codes (12.09%) for *the value of emotional labor* by less than two percentage points, these themes were similarly significant to participants. Only three codes were used for *the authenticity of advisors*, with the most prevalent code, “comfortable expressing,” labeling 43.59% of all of the text that was coded for this theme. “Comfortable expressing” was present in five of the six cases, and the second most prevalent code, “don’t want to offend you with my emotions,” appeared in four of the six cases. The least prevalent code for this theme, “be a listener,” was present in only one half of the cases. Table 17 depicts selected statements from participants for each of these codes, as well as the frequencies of the codes within the theme and the number of cases represented.

Table 17

*The Authenticity of Advisors: Codes and Selected Statements from Participants*

Code	Statements	Frequency of Code	Number of Cases Represented
"comfortable expressing"	<p>I guess I feel more freedom to be more authentic the more... The more often a student is repeating mistakes. -Antioch</p> <p>Or [students] get into situations where (.) things happen to:: them and it's not their fault? And I tell them, like, you know, this makes me mad. This is not okay. Like, we're going to go, try to fix it.... And yeah, because I feel like students appreciate that more when you, like, are there, like, with them. Feeling (.) whatever it is. -Isabelle</p> <p>So, when we have conversations about, you know, their academics, and they're not doing well in class, and I realize, like, OK. Like, we've had this talk before, so now I'm actually gonna be stern with you. -Riley</p>	17	5
"don't want to offend you with my emotions"	<p>Sometimes I try to, to conform a little bit more to what soci::ety thinks a female or more feminine person should be? So, I guess, not angry. [laughs] And then, I guess I would think... Yeah, I guess I would say not angry... Positive. [laughs] -Helen</p> <p>So I guess it's hard to try to deliver a message in which you are expressing any negativity or frustration. I think I got pretty good at trying to convey the seriousness of the situation without...I didn't want to turn the student off with negativity. -Catherine</p>	13	4
"be a listener"	<p>I think with any conversation with a student, you're constantly thinking, you know, what approach do I need to apply here? And so, when you're in a sense brain multitasking, which (.) can get really confusing sometimes, but I guess my reaction is more</p>	9	3

Code	Statements	Frequency of Code	Number of Cases Represented
	of I want to reiterate what they're telling me to make sure that I'm doing it right, I'm hearing them correctly. -Theresa		
	But, I mean, it works best when, when I'm, I'm totally present and mindful with the student. -Antioch		

*Note.* Obtained using QDA Miner version 5.0.28

In reporting the results of constant comparison analysis, I noted that several participants discussed the importance that being authentic held for them and the ways in which they attempted to express themselves authentically as advisors. The results of classical content analysis, however, revealed that participants' level of comfort in expressing their authentic emotions also was important, as evidenced by the most prevalent code in this theme, "comfortable expressing." The second most prevalent code in this theme, "don't want to offend you with my emotions," indicated that the reasons for the suppression of negative authentic emotions (e.g., society's gendered expectations) also were important, at least to most participants. In addition, "be a listener," the least prevalent code in this theme, held some importance for one half of the participants and seemed to represent a way in which to be authentic during interactions with students.

### **The Results of Interpretive Phenomenological Analysis (IPA)**

After conducting constant comparison analysis and classical content analysis, I conducted IPA (Smith, 1996) to explain how participants seemed to make sense of their experiences regarding the phenomenon of the performance of emotional labor in an academic advising context. As described previously, I returned to the participants' original verified transcripts in Microsoft® Office Word Version 1903 (Microsoft, 2016),

using the comment feature to record exploratory comments on each transcript. Comments included statements about what seemed to be important to a given participant and my interpretations of the importance that I assigned to the concept (i.e., descriptive comments and conceptual comments, respectively; Smith et al., 2009). I also recorded linguistic comments (Smith et al., 2009) when applicable, noting language that seemed to reflect the meaning of the content. Table 18 depicts examples of each type of exploratory comment for each participant.

Table 18

*Examples of Exploratory Comments*

Participant	Descriptive Comments	Linguistic Comments	Conceptual Comments
Theresa	Honesty on the student's part seems important for effectiveness.	"Hands are tied" without it.	Perhaps what is important is helping the student, regardless of the issue, rather than narrowing the focus to academics.
Catherine	Being perceived as competent seems important.	Failure to be seen as competent meant you were "behind the eight ball."	Being perceived as competent is a minimum requirement.
Helen	Suppressing frustration seems important, but it almost seems as though frustration with parts of any job is to be expected and thus not something on which to dwell.	"Nobody is at blame."	[Frustration is] going to be there no matter what and you have other things you need to be doing rather than expressing it.
Riley	Suppression of emotion is important to produce the desired response in the student.	"the students come first"	It's more important to engage in this... surface acting than in authenticity with some students, for whom authenticity might be counterproductive due

Participant	Descriptive Comments	Linguistic Comments	Conceptual Comments
			to their emotional states, in order to help them.
Antioch	Not only is managing your time important, but prioritizing is an important way to do that.	“triage”	To you most things feel urgent because of the time pressure you are under.
Isabelle	Being able to talk to someone who “gets your pain,” hence the value of camaraderie with coworkers, is important.	“she gets my pain”	[Talking to others is] a coping mechanism.

I then returned to the comments themselves to record emerging themes in bolded format or, in some cases, by formatting in bold any text in the comments that I believed represented emerging themes. After completing exploratory comments and noting emerging themes for one transcript, I then organized the themes into an outline format. I chose to use an outline at this stage, rather than a figure or table, to simplify the member-checking process for participants.

After all transcripts had been analyzed, the outlines were used to explore thematic connections for all participants. One of two superordinate themes that emerged from this process was *the worth of emotional labor*. The concept of emotional labor’s worth seemed to be of primary importance to some participants as they made sense of their experiences with the phenomenon of the performance of emotional labor in an academic advising context. This importance was reflected by the following superordinate themes for three individual cases: *emotional labor is worth it*, *emotional labor as an endeavor that is always worthwhile*, and *deciding when emotional labor is worthwhile*. For other cases, the concept of emotional labor’s worth emerged in subthemes (*emotional labor is*

worthwhile), categories nested within subthemes ( “*you want to have your emotional labor pay off*”), or even narrower subcategories (*expressing negative emotions is not worth it*). The subthemes for *the worth of emotional labor* that developed during this stage of analysis were *quest for advising effectiveness*, *quest for professional respect and fulfillment*, and *cost to self*.

The second superordinate theme that emerged during this stage of analysis was *coping with the cost of emotional labor*. The concept of coping with costs seemed to be of primary importance to one participant as she made sense of her experiences with the phenomenon of the performance of emotional labor in an academic advising context, as evidenced by one of the superordinate themes for her case, *rationing emotional labor in the face of limited resources and incentives*. For another case, the categories *need “time to breathe”* and *must “push through,”* under the subtheme *emotional labor can have a personal cost* and superordinate theme *assessing the benefits and costs of emotional labor*, also connoted the ideas of costs and coping. In an example specifically related to coping, the category *advisors should strive to find “balance”* delineated a coping strategy under the subtheme *advisors should know their limits*. An example specifically related to costs was the subtheme *emotional labor in efforts to be effective “takes a toll,”* which was grouped under the superordinate theme *being valued as a competent advisor*. The subthemes for *coping with the cost of emotional labor* that developed during this stage of analysis were *rationing emotional labor*, *relating as a form of authenticity*, and *accepting limits*.

After determining the superordinate themes and subthemes across cases, I created a figure to represent them and their conceptual relationships between and among one

another. The superordinate themes were centered with their respective subthemes radiating outward, and the subtheme *cost to self*, as a component of the perceived cost of emotional labor and, therefore, a reason to consider coping, formed a major link between the two superordinate themes. In addition, I included a minor link between the superordinate theme *coping with the cost of emotional labor* and the subthemes *quest for advising effectiveness* and *quest for professional respect and fulfillment* (i.e., coping strategies seemed to be somewhat related to advisors' perceptions of their effectiveness and their perceptions of the professional respect they could expect from others). Figure 5 illustrates these concepts.

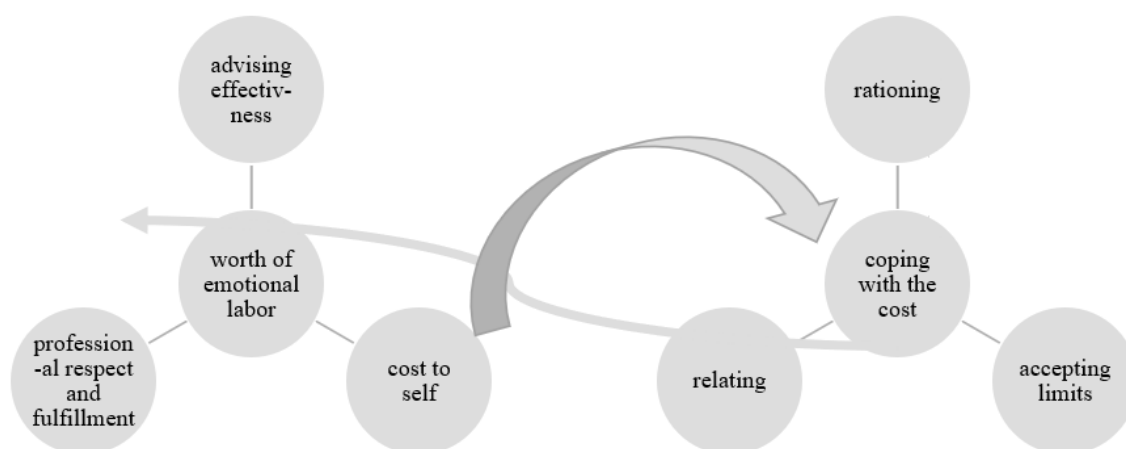


Figure 5. My illustration of the superordinate themes and subthemes across cases and their conceptual relationships between and among one another.

After creating Figure 5, I used QDA Miner Version 5.0.28 (Provalis Research, 2016) to conduct a correspondence analysis in order to quantify the subthemes across cases and to produce a graph depicting the relationships among the row points (i.e., subthemes), among the column points (i.e., participants), and between the row points and column points (Provalis Research, n.d.). As described in the reporting of the results of constant comparison analysis, this allowed me to enhance my understanding of the



similarities and differences among participants with regard to the themes and to identify any demographic patterns evident in participants' relationships with one another or with the themes. Because the participants were assured that their demographic characteristics would not be linked to their pseudonyms in the reporting of results, each participant was assigned a number in Table 19, which depicts the demographic categories in which participants differed.

Table 19

*Demographic Characteristics of Participants*

Participant	Ethnicity/Race	Age	Years of Experience as a Professional Staff Academic Advisor
1	White	31	5
2	White	45	10.5
3	White	31	3
4	White	26	1
5	Asian	26	1
6	White	69	12

Figure 6 illustrates the relationships among the identified subthemes (i.e., *quest for advising effectiveness*, *quest for professional respect and fulfillment*, *cost to self*, *rationing emotional labor*, *relating as a form of authenticity*, and *accepting limits*) and the participants (i.e., as numbered in Table 19), as well as the relationships between the

themes and the participants.

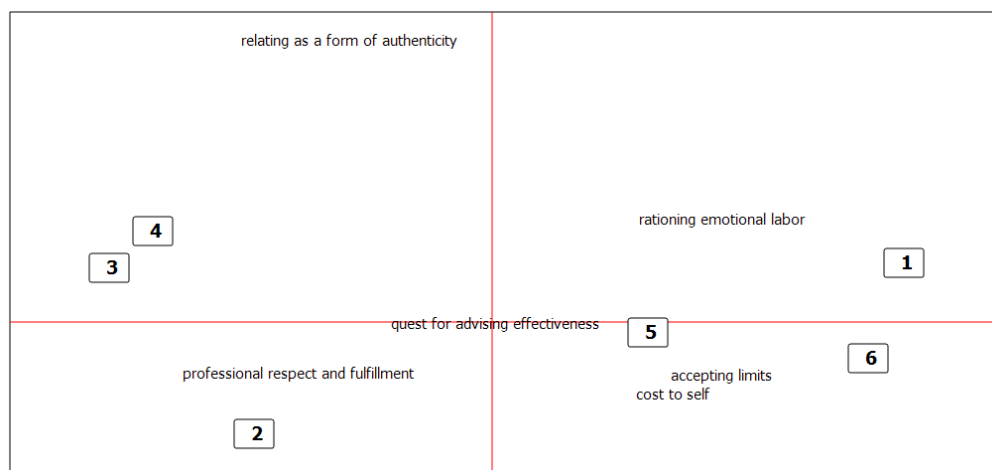


Figure 6. Correspondence plot of subthemes and participants.

Of note is that, with the exception of the association between Participants 3 and 4 and their association with *relating as a form of authenticity*, no associations among participants or associations between participants and themes were supported by demographic data. Therefore, no demographic patterns were identified as a result of this analysis.

Regarding the relationships among the identified themes, only *accepting limits* and *cost to self* were very closely associated, suggesting that the two subthemes were distributed very similarly across cases; given their close association with *rationing emotional labor*, these three subthemes were distributed somewhat similarly across cases. Likewise, the close association between the subthemes *quest for advising effectiveness* and *professional respect and fulfillment* implies that they were somewhat similarly distributed across cases. *Relating as a form of authenticity* appeared to be the only subtheme that lacked a similar distribution.

Concerning the participants, Participants 3 and 4 were most closely associated, which was supported by the demographic data in that both participants identified as

White and were similar in ages (31 years and 26 years, respectively) and in years of experience (3 years and 1 year, respectively). However, the next closest association, between Participant 1 (aged 31 with 5 years of experience) and Participant 6 (aged 69 with 12 years of experience), was not supported by demographic data. The next closest associations also were not supported by demographic data. Participants 2 and 3 differed in age by 14 years and in accumulated experience by 7.5 years; Participant 5, who identified as Asian, and Participant 6, who identified as White, differed in age by 43 years and in accumulated experience by 11 years.

Regarding the relationships between the subthemes and the participants, *accepting limits* and *cost to self* were most closely associated with Participants 5 and 6, despite their differences in ethnicity/race (Asian and White, respectively), age (26 years and 69 years, respectively), and years of experience (1 year and 12 years, respectively). *Rationing emotional labor* was most closely associated with Participants 1 and 5, who were very similar only in age (31 years and 26 years, respectively). The *quest for advising effectiveness* was most closely associated with Participant 2, who identified as White, and Participant 5, who identified as Asian. These participants also differed in age by 19 years and in accumulated experience by 9.5 years. *Professional respect and fulfillment* was most closely associated with Participant 2 (aged 45 with 10.5 years of experience) and Participant 3 (aged 31 with 3 years of experience). Participants 3 and 4 were most closely associated with *relating as a form of authenticity*, which was supported by the demographic data in that both participants identified as White and were similar in ages (31 years and 26 years, respectively) and in years of experience (3 years and 1 year, respectively).

**Superordinate Theme 1: The worth of emotional labor.** Superordinate Theme 1 encompassed participants' perceptions of *the worth of emotional labor*. The subthemes, *quest for advising effectiveness*, *quest for professional respect and fulfillment*, and *cost to self* each had a relationship with participants' perceptions of the worth of their performance of emotional labor in an academic advising context. Most participants recognized the relative worth of their emotional labor in achieving advising effectiveness and professional fulfillment and respect, and all participants recognized that performing such labor came at a personal cost.

***Quest for advising effectiveness.*** The subtheme *quest for advising effectiveness* was one of three subthemes that belonged to the superordinate theme *the worth of emotional labor*. Most participants seemed to connect their performance of emotional labor in an academic advising context to their effectiveness as advisors. For example, superordinate themes that emerged in two individual cases were *emotional labor is the job* and *emotional labor as a way to help students and enhance professionalism*. For other participants, subthemes, such as *use emotional labor as a tool to achieve results for students and institution* and *emotional labor is what students need*, reflected this connection.

For some participants, the implication of this connection was that the potential that the performance of emotional labor has to improve advising effectiveness indicates that such labor was always worthwhile. Riley, for example, commented that “to me it’s like always about the students come first. And so it didn’t really matter to me how I was feeling at the time.” Isabelle also seemed to believe that her performance of emotional labor was always worthwhile because it helped her build relationships with students and enhance the quality of advising sessions:

As tiring as it can be to talk to students all day, and having to either, drum up emotions or swallow emotions... It's up to me to build that relationship with them and to give them the quality of time that you gave the student right before them.

Theresa even implied that a reluctance to perform emotional labor in an academic advising context represented an abdication of the responsibilities advisors have to students, remarking "you're hired to do a particular thing. And, when you decide, I'm not doing that thing, I'm going to just work on raw emotion?... You have decided.... It's all about me, and not about whoever you're working with."

Catherine also appeared to consider the performance of emotional labor as a necessary component of the work of academic advisors, but she seemed to draw a distinction between the worth of emotionally laboring because the potential for a positive outcome existed and the worth of emotional laboring to attain the positive outcome, noting "you want to make the right...whatever you want to see sitting across from you, whatever outcome you need to get or you feel like you should get.... You feel like a failure if you didn't get it." Antioch seemed to agree, asserting that "emotional labor is an essential function of academic advising if you want to do it well" and implying that the worth of such labor was dependent on securing a positive outcome "because, I mean, emotionally laboring? For the sake of emotionally laboring? Is not enough." She reported that she often debates the worth of engaging in emotional labor with students in terms of the likelihood of such an outcome, or the "return on the investment":

[I'm] kind of gauging OK, how much ti::me is this thi::ng worth? Like, how much am I willing to invest? Like- And, and you're also, when you're, when you're answering that question thinking, well what's the return on the investment going

to be? Now, if I've got a student sitting in front of me who is just not applying himself at all, and really has (.) no (.) qualms about that. Like, if he's just owning it, then again, why should I work so hard for that student, if he's not willing to work for himself? Whereas, if he's like, doing everything he can, making a lot of really great decisions, working (.) working so hard...to meet goals, and, you know, take the advice that he's seeking, and- I mean yeah. I'm going to- I'm going to do everything I can, to try and help that student, even if it means sometimes that my:: job's more difficult. It's worth it. You know, it's worthwhile.

The results of IPA regarding the subtheme *quest for advising effectiveness* within the superordinate theme *the worth of emotional labor* were consistent with the results of constant comparison analysis, in which I concluded that some participants viewed their emotional labor through the lens of being an effective advisor and that all participants ascribed worth to their performance of emotional labor as advisors (i.e., it is of value to others and to themselves). The results of classical content analysis also were consistent with the results of IPA regarding this subtheme in that the question of how much emotional labor advisors should undertake, as well as the potential outcomes that might make such labor worthwhile (e.g., keeping students around), seemed significant to participants. The results of IPA, however, clarified that most participants seemed to believe that these positive outcomes and others related to advising effectiveness, whether potential or realized, were relevant in assigning worth to their performance of emotional labor in an academic advising context.

***Quest for professional respect and fulfillment.*** The subtheme *quest for professional respect and fulfillment* also was one of three subthemes that belonged to the superordinate theme

*the worth of emotional labor*. Just as most participants seemed to consider their performance of emotional labor in an academic advising context to be relevant to their effectiveness as advisors, most participants also considered their performance of such labor to be relevant to the degree of professional respect and/or fulfillment they enjoyed or could expect to enjoy. For example, as noted previously, *emotional labor as a way to help students and enhance professionalism* emerged as a superordinate theme in one case. For other participants, subthemes, such as *be seen as competent*, *use emotional labor to be well-received by students*, *role in professional fulfillment*, and *limited rewards*, reflected this relationship.

One half of the participants seemed to connect the worth of their performance of emotional labor to their professional fulfillment as an academic advisor. Isabelle noted that the emotional labor in which she engaged was for the purpose of building relationships with students, which “ultimately just makes [her] job better.” Despite the fact that working with students can be “really frustrating,” she enjoys it: “I really do, like I love working with them. I love my job.” Similarly, Antioch referred to the effective performance of emotional labor (i.e., one that resulted in the desired outcome) as “one of the most rewarding parts of the job.” Theresa implied that engaging in emotional labor enhanced her job performance and, therefore, her job satisfaction: “But if it’s something that keeps me on my toes? And, helps me to sharpen my skills?... Then you have the feeling of gratification, that you know you’re doing what you’re supposed to.”

One half of the participants also indicated that their perception of the worth of their performance of emotional labor was related to their desire to garner professional respect. Isabelle remarked that various supervisors have helped her recognize the worth

of the performance of surface acting, “in terms of, like, how to conduct [my]self in a professional setting, which sometimes is swallowing [my] emotions? Or conveying ones that [I] may not actually (.) have.” Helen seemed to have received similar signals regarding professionalism:

In my experience for myself or like, in any professional organization I guess I’ve always worked under the umbrella that they want you to be, you know, more positive, and, you know, be much more like, problem solving rather than mad, or angry, or frustrated. Whether that’s at coworkers or (.) with students.

Antioch also noted that the worth of her performance of emotional labor, specifically surface acting, was related to her desire to “maintain professionalism (.) the kind it takes to get through the day.” Surface acting allowed her to avoid being influenced by students’ emotions to the degree that would leave a lasting impact on her workday:

Because what about everything that needs to be done after that session? You know, when the student leaves my office, crying, or, >you know, doesn’t leave crying>, but, but spent a lot of our time together crying. I mean, if that’s how I:: end the session, how do I move on?

One half of the participants also seemed to consider their performance of emotional labor essential to achieving professional respect as women. Isabelle commented on the relationship between her suppression of authentic emotions in the workplace and her gender identity:

Which I mean, sometimes I think that’s just being a woman working in a professional world. Like you have to, you know, it takes one slightest thing and



people are like, oh you're crazy. Like oh, you're overly emotional, which is crap...but that's the case sometimes.

Similarly, Helen indicated that her inclination to express emotions not genuinely felt was of worth in acquiring professional respect as a woman:

Sometimes being female, it means I need to be (.) happier. But, like, if I (.) am not happy, or I'm in a more, like, I guess melancholy? That that would be perceived as more negative to students? Than maybe like, a male counterpart.

Catherine also perceived the worth of her emotional labor to be related to garnering professional respect from students, specifically from men who are her age or older:

I would definitely feel more intimidated by trying to assist someone about my age or older and who was presenting as male than female. And I guess I would feel more judged? I mean, even if I wasn't being judged, I would feel like I was being judged and probably more inclined to emotionally labor to get that right, like that (.) notification, whether it be a facial expression or a verbal confirmation that I got through to you. I did it right. You were actually listening. You don't think I'm stupid. [laughs]

Some participants, however, seemed to question the worth of their performance of emotional labor in acquiring professional respect in general, specifically in the form of tangible rewards or formal recognition. Antioch remarked that "if [emotional labor] were truly valued, we would be paid a lot more. There is no compensation for that work that we do." Riley perceived that the worth of her performance of emotional labor in working with students was diminished if an advising administrator focused only on the "number game" (e.g., number of students advised). Similarly, Antioch believed that institutional

administrators failed to recognize the worth of the performance of emotional labor in an academic advising context because such labor cannot necessarily be quantified:

How much evidence do we have of emotional labor working? I mean- And where does that come from? I mean, can it even be tied back to the advisor? Like, let's say the emotional labor that you do with the student in an advising capacity, like that's what leads to, you know, some kind of, you know, great series of events for the student. Well who's, who's ever going to know what part that emotional labor played in the student's life? I mean, so even when it works, I don't think [administrators are] going to see that.

The results of IPA regarding the subtheme *quest for professional respect and fulfillment* within the superordinate theme *the worth of emotional labor* were consistent with the results of constant comparison analysis, in which I concluded that some participants engaged in emotional labor to meet both the general and gendered expectations of others. The results of IPA served to specify that one of the participants' goals in meeting these expectations was to acquire professional respect. That some participants perceived that their performance of emotional labor was of worth in enhancing their job satisfaction (i.e., professional fulfillment) also was consistent between the results of these two analyses, but not strongly supported by the results of classical content analysis, which indicated that the positive effects of participants' performance of emotional labor were not as salient to them as were the negative effects. However, the results of IPA also indicated that some participants questioned the worth of their performance of emotional labor in acquiring tangible rewards or formal recognition,

which reinforced my conclusion (i.e., based on classical content analysis) that the invisible nature of their emotional labor was significant for most participants.

***Cost to self.*** The subtheme *cost to self* is the last of the three subthemes that belonged to the superordinate theme *the worth of emotional labor*. Just as participants recognized the relative worth of their emotional labor in achieving advising effectiveness and professional fulfillment and respect, they also recognized that performing such labor came with professional and personal costs. For example, the subthemes *emotional labor can have a personal cost* and *emotional labor can have a professional cost*, both under the superordinate theme *assessing the benefits and costs of emotional labor*, emerged in one case. In another case, the subthemes *limited time* and *limited energy* appeared under the superordinate theme *rationing emotional labor in the face of limited resources and incentives*. A subtheme that reflected the personal cost of the performance of emotional labor was *emotional labor in efforts to be effective “takes a toll,”* under the superordinate theme *being valued as a competent advisor*.

All participants referenced the energy cost exacted by their performance of emotional labor in an academic advising context. For Isabelle, surface acting was “tiring,” and deep acting was “probably, even more tiring.” She remarked that both forms of emotional labor had the potential to drain her energy, a sentiment also shared by Theresa, who mentioned that some workdays left her “literally drained.” Catherine felt similarly and also implied that the energy cost associated with her performance of emotional labor, as well as the energy that she expended in attempting to determine how to improve her performance, were not worth a less-than-perfect outcome:

It's draining.... When you want to have your emotional labor pay off, and you fail, and you have some failure, and then you just replay those, like, driving home. [laughs] You're replaying all the times you failed or like, wonder why. Like, how was I being perceived, and maybe if I have this experience again how can I make it better? You're just constantly...replaying that, and so it's like a distraction. Being able to step away from that sort of an exhausting day, and even a commute, isn't enough time to decompress, if all you're doing is thinking about everything you did wrong and how you can do better.

Antioch noted that she does not "have a lot of energy outside of work," mainly due to her performance of emotional labor during the workday. Similarly, Riley remarked needing time outside of work "to just like, not do anything. Because I've been like, again like I said, I'm like 100%, 40 hours a week, and it's exhausting." Helen also seemed to indicate that her performance of emotional labor robbed her of the energy that might otherwise be expended outside of work:

I'm just really tired, socially [laughs] at the end of the day.... Not every day, but I would say, I don't know, three out of the five days. So, the majority of the time. Over half of the time [laughs] I'm pretty tired.

As Helen implied, the energy cost of the performance of emotional labor can result in a social cost as well, a cost that was described by most participants. Both Helen and Antioch noticed that they were less inclined to engage in emotional labor in their personal relationships, but Antioch appeared more attuned to the loss that this circumstance seemed to represent to her, noting that "sometimes I have less energy to emotionally labor with friends, people I want to emotionally labor with." Riley's

comments also seemed to connote the social loss caused by the energy cost of the performance of emotional labor: “So, the relationships that I have with friends and family. It’s not as great as it was, before I started working. But it’s... >Something that I’m slowly working on>.” Catherine seemed to attempt to minimize her social cost by maximizing her energy cost: “And so you can, sometimes I can keep the energy up.... Just to like, keep everybody happy, keep everything going smoothly [laughs], or if you’re very emotionally depleted just being maybe cranky, even, or superficial.”

The energy cost of the performance of emotional labor could result in professional costs, too, as noted by one half of the participants. Riley worried that the students with whom she interacted toward the end of the day were not getting the same quality of service as were the students with whom she interacted at the beginning of the day due to the cumulative effects of the energy cost of the performance of emotional labor. Similarly, Antioch noted that her other work tasks might take more time than they would otherwise because of the energy depletion that she experienced from repetitively performing emotional labor. Antioch also implied that the cumulative effects of her performance of emotional labor (i.e., efforts expended to deal with frustrated students, in this case) reduced her capacity for resilience in the face of other professional challenges:

I’ve had a series of students with, you know, like attitudinal students all day long...here coming to me with problems and coping attitude because they’re just frustrated. And then maybe I’ve dealt with other staff, who are also overworked, and underpaid, and they’re frustrated, and everybody’s frustrated. Well that emotional, that emotion contagion thing, whatever. I mean, you know, maybe at a certain point in the day, too, you feel extremely frustrated, but it’s not

so much about that one student and what's happening in your meeting. It's about everything that's happened, up to that point.

Isabelle also seemed to experience decreased resilience due to the energy demands of performing emotional labor:

Because I mean, like, every student who comes in your office is, you know, somebody different, and they have different issues. Maybe some students are all easy breezy, and some of them just test your patience? I mean sometimes it's not actually just them. It's whatever...is happening. Whether it's like, things aren't getting- You know, forms aren't getting processed, or, you know, just like various little things like that. And so it just, it just gets tiring to like, having to like, suppress that? And by the end of the day you're just like, oh I'm so done. With it all.

The results of IPA regarding the subtheme *cost to self* within the superordinate theme *the worth of emotional labor* were consistent with the results of constant comparison analysis, in which I concluded that all participants perceived that their emotional labor exacted a cost from them in terms of energy. Although I acknowledged that this energy cost, at times, impacted other aspects of participants' personal and professional lives, the results of IPA illustrated further the relationship between the energy cost and the social cost, as well as between the energy cost and the professional cost. The results of IPA concerning this subtheme also were consistent with the results of classical content analysis in that the code "it's draining" was the most prevalent code used within the theme *the effects of emotional labor on advisors and ways of coping*, which implied that this effect of emotional labor was most significant for participants.

### **Superordinate Theme 2: Coping with the cost of emotional labor.**

Superordinate Theme 2 related to participants' methods of coping with the cost of emotional labor. The subthemes, *rationing emotional labor*, *relating a form of authenticity*, and *accepting limits* each represented coping strategies. These coping strategies differed with respect to the ways in which the energy cost of the performance of emotional labor in an academic advising context was handled. Participants who reported *rationing emotional labor* did so by managing their time and priorities. In contrast, the purpose of the coping strategy *relating as a form of authenticity* seemed to be to avoid the energy cost associated with the performance of emotional labor altogether. Last, the purpose of the coping strategy *accepting limits* seemed to involve the acceptance of the finite nature of the energy required for the performance of emotional labor, as well as the acceptance of the inability to control the outcome of the energy expenditure.

***Rationing emotional labor.*** The subtheme *rationing emotional labor* was one of three subthemes that belonged to the superordinate theme *coping with the cost of emotional labor*. As noted previously, *rationing emotional labor in the face of limited resources and incentives* emerged as a superordinate theme in one case, and *advisors should strive to find "balance"* emerged as a subtheme in another case. The concept of rationing emotional labor also was implied by the category "*you want to have your emotional labor pay off*," which appeared under the subtheme *assess how to improve ability to emotionally labor*. Although no participants spoke directly regarding rationing emotional labor as a way to cope with its negative effects, most of the participants alluded to this strategy when they discussed managing their time and priorities.

As mentioned previously, Catherine seemed to draw a distinction between the worth of performing emotional labor because the potential for a positive outcome existed and the worth of performing emotional labor to attain a positive outcome that she perceived to be likely. She considered the latter to be the best use of her limited time and energy, as evidenced by her desire to limit the number of students whom she met with regularly to those she believed she could assist in meaningful ways:

There were other situations when that would happen, because sometimes you would just get tired, and sometimes I would have students who wanted to see me weekly.... But frankly at a certain point they really did not need me.... I had a few students, I mean one in particular, that I was like.... Maybe this semester we should try to cut down our meetings a little bit.

Helen also referred to limiting student interactions, but, unlike Catherine, to those students who seemed genuinely to want her assistance:

But then there are students, I mean, I would say a lot of them, they don't want that interaction? And so I don't try to push too hard, because I don't want them to...feel like I'm being pushy, and then that's uncomfortable. So, I try to limit, you know, the interaction that I have there.

Similar to Catherine and also as described previously, Antioch noted that she gauged the potential "return on investment" when deciding how much time and energy to devote to performing emotional labor in an interaction with a student. She also seemed to reconcile the demands of emotional labor with the limited time and energy she had to devote to them by asking students to prioritize their most pressing concerns:



And, for all the students who are having some kind of... Like, if they're in (.) crisis, or, you know, asking the question, like, well what- What do you:: think needs attention right now? Like, what do you want us to spend time- What problem do you want us to spend our time solving?... Like, and this is, this is something that's been more of a recent development, but trying to gauge, you know, what they see as the priority.

Riley also allowed students to focus on their own priorities, but, in the face of limited time to address the issues as thoroughly as she or the students might have liked, she encouraged them to follow up on a different day:

When I had students come in and they...didn't know what they wanted to major in, that's something that we discussed. And I would take the time, and then, make the proper referrals and everything like that. But then I would tell them, like, let's- Make another appointment with me, and we can talk about it more.

Theresa also engaged in a form of priority assessment that could conserve the energy necessary to perform emotional labor, seemingly saving as much of it as possible to perform emotional labor for the students who needed it the most:

And so, for me, it was a question of who's coming and why they're coming in. You know, what is their difficulty at this time? And (.) gauge my emotions appropriately. If it's just a simple question, I'll give them a simple answer. If it's a very complicated deal, I will take the time, up to the point of where my experience stops.

The results of IPA regarding the subtheme *rationing emotional labor* within the superordinate theme *coping with the cost of emotional labor* added context to the

conclusion I made via constant comparison analysis that participants experienced multiple demands during a typical day as an academic advisor: I concluded via IPA that participants coped with these demands, at least in part, by conserving the energy necessary for the performance of emotional labor. Interestingly, this coping method was not included among the coping strategies revealed by the results of constant comparison analysis (i.e., replenishing their energy, communicating with others, and reminding themselves of their love for the advising profession). In addition, the question of how much emotional labor should be undertaken, or, “at what point is it enough,” seemed more salient to participants when couched in terms of conserving energy than it seemed to be in the results of classical content analysis, given that this code was the third most prevalent code out of four codes in one of the least prevalent themes.

***Relating as a form of authenticity.*** The subtheme *relating as a form of authenticity* also was one of three subthemes that belonged to the superordinate theme *coping with the cost of emotional labor*. Themes, subthemes, and categories for individual cases indicated that some participants considered the act of relating to students authentically to be an effective way to advise. *Authenticity as a way to build rapport with students* emerged as a superordinate theme in one case, and *relating to students* and *building trust through authenticity* appeared as categories within the subtheme *establishing personal connections* for another case. Themes and subthemes for other cases made no reference to authenticity specifically, but they were noteworthy in contrast to the themes and subthemes that connected the performance of emotional labor to effectiveness because they conveyed the concept of advising effectively in the absence of such labor. In one case, for example, the subtheme *engage in personalized problem-*

*solving* appeared under the superordinate theme *effective advisors' responsibilities*.

Taken together, these themes and subthemes suggested that *relating as a form of authenticity* represented a coping strategy to avoid the energy cost associated with the performance of emotional labor. In other words, although advisors might engage in different strategies at different times, “rationers” juggle their funds to cover the high costs of artificially generated energy, and “relaters” use more affordable natural solar power.

Isabelle believed that students “respond well to people who they feel, like, are genuine in what they’re saying,” and expressed that relating to students authentically helped her build rapport and develop relationships with them:

So I always try to find something that I can relate to with students? I mean, some students don’t want, don’t really want to talk to you? They’re just like, >I just want my classes>. Let me get out of here. And, that’s fine. But most of time I try to get them to open up. I’ll just be like, how’s life? What do you got going on? School’s not everything, so. You have other things outside of that. Yeah. But I’d say that that’s how I really...get to the relationships.

Some interactions with students required no search for common ground at all because Isabelle identified with the situations that the students were experiencing. She remembered “being in that exact spot” as a student herself. However, the process of finding common ground with students often involved “picking up” on “cues” and “vibes” from them and then genuinely relating to students’ emotional states:

You can tell if you see someone, you’re like, oh like, they seem like, really tired, or agitated, or like, not like, feeling okay. So like those things can steer a conversation, and be like, hey like, you OK? Like, is anything going on? Or if

they're like in a really good mood like, like, you know, what's- How has your day been?

Similarly, Theresa maintained that relating to students authentically meant listening to them with genuine empathy because she, like Isabelle, remembered what it was like to be a college student. She also alluded to responding to cues from students to drive the conversation without involving the performance of emotional labor:

Until I understand (.) clearly, why they're there, and what, and what their motive is to being there, whether it's to be advised, or they've got a question, or a concern, etc. etc. My emotions stay neutral. I'll greet them, ask them what I can do for them, and we go from there. It's how the conversation evolves (.) that is my driver for how (.) I need to be as productive for them, not for me, but for them. The best way possible.

Helen seemed to relate authentically to students by engaging in problem-solving. She described some instances of frustration with students who were not responding to her advice or referrals and instead kept returning to her with the same issues as "fleeting" (i.e., requiring no suppression) because "there's always another (.) avenue to go down": "I'm like, well, I have...a computer at my fingertips [laughs]. I can probably look up some different, different ways to problem solve. It doesn't have to just be, you know, the same way for every single person." This preference to engage in personalized problem solving also seemed related to the concept of responding genuinely to students' cues:

So, sometimes I try to figure out, like, what's the communication methods (.) for the student. So, maybe, like, what I was trying before with referrals, maybe

that's- The student's just not comfortable with that communication method.... Or maybe they're uncomfortable picking up or calling, you know, talking on the phone. Or maybe they're uncomfortable sending an email....

Riley also conveyed the importance of responding genuinely to students' needs, helping them learn to help themselves:

It is important to be authentic with our students.... We are all about like, helping our students in any way possible but also helping foster independence. And so, there is like, a lot of (.) things that we have to consider because it's like, we don't want to be handholding the whole time.

Similar to the results regarding the previous theme, *rationing emotional labor*, the results of IPA regarding the subtheme *relating as a form of authenticity* within the superordinate theme *coping with the cost of emotional labor* added context to the results of constant comparison analysis: Some participants' desire for authenticity might be related to their desire to avoid the energy cost associated with performance of emotional labor. Also similar to the results associated with *rationing emotional labor*, *relating as a form of authenticity* was not included among the coping strategies revealed by the results from the constant comparison analysis (i.e., replenishing their energy, communicating with others, and reminding themselves of their love for the advising profession). In addition, although the code "comfortable expressing" was the most prevalent code within the theme *the authenticity of advisors*, suggesting that participants' level of comfort with expressing their authentic emotions was significant to them, the theme itself was the least significant to participants in the results of classical content analysis.

*Accepting limits.* The subtheme *accepting limits* was the last of three subthemes that belonged to the superordinate theme *coping with the cost of emotional labor*. For one case, *you can control only you* was a category under the subtheme *advisors should know their limits*, which, in turn, appeared under the superordinate theme *role of an advisor in an effective advising relationship*. Need “time to breathe” and must “push through” were categories that represented contradictory approaches to *accepting limits* under the subtheme *emotional labor can have a personal cost*. *Accepting limits* as a strategy for coping with the energy cost of the performance of emotional labor seemed to involve acceptance of the finite nature of the energy, as well as acceptance of the inability to control the outcome of the energy expenditure.

Theresa maintained that advisors should accept the limits of the energy that they expend in the performance of emotional labor, noting that “you want to help [the students], regardless of what the situation is.... [but] the reality is, and the frustration is, there are times you can’t...and you have to accept that.” Antioch appeared to agree, noting that she opted for authenticity with students rather than to expend energy performing emotional labor in a situation that she regarded outside her realm of expertise:

I have like a, kind of a threshold with these- Like, the ruminating, or the questions about areas, like I’m not an expert in. I mean, I have a threshold where, you know, I’ll, I’ll kind of talk to you about where you need to go to get these questions answered or the kind of research you can do on your own. But at a certain point, like, there’s a cut off, and we just have to move on.

Riley, however, seemed to be willing to ignore the limits of the energy that she had available to expend in the performance of emotional labor:

And so, I know there are times where I get so exhausted, to the point where I just don't want to see anybody. And even though like, I close my door [laughs], if somebody knocks on it, I'm still going to let them come in and I'm still going to let them talk to me about and discuss whatever they want to discuss.

She attempted to give herself "time to breathe," but, lacking that time, she attempted to "push through": "For the most part, it's just trying to find the time to like, take time to myself. Take like, five minutes to just like, be by myself. I::f I have that time, but if I don't, I just, I just push through."

Theresa also implied that efforts to gauge the likelihood of a positive outcome as a result of the expenditure of energy in the performance of emotional labor were futile:

There are times we do have our successes, but we also have our failures. We cannot control that. Because the final decision of everything is left up to that individual that you're talking with.... You have no power. And, so you just have to accept that.

Despite her tendency to consider her emotional labor of worth only if her efforts resulted in a desirable outcome, Catherine also acknowledged that she might be placing undue pressure on herself: "You're just a human being. You didn't...so everything you were doing to try to get this other person to do what they needed to do or save themselves or.... Did you really fail? You tried your best." Although Theresa seemed to question the quality of the energy she expended in the performance of emotional labor with students who required a great deal of such labor, she largely accepted the outcomes of her efforts, acknowledging that the students bore some responsibility for these outcomes as well:

When those students leave your office, or they leave my office, you know, I always would question myself. Did I handle it the right way? If that person were to walk back in, would I handle it differently? Sometimes yes I would. But most of the time no, I think being an advisor (.) you have this opportunity to get your knowledge across to them so that they understand it, it's clear, and they can (.) use it or not use it, which is part of the college experience.

The results of IPA regarding the subtheme *accepting limits* within the superordinate theme *coping with the cost of emotional labor* contradicted the earlier results of constant comparison analysis and classical content analysis. First, the question of how much labor advisors should undertake was rendered largely irrelevant given that *acceptance of limits* involved acceptance of the finite nature of the energy involved, as well as acceptance of the inability to control the outcome of the energy expenditure. Similarly, although “wanting to do a better job” represented the most important aspect of the advising profession for participants in the results of classical content analysis, those employing the strategy of *accepting limits* might not recognize it as such. Last, and as noted regarding other coping strategies within the superordinate theme *coping with the cost of emotional labor*, *acceptance of limits* is a coping method that was not included among the coping strategies revealed by the results of constant comparison analysis (i.e., replenishing their energy, communicating with others, and reminding themselves of their love for the advising profession).

## Summary

In this chapter, Chapter IV, I reviewed the characteristics of the participants in this study, and then I contextualized the phenomenon of the performance of emotional



labor in an academic advising context by situating my findings back into my participants' worlds (Denzin, 2002) in presenting the results of my three analyses (i.e., constant comparison, classical content, and IPA). In addition, I compared and contrasted the results of the various analyses. In Chapter V, I will (a) summarize my major findings, (b) interpret my findings, (c) situate my findings within the existing literature, (d) identify the limitations of my study, (e) discuss the implications of my findings, (f) make recommendations for future practice and future research, and (g) provide concluding thoughts.

## **CHAPTER V**

### **Summary, Implications, and Recommendations**

In this chapter, Chapter V, I address further the findings and limitations of this study, as well as make recommendations for future practitioners and researchers. Specifically, I (a) summarize my major findings, (b) interpret my findings, (c) situate my findings within the existing literature, (d) identify the limitations of my study, (e) discuss the implications of my findings, (f) make recommendations for future practice and future research, and (g) provide concluding thoughts. Therefore, Chapter V contains the following sections: (a) Context of Study, (b) Discussion of Findings, (c) Legitimation of Data, (d) Discussion of Findings in the Context of the Literature, (e) Discussion of the Findings in the Context of the Conceptual Framework, (f) Implications of Findings, (g) Recommendations for Future Research, (h) Recommendations for Future Practice, and (g) Summary and Conclusions.

#### **Context of Study**

Advising interactions should engage students (Aiken-Wisniewski et al., 2015) and reflect the development of authentic, caring advisor-advisee relationships (e.g., Allen et al., 2013, 2014). However, to acquire this level of involvement with advisees, I believe that academic advisors must perform at least some degree of emotional labor. Due to their job description, which encompasses meeting regularly with students to discuss not only academic requirements and policies but also students' academic achievement and personal development (Self, 2008), professional staff academic advisors might engage in emotional labor to a greater degree than might other types of advisors. In addition, despite the associations between the work of academic advisors and college students'

satisfaction (e.g., Allen et al., 2013, 2014); achievement (e.g., Erlich & Russ-Eft, 2013); retention (Schwebel et al., 2012); and persistence (e.g., Ellis, 2014), advisors have questioned the ways in which their labor is viewed and valued by others in their institutions (Aiken-Wisniewski et al., 2015). Therefore, one purpose of this hermeneutic phenomenological research study (Heidegger, 1953/1996) was to explore how select women professional staff academic advisors have experienced the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive this labor to be viewed and valued by their employers. A second purpose was to add to the literature that defines academic advising as a profession by illuminating the nature of the labor in which advisors engage.

### **Discussion of Findings**

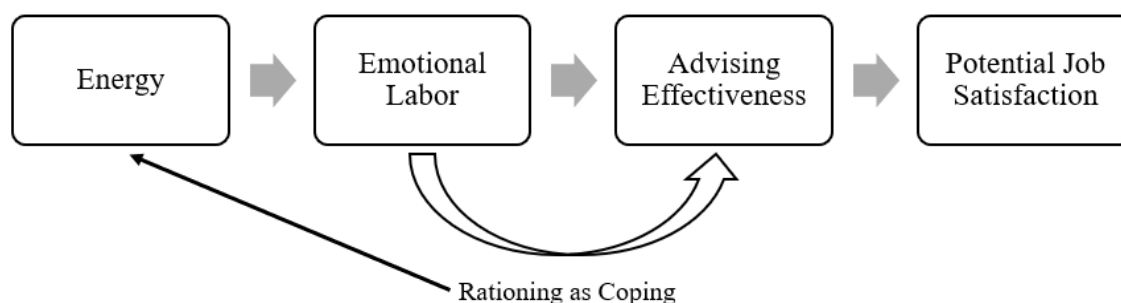
Consistent with my social constructionist worldview (Schwandt, 2000), I interpreted the data by focusing on the meaning that participants seemed to assign to their experiences with the phenomenon of emotional labor in an academic advising context. I also called upon participants to check my interpretations and encouraged them to have a voice regarding the use of their data, consistent with the philosophy of critical dialectical pluralism (Onwuegbuzie & Frels, 2013). Following are my interpretations of the findings of this study, delineated by the two central research questions.

**Research Question 1. How do select women professional staff academic advisors experience the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education?** All participants in my study described the tasks that they performed during their typically demanding workdays, including building relationships with students,

attempting to educate students, and attempting to resolve unanticipated issues for students, and they also spoke of ways in which they perceived their performance of emotional labor or their practice of being authentic to enhance their effectiveness as academic advisors. They also attributed their performance of emotional labor in an academic advising context, at least in part, to their desire to meet the general and gendered expectations of others. However, despite their perceptions of the usefulness of emotional labor in enhancing their effectiveness as academic advisors and in meeting the expectations of others, all participants relayed that the performance of emotional labor exacted a cost from them in terms of energy—a circumstance that, at times, impacted their personal and professional lives. All participants also mentioned ways of coping with the energy cost associated with the performance of emotional labor in an academic advising context, either by regulating their energy loss or by accepting their energy loss.

***Being an effective advisor.*** All but one participant viewed their performance of emotional labor in an academic advising context through the lens of being an effective advisor. These participants believed that their performance of emotional labor helped them with the important task of building relationships with students and with tasks that involved providing quality academic advising experiences. For these participants, outcomes related to advising effectiveness (e.g., building rapport with students), whether potential or realized, were relevant in assigning worth to their performance of emotional labor in an academic advising context. However, given the energy cost exacted by the performance of emotional labor that was perceived by all participants in this study, five of these participants sought to ration their emotional labor in some way to cope with the energy loss while maintaining effectiveness. In addition, three of the five participants

who viewed their performance of emotional labor through the lens of being an effective advisor believed that their job satisfaction was enhanced when such labor seemed to have the desired effect or helped them build advising skills. Figure 7 illustrates the path from energy to advising effectiveness and potential job satisfaction, as well as the link between rationing emotional labor and maintaining effectiveness.

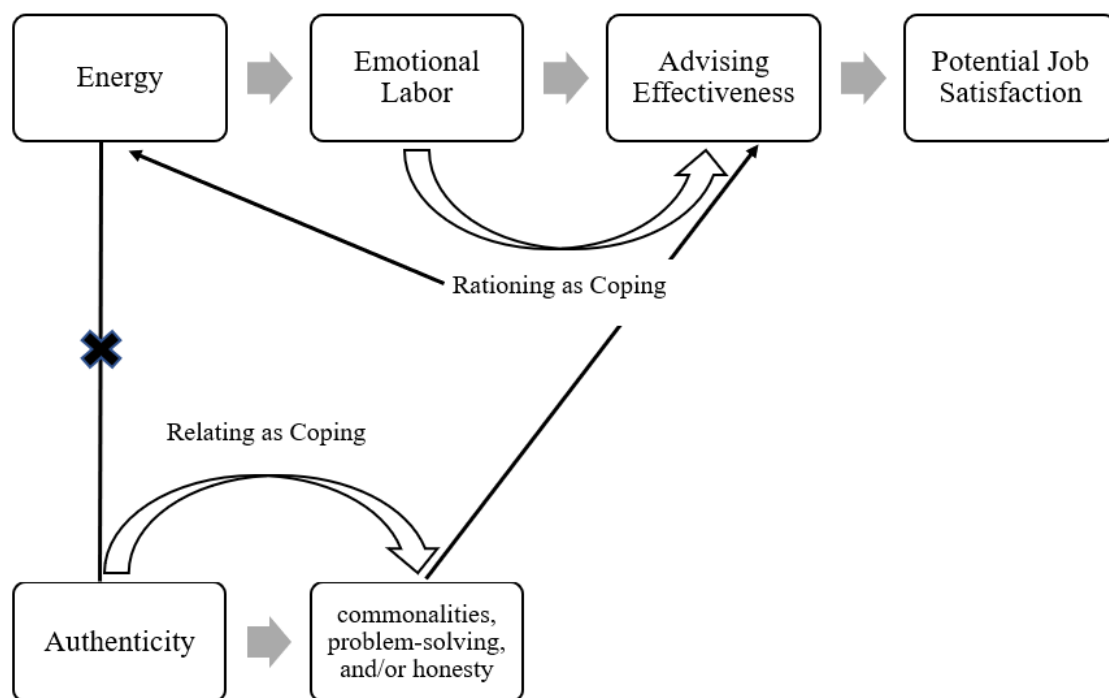


*Figure 7.* My illustration of the path from energy to advising effectiveness and potential job satisfaction, as well as the link between rationing emotional labor and maintaining effectiveness.

All but one participant also viewed their practice of being authentic in an academic advising context through the lens of being an effective advisor. Like participants who viewed their emotional labor in this way, these participants believed that their practice of being authentic helped them build relationships with students and provide quality academic advising experiences. These participants practiced authenticity by responding genuinely to students' individual characteristics or needs, but the ways in which they tended to respond differed: Three participants purposefully sought common ground with students during their interactions, one participant focused on problem-solving strategies tailored to individual student needs, and one participant practiced honesty with students regarding the scope of her advising role. These strategies enabled these participants to relate to students via authenticity, which could be considered a way

to cope with the energy cost associated with emotional labor by bypassing it altogether.

Figure 8 illustrates the integration of authenticity in the path from energy to advising effectiveness. The “X” indicates that the practice of authenticity bypasses the energy cost exacted by the performance of emotional labor, and the arrow extending from the methods used by participants to relate as a form of coping indicates that these participants believed that these methods could lead to advising effectiveness. In addition, Table 20 delineates by participant their perceptions of the practice of being authentic, as well as their perceptions of the performance of emotional labor, through the lens of being an effective advisor.



*Figure 8.* My illustration of the integration of authenticity in the path from energy to advising effectiveness, demonstrating that the practice of authenticity does not require the energy cost exacted by the performance of emotional labor and that relating as a form of coping leads to advising effectiveness.

Table 20

*Participants' Perceptions of the Performance of Emotional Labor (EL) and the Practice of Being Authentic Through the Lens of Being an Effective Advisor*

Participant	Performing EL to Enhance Effectiveness	Rationing EL to Enhance Effectiveness	Enhancing Job Satisfaction via Effective EL	Relating via Authenticity to Avoid EL
Theresa	X	X	X	X
Catherine	X	X		
Helen		X		X
Riley	X	X		X
Antioch	X	X	X	X
Isabelle	X		X	X

***Meeting expectations.*** All participants attributed their performance of emotional labor in an academic advising context, at least in part, to their desire to meet the general and gendered expectations of others (e.g., students). Four participants engaged in some form of emotional labor to manage their emotions in accordance with their perceptions of the general expectations of the workplace and to gain professional respect, and they also specified that their performance of emotional labor in this regard was related to gaining professional respect as women. However, much of the emotional labor performed to meet the perceived expectations of others involved surface acting specifically. All participants employed surface acting in response to their perceptions of the expectations of students, either to manage their own emotions or to attempt to manage the emotions of students, and three participants used surface acting to manage their emotions in accordance with their perceptions of the gendered expectations of others (i.e., traditional expectations of

cisgender women). Table 21 delineates by participant their perceptions of their performance of emotional labor to meet the general and gendered expectations of others.

Table 21

*Participants' Perceptions of Their Performance of Emotional Labor (EL) to Meet the General and Gendered Expectations of Others*

Participant	EL to Meet Professional Expectations	EL to Meet Gendered Expectations	Surface Acting to Meet Student Expectations	Surface Acting to Meet Gendered Expectations
Theresa			X	
Catherine	X	X	X	X
Helen	X	X	X	X
Riley			X	
Antioch	X	X	X	
Isabelle	X	X	X	X

***Paying the price.*** All participants relayed that their performance of emotional labor exacted a cost from them in terms of energy, a circumstance that, at times, impacted other aspects of their personal and professional lives. For five participants, this energy cost tended to manifest itself in the form of reduced energy outside of work, and four of these participants perceived this circumstance as a social cost because they had less energy for personal relationships. Four participants conveyed that the energy required for the performance of emotional labor left them with less energy for other work tasks, and three of these participants perceived this circumstance as a professional cost because it either reduced their effectiveness as advisors or reduced their capacity for resilience in the face of other professional challenges. Figure 9 illustrates the hierarchy of costs associated with the performance of emotional labor in an academic advising context, and



Table 22 delineates by participant their perceptions of the energy costs associated with their performance of emotional labor.

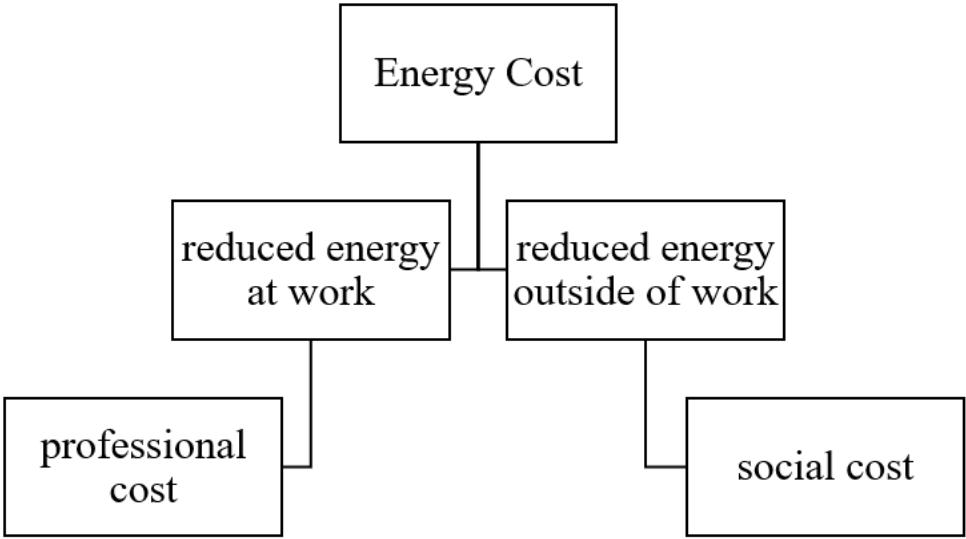


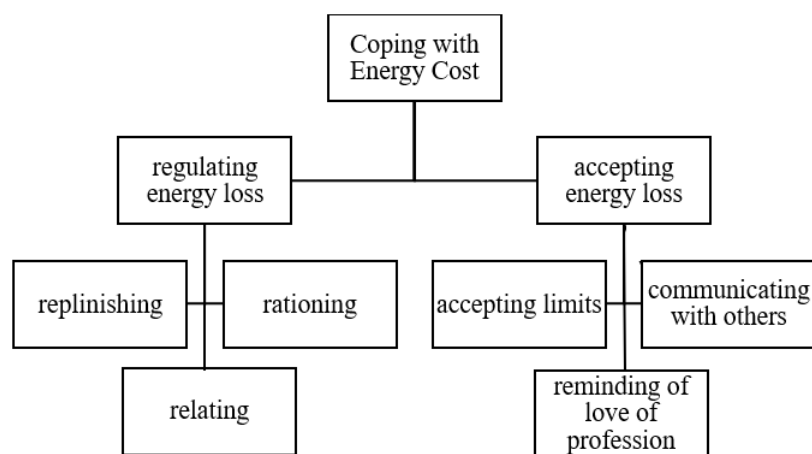
Figure 9. My illustration of the hierarchy of costs associated with the performance of emotional labor in an academic advising context.

Table 22

Participants’ Perceptions of the Energy Cost of Their Performance of Emotional Labor (EL) in an Academic Advising Context

Participant	Energy Cost of EL	Energy Loss at Work	Professional Cost	Energy Loss at Home	Social Cost
Theresa	X			X	
Catherine	X			X	X
Helen	X	X		X	X
Riley	X	X	X	X	X
Antioch	X	X	X	X	X
Isabelle	X	X	X		

***Coping with the costs.*** All participants mentioned ways of coping with the energy cost associated with the performance of emotional labor in an academic advising context, either by regulating their energy loss or accepting their energy loss. Strategies for regulating energy loss involved (a) replenishing the energy lost via emotional labor, (b) rationing the energy available to perform emotional labor, and (c) relating authentically to avoid the energy cost altogether. Five participants coped with the energy cost of the performance of emotional labor by replenishing, five by rationing, and five by relating. Strategies for accepting energy loss involved (a) accepting limits regarding the finite nature of the energy available to perform emotional labor and the inability to control the outcome of the energy expenditure, (b) communicating with others who understood the energy cost associated with emotional labor, and (c) reminding oneself of a love of the advising profession that is worth the energy cost. Each of these acceptance strategies was employed by three participants. Figure 10 illustrates the methods of coping with the energy cost exacted by the performance of emotional labor in an academic advising context, and Table 23 delineates by participant their use of these coping strategies.



*Figure 10.* My illustration of the methods of coping with the energy cost exacted by the performance of emotional labor in an academic advising context.

Table 23

*Participants' Strategies for Coping with the Energy Cost of the Performance of Emotional Labor in an Academic Advising Context*

Participant	Replenish Energy	Ration Energy	Relate Authentically	Accept Limits	Communicate with Others	Remind of Love for Profession
Theresa		X	X	X	X	X
Catherine	X	X		X		
Helen	X	X	X			
Riley	X	X	X		X	X
Antioch	X	X	X	X		
Isabelle	X		X		X	X

**Research Question 2. How do select women professional staff academic advisors perceive the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education to be viewed and valued by their employers?** Although participants' thoughts varied regarding how much emotional labor they should perform in an academic advising context, all participants recognized the value that their performance of emotional labor held for others (e.g., students). However, participants also perceived that their performance of emotional labor went largely unnoticed by individuals who were not directly involved with the advising profession. They questioned to what degree those who benefitted from their emotional labor, particularly administrators, actually recognized its value given the lack of tangible rewards or formal recognition for such labor.

Although two participants tended to question how much emotional labor they should perform in an academic advising context, all participants in this study indicated that their performance of emotional labor in developing relationships with students was of value to students and, therefore, the institution. Five participants believed that their performance of emotional labor in an academic advising context promoted outcomes that were of value to both entities, including student persistence and retention, as well as good decision-making on the part of students and administrators. In addition, four participants perceived that their performance of emotional labor resulted in a demonstration of care for students that contributed to students' loyalty to the institution. Table 24 delineates by participant their perceptions of the value their performance of emotional labor held for students and the institution.

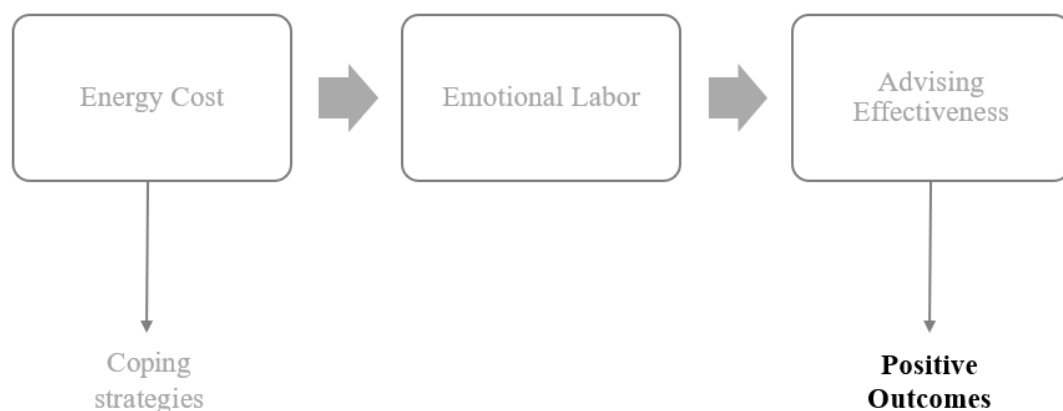
Table 24

*Participants' Perceptions of the Value of Their Performance of Emotional Labor to Students and the Institution*

Participant	Valuable to Students and Institution	Valuable in Promoting Outcomes that Benefit Students and Institution	Valuable in Promoting Institutional Loyalty
Theresa	X	X	X
Catherine	X	X	
Helen	X	X	X
Riley	X	X	
Antioch	X		X
Isabelle	X	X	X

Although all participants perceived the ways in which their emotional labor benefitted students and the institution, five participants remained unconvinced that their

labor was apparent to anyone outside of the academic advising profession, let alone recognized as a valuable resource. Five participants believed that their performance of emotional labor in an academic advising context remained concealed from their employers in some way, and four participants attributed this circumstance to a general lack of knowledge on the part of upper level administrators regarding the academic advising profession. Two participants, noting the lack of tangible rewards and formal recognition for the performance of emotional labor, believed that the tendency of both advising administrators and upper level administrators to focus on quantitative data that does not account for such labor was to blame. Figure 11 illustrates a modified version of the path from energy to advising effectiveness that has been faded to gray to represent the hidden nature of the path to others, whom participants perceived as recognizing positive outcomes, which are thus illustrated in black, bolded text, but not the labor that helped produce them. In addition, Table 25 delineates by participant their perceptions of the hidden nature of their performance of emotional labor in an academic advising context.



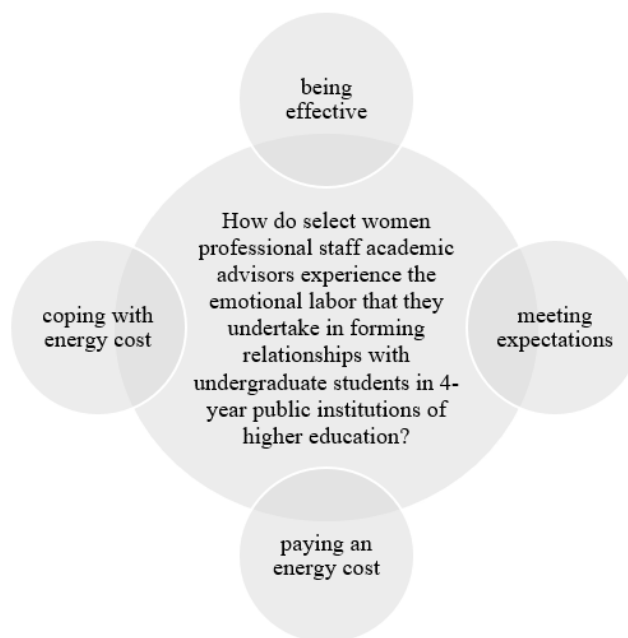
*Figure 11.* My illustration of a modified version of the path from energy to advising effectiveness to represent the hidden nature of the path to others, whom participants perceived as recognizing positive outcomes but not the labor that helped produce them.

Table 25

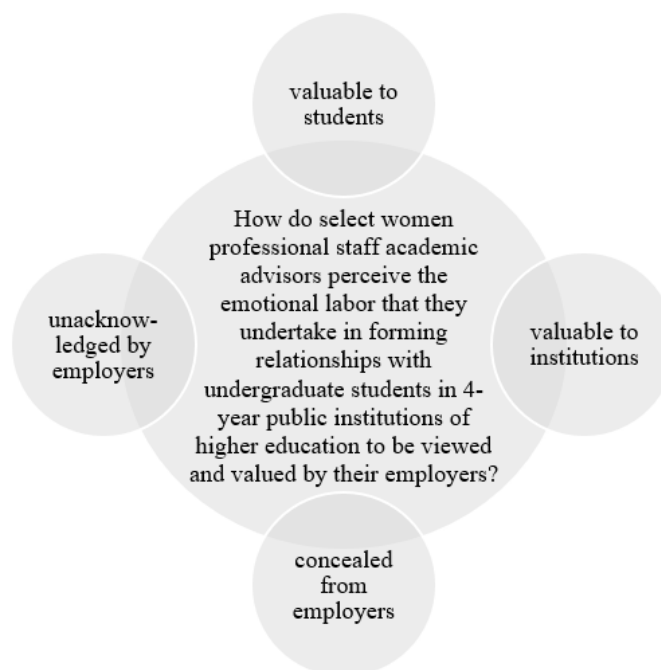
*Participants' Perceptions of the Hidden Nature of Their Performance of Emotional Labor (EL) in an Academic Advising Context*

Participant	EL Concealed	EL Concealed Due to Lack of Knowledge Regarding Advising Profession	EL Concealed Due to Focus on Data That Fails to Account for EL
Theresa	X	X	
Catherine	X	X	
Helen	X	X	
Riley	X		X
Antioch	X	X	X
Isabelle			

Overall, the participants in this study believed that their performance of emotional labor in an academic advising context (a) helped them with advising tasks and enhanced their effectiveness as academic advisors; (b) stemmed from a desire to meet the general and gendered expectations of others; (c) exacted an energy cost, which also could lead to professional and personal (i.e., social) costs; (d) led them to ways of coping with the energy cost, either by regulating their energy loss or accepting their energy loss; (e) held value for students and the institution; and (f) remained concealed from, and thus unacknowledged by, their employers. The participants also believed that their practice of authenticity helped them with advising tasks and enhanced their effectiveness as academic advisors. Figures 12 and 13 illustrate a summary of results as they pertain to each research question in this study.



*Figure 12.* My illustration summarizing the results of this study as they pertain to Research Question 1.



*Figure 13.* My illustration summarizing the results of this study as they pertain to Research Question 2.

## Legitimation of Data

As noted in Chapter I, potential limitations to establishing the credibility of the results of this study comprised both internal and external threats, any of which could have occurred at any time during the data collection, data analysis, and/or data interpretation phases of this study (Onwuegbuzie & Leech, 2007b). In Chapter I, I identified and defined potential external and internal threats to credibility of the results of this study, and in Chapter III, I explained the ways in which I planned to address these threats. Expanding upon Table 7 in Chapter III, Table 27 depicts each external threat and internal threat, the methods that I used to address these threats, and an example for each method. Following Table 26, I further describe the legitimation components of this study.

Table 26

*Threats to Credibility of the Results of This Study, Methods to Combat Threats, and Examples*

Threat to Credibility	Type of Threat	Method to Combat Threat	Example
action validity	external	member checking	asking participants to review all stages of data interpretation
		debriefing the researcher	considering ways in which findings diverged from my expectations
catalytic validity	external	member checking	asking participants to review all stages of data interpretation
		debriefing the researcher	considering ways participants might be providing acceptable answers as opposed to their actual thoughts
descriptive validity	internal	member checking	asking participants to review their transcripts
		debriefing the researcher	considering my background and experience as an interviewer



Threat to Credibility	Type of Threat	Method to Combat Threat	Example
interpretive validity	internal	member checking	asking participants to review all stages of data interpretation
		debriefing the researcher	considering ways in which findings diverged from my expectations
		multiple qualitative data analyses	considering the similarities and differences in results among analyses
investigation validity	external	member checking	asking participants to review all stages of data interpretation
		debriefing the researcher	considering my background and experience as an interviewer
ironic validity	internal	member checking	asking participants to review initial stages of data interpretation
		debriefing the researcher	considering ways in which findings diverged from my expectations
		multiple qualitative data analyses	discovering contradictions in participants' perspectives
paralogical validity	internal	member checking	asking participants to review initial stages of data interpretation
		debriefing the researcher	considering ways in which findings diverged from my expectations
		multiple qualitative data analyses	discovering contradictions in participants' perspectives
reactivity	internal	debriefing the researcher	considering my background and experience as an interviewer
		multiple qualitative data analyses	discovering contradictions in participants' perspectives
researcher bias	internal	debriefing the researcher	considering responses to all debriefing questions

Threat to Credibility	Type of Threat	Method to Combat Threat	Example
voluptuous validity	internal	member checking	asking participants to review latter stages of data interpretation
		debriefing the researcher	considering ways in which findings diverged from my expectations

**Member checking.** Participants' involvement in the member-checking process (Manning, 1997) throughout the study served to help mitigate many of the threats to credibility presented in Chapter I. Having participants check their interview transcripts for accuracy and adequacy helped address the threat to descriptive validity, or the degree to which I accurately and adequately captured the interview data (Maxwell, 2002). I also involved participants in two different stages of data interpretation by asking them to review both my initial findings and a draft of Chapter IV. The purpose of the initial check was primarily to improve both ironic and paralogic validity (Lather, 1993) by alerting me to any contradictions in participants' perspectives that I had overlooked (i.e., before I progressed further). The latter check addressed primarily voluptuous validity (Lather, 1993), or the degree to which participants' realities were centered, because Chapter IV presented participants' experiences with the phenomenon of the performance of emotional labor in an academic advising context in their words, using thick description (Geertz, 1973), and in the contexts of their worlds. Ensuring that my interpretation of the data was as accurate as possible also served to increase (a) interpretive validity, or the degree to which I accurately conveyed participants' perspectives (Maxwell, 2002), (b) investigation validity, or the degree to which I am viewed as a credible and thorough researcher (Kvale, 1995), and (c) action validity, or the degree to which knowledge based on my findings can be applied effectively (Kvale, 1995). Last, participants' involvement

in member checking throughout the study also might have motivated them to act on what they had learned, increasing catalytic validity (Lather, 1986).

**Debriefing the researcher.** My participation in debriefing interviews (Onwuegbuzie et al., 2008) also helped mitigate the threats to credibility presented in Chapter I. The obvious benefit of answering questions that required me to reflect on areas of potential interpretive researcher bias is that the process helped me become aware of my preconceptions and assumptions, thereby addressing the threat of researcher bias (Onwuegbuzie, 2003). However, each of the debriefing interview questions addressed one or more threats to credibility. For instance, answering the question that asked me to consider my background and experience as an interviewer helped improve both descriptive validity and investigation validity. My response indicated that I felt more comfortable conducting one-on-one interviews, as opposed to moderating a focus group, because I had conducted an interview before and because I would be more likely to capture all of the data in a one-on-one situation (as opposed to a group situation). This question also helped me consider the threat of reactivity, as exemplified by my following response:

I would not do a focus group with this kind of topic. To me, it's having, you know, having been an advise- Having been in the same position as my participants in terms of an advisor, and doing this, this work. To me:... And my, my participants seem to range in how sensitive they:: think it is, but I feel sensitive about it. I wouldn't want to talk about it in a focus group. Potentially with people I work with, even. You know, having people come from the same organization.

Answering the questions that required me to think of the ways in which I was responding to findings and the ways in which my findings seemed similar to and different from what I had expected helped address interpretive validity (Maxwell, 2002), ironic validity, paralogic validity, and voluptuous validity (Lather, 1993). However, two responses in particular seemed to address both interpretative validity and voluptuous validity more directly. During the first interview, I expressed concern that my participants seemed more resilient than I had been at times, “coping better...or not having as many of the problems that I did,” which made me more aware of differences in our experiences with the phenomenon of emotional labor in an academic advising context. At the time of the second interview, I had tentatively concluded that “everybody thinks [emotional labor is] tiring. That’s something that’s common. I mean, they might have used different words but, exhausting, tiring, taxing.... All of us believe it is tiring for us.” However, a tentative finding I had not expected was that participants would have capacities to cope and ways of coping that were different from mine: “But...I guess that resilience piece. Like, how do you keep going? How do you come back from that? Maybe, maybe that’s where we differ a little bit.” Both reflections reminded me of the importance of guarding against allowing my own experiences to influence my interpretation of other participants’ experiences.

**Multiple qualitative data analyses.** As recommended by Leech and Onwuegbuzie (2007), I used multiple qualitative data analysis approaches in this study, which served to increase my understanding of participants’ perspectives (Sechelski & Onwuegbuzie, 2019) and strengthen interpretive validity. For example, the results of IPA regarding the subtheme *quest for professional respect and fulfillment* within the

superordinate theme *the worth of emotional labor* revealed that some participants questioned the worth of their performance of emotional labor in acquiring tangible rewards or formal recognition, which reinforced a finding from the results of classical content analysis, in which I concluded that the invisible nature of their emotional labor was significant for most participants. In addition, the coping strategies that I identified during the process of constant comparison analysis were not the same coping strategies that I identified during the process of IPA, leading me to understand that participants' coping strategies were more numerous and nuanced than I had first believed. Using multiple qualitative data analysis approaches also assisted me in discovering contradictions in participants' perspectives (Sechelski & Onwuegbuzie, 2019), thereby strengthening ironic validity and paralogical validity (Lather, 1993). For example, taken together, the results of constant comparison analysis and IPA indicated that four participants valued both the performance of emotional labor and the practice of authenticity in enhancing advising effectiveness. Last, using multiple approaches combated the threat of reactivity because I had more than one opportunity to understand participants' perspectives (Sechelski & Onwuegbuzie, 2019), which, at times, could have been obscured by the influence of reactivity in their responses (Onwuegbuzie & Leech, 2007b).

**Authenticity criteria.** The five authenticity criteria named by Guba and Lincoln (2005)—fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity—relate to five possible outcomes of a research study that employs a social constructionist philosophy. Thus, addressing these criteria in this study

also helped increase legitimation. Table 27 delineates each criterion, as well as the ways in which it was addressed.

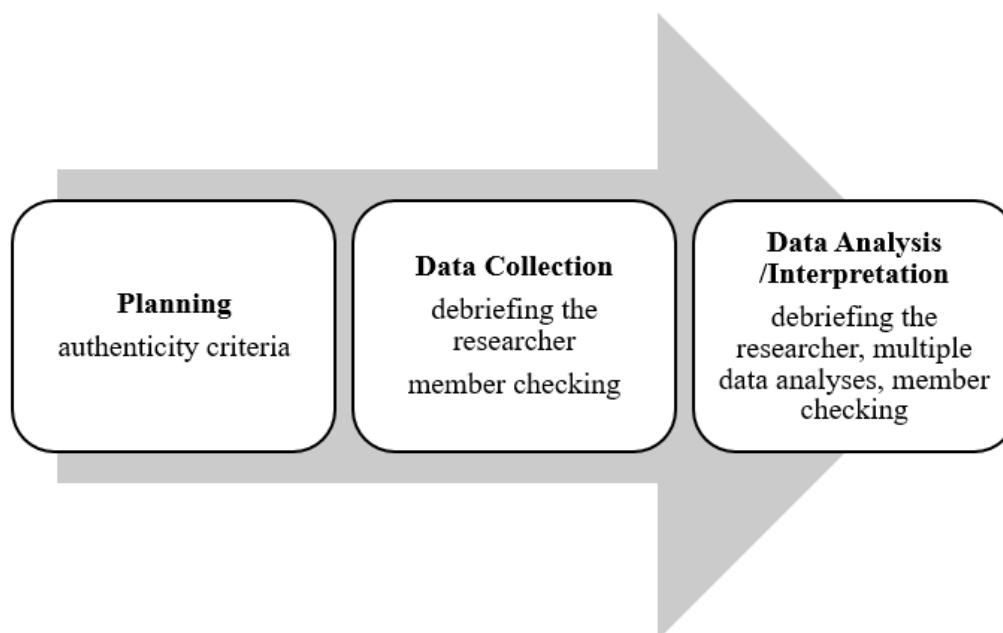
Table 27

*The Authenticity Criteria of Guba and Lincoln (2005) and the Ways in Which Criteria Were Addressed*

Criterion	Definition	Ways in Which Criterion Addressed
fairness	the extent to which participants' views are adequately represented	A thorough interview protocol allowed participants' general and gendered experiences with emotional labor and with authenticity to emerge, and the use of multiple qualitative data analyses, combined with member-checking, allowed these experiences to be adequately represented in the results of this study.
ontological authenticity	the extent to which participants' awareness of their own experiences increases	A thorough interview protocol allowed participants to discuss their experiences with a phenomenon that they might not have considered previously, and the member-checking process allowed them to review their experiences multiple times.
educative authenticity	the extent to which participants' capacity to use their own experiences to understand others' perspectives increases	The latter stage of the member checking process, during which I sent participants a draft of Chapter IV, allowed participants to compare and to contrast their own experiences with the experiences of others.
catalytic authenticity	the extent to which participants are motivated to act based on new understandings	A thorough interview protocol and the process of member checking served to increase participants' awareness of their own and others' experiences, which might lead them to act on their new understandings.
tactical authenticity	the extent to which researchers are willing to empower participants to act	An extensive member-checking process allowed participants to be as involved as they chose to be in shaping the results of the study, which might promote a

Criterion	Definition	Ways in Which Criterion Addressed
	based on new understandings	continued sense of empowerment to act based on their new understandings.

Throughout the duration of this study, I employed strategies to increase legitimization. I involved methods to reduce the threats to the credibility of the results of this study while planning the research, collecting the data, and analyzing/interpreting the data. Figure 14 illustrates the timeline for incorporation of each method.



*Figure 14.* My illustration of the timeline for incorporation of methods to reduce the threats to the credibility of the results of this study.

### **Discussion of Findings in the Context of the Literature Review**

In Chapter II, I summarized literature that addressed academic advising, demonstrating that advisors engage in or are expected to engage in activities that require emotional labor in order to be effective. Although advising activities included making appropriate referrals (Museus & Ravello, 2010; Orozco et al., 2010; Tovar, 2015), contributing to student learning in an advising context (Allen et al., 2014; Erlich & Russ-

Eft, 2013; Smith & Allen, 2014; Workman, 2015), demonstrating personalized care for students (e.g., Donaldson et al., 2016; Leach & Patall, 2016), and forming genuine relationships with students (e.g., Barbuto et al., 2011; Barker & Mamiseishvili, 2014), I surmised that advisors' successful performance of the first three tasks depended upon their successful execution of the latter. Indeed, primary among advising activities seemed to be building relationships with students (e.g., Barbuto et al., 2011; Barker & Mamiseishvili, 2014) or otherwise demonstrating care for students (e.g., Donaldson et al., 2016; Leach & Patall, 2016). In Chapter II, I also summarized literature related to the phenomenon of the performance of emotional labor, concluding that employees in various occupations and industries experienced emotional labor and its positive and negative effects, but that academic advisors in higher education were conspicuously absent from such literature. The findings of this study represent the results of my efforts to begin to fill this void in the literature, to give academic advisors a voice concerning the emotional labor that they undertake in building relationships with students and how they perceive this labor to be viewed and valued by their employers. Therefore, this study contributes to the literature that addresses academic advising, the literature that addresses emotional labor, and most importantly, literature that addresses emotional labor in the context of academic advising. The following sections situate the findings of this study within the context of previous literature related to emotional labor and literature related to academic advising.

**The gendered performance of emotional labor.** Hochschild (1983/2012) indicated that the ways in which men and women are socialized can influence their performance of emotional labor, a conclusion supported by later researchers (Cottingham



et al., 2015; Jung & Yoon, 2014; Polletta & Tufail, 2016), as well as by the results of this study. The majority of participants in this study engaged in some form of emotional labor to manage their emotions in accordance with their perceptions of the general expectations of the workplace and to gain professional respect, and they specified that their performance of emotional labor in this regard was related to gaining professional respect as women. However, much of the emotional labor performed to meet the perceived expectations of others involved surface acting specifically, and some of these participants engaged in surface acting to manage their emotions in accordance with their perceptions of gendered expectations (i.e., traditional expectations of cisgender women). This finding converges with the findings of researchers (Cottingham et al., 2015; Jung & Yoon, 2014; Polletta & Tufail, 2016) who noted that women reverted to surface acting in response to the pressure they perceived to comply with gender norms in the workplace. Table 28 depicts the research studies in which the results were consistent with my finding that participants' performance of emotional labor was related to their perceptions of the gendered expectations of others. Table 28 also depicts the number of participants and the industries represented in these studies.

Table 28

*Research Studies in Which the Results Were Consistent With the Finding That Participants' Performance of Emotional Labor Was Related to Their Perceptions of Gendered Expectations*

Year	Author(s)	Number of Participants	Industry
1983	Hochschild	74+	airline
2014	Jung and Yoon	308	hotel
2015	Cottingham et al.	730	nursing

Year	Author(s)	Number of Participants	Industry
2016	Polletta and Tufail	34	debt settlement

**The positive and negative effects of emotional labor.** Although previous researchers concluded that authenticity was positively related to job satisfaction for individuals employed outside of higher education (Yang & Guy, 2015) and for faculty in higher education (Q. Zhang & Zhu, 2008), one half of the participants in my study believed their job satisfaction to be enhanced by their performance of emotional labor, specifically when such labor seemed to have the desired effect or helped them build advising skills. This finding is consistent with the conclusions of other researchers regarding the positive relationship between emotional labor and job satisfaction for individuals employed in organizations outside of higher education (Cho et al., 2013; Meier et al., 2006; Wharton, 1993), as well as with the conclusion of Yang and Guy (2015) that surface acting was positively related to job satisfaction, specifically for women. This finding also is somewhat consistent with the discovery of Q. Zhang and Zhu (2008) that deep acting (but not surface acting) was positively associated with job satisfaction for faculty in higher education. However, this finding differs from that of Cottingham et al. (2015), who discovered that both surface acting and deep acting were negatively associated with job satisfaction for women employed outside of higher education. Table 29 delineates by study the degree to which the finding that job satisfaction was enhanced by the performance of emotional labor was supported by previous research, as well as the number of participants and the industries represented in these studies.

Table 29

*The Degree to Which the Finding That Job Satisfaction Was Enhanced by the Performance of Emotional Labor Was Supported by Previous Research*

Year	Author(s)	Number of Participants	Industry	Degree of Support
1993	Wharton	672	banking, hospital	supported
2006	Meier et al.	1,000 + school districts	K-12 education	supported
2008	Q. Zhang and Zhu	164	higher education	partially supported
2013	Cho et al.	213	retail sales	supported
2015	Cottingham et al.	730	nursing	not supported
2015	Yang and Guy	219	local government	supported

Although Karatepe (2011) concluded that employees in organizations outside of higher education who had been with their organizations longer were less likely to experience emotional exhaustion, all participants in this study, whose years of work experience ranged from 1 year to 12 years, conveyed that their performance of emotional labor exacted a cost from them in terms of energy. This finding is consistent with the assertion of Hochschild (1983/2012) that the performance of emotional labor can have psychological costs for the performers and the related conclusion of several researchers that the performance of surface acting was linked to emotional exhaustion, for both employees outside of higher education (Brotheridge & Lee, 2003; Erickson & Ritter, 2001; Karatepe, 2011; Wagner et al., 2014; Zhan et al., 2016) and for higher education faculty (Q. Zhang & Zhu, 2008). Wagner et al. (2014) also noted that surface acting performed at work was positively associated with emotional exhaustion at home, a

circumstance experienced by the majority of participants in this study. Although the connection between performing emotional labor and having less energy for other work tasks made by the majority of participants in this study, as well as the conclusion of one half of the participants that this circumstance exacted from them a professional cost, were not specifically noted in the studies I reviewed, these findings might be related to the findings of Brotheridge and Grandey (2002) and Brotheridge and Lee (2003) that the performance of surface acting was significantly associated with a reduced sense of work accomplishment. Table 30 depicts the research studies in which the results were consistent with my finding that participants perceived their performance of emotional labor to exact from them an energy cost. Table 30 also depicts the number of participants and the industries represented in these studies.

Table 30

*Research Studies in Which the Results Were Consistent With the Finding That Participants Perceived Their Performance of Emotional Labor To Exact from Them an Energy Cost*

Year	Author(s)	Number of Participants	Industry
1983/2012	Hochschild	74+	airline
2001	Erickson and Ritter	522	various outside higher education
2003	Brotheridge and Lee	534	various outside higher education
2008	Q. Zhang and Zhu	164	higher education
2011	Karatepe	620	hotel
2014	Wagner et al.	78	bus driving
2016	Zhan et al.	260	call center

**The strategies employed to cope with the negative effects of emotional labor.**

All participants in this study mentioned ways of coping with the energy cost associated with the performance of emotional labor in an academic advising context, either by regulating their energy loss or by accepting their energy loss. Strategies for regulating energy loss involved (a) replenishing the energy lost via emotional labor, (b) rationing the energy available to perform emotional labor, and (c) relating authentically to avoid the energy cost altogether. Strategies for accepting energy loss involved (a) accepting limits regarding the finite nature of the energy available to perform emotional labor and the inability to control the outcome of the energy expenditure, (b) communicating with others who understand the energy cost associated with emotional labor, and (c) reminding oneself of a love of the advising profession that is worth the energy cost. The finding that rationing emotional labor represented a coping strategy for most participants in this study was consistent with the conclusion of Hochschild (1983/2012) that workers in the airline industry might cope with the psychological costs of the performance of emotional labor by accepting it as a job requirement that they could, in turn, ration if demands for it became too great. Hochschild (1983/2012) also discovered that workers in the airline industry might cope with the cost of the performance of emotional labor by detaching from their feelings, a conclusion supported by later researchers (Brotheridge & Grandey, 2002; Brotheridge & Lee, 2003; Karatepe, 2011) who determined that the performance of surface acting was positively associated with detachment (i.e., depersonalization or disengagement) on the part of its performers. However, participants in this study did not convey feelings of detachment or depersonalization. Therefore, rationing emotional labor

was the only coping strategy used by participants in this study that was also specifically referenced in the literature that I reviewed.

**The hidden nature of a valuable resource.** Previous researchers have associated the role that academic advisors fulfill in institutions of higher education with positive outcomes for students and institutions, including students' (a) satisfaction, both with advising (e.g., Allen et al., 2013, 2014) and with institutions (e.g., Vianden, 2016); (b) achievement, both inside (e.g., Kot, 2014) and outside (e.g., Erlich & Russ-Eft, 2013) of the classroom; (c) retention to graduation (Schwebel et al., 2012); and (d) persistence in college (e.g., Ellis, 2014). In addition, that advisors should work to develop relationships with students (e.g., Barbuto et al., 2011) or otherwise demonstrate care for students in some way (e.g., Donaldson et al., 2016) have been common recommendations of researchers or common implications of results of studies. The results of this study, however, served to illuminate the perspectives of academic advisors regarding their involvement in supporting these outcomes, as well as the role that their performance of emotional labor played and the degree to which it was visible and valued.

Although the majority of participants in this study believed that their practice of being authentic, or finding ways to relate genuinely to students, helped them build relationships with students and provide quality academic advising experiences, the majority of participants also believed that their performance of emotional labor helped them with the task of building relationships with students, as recommended by many researchers (Allen et al., 2013, 2014; Barbuto et al., 2011; Barker & Mamiseishvili, 2014; Ellis, 2014; Leach & Patall, 2016; Orozco et al., 2010; Packard & Jeffers, 2013; Paul & Fitzpatrick, 2015; Vianden, 2016; Vianden & Barlow, 2015; Walker et al., 2017). They

also believed that their performance of emotional labor helped them provide quality academic advising experiences, which involved tasks of advisors that were named in previous studies (e.g., contributing to student learning in an advising context; Allen et al., 2014; Erlich & Russ-Eft, 2013; Smith & Allen, 2014; Workman, 2015).

All participants in this study believed that their performance of emotional labor in developing relationships with students in an academic advising context was of value to students and, therefore, the institution, and the majority of participants believed that their performance of emotional labor promoted outcomes that were of value to both entities. These outcomes included outcomes noted by previous researchers, such as student persistence (Ellis, 2014; Kot, 2014; Ryan, 2013; Swecker et al., 2013), retention (Schwebel et al., 2012), and good decision-making on the part of students (Workman, 2015; Y. Zhang, 2016). The majority of participants in this study also thought that their performance of emotional labor resulted in a demonstration of care that was perceived by students, a circumstance that previous researchers deemed important to students (Donaldson et al., 2016; Leach & Patall, 2016; Museus & Ravello, 2010; Walker et al., 2017). The majority of participants also believed that this demonstration of care for students promoted students' loyalty to the institution, which is consistent with the conclusions of researchers who linked students' perceptions of advisors' care to institutional loyalty (Vianden, 2016; Vianden & Barlow, 2015). Table 31 depicts the research studies in which the results were consistent with the findings that illuminated the perspectives of participants regarding their involvement in supporting positive outcomes for students and institutions, as well as the number of participants and the numbers and types of institutions represented in these studies.

Table 31

*Research Studies in Which the Results Were Consistent With the Findings That Illuminated the Perspectives of Participants Regarding Their Involvement in Supporting Positive Outcomes for Students and Institutions*

Year	Author(s)	Number of Participants	Number and Type of Institution(s)
2010	Orozco et al.	363	nine 2-year
2010	Museus and Ravello	45	one 2-year and two 4-year
2011	Barbuto et al.	407	one 4-year
2012	Schwebel et al.	501	one 4-year
2013	Allen et al.	9,104	two 2-year and five 4-year
2013	Swecker et al.	363	one 4-year
2013	Erlich and Russ-Eft	120	one 2-year
2013	Packard and Jeffers	82	three 2-year
2013	Ryan	67	one 2-year
2014	Smith and Allen	22,305	two 2-year and seven 4-year
2014	Allen et al.	9,104	two 2-year and five 4-year
2014	Kot	2,745	one 4-year
2014	Ellis	25	one 4-year
2014	Barker and Mamiseishvili	17	one 4-year
2015	Vianden and Barlow	1,207	three 4-year
2015	Paul and Fitzpatrick	428	one 4-year
2015	Workman	6	one 4-year
2016	Leach and Patall	145	one 4-year



Year	Author(s)	Number of Participants	Number and Type of Institution(s)
2016	Vianden	29	three 4-year
2016	Donaldson et al.	11	one 2-year
2016	Y. Zhang	11	one 2-year
2017	Walker et al.	162	one 4-year

The results of this study also served to illuminate the perspectives of academic advisors regarding the invisible nature of their emotional labor, a quality of such labor originally noted by Hochschild (1983/2012). Although all participants believed that their emotional labor benefitted students and the institution, which aligned with the assertion of researchers (Constanti & Gibbs, 2004; Meier et al., 2006) that employees' performance of emotional labor can be of value to organizations, the majority of participants questioned the visibility of their labor to their employers. In addition, a few participants lamented the lack of tangible rewards and formal recognition for the performance of emotional labor in an academic advising context, which was consistent with the conclusion of researchers (Bhave & Glomb, 2009; Constanti & Gibbs, 2004; Hochschild 1983/2012) that the performance of emotional labor might not be fairly compensated or rewarded. Table 32 depicts the research studies in which the results were consistent with the findings that illuminated the perspectives of participants regarding the invisible nature of their emotional labor, as well as the number of participants and the industries represented in these studies.

Table 32

*Research Studies in Which the Results Were Consistent With the Findings That Illuminated the Perspectives of Participants Regarding the Invisible Nature of Their Emotional Labor*

Year	Author(s)	Number of Participants	Industry
1983	Hochschild	74+	airline
2004	Constanti and Gibbs	9	higher education
2006	Meier et al.	1,000 + school districts	K-12 education
2009	Bhave and Glomb	5,488	various outside higher education

### **Discussion of Findings in the Context of the Conceptual Framework**

Grandey's (2000) conceptual framework, which incorporated tenets of emotion regulation theory with previous and varying perceptions of the concept of emotional labor, as well as with research concerning the positive and negative effects of emotional labor, served as the conceptual framework for this study. Grandey (2000) asserted that situational factors (e.g., customer expectations), individual characteristics (e.g., gender), and organizational characteristics (e.g., autonomy granted individuals) all influence the surface acting and deep acting inherent in emotional labor, the performance of which can produce both positive (e.g., satisfied customer) and negative (e.g., employee stress) outcomes. Working within this conceptual framework, I sought to promote an understanding of both the positive and negative experiences of advisors who had similar situational, individual, and organizational circumstances, and the findings of this study serve to uphold the tenets of this framework.

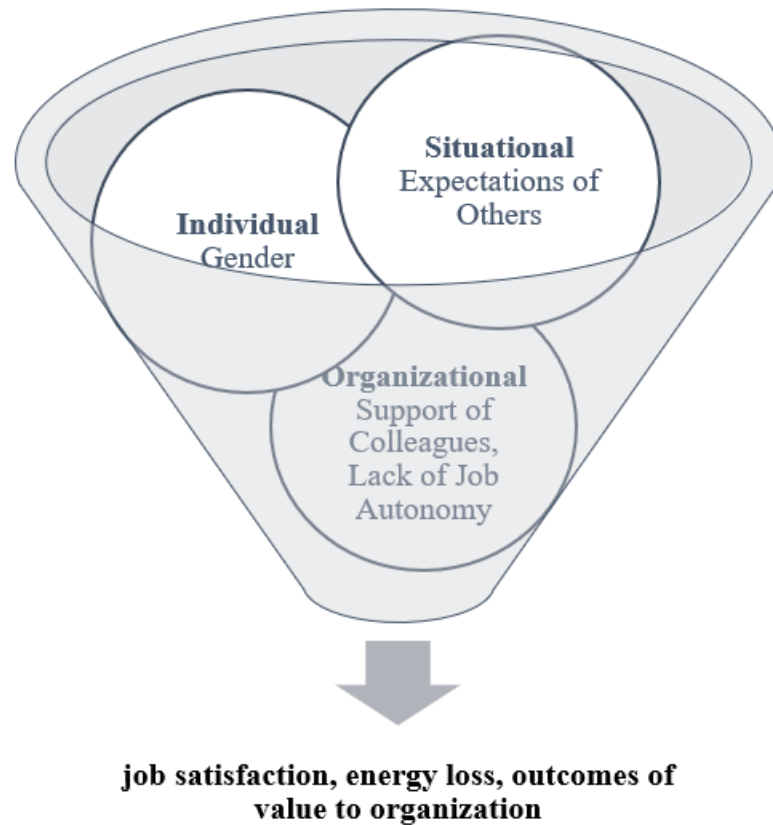
**Situational circumstances.** Grandey (2000) asserted that the situational factors that influence the performance of emotional labor by employees include employees' perceptions of the expectations of their organizations and their perceptions of the expectations of their customers. The findings of this study were consistent with this assertion in that the majority of participants in this study engaged in some form of emotional labor to manage their emotions in accordance with their perceptions of the general expectations of the workplace. In addition, all participants in this study employed surface acting in response to their perceptions of the expectations of students, either to manage their own emotions or to attempt to manage the emotions of students.

**Individual characteristics.** Among the individual characteristics that influence the performance of emotional labor by employees (e.g., gender, emotional intelligence, self-monitoring ability; Grandey, 2000), gender seemed most relevant to the participants in this study. The participants in this study who engaged in some form of emotional labor to manage their emotions in accordance with their perceptions of the general expectations of the workplace indicated that their efforts were related to gaining professional respect as women. In addition, one half of the participants in this study engaged in surface acting to manage their emotions in accordance with their perceptions of the gendered expectations of others (i.e., traditional expectations of cisgender women).

**Organizational characteristics.** Grandey (2000) identified both the autonomy granted to employees within an organization and the support available to employees within an organization as organizational characteristics that influence employees' performance of emotional labor. These conclusions were supported by the findings of this study, in which two methods that participants employed to cope with the energy cost

exacted by their performance of emotional labor were related to their degree of job autonomy or to the degree of support available to them within the organization. The majority of participants in this study indicated that, at times, they rationed their emotional labor in some way in order to maintain their effectiveness in the face of competing demands and lack of time to meet these demands. In addition, two participants took advantage of the support available to them via their colleagues by choosing to commiserate with them as a coping strategy.

**Positive and negative effects of emotional labor.** Grandey (2000) acknowledged that the performance of emotional labor can have both positive and negative effects for employees (i.e., job satisfaction, burnout) and organizations (i.e., satisfactory employee performance, employee attrition), and the findings of this study were consistent with these conclusions. One half of the participants in this study believed their job satisfaction to be enhanced by their performance of emotional labor, specifically when such labor seemed to have the desired effect or helped them build advising skills. However, all participants conveyed that their performance of emotional labor exacted a cost from them in terms of energy. In addition, the majority of participants in this study believed that their performance of emotional labor in developing relationships with students in an academic advising context promoted outcomes that were of value to the institution. Figure 15 illustrates the situational circumstances, individual characteristics, and organizational characteristics that seemed to influence my participants' performance of emotional labor in an academic advising context, as well as the positive and negative effects that they perceived their performance of emotional labor to have for both themselves and their organization.



*Figure 14.* My illustration of the situational circumstances, individual characteristics, and organizational characteristics that seemed to influence my participants' performance of emotional labor in an academic advising context, as well as the positive and negative effects that they perceived their performance of emotional labor to have for both themselves and their organization.

### **Implications of Findings**

**Implications for advisors.** Similar to other participants in other research studies (e.g., Zhan et al., 2016; Q. Zhang & Zhu, 2008) concerning the phenomenon of the performance of emotional labor, all participants in this study perceived their performance of emotional labor in an academic advising context to exact from them an energy cost. However, unlike participants in other studies (Hochschild 1983/2012; Karatepe, 2011),

participants in this study did not report feelings of detachment or disengagement. Instead, participants in this study discussed the ways in which they coped with the energy cost. Based on the findings of this study, current and prospective academic advisors should be aware of the potential for energy loss as a result of the performance of emotional labor in an academic advising context. They also should be aware of potentially useful strategies to cope with this energy cost, especially the methods to regulate energy loss that were mostly commonly adopted among the participants in this study.

**Implications for administrators.** Advising administrators, such as directors of advising departments, also should be cognizant of the potential for academic advisors to experience energy loss as a result of performing emotional labor. Given that one half of the participants in this study perceived that the cumulative effects of their energy loss reduced their effectiveness as advisors or reduced their capacity for resilience in the face of other professional challenges, ignoring this potential might result in an overall reduction in the quality of service provided to students. Advising administrators also should keep in mind the coping strategies mentioned by participants in this study, especially strategies to regulate energy loss that could be either promoted by or inhibited by existing departmental policies and procedures. Likewise, senior administrators should consider policies in existence at the institutional level that might either promote or inhibit academic advisors' abilities to cope with the energy cost of performing emotional labor.

Considering that the majority of participants in this study, similar to other participants in other research studies (e.g., Polletta & Tufail, 2016), perceived pressure to manage their emotions in accordance with the gendered expectations of others, advising administrators also should examine the expectations that they have for their advisors for

any evidence of gender bias. They should consider communicating that the role or combination of roles that advisors are expected to play for students (e.g., educator, problem-solver, nurturer, cheerleader) apply to everyone, regardless of their gender identity. Because some participants in this study also perceived gendered expectations from students, administrators in other divisions might consider steps they could take to help students become more aware of their own gender biases.

Advising administrators also should consider the part that they might play in enhancing the visibility of the results of academic advisors' performance of emotional labor. Of note is that the perception that the majority of participants in this study held concerning their value to students and the institution has been substantiated by previous researchers who linked academic advising to such outcomes as student persistence (e.g., Ellis, 2014), student retention (Schwebel et al., 2012), institutional loyalty (e.g., Vianden, 2016), and good decision-making on the part of students (e.g., Y. Zhang, 2016). Yet, the majority of participants in this study perceived that their contributions to these outcomes remained unacknowledged by their employers, which was consistent with the perspectives of other participants in Hochschild's (1983/2012) original study and with the conclusions of other researchers (e.g., Bhawe & Glomb, 2009) that the performance of emotional labor might not be fairly compensated or rewarded. Although advising administrators should clarify the contributions of academic advisors to senior administrators, senior administrators should, in turn, consider these contributions when making decisions regarding resource allocation.

## **Recommendations for Future Research**

As described previously, academic advisors in higher education were conspicuously absent from the literature that I reviewed concerning the performance of emotional labor in the workplace. Therefore, more research of any kind that will help fill this void is needed. In addition to attempting to replicate the results of my study with other participants who self-identify as women who have fulfilled the role of a professional staff academic advisor for at least 1 year in a 4-year public institution of higher education, I recommend that researchers explore the experiences of advisors in other circumstances (e.g., in the role of faculty advisor), who have different individual characteristics (e.g., cisgender men) and who work in other types of institutions (e.g., private institutions, 2-year institutions). In addition to revealing the perspectives of other advisors who are similar to and different from the participants in this study, such research also might reveal demographic patterns associated with the performance of emotional labor in an academic advising context.

I also recommend that researchers explore further the coping strategy of rationing emotional labor that was first referenced by Hochschild (1983/2012) and discovered to be a strategy used by the majority of participants in this study. In addition, the development and score-validation of a scale to measure the performance of emotional labor in an academic advising context that distinguishes between surface acting and deep acting would allow researchers to examine relationships among the performances of the two types of emotional labor and the preferred coping strategies of advisors. This scale also might be of use in investigating the relationships between the performance of the two types of emotional labor and outcomes for participants (e.g., job satisfaction, energy loss)



and students/institutions (e.g., student persistence), as well as relationships between the practice of being authentic and potential outcomes for participants and students/institutions.

### **Recommendations for Future Practice**

**Recommendations for advisors.** Advisors who have characteristics and circumstances similar to the six participants in this study might consider employing strategies to cope with the energy cost of the performance of emotional labor. All participants in this study employed more than one coping strategy, but the most common strategies among participants involved methods to regulate, rather than accept, their energy loss, either by ensuring time to replenish lost energy, rationing the energy available to them, or relating to students authentically to avoid energy loss. Similar to the recommendation of Sechelski and Story (2018), advisors who want to replenish lost energy might consider having regular routines to decompress after their workdays or during lunch or breaks throughout their workdays. Advisors who seek to replenish lost energy also should consider taking advantage of any earned paid time off on a regular basis. Finding ways to relate to students authentically also might be useful to some academic advisors given that equal numbers of participants in this study believed that their performance of emotional labor *and* their practice of being authentic enhanced their effectiveness as academic advisors in similar ways (i.e., helped them build relationships with students and provide quality academic advising experiences). Rationing emotional labor also might represent a useful coping strategy for some advisors, especially during peak mandatory advising times (e.g., registration) because not every student coming into advising offices at these times will need the same level of assistance or degree of

intervention from advisors. Rationing emotional labor in such a way as to limit the energy expenditure to those interactions that seem to call for it the most also might increase the likelihood that the energy expended has the desired result, which could increase job satisfaction and feelings of professional fulfillment for advisors.

**Recommendations for administrators.** Administrators who work with academic advisors who are similar to the participants in this study should consider making efforts to minimize the gendered expectations that participants in this study perceived. One way that advising administrators might communicate explicitly their expectations of all advisors, as opposed to communicating implicit gendered expectations, is to incorporate into regular staff meetings professional development opportunities that allow advisors to practice responding to students based on their advising role rather than on their gender identity. For example, a situation that involves a student in a legitimate crisis might call for a nurturing approach, regardless of the advisor playing the role, and a situation that involves a student exploring choices regarding college major might call for an educative approach, again, regardless of the advisor playing the role. Such role-play opportunities also might allow advisors to learn more about different approaches from one another. In addition, administrators in other divisions should consider instituting programming or initiatives to help students become more aware of their own biases, which might, in turn, lead not only to advisors but also to other employees and students perceiving gender bias less frequently.

Second, just as advisors who are similar to the participants in this study should consider employing strategies to cope with the energy cost of the performance of emotional labor, advising administrators who work with these advisors should consider

the ways in which they can support them in this endeavor. One way that advising administrators could demonstrate support for advisors' use of coping strategies is to partner with campus counseling staff to provide professional development opportunities that allow advisors to explore and develop strategies used by counselors themselves to deal with the emotional demands of their profession. Advising administrators also could demonstrate support by viewing coping strategies through the lens of existing departmental policies and procedures. For example, advising administrators should consider whether or not current scheduling procedures allow advisors regular opportunities to replenish their energy throughout the workday. They should explore innovative ways to provide opportunities for replenishment for advisors who desire it during peak advising times, such as making temporary shift assignments. For example, it makes little sense to have all advisors adhere to a traditional 8 a.m. to 5 p.m. work schedule when peak student traffic might occur from 10 a.m. to 2 p.m. Thus, an administrator might choose to have the majority of staff arrive at 9 a.m. and assign one or two floating advisors to arrive at peak times, allowing staff who arrived earlier to take their lunch hours or other breaks. Likewise, senior administrators should consider supporting these innovations by making any necessary changes to policies at the institutional level.

Advising administrators working with advisors who are similar to participants in this study also should contemplate whether or not current policies concerning taking paid time off allow advisors who desire regular opportunities to replenish their energy throughout the year to have them. They should consider finding ways to remove any unnecessary barriers for advisors in the process of asking permission to take the time that

they have earned. For example, a policy that requires an advisor to obtain approval for paid time off from all management personnel rather than the specific supervisor to whom the advisor reports might constitute an unnecessary barrier. In addition, advising administrators should consider implementing objective criteria for all management personnel to follow when deciding to grant time off so that such decisions are equitable and consistent from supervisor to supervisor. Furthermore, senior administrators should consider supporting advising administrators' actions by changing institutional policies as necessary.

Third, advising administrators working with advisors who are similar to participants in this study might determine the ways in which they can enhance the visibility of the results of these academic advisors' performance of emotional labor. If departmental assessment is required at the institutional level, then the outcomes assessed should be outcomes that senior administrators consider important. For example, reporting the number of students seen by academic advisors in a given academic year is not as meaningful as reporting the semester-to-semester persistence rates for students who chose to visit with an academic advisor to review their degree plans in a given academic year and for students who chose not to visit with an academic advisor for such a review. In turn, senior administrators should consider acknowledging these positive outcomes and dedicating resources to improve such outcomes for all students (e.g., to increase the number of academic advisors to ensure reasonable advisor-to-advisee ratios).

### **Summary and Conclusions**

Despite the associations documented in the academic advising literature between the work of academic advisors and college students' satisfaction (e.g., Allen et al., 2013,

2014), achievement (e.g., Erlich & Russ-Eft, 2013), retention (Schwebel et al., 2012), and persistence (e.g., Ellis, 2014), advisors have questioned the ways in which their labor is viewed and valued by others at their institutions (Aiken-Wisniewski et al., 2015).

Likewise, the participants in this study associated their performance of emotional labor in an academic advising context with positive outcomes for students and institutions, but they questioned to what degree those who benefitted from their labor, particularly administrators, recognized its value. They also perceived their performance of emotional labor to stem in part from the gendered expectations of others and to exact from them an energy cost, similar to the emotional exhaustion documented by researchers who studied the performance of emotional labor by employees outside of higher education (e.g., Zhan et al., 2016) and by higher education faculty (Q. Zhang & Zhu, 2008). Participants in this study also revealed the ways in which they coped with this energy cost, either by regulating their energy loss or by accepting their energy loss.

Academic advisors who are similar to the participants in this study and the advising administrators who work with them should be cognizant of the potential for advisors to experience energy loss as a result of performing emotional labor, as well as potential strategies for coping with this energy cost. These advising administrators, as well as other administrators within these institutions, should consider making efforts to minimize gendered expectations of advisors and to ensure that departmental and institutional policies and procedures support, rather than hinder, academic advisors' ability to cope with the energy cost of the performance of emotional labor. In addition, advising administrators working with advisors who are similar to participants in this study should consider advocating for them by publicizing the positive outcomes of their

labor to senior administrators, who, in turn, should consider acknowledging these positive outcomes and dedicating resources to improve such outcomes for all students.

As noted previously, one participant, Antioch, declared that “if we could at least just name [emotional labor]. You know, name it as a thing that happens in advising. I think that can be a big stepping stone.” Thanks to all of the participants in this study, I have been able to navigate this stepping stone and others, adding to the literature that illuminates advisors’ perspectives regarding their performance of emotional labor in an academic advising context, as well as the literature that defines academic advising as a profession by clarifying the nature of the labor in which advisors engage. I invite other researchers to join me in this endeavor, to continue to clarify academic advisors’ perspectives regarding their performance of emotional labor and to explore potential relationships between this performance and the outcomes for advisors and institutions, thereby clearing more stepping stones along the path toward advising effectiveness.

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## APPENDIX A

3/7/2019

IRB-2019-54 - Initial: Protocol Decision - Post 2018 Rule - Sechelski, Amber

### IRB-2019-54 - Initial: Protocol Decision - Post 2018 Rule

orosp@irb.shsu.edu

Tue 3/5/2019 10:02 AM

To: Onwuegbuzie, Tony <AJO002@SHSU.EDU>; Sechelski, Amber <ANS035@SHSU.EDU>;



Date: Mar 5, 2019 10:02 AM CST

TO: Amber Sechelski  
 Anthony Onwuegbuzie  
 FROM: SHSU IRB  
 PROJECT TITLE: Select Women Academic Advisors' Experiences with Emotional Labor in Forming Relationships with Undergraduate Students  
 PROTOCOL #: IRB-2019-54  
 SUBMISSION TYPE: Initial  
 ACTION: Approved  
 DECISION DATE: March 4, 2019  
 ADMINISTRATIVE CHECK-IN DATE: March 4, 2020  
 EXPEDITED REVIEW CATEGORY: 3. Prospective collection of biological specimens for research purposes by noninvasive means.  
 6. Collection of data from voice, video, digital, or image recordings made for research purposes.  
 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Greetings,

The above-referenced submission has been reviewed by the IRB and it has been Approved. This decision expires on March 4, 2020. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

**Since Cayuse IRB does not currently possess the ability to provide a "stamp of approval" on any recruitment or consent documentation, it is the strong recommendation of this office to please include the following approval language in the footer of those recruitment and consent documents: IRB-2019-54/March 4, 2019/March 4, 2020.**

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

**Modifications:** Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please submit a Modification Submission through [Cayuse IRB](#) for this procedure.

**Incidents:** All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please submit an Incident Submission through [Cayuse IRB](#) for this procedure. All Department of Health and Human Services and sponsor reporting requirements should also be followed.

**Study Administrative Check-In:** Based on the risks, this project does not require renewal. Rather, you are required to administratively check in with the IRB on an annual basis. March 4, 2020 is the anniversary of the review of your protocol. The following are the conditions of the IRB approval for IRB-2019-54 Select Women Academic Advisors' Experiences with Emotional Labor in Forming Relationships with Undergraduate Students.

<https://mail.shsu.edu/owa/#viewmodel=ReadMessageItem&ItemID=AAMkADE4MjM2NTVhLTQ5NWItNDkyYy1hNzY1LTl0ZmQ4ZDBlZmRlNgBGAA...> 1/2

3/7/2019

IRB-2019-54 - Initial: Protocol Decision - Post 2018 Rule - Sechelski, Amber

1. When this project is finished or terminated, a **Closure submission** is required.
2. Changes to the approved protocol require prior board approval ( **NOTE:** see the directive above related to **Modifications**).
3. Human subjects training is required to be kept current at [citipprogram.org](http://citipprogram.org) by renewing training every 5 years.

Please note that all research records should be retained for a minimum of three years after the completion of the project. If you have any questions, please contact the Sharla Miles at 936-294-4875 or [irb@shsu.edu](mailto:irb@shsu.edu). Please include your protocol number in all correspondence with this committee.

Sincerely,

Donna M. Desforges, Ph.D.  
Chair, Committee for the Protection of Human Subjects  
PHSC-IRB

## APPENDIX B

Hello. My name is Amber Sechelski, and I am a doctoral student in the Department of Educational Leadership at Sam Houston State University. May I please speak with [name]?

(If the person is not available, I will let the person who answered know that I will try at another time. If the person is available, I will confirm that I am speaking to the correct person.)

Hi, [name]. My name is Amber Sechelski, and I am a doctoral student in the Department of Educational Leadership at Sam Houston State University. Do you have time to speak with me for a few minutes?

(If the person indicates that it is not a good time to speak, I will ask if another time is better. If the person says “no” or seems reluctant to continue, I will thank the person for speaking with me and end the call. If the person indicates that now is a good time to speak, I will continue.)

That’s wonderful. I am contacting you because you might have an interest in participating in research for my dissertation, which I’m conducting under the supervision of Dr. Tony Onwuegbuzie in the Educational Leadership Department at Sam Houston State University. The study involves exploring the experiences of professional staff academic advisors with the emotional labor that they undertake in forming relationships with undergraduate students and how they perceive this labor to be viewed and valued by their employers. Would you like to hear more about this study?

(If the person indicates that she does not want to hear more or seems reluctant to continue, I will thank the person for speaking with me and end the call. If the person indicates interest, I will continue.)

First, I would like to clarify what I mean by some of the terms I’ve used to describe the study. A professional staff academic advisor is an advisor who meets regularly, either formally or informally, with students to discuss not only academic requirements and policies but also students’ academic achievement and personal development. Emotional labor is the work involved in concealing or generating emotions to engender certain attitudes in others. Performance of emotional labor within the context of academic advising could, for example, involve an academic advisor who attempts to help a student with strategies for academic improvement. The advisor might conceal frustration if the student declines to use these strategies, choosing instead to display concern to the student or to expend effort to induce a feeling of concern for the student. For the purposes of this study, relationship is defined as a connection between an advisor and advisee that is perceived by the advisee based on a demonstration of personal care by the advisor. Before I go any further, do you have any questions about these terms?

(Answer questions if necessary.)

Next, I would like to tell you what participating in this study would involve. Participants in this study will be asked to participate in a 60- to 90-minute private individual face-to-face interview with me, which will also be recorded by me. The interview will be transcribed by either Trint, an automated transcription service, or by the me, if that is the participant’s preference. During the

interview I will ask various open-ended questions concerning the participant's experiences with the emotional labor that she undertakes in forming relationships with undergraduate students and how she perceives this labor to be viewed and valued by her employer. After the interview is transcribed from the recording, I will ask participants to review their transcripts and request any changes that they desire. During the data analysis process, I will share with participants the ways in which their data are being interpreted and solicit their thoughts regarding these interpretations. The total time involved in participating is estimated to be 5 to 7 hours over the course of 4 to 6 weeks.

If being a participant interests you, I'm happy to send you the consent form to review. The consent form contains all of the information I just relayed, and it also supplies more details about the study, your rights as a participant, and the potential risks and benefits of participating. Would you like for me to e-mail a copy of the consent form to you?

(If the person indicates that she does not want to receive a consent form or seems reluctant to continue, I will thank the person for speaking with me and end the call. If the person indicates interest, I will continue.)

Great! What is the e-mail address that you would like me to use?

OK, I'm going to repeat that back to you to make sure it is correct. (Repeat back.) I will e-mail the form shortly for your review. Please don't hesitate to contact me with any questions that you have. I will also follow up with you in a few days. Do you have any questions for me right now?

(Answer questions if necessary.)

Thank you so much for speaking with me, and thank you for your interest. I will be in touch.



## APPENDIX C



**Sam Houston State University**  
**Consent for Participation in Research**

**KEY INFORMATION FOR *Select Women Academic Advisors' Experiences  
 With Emotional Labor in Forming Relationships With Undergraduate Students***

You are being asked to be a participant in a research study about *the experiences that select women professional staff academic advisors have with the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive their emotional labor to be viewed and valued by their employers*. You have been asked to participate in the research because *you might identify as a woman who has fulfilled the role of a professional staff academic advisor for at least 1 year at a 4-year public institution and may be eligible to participate*.

**WHAT IS THE PURPOSE, PROCEDURES, AND DURATION OF THE STUDY?**

*One purpose of this study will be to explore how select women professional staff academic advisors have experienced the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive this labor to be viewed and valued by their employers. A second purpose will be to add to the literature that defines academic advising as a profession by illuminating the nature of the labor in which advisors engage.*

*A professional staff academic advisor is an advisor who meets regularly, either formally or informally, with students to discuss not only academic requirements and policies but also students' academic achievement and personal development. Emotional labor is the work involved in concealing or generating emotions to engender certain attitudes in others. Performance of emotional labor within the context of academic advising could, for example, involve an academic advisor who attempts to help a student with strategies for academic improvement. The advisor might conceal frustration if the student declines to use these strategies, choosing instead to display concern to the student or to expend effort to induce a feeling of concern for the student. For the purposes of this study, relationship is defined as a connection between an advisor and advisee that is perceived by the advisee based on a demonstration of personal care by the advisor.*

*If you consent to participate in this research, you will be asked to supply select demographic information to the researcher and to participate in a private individual face-to-face interview with the researcher. The interview will be recorded by the researcher, and the interview will be transcribed by Trint <https://trint.com/>, an automated transcription service. Alternatively, you may request that your interview be transcribed by the researcher. After the interview is transcribed from the recording, you will be asked to verify your agreement with the transcript*

## Consent Form

*contents, noting any changes you desire. During the data analysis process, the researcher will share with you the ways in which your data are being interpreted and solicit your thoughts regarding these interpretations.*

*By doing this study, we hope to learn how professional staff academic advisors experience emotional labor in building relationships with students and how they perceive their emotional labor to be viewed and valued. Your participation in this research will last about 5 to 7 hours in total: 60 to 90 minutes to participate in the interview, 60 to 90 minutes to verify your interview transcript, and 3 to 4 hours over the span of 3 to 4 weeks to share your thoughts regarding the interpretation of your data.*

#### WHAT ARE REASONS YOU MIGHT CHOOSE TO VOLUNTEER FOR THIS STUDY?

*A potential benefit of participating in this study is gaining a better understanding of the emotional labor in which you engage and how such labor is viewed and valued by your employer.*

For a complete description of benefits, refer to the Detailed Consent.

#### WHAT ARE REASONS YOU MIGHT CHOOSE NOT TO VOLUNTEER FOR THIS STUDY?

*A potential risk of participating in this study is experiencing discomfort in sharing your experiences with expressing authentic emotions, expressing inauthentic emotions, suppressing emotions, and inducing emotions or in sharing your perceptions of how your emotional labor is viewed and valued by your employer.*

For a complete description of risks, refer to the Detailed Consent.

#### DO YOU HAVE TO TAKE PART IN THE STUDY?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any services, benefits, or rights you would normally have if you choose not to volunteer.

#### WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS OR CONCERNS?

The person in charge of this study is *Amber Sechelski* of the Sam Houston State University Department of *Educational Leadership*, who is working under the supervision of *Dr. Tony Omwuegbuzie*. If you have questions, suggestions, or concerns regarding this study or you want to withdraw from the study his/her contact information is: [ans035@shsu.edu](mailto:ans035@shsu.edu) (*Amber*) / [ajo002@shsu.edu](mailto:ajo002@shsu.edu) (*Dr. Omwuegbuzie*). If you have any questions, suggestions or concerns about your rights as a volunteer in this research, contact the Office of Research and Sponsored Programs – *Sharla Miles* at 936-294-4875 or e-mail ORSP at [sharla\\_miles@shsu.edu](mailto:sharla_miles@shsu.edu).

Consent Form

## Sam Houston State University

### Consent for Participation in Research

#### **DETAILED CONSENT *Select Women Academic Advisors' Experiences With Emotional Labor in Forming Relationships With Undergraduate Students***

##### **Why am I being asked?**

You are being asked to be a participant in a research study about *the experiences that select women professional staff academic advisors have with the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive their emotional labor to be viewed and valued by their employers* conducted by Amber Sechelski in the Department of Educational Leadership at Sam Houston State University. I am conducting this research under the direction of Dr. Tony Onwuegbuzie. You have been asked to participate in the research because *you might identify as a woman who has fulfilled the role of a professional staff academic advisor for at least 1 year at a 4-year public institution* and may be eligible to participate. We ask that you read this form and ask any questions you may have before agreeing to be in the research.

Your participation in this research is voluntary. Your decision whether or not to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

##### **Why is this research being done?**

*One purpose of this study will be to explore how select women professional staff academic advisors have experienced the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive this labor to be viewed and valued by their employers. A second purpose will be to add to the literature that defines academic advising as a profession by illuminating the nature of the labor in which advisors engage.*

*A professional staff academic advisor is an advisor who meets regularly, either formally or informally, with students to discuss not only academic requirements and policies but also students' academic achievement and personal development. Emotional labor is the work involved in concealing or generating emotions to engender certain attitudes in others. Performance of emotional labor within the context of academic advising could, for example, involve an academic advisor who attempts to help a student with strategies for academic improvement. The advisor might conceal frustration if the student declines to use these strategies, choosing instead to display concern to the student or to expend effort to induce a feeling of concern for the student. For the purposes of this study, relationship is defined as a connection between an advisor and advisee that is perceived by the advisee based on a demonstration of personal care by the advisor.*



## Consent Form

*If you consent to participate in this research, you will be asked to supply select demographic information to the researcher and to participate in a private individual face-to-face interview with the researcher. The interview will be recorded by the researcher, and the interview will be transcribed by Trint <https://trint.com/>, an automated transcription service. Alternatively, you may request that your interview be transcribed by the researcher. After the interview is transcribed from the recording, you will be asked to verify your agreement with the transcript contents, noting any changes you desire. During the data analysis process, the researcher will share with you the ways in which your data are being interpreted and solicit your thoughts regarding these interpretations.*

*By doing this study, we hope to learn how professional staff academic advisors experience emotional labor in building relationships with students and how they perceive their emotional labor to be viewed and valued. Your participation in this research will last about 5 to 7 hours in total: 60 to 90 minutes to participate in the interview, 60 to 90 minutes to verify your interview transcript, and 3 to 4 hours over the span of 3 to 4 weeks to share your thoughts regarding the interpretation of your data.*

*A potential benefit of participating in this study is gaining a better understanding of the emotional labor in which you engage and how such labor is viewed and valued by your employer. A potential risk of participating in this study is experiencing discomfort in sharing your experiences with expressing authentic emotions, expressing inauthentic emotions, suppressing emotions, and inducing emotions or in sharing your perceptions of how your emotional labor is viewed and valued by your employer.*

### **What is the purpose of this research?**

The purpose of this research is:

*to explore how select women professional staff academic advisors have experienced the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education and how they perceive this labor to be viewed and valued by their employers. A second purpose is to add to the literature that defines academic advising as a profession by illuminating the nature of the labor in which advisors engage.*

*I will address the following two central research questions:*

- 1. How do select women professional staff academic advisors experience the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education?*
- 2. How do select women professional staff academic advisors perceive the emotional labor that they undertake in forming relationships with undergraduate students in 4-year public institutions of higher education to be viewed and valued by their employers?*

### **What procedures are involved?**

If you agree to be in this research, we would ask you to do the following things:

## Consent Form

1. Spend approximately 60 to 90 minutes participating in a private individual face-to-face interview with the researcher that will be recorded by the researcher and transcribed by either Trint <https://trint.com/>, an automated transcription service, or by the researcher, if that is your preference. Just prior to the interview, you will be asked to supply the following demographic data if you so choose: ethnicity, age, highest level of education, and years of work experience as a professional staff academic advisor.
2. Spend approximately 60 to 90 minutes verifying your agreement with your interview transcript contents, noting any changes you desire.
3. Spend approximately 3 to 4 hours during the data analysis process (i.e., 3 to 4 hours during the span of 3 to 4 weeks) reviewing the researcher's interpretations of your data and sharing your thoughts regarding these interpretations.

Approximately up to 12 participants may be involved in this research at Sam Houston State University.

**What are the potential risks and discomforts?**

*A potential risk of participating in this study is experiencing discomfort in sharing your experiences with expressing authentic emotions, expressing inauthentic emotions, suppressing emotions, and inducing emotions or in sharing your perceptions of how your emotional labor is viewed and valued by your employer.*

**Are there benefits to taking part in the research?**

*A potential benefit of participating in this study is gaining a better understanding of the emotional labor in which you engage and how such labor is viewed and valued by your employer. This information also might benefit others associated with the advising profession and with higher education by illuminating the nature of the labor in which advisors engage.*

**What other options are there?**

*Participation in this study is voluntary. Professional staff academic advisors might gain similar benefits from participating in a different research study about the phenomenon of emotional labor or by seeking information regarding the phenomenon.*

**What about privacy and confidentiality?**

The only people who will know that you are a research participant are members of the research team. No information about you, or provided by you during the research will be disclosed to others without your written permission, except:

- if necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the SHSU Protection of Human Subjects monitors the research or consent process); or
- if required by law.

## Consent Form

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you will be used for educational purposes, your identity will be protected or disguised. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

*Participants will be assigned pseudonyms to protect their identities prior to answering demographic questions and participating in the interview, and participants will be encouraged not to share their responses with others. No records containing data will be identified by or contain any names of participants, and participants will have the right to review and edit their records. All records will be (a) kept on password-protected devices or in password-protected accounts (i.e., Trint <https://trint.com/>) that only the researcher may access, (b) password-protected individually if they are sent electronically between the researcher and individual participants, and (c) destroyed after the length of time recommended by the Sam Houston State University Institutional Review Board.*

*Participants may elect to have their interviews transcribed by the researcher; otherwise, the interviews will be transcribed by Trint <https://trint.com/>, an automated transcription service, which currently employs the following practices:*

*We take data security extremely seriously to ensure your files are protected! For your purposes, our and [Terms of Use](#), [Website and Marketing Privacy Policy](#) and [Platform Privacy Policy](#), which were updated in the light of the GDPR in May this year, should give an indication of the current measures in place.*

*Now, we do want to be very transparent with you; we are in the process of attaining ISO certification. This is a lengthy process and will take a number of months yet to complete.*

*To be clear however, the merit of using Trint is that no one can see your transcript - we use machine generated learning which converts your audio into text, thus eliminating the middleman and any need for human involvement. Regarding security; we adhere to industry best practice when it comes to encryption. All of our data is stored securely on the cloud via Amazon Web Services, which are based across North America.*

*Data is stored on our servers for the duration of your use of Trint. Upon request we can perform secure deletion of any and all transcript and audio/video files from an account, this will delete all your data from both our servers and AWS S3 servers.*

*Our team does not have access to your uploaded materials, and we are required to ask you for permission and the express sharing of your content before we can review it (in instances of, for example, an inquiry to Support). We also have multiple safeguards that prevent other parties from accessing your data.*

### **What if I am injured as a result of my participation?**

## Consent Form

In the event of injury related to this research study, you should contact your physician or the University Health Center. However, you or your third party payer, if any, will be responsible for payment of this treatment. There is no compensation and/or payment for medical treatment from Sam Houston State University for any injury you have from participating in this research, except as may be required of the University by law. If you feel you have been injured, you may contact the researcher, *Amber Sechelski* at 936-755-1259.

**What are the costs for participating in this research?**

*There are no costs for participating in this research beyond the potential costs associated with transportation to and from the research site.*

**Will I be reimbursed for any of my expenses or paid for my participation in this research?**

*Participation in this study is voluntary, and there are no tangible rewards for participating. No expenses will be reimbursed.*

**Can I withdraw or be removed from the study?**

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

**Who should I contact if I have questions?**

The researcher conducting this study is *Amber Sechelski*. You may ask any questions you have now. If you have questions later, you may contact the researcher at: Phone: 936-755-1259. *You may also contact Dr. Tony Onwuegbuzie at 936-294-4509.*

**What are my rights as a research subject?**

If you feel you have not been treated according to the descriptions in this form, or you have any questions about your rights as a research participant, you may call the Office of Research and Sponsored Programs – Sharla Miles at 936-294-4875 or e-mail ORSP at [sharla\\_miles@shsu.edu](mailto:sharla_miles@shsu.edu).

You may choose not to participate or to stop your participation in this research at any time. Your decision whether or not to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

*If you are a staff person at SHSU, your participation in this research is in no way a part of your university duties, and your refusal to participate will not in any way affect your employment with the university, or the benefits, privileges, or opportunities associated with your employment at SHSU.*



## Consent Form

You *will not* be offered or receive any special consideration if you participate in this research.

**Agreement to Participate**

I have read the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research.

**Consent:** I have read and understand the above information, and I willingly consent to participate in this study. I understand that if I should have any questions about my rights as a research subject, I can contact *Amber Sechelski* at 936-755-1259 or by email at [ans035@shsu.edu](mailto:ans035@shsu.edu). I have received a copy of this consent form.

Your name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX D

### Transcription Conventions

The glossary of transcript symbols given below explain the details of vocal utterances as follows:

Timed interval symbols	(1.0)	Numbers in parentheses indicate elapsed time in silence by tenth of seconds
	(.)	A dot in parentheses indicates a small 'gap' between words
	(...)	Three dots in parentheses indicates a moderate gap, not (1.0) seconds long but longer than (.)
Characteristic of speech production	::	Double colons indicate prolongation of the immediately prior sound
	-	A dash indicates an abrupt cut-off
	.	A period indicates a stopping fall in tone
	,	A comma indicates a continuing intonation but a hesitation
	?	A question mark is a rising intonation
	↑↓	Arrows indicate marked shifts into higher or lower pitch of the sounds immediately following the symbol
	< >	Right/left carets indicate speed up and slowing down of pace
	(hh)	A parenthesized h or a row of hh indicates levels of breathiness

## VITA

### AMBER SECHELSKI

#### Academic Degrees and Certificates

Ed.D.	Sam Houston State University, Huntsville, TX Higher Education Leadership	August 2019
M.A.	Sam Houston State University, Huntsville, TX Higher Education Administration	May 2015
Graduate Certificate	Sam Houston State University, Huntsville, TX Academic Advising	May 2015
Standard Teaching Certificate	Sam Houston State University, Huntsville, TX English, Language Arts, and Reading, Grades 8-12	May 2003
B.S.	Texas A&M University, College Station, TX Animal Science	December 1997

#### Higher Education Experience

Graduate Assistant (Summer 2018)  
Department of Educational Leadership, Sam Houston State University, Huntsville, TX

Copyeditor (July-August 2018)  
Office of Academic Planning and Assessment, Sam Houston State University, Huntsville, TX

Assistant Director of Academic Support Programs (2014-2018)  
Student Advising & Mentoring Center, Sam Houston State University, Huntsville, TX

Teaching Assistant, Research Methods (Doctoral Internship, Fall 2017)  
Department of Educational Leadership, Sam Houston State University, Huntsville, TX

Interim Director of Academic Support Programs (Summer 2017)  
Student Advising & Mentoring Center, Sam Houston State University, Huntsville, TX

Master's Practicum (Spring 2015)  
Office of Academic Planning and Assessment, Sam Houston State University, Huntsville, TX

Senior Academic Mentor for Academic Support Programs (2012-2014)  
Student Advising & Mentoring Center, Sam Houston State University, Huntsville, TX

Academic Mentor for Academic Support Programs (Staff Associate I) (2007-2012)  
Student Advising & Mentoring Center, Sam Houston State University, Huntsville, TX

Copyeditor (project-based, 2004-2007)

Texas Review Press, Sam Houston State University, Huntsville, TX

Veterinary Technician (1998-2002)

Veterinary Teaching Hospital Anesthesiology Service, Texas A&M University, College Station, TX

### **Other Education Experience**

English Teacher (2003-2005)

Bryan High School, Bryan, TX, and Caney Creek High School, Conroe, TX

### **Publications**

Sechelski, A. N., & Onwuegbuzie, A. J. (2019). A call for enhancing saturation at the qualitative data analysis stage via the use of multiple qualitative data analysis approaches. *The Qualitative Report*, 24, 795-821. Retrieved from <https://nsuworks.nova.edu/tqr/>

Sechelski, A. N., & Slate, J. R. (2018). Differences in student satisfaction with academic advising by ethnicity/race and GPA at community colleges. *Journal of Educational System*, 2(1), 20-26. Retrieved from <https://www.sryahwapublications.com/journal-of-educational-system/>

Sechelski, A. N., & Story, C. V. (2018, June). So this is why I'm exhausted! Emotional labor explained. *Academic Advising Today* 41(2). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today.aspx>

Zientek, L. R., Albert, J., Manage, A., Li, X., & Sechelski, A. N. (2018). Implementing state policy: Effects on enrollment at one university. *Journal of Developmental Education*, 41(3), 10-17. Retrieved from <https://ncde.appstate.edu/publications/journal-developmental-education-jde>

### **Conference Presentations and Workshops**

#### **Research Conferences**

Sechelski, A., & Bustamante, R. M. (2018, November). *Making decisions that matter: An evaluation of a doctoral program in K-12 educational leadership*. Paper presented at the University Council for Educational Administration (UCEA) 32<sup>nd</sup> Annual Convention, Houston, TX.

Sechelski, A., & Bustamante, R. M. (2018, November). *Making decisions that matter: An evaluation of a doctoral program in K-12 educational leadership*. Paper presented at the University Council for Educational Administration (UCEA) 7<sup>th</sup> Annual Graduate Student Summit, Houston, TX.

Sechelski, A., & Onwuegbuzie, A. J. (2018, April). *A call for enhancing saturation at the qualitative data analysis stage via the use of multiple qualitative data analysis*

*approaches*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, New York, NY.

Sechelski, A. (2018, February). *Higher education curriculum in the grip of a neoliberal economy*. Paper presented at the LSU Curriculum Theory Project Curriculum Camp, Baton Rouge, LA.

Sechelski, A. (2017, February). *Academic advisors' experiences with emotional labor in forming relationships with students*. Paper presented at the Southwest Educational Research Association (SERA) 40<sup>th</sup> Annual Meeting, San Antonio, TX.

Sechelski, A., Alsakran, R., Boyd, C., Flores, B., Ingram, K., & Tritico, R. (2017, February). *Experiences of select higher education doctoral students who persisted to graduation*. Paper presented at the Southwest Educational Research Association (SERA) 40<sup>th</sup> Annual Meeting, San Antonio, TX.

Sechelski, A. (2015, February). *Using technology in advising undergraduates: Review of the literature*. Conference session presented at the Sam Houston State University 18th Annual Graduate Research Exchange, Huntsville, TX.

#### **Practitioners' Conferences**

Sechelski, A., & Story, C. (2017, October). *So this is why I'm exhausted! Emotional labor explained*. Conference session presented at the National Academic Advising Association (NACADA) 41<sup>st</sup> Annual Conference, St. Louis, MO.

Jordan, J., & Sechelski, A. (2016, October). *Advancing assessment: Beyond headcounts in academic support programs*. Conference session presented at the National Academic Advising Association (NACADA) 40<sup>th</sup> Annual Conference, Atlanta, GA.

Sechelski, A. (2015, October). *From practicum project to paradigm shift: Adjusting my assessment attitude*. Conference session presented at the 2015 Texas Association of College & University Student Personnel Administrators (TACUSPA) Fall Annual Conference, Corpus Christi, TX.

Sechelski, A. (2015, August). *Know whom you serve before serving what you know*. Conference session presented at the Annual Sam Houston State University Teaching Conference, Huntsville, TX.

Ruffin, P. D., & Sechelski, A. (2015, March). *The university press: Institution under fire*. Conference session presented at the Sam Houston State University College of Education 2nd Annual Universality of Global Education Issues Conference, The Woodlands, TX.

Sechelski, A. (2002, April). *Epidural analgesia in small animals*. Workshop presented at the 9th Annual Texas A&M University Veterinary Technician Seminar, College Station, TX.

#### **Professional Service**

### **Professional Activities**

- Reviewer—University Council for Educational Administration (UCEA) Graduate Student Summit conference proposals (2018)
- Reviewer—*Student Affairs on Campus*, the journal for the Texas Association of College & University Student Personnel Administrators (TACUSPA) (August 2017)
- Guest Panelist—*Gearing Up for Campaign Season: How to Capture and Share ROI from Your Targeted Advising Campaign*, a webinar conducted by the Student Success Collaborative (2015)

### **Department/Institution**

- Member—Administrative Program Peer Review Committee, Academic Success Center, Sam Houston State University (Spring 2017)
- Interviewer—Sam Houston Establishing Leadership In and Through Education (SH ELITE) Mock Interview Workshop (Spring 2017)
- Member—Student Success Collaborative Campus/Sam Houston State University Leadership Team (2015-2017)
- Member—Academic Resource Center Committee, Sam Houston State University (2014-2017)
- Member—Academic Resource Center Current Student Landing Page Subcommittee, Sam Houston State University (Spring 2016)
- Member—Student Success Collaborative Advisory Board, Sam Houston State University (2014-2015)
- Member—Students of Concern Committee, Sam Houston State University (2011-2015)
- Interviewer—Sam Houston State University's Alcohol and Drug Abuse Initiative Screening and Brief Intervention Pilot Program with Texans Standing Tall (Fall 2014)
- Member—FORWARD Scholarship Subcommittee, Sam Houston State University (2012-2014)
- Member—FORWARD Committee (student success initiative for former foster youth), Sam Houston State University (2011-2014)
- Member—Transfer Advisory Board, Sam Houston State University (2012-2013)

### **Professional Development Activities**

- Veteran's Alliance Network, provided by Sam Houston State University's Veterans Resource Center (2016)
- Blackboard Collaborate Ultra, provided by Sam Houston State University Online (2016)
- Student Success Collaborative Specialist Program, provided by the Educational Advisory Board (now Student Success Collaborative) (2015)
- CampusLabs, provided by Sam Houston State University's Office of Academic Planning and Assessment (2015)
- Maxient, provided by Sam Houston State University's Office of the Dean of Students (2015)
- Grant Writing, provided by Sam Houston State University's Office of Research and Sponsored Programs (2015)
- Screening and Brief Intervention, provided by Sam Houston State University's Alcohol and Drug Abuse Initiative Coordinator (2014)
- Teaching Online with Blackboard Certification Series, provided by Sam Houston State University Online (2014)



Web Content Management System Basic, provided by Sam Houston State University's Office of Institutional Technology (2013)

New Jersey Writing Project in Texas Writing Institute, provided by the New Jersey Writing Project in Texas (now Abydos Learning International) (2003)

### Honors/Awards

Academic Affairs Scholars Scholarship (Summer 2017)

Dean's Award for Exceptional Graduate Student Research, Southwest Educational Research Association (2017):

Sechelski, A. *Academic advisors' experiences with emotional labor in forming relationships with students*. Paper presented at the Southwest Educational Research Association (SERA) 40<sup>th</sup> Annual Meeting, San Antonio, TX.

Dean's Award for Exceptional Graduate Student Research, Southwest Educational Research Association (2017):

Sechelski, A., Alsakran, R., Boyd, C., Flores, B., Ingram, K., & Tritico, R. (2017, February). *Experiences of select higher education doctoral students who persisted to graduation*. Paper presented at the Southwest Educational Research Association (SERA) 40<sup>th</sup> Annual Meeting, San Antonio, TX.

Commission-Sponsored Conference Presentation, Assessment of Advising Commission, NACADA Annual Conference (2016):

Jordan, J., & Sechelski, A. (2016, October). *Advancing assessment: Beyond headcounts in academic support programs*. Conference session presented at the National Academic Advising Association (NACADA) 40<sup>th</sup> Annual Conference, Atlanta, GA.

Dr. Jimmy N. Merchant Graduate Scholarship, Sam Houston State University (2016-2017)

President's Employee Scholarship, Sam Houston State University (2013-2016)

Excellence in Writing Award, Sam Houston State University (2003)

Outstanding Secondary Education Student, Sam Houston State University (2002)

College of Agricultural and Life Sciences Distinguished Student, Texas A&M University (1996)

Honor Society of Phi Kappa Phi, Texas A&M University chapter (1995)

Gamma Sigma Delta Honor Society of Agriculture, Texas A&M University chapter (1995)

American Society of Animal Science Scholarship Award, Texas A&M University (1995)

Jesse H. Jones/Mary Gibbs Jones Scholarship, Sam Houston State University (1993-1994)

Alpha Lambda Delta National Academic Honor Society for Freshmen, Sam Houston State University (1993)

University Scholars Academic Scholarship, Sam Houston State University (1992-1993)

### Community Service

Active Member and Corresponding Secretary—Huntsville Pets Helping People, Huntsville, TX (2016-present)