

LEADERS' EXPERIENCE WITH EMOTION IN THE TRUST PROCESS WITH
EMPLOYEES

by

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(Under the Direction of Wendy E.A. Ruona)

ABSTRACT

Trust has become a significant factor in a leader's ability to be effective in the workplace. While the leader's role in establishing trust in organizations has been well documented, research has mainly focused on the cognitive and behavioral aspects of trust development. There has been less of a focus on the emotional aspect of trust development with employees. This is significant because how leaders' understand and manage their feelings can influence the type and level of trust that they develop with their employees. This study's purpose was to understand leaders' experience with emotion in building, sustaining, and repairing trust with their employees. Two research questions guided this study: (1) what are leaders' beliefs about emotion as related to building, sustaining, and repairing trust with employees? and (2) what techniques do leaders use to manage their emotions? A basic interpretive qualitative research design was used and semi-structured interviews were the method of data collection. Convenience sampling was used to identify twelve leaders representing various occupations in business, education, and government.

The data analysis revealed five key themes regarding beliefs about emotion in the trust process and three broad areas of techniques that leaders used to manage their emotions that led to three primary conclusions. First, leaders' general views about emotion suggest overall that

caution should be used when experiencing and expressing emotion with building, sustaining, and repairing trust. Second, leaders' management of their emotions in the trust process parallels much of the emotion work literature except when dealing with gender and race issues. Third, there is still more to learn about emotion work and emotional intelligence and how it can be effectively used in building, sustaining, and repairing trust. Implications for theory, research, and practice are presented.

INDEX WORDS: Trust, Leadership, Relationships, Workplace Emotion, Aesthetics, Emotion Work, Emotional Labor, Emotion Regulation, and Emotional Intelligence

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DEDICATION

This dissertation is dedicated to all of the leaders working to help their respective organizations thrive in increasingly challenging and ever-changing circumstances.

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CHAPTER 1

INTRODUCTION

Understanding why and how people trust has been a central research focus for scholars across disciplines such as religion, philosophy, psychology, and management, and human resource development (Brower, Schoorman, & Tan, 2000; Lewicki, McAllister, & Bies 1998). Especially within the context of leadership where 40+ years of research has looked at trust (Dirks & Ferrin, 2002) because trust influences a leader's decisions, actions, and relationships with employees, peers, and customers (Covey, 2009). Research on trust and leadership has mainly studied leaders' behaviors and characteristics, and employees' perceptions of leaders (Dirks & Ferrin, 2002). However, Lewis and Weigert (1985) noted that trust is comprised of our thoughts, behaviors, and emotions.

Trust in the Workplace

Generally, trust represents a positive assumption about another party's motives and intentions. In the workplace it functions as a heuristic that enables people to understand and characterize information as well as select appropriate behaviors and routines for coordinating actions (McEvily, Perrone, & Zaheer, 2003) to attain goals. This enables people to economize on information- processing and safeguarding behaviors. Trust operates by affecting interaction patterns and processes that enable and constrain the coordination of work among people (McEvily, Perrone, & Zaheer, 2003). To that end, trust has been linked to numerous positive and negative outcomes in the workplace which are beyond the scope of this research to discuss in its entirety. Some of the more well-known links to trust are increased cooperation (Axelrod, 1984;

Bijlsma & Koopman, 2003; Deutsch, 1958; Jones & George, 1998; McAllister, 1996; McKnight, Cummings, & Chervany, 1995; Williams, 2001). Trust has also been shown to improve team work, socialization (Fukuyama, 1995; Jones & George, 1998; Putnam, 1993), and knowledge management initiatives in organizations (Davenport & Pruzack, 1998). Further, it is tied to performance, organizational commitment, turnover (Ferrin, Dirks, & Shah, 2006; Young & Daniel, 2003). The list of outcomes is by no means exhaustive, yet it denotes the significance of having trust in the workplace.

Leaders and Trust

Trust has been studied at the interpersonal, group, organizational, and inter-organizational levels. The prevailing notion is that trust is employee driven. Research has focused on how employees' learned to trust their leaders (e.g. Cornell, Ferrer, & Travaglione, 2003; Dirks & Ferrin, 2001; Perry & Mankin, 2004; Willemys, Gallois, & Callan, 2003). As a result, studying trust from the leaders' perspective has been largely overlooked. Brower, Lester, Korsgaard, and Dineen (2009) proposed that leaders' trust in their employees exist and exceed the effects of employees trust in leaders. In addition, they asserted that trusting one's leadership and being trusted by leadership may have independent and significant influences on employee performance. Thus looking at the leader's perspective is significant for the following reasons. A leader's trust in the employee is likely to influence how a leader treats the employee, which can affect the employee's behavior (Brower et al., 2009). For example, leader's trust in an employee has been linked to organizational outcomes such as commitment and job satisfaction (Mulki, Jaramillo, & Locander, 2006). Davis, Shoorman, Mayer, and Tan (2000) also identified feelings of safety and organizational loyalty as outcomes of leaders trust in their employees. Also

research has suggested that leaders may be more empowering (Spreitzer, 1995) and willing to take more risks with employees that they trust (Mayer, Davis & Shoorman, 1995).

Leaders, Relationships, and Trust

Trust requires a trustor and trustee, which makes it inherently relational (McEvelly et al., 2003). Relationships are the building blocks of organizations (Lane, 1998), which have always been an important asset (Pardee, 2008). This is because relationships equip organizations with valuable resources (Wilkenson, Young, Welch, & Welch, 1998), and have become more important since most organizations are network-based structures that are based on relationships. These relationships also known as business relationships provide parties with the opportunity for creating joint value through learning from each other (Anderson & Kumar, 2006). Business relationships also provide opportunities for one party to exploit another for professional and/or personal gain. For example, Atkinson and Butcher (2003) found that politics, the pursuit of self-interests, and hidden agendas often characterized peer-managerial relationships. This can cause leaders to constantly question others' thoughts and actions, leading them to question the existence of trust in their relationships.

Business relationships exist between individuals, groups, and individuals and groups. For leaders, the manager-employee relationship is perhaps the most significant of all business relationships to an organization's success. Manager-employee relationships are generally rooted in accountability, guidance, performing assigned tasks, and support that is essential for organizational effectiveness. Research has looked at the relational context in which trust develops between leaders and their employee using leader-member exchange (LMX). LMX is a framework that examines how leaders and followers are able to develop effective relationships or partnerships that benefit both parties (Gerstner & Day, 1997; Katz & Khan, 1978). The

relationship is created through a series of exchanges (Blau, 1964). These exchanges can be economic or social. Economic exchanges are characterized by formal and contractual agreements for an exchange of benefits tied to an economic value. Social exchanges are denoted by a voluntary exchange of benefits between individuals. These benefits can be extrinsic or intrinsic. To create trust exchanges must occur on a regular basis and gradually increase in scope over time (Blau, 1964).

Studies looking at LMX and trust indicate that high-quality relationships between leaders and employees involve high levels of trust (Bauer & Green, 1996; Uhl-Bien, Graen, & Scandura, 2000). For example, Gomez and Rosen (2001) looked at managerial trust and empowerment. Their results showed that the quality of the relationship influenced the level of trust that managers had in their employees. Employees whose managers developed a high level of trust in perceived themselves as being part of the “in-group”. These employees also experienced higher levels of psychological empowerment. Research also suggests that the level of trust present, even in high-quality relationships between leaders and employees, fluctuates. For example, Scandura and Pellegrini (2008) examined the effect of different trust dimensions on manager-employee relationships. They found that high-quality relationships were positively related to both identification-based trust and calculus-based trust. Although the quality of the relationship is a factor in the level and types of trust that a leader may have in their employees, for leaders to trust and be trusted is a process of continuous development, maintenance, repair, and validation (Flores & Solomon, 1998). Inevitably, this involves addressing one’s own and/or others’ feelings, pointing to evidence that studying emotion can offer additional clues into understanding why and how trust is formed, sustained, violated, and how it can be restored.

The Significance of Emotion

Emotion is what makes us human! Without emotion, we would have no reaction, spontaneous reactions, or our actions would be robotic throughout our lives (Swiss Center for Affective Sciences, 2008). Emotion is characterized as being intense, rapidly changing, and experienced in response to specific events (Mignonac & Herrbrach, 2004). Therefore, emotions represent a significant source of knowledge that influences numerous cognitive and behavioral outcomes. Namely, emotions provide a context for us to regulate our thoughts and actions. This can help us to make wise decisions (Damasio, 1994; Goleman, 1995). Emotions also influence a range of other behaviors. For example, emotions enable us to engage in rapid motor responses (Frijda, 1986), which is tied to our ability to survive and evolve (Plutchik, 1980). In addition, emotions provide information about behavioral intentions (Friduland, 1994), which signals if something is good or bad (Walden, 1991).

Emotion in the Workplace

Emotions have always been a critical part of organizational life. This is because people are not isolated “emotional islands”. Rather, they bring all of themselves to work, including their traits, moods, and emotions, and their affective experiences and expressions influence others (Barsade & Gibson, 2007, p. 54). This affects our well-being and identity (Bierema, 2008), which subsequently impacts job performance, decision making, creativity, turnover, teamwork, and leadership (Barsade & Gibson, 2007). The study of emotion in the workplace dates back to the 1930’s (Brief & Weiss, 2002). However, after taking a back seat for the more than half a century (Barsade & Gibson, 2007) in favor of “rational” approaches to studying behavior in organizations, scholars are showing renewed interest in studying emotion in the workplace (Brief & Weiss, 2002; Fisher & Ashkanasy, 2000). This is because economic, organizational,

technological, cultural, and sociological changes have made the workplace a primary setting in which our emotions play out. All of which makes for the perfect storm for examining one's understanding and ability to effectively manage either their own and/or another's feelings to produce certain organizational outcomes.

Emotion Work, Emotional Labor, and Emotion Regulation

The growing popularity of studying emotion in the workplace hinges on its promise to enhance worker productivity and retention (Bierema, 2008). Emotion work is the starting point in understanding how emotions can influence people's productivity in the workplace. Emotion work is the internal process that we engage in to interpret and manage our emotions (Hochschild, 1979). Emotion work is comprised of feeling rules which dictates how an individual or group should feel based on the situation. Subsequently, feeling rules determine if an individual or group should suppress or evoke a felt emotion. Studying emotion in the workplace dates back to the early twentieth century (Brief & Weiss, 2002). It was Hocschild's (1983) research on flight attendants (i.e. Hochschild, 1983) that revolutionized interest in studying emotion in organizations (Fisher & Ashkanasy, 2000), because it demonstrated that institutions can shape and control emotion. This involved looking at how we manage our own and other's emotions in the workplace because emotion work is most apparent when people experience incongruence between their felt emotion, feeling rule, and expressed emotion. Hocschild (1983) coined this phenomenon emotional labor to explain how we manage our expressed emotions and how it can affect our job performance and well-being. We also employ different cognitive strategies to manage our emotions which are collectively known as emotion regulation. Finally, we have the ability to manage our emotions by changing bodily functions such as breathing and sweating.

Emotional Intelligence

Emotional intelligence (EI) represents one's conscious awareness and effective use of emotions to achieve various outcomes. Emotional intelligence has stimulated a lot of interest in looking at the power of emotions to accomplish various personal and professional goals. Goleman's (1995) highly popular book on emotional intelligence introduced the concept to popular culture. However, the roots of EI date back to the early 1920's. Scholars such as Edward Thorndike (1920), Abraham Maslow (1943), and Howard Gardner (1983) all examined aspects of emotion in their work. The term emotional intelligence was first used in Wayne Payne's (1985) dissertation *A Study of Emotion: Developing Emotional Intelligence*. Salovey and Mayer (1990) further refined the concept to describe a person's ability to effectively use emotion to facilitate reasoning. Emotional intelligence also looks at extent to which emotions are cognitively managed (George, 2000).

Leaders' Emotion Work and Emotional Intelligence

Performing in emotion work on the self and others' comprises a significant part of a leader's responsibility that is often unnoticed and underappreciated (Clark, Hope-Hailey, & Kelliher, 2007). This is in stark contrast to traditional characterizations of leaders as the "Mr. Spocks" of organizations, who embraced a detached and cognitive-based approach to management (Brotheridge & Lee, 2008). Socio-economic and technological changes have transformed the content of work, and the nature of employment relationships (Rousseau & Schalk, 2000). As a result, more research is examining how emotions can influence a leader's effectiveness. For example, Goleman, Boyatzis, and McKee (2002) note that experiencing and expressing empathy makes it possible for leaders to resonate with employees. This can help leaders guide employees in producing productive work behaviors. Riggio (2007) suggests that

managers who are more emotionally expressive will probably be perceived as being more charismatic. The literature on emotions has looked at how leaders help others to be more effective and efficient in the workplace (Bono, Foldes, Vinson, & Muros, 2007; Fitness, 2000; Lewis, 2000; Schaubroeck & Jones, 2000). Further, scholars have looked at characteristics such as: genuineness, authenticity, credibility, and trustworthiness to better understand the emotional aspect of leadership (Collins, 2001; Goleman et al., 2002).

How leaders experience emotion (Hansen, Ropo, & Sauer, 2007), manage emotion, and its affect on their performance, is an under-researched area of the literature (Brotheridge & Lee, 2008; Clark, Hope-Hailey, & Kelliher, 2007; Humphrey, Pollack, & Hawver, 2008). This is significant because the literature suggests that leaders can use their emotions to enhance how they process information to address challenges, threats, issues, and opportunities that their organizations are experiencing (George, 2000). For example, leaders who understand and can effectively manage their feelings tend to have enhanced decision-making capability (George, 2000). Therefore it is reasonable to assume this can affect who they will trust and under what circumstances.

Problem Statement

Despite the vast literature base that has covered trust in the workplace (Abrams et al., 2006; Clark & Payne, 2006; Duffy, Lafferty, & Lafferty, 2001; Lewicki, Tomlinson, & Gillespie, 2006; Mayer, Davis, & Schoorman, 1995; Whitner et al., 1998; Willemys, Gallois, & Callan, 2003), we still lack a complete understanding of what really leads one individual to trust another. Experiencing emotion can inform our thoughts and behaviors and is a significant part of building, sustaining, and/or repairing trust (Lewis & Weigert, 1985, Young, 2001). Unfortunately, emotions were and are still viewed as irrational and interfering with one's ability

to make sound judgments (Das & Teng, 2004; Mayer, Davis, & Schoorman, 2005). This is changing as scholars are recognizing the effect of emotion on numerous structures, processes, and outcomes. For leaders, this can influence who they choose to trust and to what extent they engage in this process.

Emotions are characterized as intense, rapidly changing, and experienced in response to specific events (Mignonac & Herrbrach, 2004). Research has identified some of the emotions are associated with trust development. For example, Young and Daniel (2003) speculate that relationship building emotions (e.g. interest, admiration) and relationship sustaining emotions (e.g. affection & confidence) are key factors for trust development. Dunn and Schweitzer's (2005) study of incidental emotions found that emotions with a positive valence (e.g. happiness & gratitude) increases trust. Anger, an emotion which has a negative valence, decreases trust.

Studying how leaders understand and manage their emotions about trust in their relationships with employees is an area that the literature has not previously addressed. Generally, research on emotion work, emotional labor, and emotion regulation has focused on individuals in customer service jobs, the caring professions, and social control jobs (e.g. bill collector, police officer) that involve enforcing rules and laws (Ashforth & Humphrey, 1993, Morris & Feldman, 1996; Rafaela & Sutton, 1987). However, the nature of leaders' responsibilities places them in positions of high visibility and accountability. This can intensify the emotions that leaders experience and how they understand and manage them. It can also impact the type and level of trust that they have with their employees.

Purpose of the Study

The purpose of this study was to understand leaders' experience with emotion in building, sustaining, and repairing trust with their employees. The following questions guided this study:

1. What are leaders' beliefs about emotion as related to building, sustaining, and repairing trust with employees?
2. What techniques do leaders use to manage their emotions?

Significance of the Study

Trust impacts people at all levels in an organization; making it a critical piece of HRD's role (Lafferty & Lafferty, 2001) to enhance workplace learning and performance improvement. Questions about trust engender feelings that shape our thoughts and actions towards others. Research looking at how we understand and manage our emotions in the workplace is growing. In particular, the ability to understand and manage emotion is becoming a key attribute for leaders to be successful in the 21st century workplace (Hatcher, 2008). Therefore, studying how leaders interpret and manage their emotions can provide a deeper understanding of the different types and levels of trust that they can develop in others, which can significantly affect the quality of their workplace relationships. This can also explain why it is possible to for leaders to simultaneously experience varying degrees of trust, no trust, and/or distrust in others. In addition, studying emotion interpretation and management can also reveal if leaders are engaged in developing, sustaining, and/or repairing trust at the surface level or at a deeper level. This is significant because it can impact the subsequent decisions and actions that they take to trust others, which is linked to various employee behavioral and performance outcomes. Findings of

this study can help HRD professionals assist leaders in fostering deeper and more meaningful connections with employees, which can boost organizational commitment and retention.

Leaders' experiences with emotion do not occur in a vacuum. This study can reveal how individual and/or environmental factors affect how leaders interpret and manage their emotions. In particular, looking at individual factors such as gender, personality traits, and role characteristics (Callahan, 2002; John & Gross, 2007, Gross & John, 1998; Schaubroeck & Jones, 2000) can offer clues into how leaders understand and manage emotions. We can also learn more about the various environmental triggers such as context and culture (Callahan, 2008) that can influence how leaders interpret and manage emotions. There are costs and benefits associated with managing emotions. This study can also add to the growing literature on the psychological and performance effects that managing emotions can have in the workplace. Finally, emotion is receiving more attention in the literature, yet it continues to be associated with negative connotations such as: irrational, subjective, chaotic, and characteristic of women (Loseke & Kusenbach, 2008). Nevertheless, studying emotion is vital to furthering our understanding of an organization's culture, which can significantly enhance organizational development efforts aimed at improving performance.

Trust is perhaps one of the oldest forms of human expression and it has received attention from some of the world's most influential thinkers throughout the ages (Mollering, Bachmann, & Lee, 2004). Trust is a multidisciplinary area of inquiry that is intimately connected to individual and organizational success. How leaders understand and manage emotion is a driving factor in their ability to trust and be trusted. Emotion is challenging to examine. However, the costs of not looking at how leaders experience and manage their feelings about trust are too high to ignore.

This research seeks to further advance the knowledge on trust and emotion work. The next chapter will discuss the literature that was reviewed for this study

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter looked more closely at the literature on trust by discussing the different ways that trust is traditionally conceptualized. Next this chapter talked about the significance of emotion in trust and discussed research looking at the emotional aspect of trust. To further examine emotion; this chapter discussed various definitions and sources of emotion. Aesthetics is highlighted to understand how leaders may experience emotion. Emotion work, emotional labor, emotion regulation, and emotional intelligence are examined to understand the process that leaders can use to manage their feelings. In addition, key global personality traits, gender, and power are discussed because they can influence how leaders can interpret and manage emotion. This chapter also talked about some of the costs associated with managing emotions for leaders.

Challenge of Defining Trust

Agreement on the importance of trust appears to be widespread, but the lack of agreement on a suitable definition seems to be equally widespread (Hosmer, 1995). McKnight and Chervany (2001), give two reasons why trust is challenging to define. First, much of the confusion about trust stems from the divergent views. Each perspective on trust tends to apply its own lenses, which center on looking at a specific aspect of trust. While the different perspectives have shed light on trust, they also color researchers' viewpoints blinding them to the possibilities outside of their discipline. Second, trust conveys a multitude of meanings. Das and Teng (2004) noted that trust is one of the most frequently used, but least understood concepts in the social sciences. Scholars from the different social science disciplines have made significant strides

towards growing the trust knowledge base. Table 1 provides an overview of the different perspectives on trust.

Table 1

Perspectives on Trust

Perspective	Assumptions	Key People	Types
Personality perspective	Individual's optimistic expectation about the outcome of an event	Deutsch (1958) Rotter (1967) Zand (1972) Golembiewski and McConkie (1975) Barber (1983) Gambetta (1988) Butler (1991)	<i>Dispositional Trust</i> Based on a person's characteristics Generalized view of others As trustworthy
Rational choice perspective	Optimistic expectations about the behavior of a stakeholder of the firm not to engage in opportunistic behavior thus decreasing transaction costs	Williamson (1975) Freeman (1984) Hill (1990) Bromily and Cummings (1992)	<i>Calculative Trust</i> Based on rational choice characteristic of interactions of economic exchange Emerges when trustor perceives the trustee intends to perform an action that is beneficial
Relational perspective	Embedded in the properties among people or institutions Outside of a relationship there is no need to be concerned with trust	Parsons (1963) Luhmann (1979) Barber (1983) Granovetter (1985) Lewis and Weigart (1985) Zucker (1986)	<i>Relational Trust</i> Derives from repeated interactions over time between trustor and trustee
Organizational perspective	Collective experiences specific to organizational/or workplace context Organizing principle to facilitate process and behaviors in the workplace	Lewicki and Bunker (1996) Mayer, Davis, and Schoorman (1995) McAllister (1995) McEvily, Perrone, and Zaheer (2003) Mishra (1996) Shockley-Zalabak, Ellis, and Winograd (2000)	<i>Organizational Trust</i> Expectations that individuals have about the intent and behaviors of multiple organizational members based on roles, relationships, experiences, and interdependencies (Shockley-Zalabak, Ellis, & Winograd, 2000)
Commonsense perspective	Ideas expressed in labels, terms, and symbols used in everyday sayings and stories about our experiences (Kelly, 1992)	Axelrod (2004) Kelly (1992) McKnight and Chervany (1996)	<i>Common sense trust</i> Popular uses of the term trust in general and in certain situations.

Personality Perspective

The personality perspective assumes that people have certain feelings, beliefs, and attitudes about the degree to which others will generally be helpful, cooperative, or reliable. This is also known as dispositional trust (Li. et al., 2006), where trust is seen as an attribute of the trustor (i.e. the person initiating trust) and trustee (i.e. the recipient of trust). Early scientific research looking at trust originated from this perspective. Grounded in the psychology discipline, the focus was on examining one's internal cognitions and its effect on their personal attributes (Rousseau, Sitkin, Burt, & Camerer, 1998). For example, Rotter (1967, 1971) saw trust as expectancy held by an individual or a group that the word, promise, verbal, or written statement of another individual or group [could] be relied upon. Subsequently, Rotter developed the Interpersonal Trust Scale that consists of 25 Likert-type items to measure trust.

The personality perspective views trust as a duality between personal behavior and individual expectations. However, Golembiewski and McConke (1975) proposed that trust be viewed as a continuum consisting of the degree of trust equivalent to the amount of hope for a positive outcome. Barber (1983) advanced the personality perspective on trust by developing a more interpersonal definition. He agreed with the earlier authors that trust was a set of optimistic expectations on an individual's part. However, his definition required that for in order for an individual to trust; the recipient to be worthy of receiving that trust. Gambetta (1988) further expanded on that definition of trust by including cooperation as the ultimate goal of trust development.

Research looking at the personality perspective has produced mixed results. Butler (1984, 1991) looked at the inequality that existed in the supervisor-subordinate relationship. Butler found that trust in a specific person is more relevant in predicting outcomes than global attitudes

toward trust in generalized others. Goto (1996) examined dispositional and situational determinants in the decision to trust. She found that measures of dispositional trust can predict specific trusting behaviors when factoring in situational uncertainty and the social distance of the target person. In contrast, Payne and Clark (2003) looked at employees in service organizations in the United Kingdom. They found that dispositional factors influenced their trust in the industry's managers. Axelrod (2004) studied how people made decisions based on general trust. Her results revealed that an individual's level of general trust had a far greater influence on decision-making behavior than previously thought in other studies of trust.

Rational Choice Perspective

The decision to trust can occur in an instant as a result of the influence of certain factors. Scholars recognizing the effect of various external influences on trust development began to shift their focus from looking at dispositional traits to interpersonal factors. Rational choice perspective sees trust as a transaction consisting of an agreement, communication, or movement carried out between separate entities or objects. This perspective is denoted in terms of a person's calculative decision-making process (Gambetta, 1998). The rational choice perspective is rooted in economics. Williamson (1975) was a key proponent and he viewed trust as reducing opportunism among transacting parties resulting in lower transaction costs. He introduced the terms "principal" and "agent," to specify how transactions can be conducted between individuals, groups, firms, or in any of these combinations. The focus of trust was on looking at a principal versus his or her agents, or a corporation versus its stakeholders (Freeman, 1984; Hosmer, 1995), as opposed to an individual's expectations of a person or an event's outcome. This marked a significant contribution in defining trust.

In economics, a basic tenet of transaction costs is that the agent in any principal/agent relationship is not to be trusted and that the risk of opportunism is high (Hosmer, 1995). However, Hill (1990) believed that it was possible to reduce transaction costs by establishing a reputation for non-opportunistic behavior by using select mechanisms to identify individuals, groups, and firms who are more likely to cooperate in a transaction. Though he did not give a specific definition for trust, he stated that decisions made on a rational, economic basis tend to do exactly what was agreed upon in a contractual arrangement, or eventually suffer a loss in reputation and opportunities. This laid the foundation for what would later be known as deterrence based trust. Bromily and Cummings (1992) further advanced the idea that transaction costs could be reduced by trust. They saw trust as the expectation that another individual or group will make a good faith effort to behave accordingly with any explicit or implied commitments, be honest in whatever negotiations preceded those commitments, and not take advantage of others even if the opportunity to negotiate is available.

Relational Perspective

The relational perspective goes a step further by advocating that trust is socially embedded in relationships (Granovetter, 1985) or institutions (Zucker, 1986). Rooted in sociology, trust is viewed in terms of collective units such as on-going dyads, groups, and collectivities (Lewis & Weigert, 1985). Trust is thought to develop over time as a result of prior social encounters between exchange partners (Li et al., 2006). Trust is applicable to the relations among people rather than their individual psychological states (Lewis & Weigert, 1985). Outside of a social relationship there is no occasion or need to trust according to Lewis and Weigert (1985). Sociological studies of trust date back to the early 1900's. However, it was Luhmann's

(1979) *Trust and Power* and Barber's (1983) *The Logic and Limits of Trust* (1983) that brought trust to the forefront of sociological research.

Granovetter (1985), a major proponent of studying the relational aspect of trust, argued that trust exists in informal, social relationships. Specifically, he believed that one's prior interaction with an individual or group set the stage for future behavior. The individual would be more likely to trust that person or group in the future. Other sociologists such as Zucker (1986) were explicit in looking at trust as a set of sociological expectations shared by all involved in an economic exchange. These expectations included broad social rules such as fair rate of interest in a given situation and legitimate social processes such as who had the right to determine that rate of interest for that situation.

Organizational Perspective

In the 1990's research looked specifically at how trust forms in an organizational context (Duffy, Lafferty, & Lafferty, 2001). Globalization, increased awareness of cultural differences, downsizing, the decrease in traditional command and control styles of management, the increase in networks and strategic alliances, decentralized decision making (Shockley-Zalaback, Ellis, & Wingard, 2000), and renewed interest in the social-psychological aspects of business relationships and managerial practices (Kramer & Tyler, 1996) are some of the events that led scholars to study trust in organizations. Three seminal models were created to study trust development in organizations. McAllister's (1995) *Affect and Cognition Based Trust* model was one of the first and it looked at the antecedents and outcomes of affect-based and cognitive-based trust. Using managerial relationships as the context, McAllister proposed that interpersonal trust among managers in organizations are characterized by two dimensions: affect and cognition (McAllister, 1995). Affect consists of forming emotional bonds that play a role in the

development of interpersonal trust. Cognition accounts for the choices that people make in deciding whom they are going to trust and in what circumstance this will occur (Lewis & Weigert, 1985). In addition, the model shows the link between affect-based and cognitive-based trust.

Lewicki and Bunker's (1995) *Stages of Trust Model* looked at the different stages of a relationship between parties and how this influences the type of trust that is developed by moving through a series of stages: calculus-based, knowledge-based, and identification-based. The calculus-based stage saw trust as an on-going market oriented, economic calculation. The knowledge-based stage of trust was based on an individual's knowing the other well enough to anticipate their behavior. In the identification-based stage, trust exists because the parties effectively understood and appreciated the other's wants, and this mutual understanding was developed to the point that each can effectively act for the other.

Mayer, Davis, and Schoorman's (1995) *Integrative Model of Organizational Trust* transformed studies of trust in organizations. This was because the model was designed to be utilized across various levels of analysis. It specifically looked at trustworthiness, which focuses on studying characteristics of the trustee. This can be very beneficial in understanding why a trustor may have more or less trust for a trustee (Mayer, Davis & Schoorman, 1995). Mayer, Davis & Schoorman's model focused on three characteristics. The first is ability, which was defined as a group of skills, competencies, and characteristics that enable a party to have influence within a specified domain. Benevolence, the second characteristic, involved looking at the extent to which a trustee is believed to want to do well, regardless of motive. Integrity, the third characteristic, entailed studying the trustor's perception that the trustee adhered to a set of principles that the trustor found acceptable. The model's basic premise was that each of these

characteristics is important to trust and can vary independently, but are not inseparable from each other. Each characteristic can influence the type of trust that one party has in another.

The organizational perspective emphasized studying many individuals in an organization. Trust is defined as expectations that individuals have about networks of organizational relationships and behaviors (Shockley-Zalaback et al., 2000). This differs from the aforementioned perspectives, which focused on looking at an individual in a dyad or group. Organizational trust is somewhat similar to dispositional and interpersonal definitions in that the characteristics used to describe an individual or dyad can also be applied to groups or organizations (Adams & Wisewell, 2006). However, organizational trust differs from dispositional and interpersonal trust because it looked at how this phenomenon functions in the workplace. Organizational trust is also measured differently from dispositional and interpersonal trust. Similar to other constructs such as culture or environment, organizational trust cannot be directly measured. Instead, researchers are dependent on individuals' perceptions that will vary based on context and experience. In studying organizational trust, it is the collective experience of the phenomenon that is emphasized (Adams & Wisewell, 2006).

Research on organizational trust mainly studied leadership and building inter-organizational networks or strategic alliances. From a leadership perspective research has looked at the connection between trust in a leader and organizational trust. For example, Tan and Tan (2000) found that the supervisor's perceived ability, benevolence, and integrity resulted in employee's satisfaction with the supervisor and generated innovative behavior. Procedural and distributive justice was more indicative of organizational trust; leading to higher organizational commitment and lower job turnover. Duffy, Lafferty, and Lafferty (2001) studied the relationship between attachment to the immediate leader and organizational trust. They found

that an employees' trust in an organization was not influenced by a preference for or aversion to an immediate leader. Organizational trust has also been examined as a means of building or strengthening strategic alliances within and between organizations. For example, Koeszegi (2004) suggested that a mutual understanding and development of trust from a collective perspective can enhance negotiation strategies between organizations. Zaheer, McEvily, and Perrone (2000) examined the effect of inter-organizational and interpersonal trust on performance. They found that inter-organizational trust drives exchange performance and negotiation.

Commonsense Perspective

The literature is filled with scholarly views of what constitutes trust such as confidence (Barney & Hansen, 1994; Deutsch, 1960a; Luhmann, 1979), beliefs (Cummings & Bromiley, 1996; McKnight, Cummings, & Chervany, 1998), expectation (Barber, 1983; Boon & Holmes, 1991; Bradach & Eccles, 1989), and risk (Das & Teng, 2004, Currall & Judge, 1995; Gambetta, 1988). In order to adequately capture the breadth of trust, it is necessary to incorporate the knowledge and understanding drawn from the everyday experience. Trust, in everyday language, has more dictionary definitions than terms that are similar to it such as: "cooperation," "confidence," and "predictable" combined (McKnight & Chervany, 2001, p. 29. Trust also has about as many definitions as terms such as "love" and "like" (McKnight & Chervany, 2001).

This is what Kelly (1992) called commonsense psychology. Commonsense psychology pertains to the ideas about the antecedents and consequences of peoples' everyday behavior (Kelly, 1992). These ideas are expressed in labels, terms, and symbols used in everyday sayings and stories about ourselves and others (Kelly, 1992). Axelrod (2004) noted popular uses of the term trust in the following sayings such as: "I would trust you with my life," and "I trust you to

take care of business while I'm out of town," and "I have no choice but to trust you" (p.14). These everyday uses of the trust exhibits some of the elements found in the academic definitions. For example, the following phrase "I would trust you with my life" aligns with scholarly definitions of trust as a set of beliefs (e.g. Cummings & Bromiley, 1996). Another example would be "I wish that I could trust you but I don't know you that well" highlights scholarly definitions that revolve around risk (e.g. Das & Teng, 2004, Currall & Judge, 1995; Gambetta, 1988).

There are also differences in the scholarly and everyday usage of the term trust. For example, everyday language may not necessarily factor into the different levels of analysis when defining trust. Further, everyday use of the term may stem more from a social and cultural paradigm as opposed to a disciplinary one. Nevertheless, it is important for studies looking at trust to account for the commonsense view of trust. This will increase the practical applicability of research on trust (McKnight & Chervany, 1996).

The above discussion demonstrates the various ways that trust has been defined. Some view the lack of a universal definition as disconcerting (Barber, 1983; Butler, 1991; Hosmer, 1995; Lewicki & Bunker, 1995 a, b), and hindering the advancement of trust research (Peffer, 1993). Studies on trust tended to employ narrow definitions in order to examine specific aspects. Shapiro (1987) equated these various definitions of trust to a confusing potpourri. As a result, some scholars have called for an integration of the trust literature to establish a consensus on its meaning (e.g. Hosmer, 1995; Lewicki & Bunker, 1995b, Shapiro, 1987). Others see the variety of definitions as beneficial. For example, McKnight, Cummings, and Chervany (1995) believed that the divergent, narrow definitions offer an opportunity to enhance trust's theoretical basis. Bigley and Pearce (1998) also shared this sentiment by advocating "that a more reasoned

discourse on trust-related issues in organizational science would likely consist of research programs acknowledging or attempting to take advantage of the extant conceptual variety, rather than trying to eliminate it altogether” (p. 406). For these reasons, any examination of trust must look at how the author(s) defined trust (McCauley & Kuhnert, 1992). The various definitions of trust appears to be predicated on the assumption that individuals, groups, and organizations are to an extent, vulnerable to each other, through their interactions in social situations, relationships, or systems (Bigley & Pearce, 1998). Therefore, I view trust from the relational perspective. This is because I am most interested in looking at how leaders understand and manage their emotions in developing, sustaining, and/or repairing trust with employees in the workplace.

The Role of Emotion in Trust

The literature has identified emotion as a significant aspect of trust. For example, McKnight, Cummings, and Chervany (1998) viewed emotion as part of a person’s trusting beliefs which serve as a foundation for establishing trust in initial relationship formation. In addition, Anderson and Kumar (2006) stated that emotion influences perceptions of other people’s behaviors, suggesting that it influences perceptions of the counterpart’s trustworthiness (Kumar, 1997). Williams (2007) proposed that emotion management via threat regulation actively cultivates both the development and maintenance of trust. Looking at emotion can avoid broad conceptualizations of trust, which lack the power to distinguish trust from its antecedents, outcomes and the level of strength (Young, 2001). For this reason, it is necessary to utilize a definition that allows for an explicit examination of how one’s experience and management of emotions can influence their efforts to trust. Young (2001) defined trust as:

A variety of positive, compound, emotional experiences concerned with (psychologically) moving towards others and/or allowing their approach. Generation of these emotional

combinations will be based on the need to predict uncertain outcomes, the perception of positive motivation in others and/or the benefits that an approach can bring (p. 17).

Rousseau, Sitkin, Burt, and Camerer (1998) defined trust as “a psychological state comprising the intention to accept vulnerability based upon the positive expectations of the intentions or behavior of another” (p. 395). While both definitions offer the opportunity to look at the emotional aspect of trust development, they only focus on the positive emotions and does not account for the relational context in shaping trust.

To understand how emotions influence a person’s interpretation, choices and actions taken to trust it is important to look at the range of emotions a person can experience. This study will use a modified definition of trust that includes the willingness to be vulnerable by experiencing and managing various positive and negative emotions in a relational context based on the need to predict uncertain outcomes, others’ intentions and behaviors, and expect positive outcomes. This definition allows for the explicit study of emotion and avoids the previously mentioned problems with conceptualizing trust (Young, 2001). More specifically, various forms of trust can be assessed according to the following:

- The extent to which it is felt and/or the nature and intensity of the emotions associated with it;
- The nature and strength of the linkages between emotions (i.e. whether they emerge at the same time, from the same stimuli and whether they are inevitably linked in the same way all or most of the time;
- The process by which emotions became associated (e.g. trust might be different if admiration was experienced and liking emerges as a result than if liking was experienced and admiration emerges from that liking (Young, 2001).

This definition also allows trust to be viewed as rational or non-rational because it does not make judgments about trust's rationality. For example, Young and Denize (1996) found some evidence that emotion-based measures of trust can be effective in predicting market attitudes and behavior. Although Young's (2001) definition looked at the emotional aspect of trust in the workplace, it can also be applied in other settings such as close familial relationships and romantic relationships.

Research on Emotion and Trust

A handful of studies on trust have specifically looked at emotions. One study is McAllister (1995) who proposed that trust is characterized by two dimensions affect (i.e. emotion) and cognition. Cognitive-based trust accounted for the choices that people made in deciding whom they are going to trust and in what circumstance this will occur (Lewis & Weigert, 1985). Affect-based trust consisted of the emotional bonds that are formed between individuals. McAllister also showed the link between affect-based and cognitive-based trust in forming interpersonal trust. Using managerial relationships as the context, this model focused on identifying the antecedents and outcomes of affect-based and cognitive-based trust.

McAllister examined citizenship behavior and frequency of interaction as indicators of the presence of affect-based trust. For example, he hypothesized that the level of a manager's affect-based trust in a peer will be positively associated with the level of that peer's citizenship behavior directed toward the manager. Further, he posed that a manager's level of affect-based trust in a peer will be positively associated with the frequency of interaction between the manager and the peer. His findings demonstrated that peer affiliated citizenship behavior is associated with the level of affect-based trust that a manager will have with their peer.

Dunn and Schweitzer's (2005) looked at how a person's incidental emotions or emotions unrelated to the trustee influenced perceptions of trustworthiness. They found that incidental emotions significantly influences trust in another individual in unrelated settings. In addition, emotions characterized by other-person control (i.e. anger, gratitude) and an appraisal of weak control (i.e. happiness) significantly influenced trust. Emotions characterized as personal control (i.e. pride) and situational control (i.e. sadness) had less influence on a person's ability to develop trust in another individual.

Young and Daniel (2003) examined the distancing that occurred between management and employees in an Australian service-providing organization. Using semi-structured interviews, their study found that what employees felt towards the management could be classified as relationship-enjoying (e.g. job satisfaction, appreciation, contentment), relationship-sustaining (e.g. affection, gratitude, security, acceptance), and relationship-building (interest, admiration, respect). It was the relationship-enjoying emotions that were most salient for employees, which was tied to their work as service providers. Interestingly, these benefits did not translate to other aspects of the organization such as management. Further, the study found that the employees had mostly negative feelings towards management stemming from organizational culture that was underscored by distance, poorly regarded institutional norms, poor motivation by the management, and uncertainty about the job requirements.

Adams (2004) studied the relationship between adult attachment, general-self disclosure and a person's perception of organizational trust. This study surveyed employees in two organizations with different work cultures and other contextual factors that could influence the levels of organizational trust that these individuals had. The results of this study showed that self-disclosure or disclosiveness did help to explain a person's perceptions of organizational

trust. In addition, adult attachment, in particular fearful attachment, had a significant influence on an employees' perception of organizational trust. Although each of these studies provides some information about the role of emotion in developing trust, there is still a lack of research looking at how managing emotions affects trust development.

Trust is clearly challenging to define and study. Efforts have uncovered a myriad of scholarly definitions and common uses in everyday language. The various definitions present advantages and disadvantages to studying trust and advancing conceptual knowledge about trust. Although research has looked at role of emotion in trust, it still remains an under-researched aspect of trust. With the exception of Williams (2007) who proposed threat regulation as a means for managing an individual's emotions, the literature does not examine how people interpret and manage emotion as it pertains to trusting others.

Conceptualizing Emotion

Emotions can influence various processes and outcomes in the workplace. For example, a good portion of decision-making is based on how we feel. Nevertheless, there has been a reluctance to acknowledge emotion in the workplace (McColl-Kennedy & Anderson, 2002), thus overlooking their critical role in organizations (Liu, 2006). Thanks primarily to Hochschild (1983), Salovey and Mayer (1990), and Goleman (1995), interest in emotion in the workplace has rapidly increased (Fisher & Ashkanasy, 2000). This section explores the different perspectives on emotion, and looks more closely at how we interpret and manage emotions.

Table 2

Perspectives on Emotion

Discipline	Perspective	Key Concepts
Psychology	Evolutionary	Emotion is a tool to enable natural selection and survival of the fittest
Psychology	Cognitive	Emotion is the product of thoughts Non-intellectual appraisal allows us to assess the meaning of an object or event which elicits certain emotions
Sociology	Social Constructionist	Emotions are culturally constructed to meet societal and then individual needs Emotions are comprised of subjective experiences, instrumental responses, physiological changes, and expressive reactions to create socially constructed syndromes
Socio-Psychological	Culturally Based Interpretation/ Psychological State	Looks at the complexity, the specific event or situation, and the intensity of one's experience Allows for primary and secondary assessments of valence. Social-cultural aspects, which sets the tone for one to experience and respond to an emotion or set of emotional experiences

Emotions are the essence of our humanity and have been the subject of study for thousands of years by philosophers, theologians, and dramatists (Lazarus, 1991). Although there is an abundance of research on emotions stemming from the different intellectual disciplines, there is little agreement on what is meant by emotions (Arvy, Renz, & Wilson, 1998). A possible reason for this lies in the different perspectives that are used to examine emotions. The scientific study of emotion is grounded in the psychology discipline. Within psychology, emotions have been conceptualized from an evolutionary and cognitive perspective. The *evolutionary perspective* sees emotion as a tool for natural selection and a psychobiological process focusing on bodily changes stemming from a perception of emotion-eliciting stimuli (Cornelius, 1996).

The *cognitive perspective* dominates the research on emotions, and it was heavily influenced by the work of Magda Arnold in the sixties. The cognitive approach looks at how thoughts create emotions, and how appraisal impacts how a person experiences the elicited emotion. Appraisal is the key factor for cognitive theorists studying emotion. It is a judgment about the meaning of an event(s), but is not an *intellectual* judgment. More specifically, what a person is judging is their relationship to certain objects and events in their environment (Cornelius, 1996). For example, we can readily recognize a person carrying a gun as being potentially dangerous. It is when we think about the particulars of the individual or the weapon which provides sufficient information to elicit the emotion *fear* according to the definition of the appraisal.

The study of emotion also has strong roots in the sociology discipline. For example, the *social constructionist perspective* sees emotions as culturally constructed, and serving both societal and individual goals. From this perspective, emotions are best understood using a social level of analysis. Social constructivism, championed by James Averill, rejects previous notions of what is meant by emotion. According to Averill (1986) emotions are “transitory social roles—that is, institutionalized ways of interpreting and responding to particular classes of situations” (p.100). Social roles are a prescribed set of responses that one follows in a certain situation (Averill, 1980a). In the case of emotions, one enacts these prescribed set of responses which instructs them on how to appraise a situation and how to behave in response to that appraisal (Averill, 1984). Emotions can be thought of as socially constituted syndromes consisting of a set of interrelated elements such as subjective experiences, instrumental responses, physiological changes, and expressive reactions. However, it should be noted that some emotions such as *hope* are not associated with a particular facial expression or physiological response.

Another reason why defining emotion presents a challenge is likely due to the researchers' interest in looking at affect, which is composed of both moods and emotions (Brief & Weiss, 2002), which has led to these two terms being used interchangeably. Generally, moods are thought of as generalized feeling states that are not usually connected with a particular stimulus (Brief & Weiss, 2002). Moods also tend to be relatively slow-changing, weak, or moderate in intensity (Mignonac & Herbach, 2004). Emotions, on the other hand, are more complex, and usually associated with a specific events or occurrences (Brief & Weiss, 2002). Emotions change rapidly and are much stronger in intensity than moods. Emotions also allow people to make primary and secondary appraisals of valence (e.g. perceptions of certainty, required attention and effort, and control over the outcome) (Dunn & Schweitzer, 2005). Secondary appraisals help individuals to better understand and distinguish between emotional states (Lazarus, 1991; Weiner, 1993).

For the purpose of this study, emotion will be viewed as the culturally based interpretation of a psychological state that allows an individual to act (Fabian, 1998). This allows us to account for an individual's interpretation of emotions by looking at the complexity, the specific event or situation, and the intensity of one's experience; which allows for primary and secondary assessments of valence. Fabian's definition also acknowledges the social-cultural aspects, which sets the tone for one to experience and respond to an emotion or set of emotional experiences. Fineman (2001) distinguishes between emotions and feelings. Feelings are a person's private experiences of thoughts and somatic sensations. Feelings can also include affect and mood in addition to emotion. Emotions are the public display of feelings, which can either be authentic or inauthentic. He also noted that the existence of an audience is necessary for emotions to be displayed because it is designed to have a strategic effect. However, I think that

both terms involve looking at the same experience whether experienced privately or publically. Further, when people describe their emotional experience, they tend to use some variation of the term feeling such as: “I feel, I felt, or I am feeling.” Hence this study uses the terms emotion and feeling interchangeably.

Sources of Workplace Emotion

The workplace has an affective dimension (Brief & Weiss, 2002), where people experience and manage various emotions in the workplace on a daily basis. The study of emotion in the workplace dates back to the 1930's. Brief and Weiss (2002) speculated that research on emotion in the workplace was made possible by earlier developments that philosophically justified employing scientific methods to study social phenomena. This created the perceived need for managers to understand employees' feelings. Over the years, increased attention has been allocated towards studying the effect of emotion in the workplace. This is because the daily occurrences can simultaneously stir up various feelings in people. For example, the threat of redundancy can cause a person to experience anxiety, successfully completing a project can lead to happiness, the promotion of coworker can stir up feelings of jealousy (Mignonac & Herrbach, 2004). Emotion also influences numerous organizational processes such as performance appraisals, work motivation, and decision-making (Barsade & Gibson, 2007), which further adds to the challenges of successfully accomplishing individual and organizational goals.

There are three different sources from which people tend to experience emotion. Emotion *with* work is the first and the most potent, and this can be found in interactions with colleagues and supervisors (Miller, Considine, & Garner, 2007). This is mainly because the emotions with work that people experience are intimately connected to the types of relationships that exist. For example, Waldron (2000) noted that workplace relationships set the tone for everyday emotional

experiences such as joking around and griping about annoying coworkers and/or customers to more extreme experiences such as depression and emotional abuse.

Emotion *at* work is the second source from which people can experience various feelings. This concept has its roots in Karl Weick's (1969) work with partial inclusion, which surmises that in addition to their work roles, individuals can be identified by their roles such as friends, spouses, parents, children, siblings, and non-vocational pursuits to name a few. However, in the workplace all of these different identities can converge and can be expressed in various forms.

Emotion *toward* work is the third source from which person can experience various emotions in the workplace. In this instance, the object of the emotion is the work or the workplace. This is also where the majority of research on emotion in the workplace has been conducted. For example, early research on emotion focused on looking at workplace attitudes and job satisfaction (Brief & Weiss, 2002) as well as looking at specific aspects of particular jobs (Miller, Considine, & Garner, 2007). Knowing the sources workplace emotion can assist people in better managing their emotions.

Environmental Triggers

Much of the work done on emotion in the workplace has focused primarily on the individual and on the interpersonal relationship (Callahan, 2008). People, and especially leaders, have many responsibilities and expectations placed on them, which makes them heavily dependent on the organizational environment to successfully perform. Callahan (2008) presented a model, *Environmental Triggers: the Four C's of Emotion* that accounts for the organizational environment in examining an individual's emotional experiences. The four C's are context, challenges, communication, and community because these are the areas in which emotion is most likely to be triggered. Callahan asserted that this makes it easier to identify the source of

our emotions, which can lead to making better choices about how to address the emotions that we experience. According to her, all social systems must be cognizant of the *context* in which they are situated. This occurs by taking the necessary actions (i.e. getting information and resources from the external environment) to help organizations adjust to the changes facing their environment. *Challenges* refer to achieving common goals. It is crucial for organizations to identify a set of goals or challenges that serves to unite the organization.

Communication serves as the bridge to uniting everybody in the organization. Established formal and information channels of communication are essential for organizations to effectively function (Callahan, 2008). This is because formal and informal means of sharing information leads to feelings of belonging to something big and important via being linked to various people and processes in an organization. Finally, *community* is the set of beliefs and norms that tie members together with a collective history. This can also be thought of an organization's culture that can include: rituals, common practices, official or unofficial dress codes which all guide how we are supposed to act in an organization (Callahan, 2008). Figure one provides an integrative approach to looking at how emotion can function for an individual building, sustaining, and repairing trust.

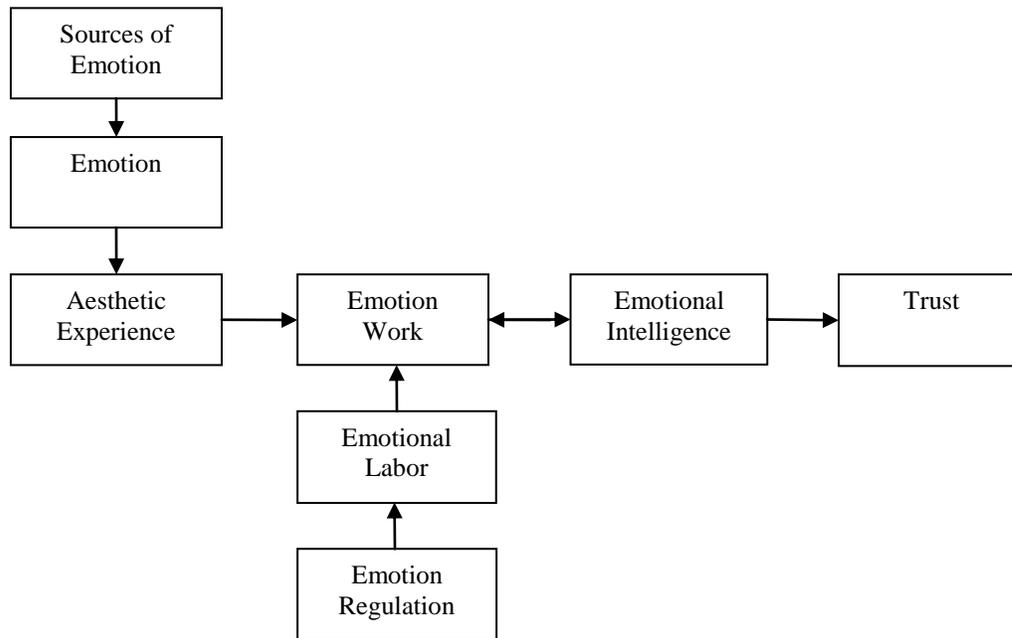


Figure 1. Integrated Approach to Emotion in the Trust Process

Leader's Aesthetic Experience with Emotion

Leadership is perhaps the most studied and debated topic in the organizational sciences (George, 2000). Leadership development continues to remain a top priority for HRD scholars and practitioners. This is because it is considered to be a source of competitive advantage for organizations (Day, 2001). One indicator of the prominence given to studying leadership is the increased attention and resources allocated towards the development of leaders (Day, 2001). For example, approximately 5000 new titles on advice for leaders are produced annually (Crossan & Mazutis, 2008). In addition, leaders' roles have evolved from traditional and distinct conceptualizations of leaders and managers to an integrated approach (Yukl & Lepsinger, 2005) to maximize performance. I use the term leader to reference individuals in upper level managerial positions that perform leadership and managerial tasks. For example, leaders are now expected to possess a worldly mind-set, cultivate their employees, and negotiate for resources (Muna, 2006). Most importantly, leaders must now cultivate nourishing and sustainable

relationships (Brotheridge & Lee, 2000), which requires a capacity to emotionally resonate with others (Hernez-Broon & Hughes, 2004) and “trust” others. Since eighty to ninety percent of leadership competencies are based on emotions (Callahan, 2008), it is very beneficial to use a framework that specifically looks at the emotions as a source of knowledge in understanding leaders.

Aesthetic Leadership

Aesthetic leadership emerged in the mid-1980’s in response to scholarly challenges to positivist and rational leadership paradigms (e.g. Duke 1987; Strati, 2000; Taylor & Hansen, 2005). In addition, Hansen et al. (2007) noted that the movement towards an aesthetic approach has also been driven by “the increasing trend to see leaders as managers of meaning” (p. 551). Aesthetic leadership looks at sensory knowledge and felt meaning in the context of leadership phenomena. The term aesthetic is derived from the Greek root *Aesthetikos* which pertains to sense perception (Crawford, 1987). Aesthetics studies at how knowledge is created from our sensory experiences (Taylor & Hansen, 2005). In other words, aesthetics allows us to study what an event, interaction, or object causes us to feel (Hansen et al., 2007). Aesthetic leadership seeks to describe the subjective felt meanings experienced by leaders and followers, and looks at how these phenomena are produced or emerged (Duke, 1986; Hansen et al., 2007).

Aesthetic leadership is rooted in organizational aesthetics and has two fundamental components: engagement of the senses and the focus on the experiential (Taylor & Hansen, 2005). Hansen et al. (2007) noted that engagement of the senses involves becoming more aware about the hidden, unrecognized sensuous ways of knowing. Aesthetic leadership emphasizes the daily, commonplace actions of people interacting in complex contexts as opposed to just the leader’s cognitive faculties. This includes looking at language skills, listening, gazing, touch and

treating emotions as a significant source of knowledge. The focus on the experiential requires the individual to be there and experience the situation to understand it. In other words aesthetic knowledge requires we “know what it is like” on a tacit level (p. 533).

According to Warren (2008) there are three things to consider when looking at organizational aesthetics. First, the aesthetic always involves an external object or event also known as a “trigger.” Second, aesthetic experiences are universal, embodied, sensory modes all human beings. Third, the aesthetic is characterized by one’s experiences and their judgments about those experiences. In addition, organizational aesthetics brings to light what Taylor (2002) called aesthetic muteness. Aesthetic muteness means that discourse about the everyday experience is not legitimized in most organizations. This can cause people to deny that this aspect of their experience in organizations does not exist or reframe the topics in terms of their thoughts as opposed to talking about their feelings.

Leadership is an emotion-laden process (Antonakis, Ashkanasy, & Dasborough, 2009). Thus the appeal of using an aesthetic approach to studying leaders is that while a leader’s interpretation of emotion is socially shaped, their experience with the felt emotion is subjective. This can be very beneficial in understanding why a leader may experience various feelings associated with trust. Using an aesthetic leadership approach also compliments the emotion work, emotional labor, emotion regulation, and emotional intelligence literatures (i.e. Brotheridge & Grandey, 2002; Brotheridge & Lee, 2008; Clark et. al., 2007; George, 2000; Humphrey, 2002; Humphrey et. al., 2008).

Emotion Work

A significant part of trust lies in how we manage the emotions that we experience.

Emotion work, developed by Hochschild (1979), offers a nice lens for studying the cultural guidelines and context (Callahan, 2002) for how individuals interpret and manage their emotions

Emotion work is the “act of trying to change in degree or quality an emotion or feeling” (Hochschild, 1979, p. 561). The emphasis is placed on the effort not the outcome of altering an emotion; because failed attempts can provide valuable information about managing emotions. Emotion work consists of feeling rules, evocation and suppression of emotions, and techniques for managing emotions.

Feeling rules are social guidelines, which direct how people should feel. Feeling rules outline a zone in which a person has permission to be free of worry, guilt, or shame regarding the situated feelings (Hochschild, 1979). Feeling rules can vary in proportion both internally and externally and apply to what is seen as a precursor to action, not the action itself. People recognize feeling rules by inspecting their feelings, other’s assessments of their emotional displays, and by the sanctions that are self-imposed and issued by others for violating a feeling rule, or experiencing *inappropriate* feelings (Hochschild, 1983).

Emotion work becomes most apparent to a person when their feelings are incongruent with the situation or context. This may be due to the incongruence between the feeling rules that are guiding what they should be feeling as opposed to what they are actually feeling. Feeling rules come about via a social exchange. A social exchange is a voluntary tradeoff of goods and services between two parties (Blau, 1964). Hochschild (1979) expanded this view to include emotion work where feeling rules become a factor when an individual takes the “owed” feeling

to heart or takes it seriously. The other way that feeling rules come into play in a social exchange is when a person plays with the “owed” feeling or fails to take it seriously.

Feeling rules help people to determine if they should use evocation or suppression of their feelings. Evocation focuses conjuring up desired feeling(s) that are initially absent. For example, a person trying to develop feelings of affection towards another person will spotlight desirable qualities that the other individual may have such as: how the other person talks or their behavior. Suppression focuses on repressing undesired feeling(s) that are initially present. Using the same example, a person trying not to feel dislike towards another may alter their thoughts, or change their behavior toward that person in an attempt to get rid of the undesirable feeling. There are various techniques that people can use to people can perform emotion work on themselves, on others, and by others (Hochschild, 1979). *Expressive* is one strategy this pertains to attempts to alter our felt emotions by modifying our expressive gestures. *Cognitive* is another technique and this involves attempts to change thoughts, ideas, and/or images in the hopes of altering the associated feelings. *Bodily* is the third and this involves attempts to change our physical or somatic symptoms of emotions (i.e. breathing, shaking, sweating, changes in skin color) (Hochschild, 1979). I will further elaborate on the expressive and cognitive strategies in the proceeding sections.

Emotional Labor

When organizations stipulate how people should feel or if people feel compelled to manage their emotions to accomplish various goals. This turns managing emotion into a commodity which Hochschild (1983, 2003) referred to as *emotional labor*. Emotional labor is a person’s ability to induce or suppress feeling in order to outwardly display the appropriate emotional expression in the workplace. Hochschild (1983) coined the term in her book *The*

Managed Heart: the Commercialization of Human Feeling. Emotional labor has traditionally been studied among workers in customer service jobs, caring professions, and social control jobs. However, emotional labor can be critical to the communication and behaviors that leaders perform in their efforts to create work environments emphasizing trust. There have been three perspectives that have examined emotional labor. Hochschild's (1983) *Dramaturgical Perspective* emphasized the concepts of surface and deep acting. Ashforth and Humphry's (1993) *Impression Management* focused on managing perceptions, which can add insight into what leaders are experiencing when regulating their emotions to produce certain outcomes. Morris and Feldman's (1996) *Interactionist Perspective* stressed the significance of the social context in guiding how we choose to manage our emotions in interpersonal interactions. These three perspectives on emotional labor can be useful in looking at how leaders display certain emotions to develop and/or repair trust in their employees. Each perspective can examine if the emotions that leaders genuinely feel, or are compelled to feel to produce a desired outcome from different angles.

Dramaturgical perspective. Hochschild (1983) was the first and the most influential contribution to emotional labor. The dramaturgical perspective is grounded in Goffman's (1959) work that used a theatrical analogy in which the employee is the actor, the customer is the audience, and work is the setting (Goffman, 1959) to explain the social patterns that guide our emotional experience. The basic premise was that managing emotions requires effort. According to Hochschild (1983, 2003) there are two main ways in which employees manage their emotions: surface acting and deep acting. Surface acting is where a person regulates and displays certain emotional expressions, which they do not truly feel. An example of surface acting is a customer service representative smiling and complimenting a customer on their appearance. The customer service representative may actually be feeling lousy, but to achieve the organization's goal of

providing excellent customer service they will display a positive attitude. Deep acting is where a person actually modifies their feelings to order to express a desired emotion. Using the above example, the customer service representative actually feels the pleasantries that they are expressing in their emotions. There are two ways that a person can engage in deep acting. The first is by directly exhorting feeling and the second involves using imagination (Hochschild, 1983).

Impression management perspective. Ashforth and Humphrey (1993) viewed emotional labor as the act of showcasing an appropriate emotion so that we can manage impressions to cultivate our social perception in an interpersonal climate (Gardner & Martinko, 1988). Unlike Hochschild (1983), Ashforth and Humphrey (1993) focused on observable behavior as opposed to managing feelings. Specifically, they did not discuss the significance of internally managing feelings, but rather suggested that a broad range of factors effect an employee's emotional expressions. They proposed that emotional labor is positively related to task effectiveness, but this is contingent on the customer perceiving an employee's expression as genuine.

Interactionist perspective. Morris and Feldman (1996) noted that that people make sense of their emotions by understanding the social environment in which the emotion is experienced. They viewed emotional labor as the effort, planning, and control necessary to express emotions that organizations view as desirable during an interpersonal transaction. Similar to Hochschild (1983, 2003) they stressed the significance of emotional congruence between felt and displayed emotions. In their view of emotional labor, there is always some degree of effort required in expressing emotions, even if there is congruence between the a person's felt emotion and the organizationally desired emotion. Morris and Feldman conceptualized emotional labor along four dimensions: (a) frequency of the emotional display, (b) attentiveness (intensity and duration

of emotions) to required display rules, (c) variety of emotions to be displayed, and (e) emotional dissonance.

Emotion Regulation

Emotion regulation is cognitive techniques that people use to manage their own and/or others’ emotions. Regulating emotion is a prominent feature of a one’s personal, social, and work life (Liu, 2006). Emotion regulation has long been a topic of interest in the child and adult psychology literatures (Gross, 1998a). In recent years, people’s ability to regulate emotions has received a lot of attention in the organizational literature. This is because there is evidence which suggest that regulating emotion is associated with stress, emotional exhaustion (Pugliesi, 1999), and negative, physical symptoms such as headaches (Schaubroeck & Jones, 2000) that can ultimately impact performance. Since it is known that people manage their emotions to produce desirable behaviors and achieve goals. Emotion regulation can help us to understand the actions that leaders can take to develop and/or repair trust in their employees.

Table 3

Emotion Regulation Process

Type	Dimension	Specific Strategies
Antecedent- Focused Regulation	Self vs. Other	Situation Selection
	Consciousness or Unconsciousness	Situation Modification
Response –Focused Regulation	Upward, Downward, or Neutral	Attentional Deployment
		Cognitive Change
		Response Modulation

Gross (1998b, 2001) offered a useful way to categorize how emotions are regulated.

Emotions can be regulated based on environmental input. This is what is known as antecedent-

focused emotion regulation where the individual modifies the situation or the perception of the situation in order to alter his/her felt emotions (Gross, 1998b). People can also engage in response-focused regulation, in which one has a tendency towards one response, but manipulates how she or he expresses that emotion through physiological, behavioral, or experiential responses (Gross, 1998b).

Liu (2006) identified three dimensions along which emotions can be regulated. The first is self-oriented versus other-oriented dimension. In self-oriented emotional regulation individuals monitor their own emotional experiences. In other-oriented emotional regulation an individual monitors other's emotions to suit their personal needs. An example of this would be a manager intentionally displaying a negative emotion to remind the subordinate of their place in the relationship. The manager can also encourage their subordinates' to experience and express positive emotions by praising them. This serves to strengthen the relationship thus creating loyalty and engagement in tasks.

Emotions can also be consciously or unconsciously regulated (Gross & John, 2003; Mayer & Salovey, 1995). Conscious regulation of emotions is deliberate such as a person intentionally modifying theirs and others' emotional states for reasons ranging from protecting their self-esteem to exerting influence over others (Gibson & Schroder, 2002). For example, an employee who is threatened by a colleague's qualifications and potential to advance within an organization may resort to thinking about that individual as an "opportunist" or make that person feel bad about themselves to protect their self-esteem. Unconscious emotional regulation is, for the most part, automatic. This includes being exposed to environments which induce certain emotions (Russel & Snodgrass, 1987). Restaurants are prime examples of this where the menu, music, decorations, lighting, and seating are all designed to induce certain emotions in their

patrons. This can also occur through the sharing or transfer of emotions from one individual to another or a group of people (Barsade & Gibson, 2007).

Finally, emotions can be regulated upward or downward. Under this premise, emotions range on a continuum from positive to neutral to negative. Upward regulation of emotion involves one's effort to change either their own or others' emotional states from a negative tone to a neutral or positive one (Liu, 2006). Downward emotion regulation refers to a person's attempts to put themselves or others in a negative emotional state from the one that they are currently experiencing (Liu, 2006). Additionally, both positive and negative emotional states can be neutralized toward the middle. This is what is known as emotional neutralization and it is a common practice in the law and medical professions where it is thought that emotions could be detrimental to one performing optimally on the job (Liu, 2006).

Gross (2001) used a process model to further elaborate on specific strategies involved in regulating emotion. In 2007 John and Gross identified five strategies that a person can use to manage emotion. *Situation selection* is the first and this refers to individuals avoiding certain people, places and/or activities to limit exposure to situations that are likely to generate a negative emotion. For example, a person may choose to spend their lunch hour shopping rather than eating with a fellow colleague who talks negatively about the boss. *Situation modification* entails changing or tailoring the situation to decrease its negative emotional impact. Using the previously mentioned example, a person can opt to have lunch with their colleague and invite others to join to decrease the likelihood that this individual will monopolize the conversation with negative talk about the boss. *Attentional deployment*, the third strategy, can be used to focus less on the negative aspects of the situation, or focus on a particular aspect of a situation (John & Gross, 2007). An example of this would be for the person having lunch with their coworker to

change the conversation from negatively talking about the boss to focusing on the department's upcoming projects. *Cognitive change*, the fourth strategy, involves seeking the positive aspects of the situation. For example, the individual having lunch with their colleague can choose to talk about their bosses' positive qualities. *Response modulation*, the final strategy, refers to an individual's attempts to influence emotion response tendencies once they have already been elicited. The same individual having lunch with their co-worker attempts to hide their disgust at hearing negative talk about their boss.

Emotional Intelligence

We engage in emotion work, which includes emotional labor and emotion regulation on a daily basis. However, we do not always have an awareness and understanding of how to effectively manage our own and/or others' emotions. Emotional intelligence (EI) has captivated the general public, the commercial world, and the academic community (Zeidener, Matthews, & Roberts, 2004). Although still in the nascent stages, it can enhance our understanding of how leaders make sense of and manage their emotions. For example, George (2000) noted that leaders who are emotionally intelligent can use their emotions to enhance how they process information to address challenges, threats, issues and opportunities that their organizations are experiencing. In addition, they are able to more effectively use their emotions to improve their organizations' functions (George, 2000). Further, emotionally intelligent leaders have enhanced decision-making capability (George, 2000). Therefore, emotional intelligence can help us to understand how effective leaders are in interpreting and managing their emotions.

The popularity of emotional intelligence is primarily due to Goleman (1995). Goleman appeared to define EI by looking at desirable personality features not represented by cognitive intelligence (Zeidener et al., 2004). Goleman's model is characterized as a "mixed model"

because it views EI as a diverse construct looking at aspects of personality along with the ability to perceive, assimilate, understand, and manage emotions (Zeidner et al., 2004). Goleman's model also focuses on looking at the following constructs which are measured by achieving a wide array of competencies. First, self-awareness refers to having a deep understanding of one's emotions along with the strengths and limitations of one's values and motives. Second, self-management involves regulating one's emotions and adapting to various circumstances. Third, social awareness is a person's ability to sense, understand, and react to others' emotions and understanding social networks. Fourth, relationship management is the ability to inspire, influence, and develop others while managing conflict.

Salovey and Mayer (1990) developed an ability-based model which measures abilities by evaluating participant responses to scenarios similar to those used in IQ tests (Fambrough & Hart, 2008). They defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p.189). According to Zeidner et al. (2004) this is the most accepted scientific definition of EI. The process underscoring emotional intelligence begins when affect-laden information enters our perceptual system (Salovey & Mayer, 1990). Salovey and Mayer (1990) identified a set of conceptually related mental processes involving emotional information.

Salovey and Mayer (1990) noted that accurately appraising and expressing emotion in the self and others is a key part of emotional intelligence. This is because people who are emotionally intelligent can readily perceive and respond to their own and others' emotional cues. Verbal and non-verbal mediums are used to assess and express emotion. Verbal appraisal and expression of emotion occurs through language. Thus, learning about the emotions that an individual experiences and expresses, is in part, dependent on the language used to describe

them. Conversely, non-verbal appraisal and expression of emotion was traditionally overlooked. Salovey and Mayer speculated that this was because non-verbal communication did not fit with early measures of mental abilities. However, emotion is mostly communicated through non-verbal channels. Therefore, it is important to consider this aspect in evaluating and expression emotion. To accurately appraise and express others' emotions requires an ability to use non-verbal perception of emotion. The ability to empathize involves comprehending another's feeling and being able to re-experience them is an important part of non-verbal appraisal and expression of emotion. This allows individuals to not only accurately determine others' affective responses, but also respond by choosing socially adaptive behaviors.

Regulating emotions in the self and others is another key aspect of the emotional intelligence process. This is because it can lead to more adaptive and reinforcing mood states. Although most people do regulate their emotions and others' emotions (Mayer & Gaschke, 1988), emotionally intelligent individuals are especially adept at this process and use it to achieve particular goals. In general, emotionally intelligent individuals improve mood states and motivate others towards worthwhile ends. Emotionally intelligent individuals can also manipulate others and lead them to engage in disreputable activities (Salovey & Mayer, 1990).

Finally, people can use their emotions in adaptive ways to solve problems, make them more flexible planners, enhance creativity, reprioritize internal and external demands on their attention, and motivate them to be more persistent in accomplishing challenging tasks (Salovey & Mayer, 1990). Salovey and Mayer's (1990) definition and model of emotional intelligence provides an information processing view on how we appraise, express, and manage emotions. Although, this is perhaps the most workable framework of EI, it did not provide a lot of detail on

how we manage our own and others' emotions. Nevertheless, it is useful for examining how effective we are in managing our own and others' emotions.

Despite the popularity and potential of emotional intelligence, it is not without its criticisms. The main criticism pertains to the methodologies used to measure EI, which are plagued by low reliability, low or no criterion based ability, and limited construct validity (Barrett, Miguel, Tan, & Hurd, 2001). For example, Goleman's (1998) model measures various competencies which are relevant for particular professions. Specifically, the ECI-2 was found to be especially useful in identifying broadly defined competencies related to job performance as opposed to EI (McEnrue & Groves 2006). In addition, Van Rooy and Viswesvaran (2004) note that the Salovey-Mayer MEIS (1997) ability scale of EI correlated had a weak meta-analytic correlation of .19 with performance outcomes. Nevertheless, emotional intelligence can be very useful in looking at a leader's awareness, understanding, and management of emotions concerning trust in their employees.

Global Personality Traits and Emotion

How leaders understand and manage their emotions can also depend on the presence of key global personality traits. Global personality traits are generalized responses based on an individual's character (John & Gross, 2007). These generalized responses initiate and consistently guide adaptive and expressive behaviors (Allport, 1937). John and Gross (2007) discussed three of the most significant global personality traits. *Conscientiousness* is one of these traits and this refers to "socially prescribed impulse control" (p. 354). Conscientiousness facilitates the following task and goal-directed behaviors: thought before action, delayed gratification, adhering to norms and rules, and prioritizing tasks. People who are conscientious plan and organize very well. However, conscientious individuals may encounter challenges using

surface acting as opposed to deep acting because this appears to require individuals to think on their feet. Gross and John noted that conscientious individuals would best benefit from using situation selection when regulating their emotions (John & Gross, 2007).

Extraversion refers to individuals who take an energetic approach toward the social and natural/ material world. They tend to draw their energy from other people and other things. Unlike introverted individuals who internally generate their own energy, extraverted persons tend to freely express positive and negative emotions that they may be experiencing (Gross & John, 1998). Situation modification or self-assertion and surface acting may work well for these individuals. Whereas situation selection and deep acting may work better for persons who are introverted (Gross & John, 2007).

Openness to experience or open-mindedness describes the breadth, depth, originality, and complexity of a person's life experiences (Gross & John, 2007). Open-minded individuals tend to be more self-aware, possess clarity in their thoughts, and intensely experience emotions (Shiota, 2006). In addition, these individuals are more likely to engage in deep acting as opposed to surface acting when dealing with other individuals. Therefore people who are open-minded would best benefit from using cognitive change or reappraisal strategies when regulating their emotions (John & Gross, 2007). Conversely, individuals who are close-minded are unlikely to use any of the techniques performed in managing emotions, except surface acting. This is because surface acting only requires individuals to modify their outward expressions as opposed to rethinking their feelings and beliefs, which runs counter to their nature. This list of global personality traits is not exhaustive, but are key traits to account for when studying how individuals manage their emotions.

Gender, Power, and Emotion

Looking at how leaders understand and manage their emotions would be remised without discussing the influence of gender and power. Gender has long been a topic of interest in explaining facets of social-cultural behavior. This has led to the idea that women tend to be more emotionally expressive than men. In addition, it is a common notion that women are more expressive of certain emotions (e.g. pain, sadness) than men (Brody & Hall, 1993). However, in an organizational context, anecdotal information and cultural expectations have guided notions about gender differences and emotional expression (Groves, 2005). The majority of the research on gender and emotional expression has yielded inconsistent findings. For example, Brody (1997) found that women were more emotional. Callahan (2002) found that on average women performed more than double the emotion management than men.

On the other hand, Callahan, Hasler, and Tolson's (2005) study that looked at gender differences and senior executives found that men self-reported as being more emotional than women. Further, differences between men and women were not found for certain executive positions, and both genders reported statistically significant low levels of expressiveness. This finding is especially interesting since women are seen as more willing to talk about their emotions than men (Brody & Hall, 1993). Nevertheless, gender continues to remain a heated topic when discussing emotional experiences and expression in the workplace. This is why it is important to account for this aspect in looking at trust development in the workplace.

Power, like gender, is a longstanding and contentious topic in the organizational sciences. Power is defined in numerous ways. Cervero and Wilson (2005) offered a useful definition of power. They viewed power as a social and relational characteristic not just something that individuals possess and use on each other. Their definition specifically recognized that people

with power have a capacity to act which is grounded in socially-structured relationships. Power relations are relatively stable they are continuously negotiated at planning table.

Emotion is tied to power in that it is a direct function of a person's power and status (Clark 1990; Kemper, 1984). For example, in organizations, increases in power and status have led to positive emotions and decreases have had the opposite effect (Liu, 2006). Power has also been studied in the supervisee/supervisor relationship (Koslowsky, Schwarzwald and Ashuri 2001; Georgesen & Harris 2006). Power is also tied to trust and studies have examined it in the context of the trust-control nexus, which viewed trust as the opposite of traditional command and control styles of governing (Bijlsma-Frankema & Costa, 2005). In addition, emotion and power share a common characteristic, both are fluid and continually in a state of flux and negotiation (Bierema, 2008). Emotions are also a vehicle for reproducing social structures of sexism, racism, and classism in organizations (Bierema, 2008). Therefore, looking at a leader's perception of power can be useful in understanding their emotional experience with trust.

The Price Tag on Managing Emotions

Hochschild (1983, 2003) stressed that managing emotions requires effort because there is incongruence between a one's felt and expressed emotion. For example, engaging in emotional labor can lead to stress and burnout on the job (Hochschild, 1983). This suggests that it is unpleasant for the employee because of the physiological and psychological toll that expressing certain emotions and suppressing other can have on an individual. Therefore, emotion regulation literature has shifted to looking at the physiological, psychological, and workplace performance effects that managing emotions can have on a person. For example, Schaubroeck and Jones' (2000) looked at modal emotional display rules to express positive affect and suppress negative affect found that perceived demands to express positive emotions were positively

related to people who reported the following: (1) lower identification with the organization, (2) lower job involvement, and (3) lower emotional adaptability.

Bono and Vey (2005) found that individuals experience emotional dissonance, the discrepancy between felt and displayed emotions, and that this was related to emotional exhaustion and physical complaints. The strategies that employees used to handle their emotions (i.e. surface acting or deep acting) appear to influence emotional health and stress levels (Brotheridge & Grandey, 2002). Although the literature looking at the effects of emotion regulation continues to flourish, the focus has mainly been on employees. With the increased expectations being placed on leaders in today's organizations, much can be learned by examining the effect that regulating their own along with others emotions has on leaders' physical and emotional health.

Chapter Summary

Trust is a multi-faceted construct whose definitions and levels of analysis have generated as much confusion as it has knowledge. This chapter discussed how trust has been defined from the following perspectives: (a) personality, (b) rational choice, (c), relational, (d) organizational, and (e) common sense. This chapter presented a modified definition which allows for the explicit study of emotion in the trust process. This involved reviewing literature on the different perspectives on emotion. An integrated framework for examining how emotion can influence a person's ability to trust was presented that began by looking at sources of emotion. Aesthetics is discussed as a framework for understanding leaders' subjective experience with emotion. Emotion work, which includes emotional labor and emotion regulation, can help us understand how leaders socially interpret and manage their emotions. Emotional intelligence was discussed because it is useful in looking at a leaders' awareness and understanding of their emotions.

Global personality characteristics, gender, and power, were looked at since they can impact how leaders manage their emotion. Finally, the toll that emotion management can have on leaders was discussed. The next chapter will discuss the methodology that this study used.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the methodology used to understand leaders' experience with emotion in building, sustaining, and repairing trust with their employees. The following questions guided this study:

1. What are leaders' beliefs about emotion as related to building, sustaining, and repairing trust with employees?
2. What techniques do leaders use to manage their emotions?

This chapter is divided into several sections, starting with a discussion of the theoretical perspective and research design that informed my study. Next, the pilot study that I conducted in the summer 2008. Then, I highlight the methods and share processes that were used to collect and analyze my data. Further, the steps taken to ensure the study's trustworthiness are mentioned. Finally, I put forth my personal subjectivities as well as this study's limitations.

Theoretical Perspective

Crotty (2004) defined one's theoretical perspective as "the philosophical stance lying behind a methodology" (p. 66). This is significant because it offers a context for understanding a researcher's assumptions (Crotty, 2004). Outlining a theoretical perspective often presents a challenge for novice and seasoned scholars because there is virtually no consistency among scholars on how to discuss this aspect of qualitative research (Merriam, 2009). For example, Merriam (2009) noted that some scholars referred to this as theoretical traditions and orientations (Patton, 2002), worldviews (Cresswell, 2007), or epistemology and theoretical perspectives

(Crotty, 2002). Regardless of the terminology being used, each scholar chooses discuss their theoretical influences in the manner that makes the most sense to them (Merriam, 2009). For me, constructionism was the theoretical perspective that guided my study's design, analysis, and interpretation of my data.

Constructionism also called social constructionism has been classified as a movement, a theory, an epistemology, and a theoretical orientation (Stam, 2001). In reality it is probably all of these things. Holstein and Gubrium (2008) echoed this notion by stating that “the term constructionism has come to mean both virtually everything and nothing at the same time” (p. 5). Their statement represents the diverse and diffuse viewpoints that have come to characterize constructionism. Despite the numerous viewpoints, there are core themes that underlie constructionism.

Constructionism is a distinct way of seeing the world that addresses the practical workings of *what* is constructed and *how* this process unfolds (Holstein & Gubrium, 2008). Constructionism also views “all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context” (Crotty, 2004, p. 42). Constructionism posits that meaning (or truth) cannot be reduced to being simply objective (i.e. existing independently and waiting to be discovered) or simply subjective (i.e. imposing our own creation of meaning upon reality). Rather, we construct and create meaning by joining and holding together objectivity and subjectively (Crotty, 2004). We accomplish this by interacting with the world and the various objects in it. This is what is known as intentionality. In addition, it is the interpretive strategies that we employ during this interaction that leads to us constructing meaning (Crotty, 2004; Fish, 1990). Most importantly,

constructionism drives home the notion that truth is relative. In other words, there exists no absolute “true” or “valid” interpretation (Crotty, 2004).

Constructionism’s core themes compliment looking at leaders’ beliefs and management of their emotions in the trust process with employees. Trust is an omnipresent, socially constructed concept that has a multitude of meanings. This is because each academic discipline, culture, and individual has defined trust based on their views and experiences with creating, sustaining, and repairing trust. In addition, trust is rooted in our emotions, thoughts, and behaviors. Emotion is a cultural phenomenon rooted in beliefs, symbols, and language (McCarthy, 1989). However our experience with emotions is individual and subjective. Interpreting emotion requires a complex understanding of the types of events/situations that evoke our emotions, our evaluation of the events/situations, and how we appropriately express these emotions given the social implications (Evers, Fischer, Mosquera, & Manstead, 2005; White, 1990).

Design of Study

Traditionally, trust has been studied using quantitative measures such as laboratory experiments, standardized surveys, and target-related surveys (Mollering, Bachmann, & Lee, 2004). Bigley & Pearce (1998) suggested that focusing on a particular problem using concepts, theories, and methods appropriate for addressing the problem can yield results which are sensitive to the specific characteristics of the trustors and trustees involved. Hence a qualitative approach was well suited to examining a leader’s beliefs about emotion and management of their feelings as it relates to trust with employees. Qualitative inquiry is an umbrella term that encompasses a collection of theoretical approaches and research methodologies. Qualitative inquiry seeks to understand, emancipate, and deconstruct (Lather, 1992) people’s experiences

with phenomena. Specifically, qualitative inquiry is grounded in the premise that “meaning is socially constructed by individuals in interaction with their world” (Merriam, 2002, p. 3). There are various constructions and interpretations of reality which fluctuates over time. Qualitative methodologies are geared towards understanding those interpretations within certain contexts and at specific points in time (Merriam, 2002).

According to Merriam (2002), several key characteristics underlie qualitative research. First, researchers seek to understand how people make sense of their experiences and create meaning about their world. Qualitative research is primarily geared towards understanding the nature of a setting, and, more importantly, what it means for participants to be in that setting (Merriam, 2002). Second, “the researcher is the instrument” (Patton, 2002, p. 14) used to collect and analyze data (Merriam, 2002). As a result, a study’s credibility is heavily contingent on the competence and rigor of the person doing the fieldwork (Patton, 2002). Third, the qualitative research process is inductive, which involves researchers gathering data to build concepts, hypotheses, or theories as opposed to testing deductive postulates or hypotheses. Merriam notes that qualitative research is often conducted due to a lack of theory or an existing theory fails to adequately explain a phenomenon. For example, literature exists highlighting the influence of emotions on trust (e.g. Adams, 2004; Dunn & Schweitzer, 2005; Young & Daniel, 2003), but we lack an understanding of how leaders understand and manage the emotions that they experience as related to trust. This aspect of trust development makes this study, in some respects, exploratory. Finally, qualitative research is characterized by generating thick, rich, descriptions of words and pictures for the researcher to communicate what they have learned about a phenomenon (Merriam, 2002). For these reasons, I used a basic qualitative to study leaders’ beliefs about emotion and management of their emotion as it relates to trust with employees.

Pilot Study

In the summer 2008, I conducted a pilot study on leaders working for a large, southeastern home-improvement company and a research one university also located in the southeast. This study looked for participants that had either 1-3 years leadership experience, 5-10 years leadership experience, or 10 or more years of leadership experience because I wanted to look at various levels of leadership. Leadership experience was defined as individuals performing the following activities/roles within their organizations: creating a vision, building teams, inspiring, energizing and empowering subordinates, and performing functions to ensure that operations run efficiently and effectively. Participants were selected through affiliations that I have with professional organizations such as the American Society for Training and Development (ASTD), Society for Human Resource Development (SHRM), and personal contacts. Please see Appendix A for a description of the participants. Interviews were conducted with four participants and lasted between 30-60 minutes.

Findings

Conducting this pilot study was both challenging and eye-opening. The most important thing that I learned is that formulating questions that will generate rich, thick descriptions of data is not easy. The interview guide that I created for this study was structured by background questions, trust questions, emotions questions, emotions and trust building questions, and leadership questions. The background questions were pretty straightforward, but I think that I had too many questions. When I transcribed the interviews, I noticed that first page and a half were devoted to addressing background questions. While you want rich, thick, descriptions, I think that this was too much information for this section.

As a result, I did not get enough information on the primary data that I was looking for. For example, when asking for their definition of trust, I got fairly short answers. I found that I had to probe to get more information. In addition, when I asked about trust none of the interviewees explicitly mentioned feelings associated with trust. Rather than pursue this further, I moved on to my next question. I incorrectly assumed that I would get this information later in the interview. Although, I asked each interviewee to recall an incident in which they experienced a deep emotion, I did not provide any additional direction. Subsequently, I found myself utilizing clarifying questions. When I rephrased the question in the context of trust, I got a better response, yet I still had to probe to get further information.

Interestingly, when I asked the participants if the emotions that they were experiencing affected their ability to trust, I got even more information. For example, *Robert* talked at length about a situation that he experienced with a subordinate, but at times he digressed in telling his story. I allowed it because I thought that I was getting rich information and in a sense it was, but it was not what I initially expected to find. However, this particular interview made me question how gender affects one's comfort level with discussing their emotions. My sample consisted of three women and one man, but the man was the most talkative. Common convention would assume that this would be the opposite.

Conversely, the women seemed guarded. For example, in my interview with *Dana*, she became so angry talking about a work situation that had recently occurred where trust was questionable. As a result, I had to stop the interview. I then took the time to make sure that she was okay, but we never resumed the interview. *Susan* was so reserved during her interview that I concluded it after about fifteen minutes. I realized that I would not get anything out of her. I spent a few minutes debriefing her and even then she was not very talkative. I did not even

transcribe her interview. Although my study was not grounded in critical or feminist inquiry, I think that gender, race/ethnicity, and/or culture issues will surface in conducting my next round of interviews. I will later discuss in this chapter how I will address these issues.

When arranging interviews for this pilot, I scheduled three in one day, and the fourth interview about two weeks later. Conducting three interviews in one day was exhausting and I found myself occasionally zoning out of the interview. In addition, I did not ask each interviewee the same set of questions in the same order. I often went with what was occurring during the interview and formulated a lot of questions on the spot. This made analyzing my data challenging. Overall, conducting this study was very helpful. Based on my experience with pilot study and peer feedback, I refined my data collection and analysis methods which will be discussed in the proceeding sections.

Sample Selection

Convenience sampling was used to select leaders to participate in this study. Convenience sampling involves using individuals who are available to the researcher as participants (Polkinghorne, 2005). Marshall (1996) noted “that there is an element of convenience sampling in many qualitative studies, but a more thoughtful approach to selection of a sample is usually justified” (p. 523). Convenience sampling is the least desirable method of identifying participants and can present challenges in obtaining perspectives that expand and enhance understanding of the experience being studied (Polkinghorne, 2005). However, it allowed me to gain access to leaders willing to participate in my study, which is focused on emotions and trust which is risky for many people to talk about. As a result, I obtained data that was very information rich, but some of the data that I collected may not be as information-rich as it could have been.

I initially identified participants through my involvement in professional organizations such as: the American Society for Training and Development (ASTD) and Society for Human Resource Management (SHRM). I also asked personal connections to participate in my study. The selection criteria used in the pilot study were modified because my initial criteria were too broad. For this study, the focus was narrowed to emotions as related to the trust process in supervisor-subordinate relationships. Thus, the participants had to (a) have a minimum of five years of upper level management experience, (b) have experience managing knowledge workers. A knowledge worker is anyone who makes a living at tasks developing or using knowledge (Horvath, 2001). Knowledge workers can be found in fields such as: education, healthcare, and technology to name a few. Leaders managing knowledge workers was selected as a criteria for this study because managing these employees can be challenging due to issues of autonomy, responsibility, continuous learning and teaching, and most importantly being treated as an “asset” rather than a “cost” (Drucker, 1999).

In total, twelve leaders were interviewed. There were six females and six males, eight of the leaders identified as being Black, three identified as being Caucasian, and one identified as being both Black and Hispanic. The leaders worked in positions ranging from director to president in a variety of industries including education, business, and government. More information about the leaders that participated in this study is available in table four.

Data Collection

There are three primary ways to collect data when using qualitative methodologies: interviews, observations, and documents. Kvale (1996) suggested that “if you want to know how people understand their world and their life, why not talk with them?” (p. 1). Merriam and Simpson (2000) noted that “interviews are often used to gather data when the topic is to be

explored is complex or emotionally loaded” (p. 152). Qualitative interviews serve “to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (Kvale, 1996, pp. 5-6). Therefore interviews are the best option for learning about leaders’ emotions and how they manage them to cultivate trust in the workplace. It is important to note that interviews are not superior to observing a phenomena or analyzing documents. Rather, interviews enable us to find out those things about people that we cannot directly observe (Patton, 2002) or see in a document. My study was primarily an interview study that used the critical incident technique as a catalyst for understanding the emotions that leaders experience pertaining to trust and the techniques that they use to deal with them. I will explain the interview process that I used to gather my data, which included incorporating the critical incident technique.

Interviews

Standardized open-ended interviews were used in this study. Questions were structured and phrased in advance, which ensures that each interviewee got asked the same questions in the same manner (Patton, 2002). I found this approach especially useful because I am a novice researcher. Using this technique minimized variations as well as facilitated my data analysis. Further, Patton (2002) noted that using standardized open-ended interviews also makes the exact instrument used available for inspection by those evaluating the study’s findings. In addition, the participant’s time is spent more efficiently because the interview is highly focused (Patton, 2002).

To construct the questions, I created *main questions*, *follow-up questions*, and *probes*. According to Rubin and Rubin (2005), *main questions* are constructed in advance which ensures that the researcher addresses all of the major parts of the research problem. In particular, main

questions should encourage people to discuss their perceptions, experiences, and understandings rather than giving the typical or textbook response. *Follow-up questions* are designed to obtain further explanation of themes, concepts, or events that the interviewee has introduced. Follow-up questions are important for getting depth and detail in an interview. However, this requires that the researcher “listens hard to hear the meaning of what the conversational partner has said” (Rubin & Rubin, 2005, p. 136). *Probes* help the researcher manage the conversation by staying on the desired topic, signaling the desired depth, and asking for clarification or examples. Overall, the researcher is looking for depth and detail, vivid and nuanced responses that are loaded with thematic material (Rubin & Rubin, 2005).

Patton (2002) described six different types of questions that can be asked in an interview: (a) experience and behavior questions, (b) opinion and values questions, (c) feeling questions, (d) knowledge questions, (e) sensory questions, and (f) background/demographic questions. Deciding which question(s) to ask in an interview “forces the interviewer to be clear about what is being asked and helps the interviewee respond appropriately” (p. 348). Although I used a combination of questions, I was particularly interested in understanding a leader’s experience with emotion when engaging in the trust process with employees by understanding the interpretive process that leaders used to uncover their beliefs and manage their emotions. To capture this data, I used an aspect of the critical incident technique. Critical incident technique (CIT) is frequently used by organizational researchers (Aquino, Tripp, & Bies, 2006; Bies & Shapiro, 1987; Bies, Shapiro, & Cummings, 1988; Ellinger & Watkins, 1998; Handsome & Cervero, 2003; Holtz & Harold, 2008) because they draw upon the participants’ actual experiences. This can bring about increased participant involvement in the study (Bies et al., 1988) to provide thick, rich, descriptions of data.

Flanagan (1954) pioneered the critical incident technique as a product of studies conducted in the Aviation Psychology Program of United States Army Air Forces in World War II, in which it was used to identify effective and ineffective behavioral incidents impacting pilot performance. A critical incident is characterized as “any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act” (Flannagan, 1954, p. 327). To be classified as critical “an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its efforts” (p. 327).

Specifically, I used retrospective self-report which involved: having people report from memory about significant issues that occurred in the past. While the primary emphasis was on identifying observable behaviors, Flanagan (1954) acknowledged that retrospective self-report can be used and is deemed accurate so long as the information provided is full, clear, and detailed. According to Flanagan (1954) there are four ways of obtaining recalled data: (a) interviews, (b) group interviews, (c) questionnaires, and (d) record forms that involve recording details of an incident as they occur or by placing a check mark on a pre-existing list of activities observed.

Critical incidents are first person accounts of people’s experiences, which represent undeniable sources of data about their reality (Brookfield, 1990). Also, critical incidents can be less threatening than asking people general questions (Brookfield, 1990). In addition, feelings are likely to be more grounded once the participant has relived the experience (Patton, 2002). The intent of critical incident questions was to help participants overcome any aesthetic muteness that they may experience in responding to questions about their feelings and help to generate rich,

thick, sensory descriptions of emotion as it pertains to trust development. I initially used critical incident questions to elicit leaders' experiences with trust violations and trust repair that were considered very significant or memorable to them because participants will most likely have experienced strong and varied emotional reactions that would be fairly easily to recall and later analyze. However, to obtain more data around the emotions in the trust process, I modified my interview protocol to include questions that asked the participants to describe times in which their feelings helped and hindered the trust process with their employees.

I also used follow up questions especially when concerns about race, gender, and/or culture surface at any point in the interview. Based on my pilot study, I thought that these issues may surface during the interviews. However, this is not a critical or feminist study and thus I felt that follow up questions were most appropriate to address these issues. Using all of the guidelines described above, I created a pre-interview background survey (see Appendix B) that participants completed before the interview and an interview guide (see Appendix C, Appendix D) that was used during the interviews. Prior to the interview, I obtained written informed consent. I took a few moments before starting the interview to address my study's purpose and explore any concerns that participants may have. The written informed consent is attached in Appendix E.

Data Analysis

The constant comparative method was used to analyze my data. The constant comparative method allowed me to make both distinctions and comparisons with my data (Glaser & Strauss, 1967). These distinctions and comparisons were made by looking at interview statements and incidents within the same interview as well as between interviews (Charmaz, 2006) to create categories and codes. When using the constant comparative method Charmaz

noted that researchers should not dismiss their ideas if they fail to mirror the data. The researcher's ideas are observations and are essential to making sense of the data. This was very helpful for me to remember because I had doubts about my ideas and observations when conducting my pilot study. The aim is to continue the process of making distinctions and comparisons until the data becomes saturated or when newly collected data fails to reveal any new knowledge (Charmaz).

I began by transcribing and analyzing the interviews after I conducted the first one. I expected this to be a long process. To assist me with the data analysis, I used Ruona's (2005) procedure for analyzing qualitative data. The use of computer-aided analysis has become increasingly prevalent in qualitative research. There are various software packages available to assist researchers in sorting and interpreting their data. However, Ruona's (2005) use of a basic word processing application facilitates "managing, organizing, and manipulating data and is a 'must' for rigorous, effective data analysis" (p. 250). Although it was primarily created to facilitate analyzing interviews, it can also be adapted to use on field notes from observations and memos. The process consists of four stages: (1) data preparation, (2) familiarization, (3) coding, and (4) generating meaning. Ruona noted that her method allows researchers to individually analyze data, merge data to do a cross analysis on cases, quickly code and recode data, sort by different variables, is cost effective, and relatively easy to learn. Fellow colleagues and students have found her method very helpful in analyzing data. Below is a discussion of the four stages I implemented.

Stage One: Data Preparation

The first stage entails organizing data into format that is easy to use. For me this involved transcribing my interviews using her suggested method of italicizing what the interviewer said

and putting the interviewee’s responses in plain text. Stage one also involved minor editing, formatting, and general clean up of the data (Ruona, 2005). The transcript text from each interview was converted into a table with each meaningful segment of data in its own row. The table format included a column for codes, ID, question number, turn number, the actual interview text, and my research notes. Figure 2 shows the table format for data analysis. Participants were assigned both a pseudonym and ID number that is linked to a confidential file. The “turn number” (Ruona, 2005, p. 253), represented a specific line, sentence, passage or paragraph in a transcript was automatically entered. Using this format allows you “organize your data, separate it into ‘meaningful chunks,’ merge data across participants, and sort in a variety of ways” (Ruona, p.251).

Code	ID	Q#	Turn	Interview Data	Notes

Figure 2. Table Format for Analysis

Stage Two: Familiarization

During this stage, I became more immersed in the data. It was a time for me to reflect and become better acquainted with the data. This involves recording thoughts and insights about the data. However, this task was not a passive activity. Rather it involved having a conversation with the research. It was during this stage that I also begin to notice interesting and potentially significant data that furthered my analysis (Ruona, 2005). Thus, it took time and patience for me to successfully move through this stage of data analysis.

Stage Three: Coding

Coding involves further dividing up the data into themes/categories that can be coded. Coding is, quite simply, a tool for classifying parts of data that summarizes and accounts for each piece of data (Charmez, 2006). Charmez further pointed out that it represents the first step in moving beyond concrete statements in data interpretation. Coding consists of a two-stage process that includes open coding and focused coding. In open coding, also known as the initial stage, you concentrate on analyzing the data to identify themes and categories that are of interest to you (Esterberg, 2002). I used index cards to identify initial codes.

Once some core themes were identified, I further refined these themes by using focused coding. Focused coding uses the same methods as initial coding of combing through data, but here the emphasis was looking at key themes that were previously identified (Esterberg, 2002). This entailed creating a list of codes to answer each question. One of aims of focused coding is to determine the adequacy of those codes (Charmez, 2006). Unlike open coding, focused coding does not always occur in a linear fashion. The researcher may experience an “Ah- Ha” moment at any point in the process prompting them to revisit the data. Several times during this process, I refined my codes as I saw new themes and connections in the data. Focused coding also allowed me to check preconceived notions about the topic, which enabled me to determine the direction that I wanted to take my research.

Stage Four: Generating Meaning

Making meaning out of the data occurs throughout the process. However, it is during this stage that I began to interpret the data across cases. I used Microsoft Word 2007 to aggregate each interviewee’s analyzed data set into one large document. This produced 158 pages of aggregated data. This allowed me to collectively view and interpret the data to identify themes. I

initially identified five themes that answered the first question and six themes that answered the second question. Upon further interpreting the data, I revised one of the themes' names because it better represented the data that I found. In the second question, I reorganized the themes into three broad categories based on additional patterns that I found in the data. I also revised two of the initial themes that answered the second question to better reflect the data that I found.

Trustworthiness of the Data

When conducting qualitative inquiry, it is important for researchers to be cognizant of the issues that can impact the credibility of their findings. In quantitative inquiry procedures are in place to strengthen a study's validity and reliability which makes this process fairly straight forward. However, how to think about validity and reliability is a contested topic among qualitative researchers (Merriam, 2002). A debate as to what constitutes credibility of the data is beyond the scope of this document. Nevertheless, Kvale (1996) stated that crafting valid research is an art that "comes to depend on the quality of craftsmanship during investigation, continually checking, questioning, and theoretically interpreting the findings" (p. 241). There are three issues to consider in regards to validity or trustworthiness of the data. These are: "(1) internal validity or credibility, (2) consistency of the findings, and (3) external validity or transferability of the findings" (Ruona, 2005, p. 247). I highlight each issue and mention how my study addressed it.

Internal validity questions the congruency of a study's findings with reality (Merriam, 2002). The goal is to better understand the participant's experience and present this information in a holistic manner, which makes sense to the people we study and those who are consumers of our research. There are various techniques that researchers can use to strengthen the internal validity of their study, but *triangulation*, *peer review*, and *member checks* are the most common (Merriam, 2002). *Triangulation* involves using multiple sources of data, data collection methods,

or multiple investigators to validate findings. *Member checks* entail giving research participants your tentative interpretations and allowing them the opportunity to see if your interpretations are valid. *Peer review* involves discussing the process, findings, and tentative interpretations with colleagues (Merriam, 2002). In this study, I used member checks and peer review. However, I was unable to triangulate my data since interviews were my sole method of collecting data. In addition, I utilized my subjectivity statement as a tool to enhance the study's internal validity, which I discuss in the next section.

Consistency of the findings or 'reliability' in quantitative research refers to replicating the study and getting the same results. In qualitative research, consistency of the findings is dependent on others' concurring that the data collected makes sense, given the purpose and methods used (Merriam, 2002). To enhance reliability in this study, the aforementioned techniques of member checks, and peer review were used to determine if the research is consistent and dependable. I kept a journal that consisted of categories, themes, reflections on the data gathering and analysis process. This is akin to what Merriam outlines as an *audit trail*, which is intended to foster the researcher's active reflection and deepening understanding of the data and her beliefs about the data throughout the study.

Finally, unlike quantitative research, external validity is tricky because there is only one form that can be used in qualitative research (Ruona, 2005). External validity or transferability involves the consumer deciding the extent to which they can apply your study's findings to their own context (Merriam, 2002). The construction of my questions and employing the critical incident technique allowed for rich, thick descriptions of my data. I also attempted to provide rich, thick description in reporting the findings in Chapter 4 and a deep analysis of the findings

in Chapter 5 so that readers might best be able to understand and interpret the participants' experiences.

Bias and Subjectivity

According to Patton (2002) "the credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork-as well as things going on in a person's life that might prove a distraction" (p. 14). Patton's statement compels me to discuss my biases and this study's limitations. Stating my subjectivities can also help to strengthen my study's internal validity. My interest in trust stems from both professional and personal experiences with trust violations. When I began researching this topic, I had specific ideas about what constituted trust and how I could best study it. However, the more literature I found on trust, the more frustrated I became with the topic. This is because I realized that trust is more complex than I initially thought. In addition, all of the research appeared to emphasize the cognitive and behavioral aspects, while there was little mention about the emotional side of trust. I was initially resistant to exploring emotion because the topic made me uncomfortable, yet I was also fascinated by how it could impact our efforts to trust and be trusted. The more I researched emotion, the more I realized that it can significantly impact our ability to trust others and be trusted. Emotion is also at the core of other professional and personal challenges that we encounter throughout our lives.

Trust is a term that I think is loosely used by scholars, practitioners, and the general public. This is, in part, why I believe it is so challenging to define and study. In the workplace, I think that leaders shoulder the responsibility for creating, sustaining, and repairing trust and taking blame when there is a lack of trust or distrust in the workplace. I found it ironic that the organizational literature has mainly focused on understanding the subordinate's perspective, yet

research has shown that a leader's trust in their employees leads to significant outcomes. This is why I chose to focus on looking at the leader's experience. Trust is both leader and follower driven. I think that capturing the leader's experience will offer a more comprehensive picture and give voice to an under-researched aspect of trust development.

Based on the findings of pilot study, I suspected that issues of gender, race, and culture would surface. This caught me a little off guard because I did not anticipate having to explore these issues. During the course of my data analysis, these issues became very salient for me because I could identify with what some of the leaders were feeling as they described managing their feelings against the backdrop of race and gender. I am a Black woman and I am keenly aware of how race, gender, and culture have impacted my life. I know that I will be especially sensitive to these issues. My challenge in analyzing the data was how to best address race, gender, and culture in relation to understanding and managing emotions in the trust process. I spent a lot of time reflecting on these issues in my journal and discussing it with my dissertation chairperson. In the end, I was able to address these issues without straying from my studies' purpose.

My study looked specifically at leaders' beliefs about and management of their emotions as related to trust from the leaders' point of view. I used a constructionist perspective to understand how leaders interpret and manage their emotions. Constructionism tends to be criticized for privileging the social and cultural over the individual's experience. However, my integrated approach to examining emotion that involved looking at aesthetics, emotion work, and emotional intelligence should address this concern. Another limitation of my study is that it looked at a very specific aspect of trust. While our experience and management of emotions is not sufficient to trust, it significantly influences the behavioral and cognitive dimensions that

lead to trust. Finally, I choose to look at leaders in the context of their relationships with employees. Leaders also have relationships with peers and bosses where trust can be an issue. However, their relationships with employees tend to be more dynamic because of issues with power that may not be present in their other relationships. Looking solely at leaders also goes against the common convention which views trust as employee driven, yet research has shown that a leader's trust in their employees is more powerful in producing various organizational outcomes.

Chapter Summary

This chapter discussed my study's purpose and the basic interpretive inquiry methodology that I used to examine the research questions. Constructionism was discussed as my theoretical perspective and emotion-based trust, aesthetics, and an integrated approach to looking at emotions that comprises aesthetics, emotion work, and emotional intelligence are the conceptual frameworks that guided my data collection and interpretation of the results. In addition, a pilot study conducted in 2008 was discussed in terms of how what I learned and how it helped to improve the current study. Further issues pertaining to trustworthiness of the data were discussed. Finally, my subjectivities and this study's limitations were put forward.

CHAPTER 4

FINDINGS

The purpose of this study was to understand leaders' experience with emotion in building, sustaining, and repairing trust with their employees. The study was designed to address the following questions:

1. What are leaders' beliefs about emotion as related to building, sustaining, and repairing trust with employees?
2. What techniques do leaders use to manage their emotions?

This study used a qualitative design with interviews as the primary method of data collection. I interviewed twelve leaders for this study and each interview was transcribed verbatim. The data were analyzed using Charmaz's (2006) constant comparative method and Ruona's (2005) procedure for coding and sorting data to develop themes using Microsoft Word. This chapter is divided into two sections. The first section provides a description of the participants. The second section presents the themes identified from the data collected for this study.

The Participants

Twelve leaders working in various industries were interviewed for this study. Convenience sampling was used to select participants that had at least five years of upper level management experience and experience managing direct reports who were knowledge workers. *Table 4* presents the demographics of the participants. Pseudonyms were used to protect the

participants' identity. The participants' role, industry, education, race, gender, age, and number of direct reports are indicated in Table 4.

Table 4

Participant Demographics

Name	Role	Industry	Education	Race/Ethnicity	Gender	Direct Reports
Natasha	Director	Education	Masters	Black	Female	1-3
Dave	VP	Education	Masters	Caucasian	Male	3-6
Joan	Director	Education	Doctorate	Caucasian	Female	6-9
Kyle	Director	Business	Masters	Black	Male	9+
Joe	VP	Business	Bachelors	Black	Male	1-3
Chris	President	Business	Masters	Black	Male	6-9
Alex	Director	Education	Masters	Black	Female	1-3
Mark	Director	Government	Masters	Black	Male	9+
Peyton	VP	Business	Bachelors	Caucasian	Female	1-3
Danielle	VP	Business	Masters	Hispanic/Black	Female	1-3
Sasha	VP	Business	Masters	Black	Female	3-6
Ed	VP	Business	Masters	Black	Male	3-6

Natasha

Natasha is a director at her University. Her responsibilities include developing and managing all training and professional development programs for employees. She also collaborates with various partners to provide workshops, e-learning, and certificate programs to enhance staff performance. Natasha is a Black woman. This is Natasha's first upper-level management position. I know Natasha through my involvement with ASTD (American Society

of Training and Development) Atlanta chapter. I was honored that Natasha was enthusiastic about participating in my study. She believed that trust is not built immediately, but is established over a period of time and based on the relationships that she has cultivated with her employees over the years. A person's accountability and reputation in their work and professional life were aspects that she valued when deciding if she is going to trust or not trust a person. During her interview, key situations that generated adverse feelings for Natasha in the trust process revolved around individuals not being accountable for their actions. She described herself as being an open, direct, and approachable individual. However, Natasha seemed reluctant to discuss her feelings in regards to trust. For example, throughout the interview she kept saying "*I'm done*" when I asked additional questions to get a sense of how she understood and subsequently managed her feelings. She also laughed a lot during the interview, especially when talking about her feelings. She was also very interested in learning more about emotions as it relates to trust from the employee's perspective because of her experience with her current boss. It seemed easier for her to talk about her feelings dealing with the various trust issues with her boss coming from a subordinate's perspective as opposed to talking about her feelings in her role as a leader.

Dave

Dave is a Dean of Students at his University. His responsibilities are to supervise the directors of the divisions' Career Services, Counseling Center, Student Health, Residence Life, Student Activities, Greek Life, and Athletics departments. Dave also provided guidance, support, and discipline to the University's student population and their parents, when appropriate. Dave is a Caucasian male and this was his first senior-level management position. At the time that this interview was conducted Dave's work responsibilities changed. Dave was the Vice President and

Dean of Students for several years. He then became the Dean of Students. Dave was also my direct supervisor's boss and subsequently became my boss when I was promoted. While I was concerned about interviewing him, Dave was happy to do the interview and talked very openly, while maintaining his professionalism. He saw trust as feeling safe and able to confide in others. He believed that it was very important to have trust and actively sought to cultivate and demonstrate it in his work with his colleagues and the students that he helped. He talked at length about two experiences that generated various feelings for him and how it impacted his ability to trust his subordinates. One situation involved a perceived racial slur where his direct report felt that he did not address the problem and circumvented his authority to obtain a resolution. The other situation involved him confiding in his direct report and that individual discussing their conversations with another vice president in the university. Dave felt that participating in this interview provided him with a cathartic release from some of the trust issues that he experienced.

Joan

Joan is a director of two programs in academia. She oversees the practical and academic aspects of the program. She is a Caucasian woman and she has been in her current position 4-7 years. Prior to this position she has held 17 different management positions over the past 37 years. She was promoted to one of her managerial positions while completing her doctorate degree. She believed that trust is comprised of a situation of shared expectations and a mutual agreement to honor the commitments that one person makes to another. Joan stressed the importance and fragility of trust in the workplace. She believed that trust is not easy to establish and that you must work to protect it once you have it. Although her demeanor was very professional and friendly, she was very reserved when talking about her emotions in the trust process. This was especially evident when she talked about an incident where she experienced a

violation of trust by one of her subordinates who was stealing from the company. When talking about her feelings as it related to trust Joan responded very carefully and strategically to the questions that I asked her.

Kyle

Kyle is the director for his company's local network operations. His current responsibilities include: championing a six-sigma business unit and process improvement for the companies field operations. He is a Black male and has been in his current position between 1-3 years. Prior to this position, Kyle has held eleven other management positions spanning a 31 year period. He has managed as many as 450 people and as little as twelve during his managerial career. He saw trust as the *"the ability to have faith in either an individual or concept relative to what you expect at the other end."* He talked at length about the changes his company underwent and how this impacted the trust that existed in the company culture. I found it interesting that Kyle had an upbeat attitude throughout the interview, even when talking about his unpleasant experiences with emotion as it pertains to trust. For example, he discussed an issue with his trust being violated by his subordinate's abuse of the company credit card. In addition, when I asked him about violating his employees' trust the power went out in my office. He jokingly responded that he probably should not answer the question. We both had a nice laugh from that moment and continued to have a very nice conversation.

Joe

Joe is a vice president at his company. He is responsible for developing and leading the supplier diversity initiative by expanding his company's vendor/partner/supplier database with suppliers with are qualified and certified. He also develops their participation and reports their progress to the appropriate authorities within the company. Joe is a Black male and has worked

in his present position for a few years. He has over 35 years of experience serving as a manager, team leader, director, AVP and VP. He has a lot of experience dealing with trust and emotions and openly shared his stories with me. Joe talked about his experience with emotion with trust issues stemming from a promotion into a new leadership role where he was viewed as an outsider because of his lack of technical experience. Joe was very aware that his race and gender could negatively impact the emotions that he experienced and how he managed them. Joe attributed much of his success in dealing with trust and emotions to his familial roots and having access to great mentors throughout his career. As a result, he has utilized various opportunities to mentor emerging leaders.

Chris

Chris is the president of his company which is a wholly owned subsidiary of a larger company. His organization provides staffing, training, security, and aviation solutions to various corporations. His company employs approximately 70,000 people. Chris has a wealth of leadership experience. Prior to this position he had served in a leadership role at a notable Fortune 500 company with a direct-line reporting relationship to the company's CFO (Chief Financial Officer). It was interesting to see that during the interview he mentioned that he was very comfortable with building trust because he viewed it as an important aspect of doing business with various individuals, groups, and organizations. He even talked about the importance of communication in dealing with feelings that surfaced in relation to trust. However, he seemed very uncomfortable talking about his emotions and was succinct in responses. For example, when he talked about the reverse discrimination lawsuit that his subordinate filed against the company because Chris received the promotion to the leadership position, Chris immediately talked about his education credentials and skill sets to justify his feelings.

Alex

Alex is the director for her University's consulting services. Her primary responsibilities include providing in-house consulting and organizational development services to university leaders, and assisting with development and improvement of their human capital and business operations. Alex is a Black woman and has served in her current position between 4-7 years. Prior to this position Alex has held five other leadership position over a 24 year period. Alex saw trust as a feeling that one has for a person. She mentioned being very comfortable with building trust with others. She is a very perceptive person and noted that she often looks to how people carry themselves, what their beliefs are, and how they think things should happen in a situation to determine if she is going to trust that individual. Although she was comfortable in talking about trust in general, she seemed very guarded when talking about her experiences with emotion as it relates to trust in the workplace. This was especially evident when she talked about a situation in which her subordinate created a racially insensitive cartoon and distributed it throughout the organization.

Mark

Mark is the regional director for his organization. He is responsible for staffing eleven offices that provide employment, unemployment, and training services to citizens in southwest Georgia. He oversees a \$14 million budget. Mark is a Black male and has been in this position between 4-7 years. Prior to this position he served in the United States Army for over 22 years in various leadership roles ranging from a squad leader on up. His military experience really shaped his views on trust. He talked a lot about his experience transitioning into a civilian leadership role, and the feelings that he experienced in forming trust with his one of his subordinates who served as the interim director of the his department. Mark also seemed to go back and forth on

the role that emotions play in the trust process. At points in the interview he mentioned that you have to take the emotion out of the trust process and at other times he mentioned that emotion very much affects the trust process.

Peyton

Peyton is a vice president at her company. Her primary responsibilities include management of the overall relationship with the top cable and satellite operations nation-wide, distribution of her company's new products, leading a team of five, and negotiating contracts with cable operators and satellite providers. Peyton is a Caucasian woman and has been in her current position for at least several years. She has held six other leader/manager positions at two companies and has a total of 16 years of experience leading others. She was nervous about doing the interview, so nervous that at one point, I stopped the interview and explained to her that I was not looking for a right or wrong answer, but that I was interested learning about her experience with emotion as it relates to trust. She seemed more comfortable after that and we resumed the interview. I spent time throughout our conversation thanking her and assuring that she was doing fine. As the interview progressed, she opened up more about her views on trust and experiences that were really salient for her in terms of addressing the emotions that she experienced. Peyton also felt that how you understand and deal with emotions with trust and in general is attributed to family upbringing.

Danielle

Danielle is a vice president at her company. She is responsible for implementing the company's distribution agreements, tracking, analyzing, and managing affiliate information to support the Affiliate Sales Team and internal partners; and providing long and short-term financial projections and financial analysis to evaluate distribution options. Danielle identifies as

being both Black and Hispanic and she has served in her position for several years. This is her first upper-level managerial role. Danielle is my sister and I was concerned that our relationship could introduce subjectivity issues. I believed that she provided an opportunity for me to gather rich information. Danielle was surprisingly candid, but strategic in talking about her experiences. For example, when discussing an incident where trust issues came up because she had to do a reduction in the workforce, she was very careful in the language that she used to describe her feelings. She made it a point to note that she is constantly aware of being a Black woman in corporate America and its impact on how she experiences and expresses her feelings. Although she referenced a few things that she did to build trust such as picking up vibes from other people and being aware that expectations may not match, she stated that she was more comfortable dealing with distrust rather than trust because it is easier for her to be strategic in dealing with feelings that she experiences.

Sasha

Sasha is her company's senior vice president. She is charged with providing leadership and strategic insight in support of her company's business activity on emerging consumer platforms. She also partners with business unit heads to identify and implement operating efficiencies and facilitates projects and resource management for large-scale cross-company technology initiatives, and oversees a digital media technology group which provides development and operating support for her company's digital portfolio. Sasha is a Black woman with a wealth of leadership experience. She has held ten other leadership/management positions and has 20 years of experience leading others. Sasha was very energetic and frank about her experiences. For Sasha, her emotions are critical for developing trust in her workplace and personal relationships. She saw building trust with another person as developing over time and

stemming from continuously listening and providing guidance and support in various situations. For Sasha, having the other person's support was especially important for her being able to trust. This was apparent in the situations that she experienced trust issues with her subordinates. She talked a lot about her feelings in two situations where her direct report tried to circumvent her authority and another situation where her direct report was somewhat resentful of Sasha being her direct supervisor. Sasha also made it a point to discuss both race and gender separately and how this has impacted her ability to develop trust in her working relationships.

Ed

Ed serves as a vice president for his organization. His responsibilities include managing a technical team that supports the business vertical initiatives for his company. He is also the senior liaison between the business and technical teams. Ed is a Black male and prior to assuming his current position he has had over 20 years of experience managing others. Ed was a fascinating person to talk to because he talked about his struggle to see the value of trust in the workplace. He was very reserved in his discussions of trust and his feelings. In fact, he mentioned that he did not like dealing with feelings. For example, in his discussion of a situation where the trust was violated because he was thrown under the bus, he was very hesitant to discuss his feelings that he experienced in that situation.

Themes of the Study

The themes found are divided into two sections to answer the research questions that guided this study. This was done to present the findings more clearly. The first research question addresses leaders' beliefs about emotion in the trust process. The second research question looks at specific things leaders did to manage the feelings they experienced. The leaders took the time from their busy schedules to share with me their experiences. Trust, and especially the emotional

component of it, is not an easy thing to discuss. Thus, my goal in reporting these findings is to allow the reader to hear their voices through excerpted quotes from the interviews. In cases where the participants had similar responses, I used representative quotes rather than provide quotes from each participant on a theme. Likewise, where participants had various perspectives on a topic, each of those perspectives are presented.

To showcase the participants' voices excerpts from actual interviews are separated from the text in this chapter. This is a technique that Ruona (1999) used in her research. They are bulleted with a double quote (“”) and italicized. For example:

” This is the format that I will use when a quote is excerpted directly from the text of a participant’s interview. It is indented, bulleted by a double-quotation mark, and italicized.

A couple of lengthy quotes have been separated into multiple paragraphs. However, the new paragraphs do not have a double-quotation bullet in front of them. The symbol is only utilized to identify a new quote by another participant.

What are Leaders’ Beliefs about Emotion as Related to Building, Sustaining, and Repairing Trust with Employees

Table 5 shows the beliefs that leaders had about emotion with regard to building, sustaining, and/or repairing trust with their employees. The table offers key characteristics of each theme, which are described in full detail in this section.

Table 5

Leaders' Beliefs about Emotion with Trust

Leaders' Beliefs	Sub-Themes	Characteristics of Beliefs
Trust is a Mixed Bag	<ul style="list-style-type: none"> • <i>Certain Emotions Matter</i> 	<ul style="list-style-type: none"> • Feelings shape meaning of trust • Trust generates other positive and negative emotions • Emotion is helpful, but not necessary to trust
Emotions Humanize People	<ul style="list-style-type: none"> • <i>Empathizing with Employees</i> • <i>Emotional Intelligence</i> 	<ul style="list-style-type: none"> • Okay to experience certain emotions • Empathy is an important emotion to experience in the trust process • Recognizing the importance of emotional intelligence in building and sustaining trust
Environment Helps to Shape Our Emotion	<ul style="list-style-type: none"> • <i>Supportive Environment</i> 	<ul style="list-style-type: none"> • Emotion is still considered to be a somewhat of a taboo subject • The work environment impacts leaders' experience and expression of emotion with a tendency towards exercising caution • Environment can be helpful in understanding a leader's own and their employees' emotion when dealing with trust
Know Thy Self	<ul style="list-style-type: none"> • <i>Familial Influences</i> • <i>Race/Gender Influence</i> 	<ul style="list-style-type: none"> • Know who you are and how this influences the feelings that you experience around trust • Understand how others' perceptions (i.e. race/gender) can influence the feelings that you experience around trust
Leaders Set The Tone	<ul style="list-style-type: none"> • <i>Connecting with Employees</i> • <i>Establishing Parameters</i> 	<ul style="list-style-type: none"> • Leaders have to connect with their people to build trust • Leaders set parameters for building, sustaining, and when necessary repairing trust with their people

Trust Is A Mixed Bag

This theme involves looking at how the leaders defined trust and the influence that emotion had in their conceptualization. The leaders defined trust in a variety of ways. These definitions included a focus on the contractual aspects of trust such as accountability, a commitment to honor mutual agreements, and a focus on what is considered to be true.

" ...I look at it in terms of accountability and the reason why I say that is I look at people's reputation and how accountable they are not only in their work/profession, but in overall aspects of their life. (Natasha)

" I mean I can trust a situation by myself except that it usually involves another person so it's a mutual agreement to honor the commitments that you make to the other person.
(Joan)

" I think that trust for me is based upon; I like to extend trust to limits of truth. So what I basically see, I will extend trust to that level there. To the limits of truth, so as I see things progress based on our conversations and based upon the information that you give me.
(Ed)

Other leaders viewed trust as having faith, having an understanding of each party's beliefs, and examining an individual's actions when one party is absent from a situation.

" I define trust as the ability to have faith in either an individual or concept relative to what you expect at the other end. (Kyle)

" I define trust as getting one's personal attitudes to believe in me and my personal attitudes. And understanding that both of us are different in the way that we are developed and put together, and we all don't believe in the same things, and we all don't see the same things...(Joe)

" Trust is best defined by what happens in the absence and what I mean by that is if you assume that things are going comfortable in the way that both parties are involved. They should assume that in your absence they wouldn't need to have a lot of intervention.
(Chris)

Peyton and Danielle defined trust both from the perspective of the subordinate and the supervisor. It seemed as though they viewed trust as a type of blind faith that the employee should have in their leader.

" ... I guess knowing that... that your team will walk over hot coals for you. They'll do what you want and not question it. The reverse would be that I can trust my team to get the job done. You know I can ask them to do something and then forget about it and not have to worry about constantly following up... (Peyton)

" Trust in the context of a manager employee relationship means that from an employee's standpoint you would be willing to let your manager lead you or leader lead you in areas that you're not 100% sure of... Then, from a manager's standpoint, I think her employees being able to trust them to meet deliverables without having to be very explicit with saying or giving very detailed instructions, being able to give them more high level things, and knowing that they will run with it and get results in a way that's in keeping with company values and with personal values. (Danielle)

Other leaders explicitly defined trust in terms of their feelings. The proceeding section looks at how feelings influenced their definition. For example, Joe and Natasha were able to identify that there is an emotional aspect to trust, but described it as a general feeling of knowing that it is there.

" Trust is a heart thing it's a ...it's a mental thing to but it's a heart thing of how I really feel about you. To me there is nothing documented about it, it's a feeling that you have. It's an interpretation and a monitoring of circumstances that lead me to know whether or not I can trust. (Joe)

" So you know I just trust them. It's hard to explain, but it's just a gut feeling...(Natasha)

For Peyton emotions factored into her conceptualization of trust because she saw it as an inherent part of being human. In addition, she regarded trust as something to be treasured and protected.

" I think that trust is so important and protected because you don't give it out. I guess you want to give it out freely and easily, but once something has been jeopardized you tend to kind of protect that a little more. So emotions and feelings do factor into that just because it just human nature. (Peyton)

Mark talked about the relationship between the amount of positive emotions and the presence of trust.

" I think that the more positive emotions that you can get the more trust that you build. I think that would correlate... I just don't think that you can have positive emotions and not have growth in trust. (Mark)

Certain emotions matter. The above quotes showed the significance of emotion for leaders engaged in the trust process. However, it is more than just the presence or absence of emotions. Certain emotions factor into a leader's ability to trust or not trust their employees. For example, Sasha talked about how feelings of support factors into her definition of trust.

" ... I think that they are very connected from the perspective that if I feel that you don't have my back my trust is going to be gone. I'm not going to trust you. I'm going to have apprehensions. If I feel as though you don't have my best interests at heart. If I feel as though you have a hidden agenda that you're out for self or you could care less about me. If I feel as though you are not trying to help me grow professionally, that trust is going to be impacted. So feelings of how I feel about the way that you treat me, the way

you respond to me, the way that you support me, those feelings definitely impact the level of trust. (Sasha)

For other leaders having feelings of honesty, empowerment, and safety in disclosing sensitive information were an important aspect in their conceptualization of trust.

" So when you are talking about trust at best that's what it's all about. It's about one being honest and candid with people about where you are, who you are, and what you're about. (Mark)

" Its empowerment, its responsibility and certainly things like integrity fit into all of that because obviously you are not going to trust somebody that shows that they have low integrity. (Peyton)

" I think [Pause] trust is established I think [Pause] when I feel like I can say something potentially delicate or potentially explosive or controversial. I feel like I can be really honest and that the employee feels that he or she can be honest in response. (Dave)

It was also interesting to see that some of the leaders felt that trust generates different positive and negative emotions. On the positive side, two of the leaders talked about how having trust made them feel good, increased feelings of loyalty, and made them feel more comfortable in sharing their ideas with subordinates.

" ... I think that when you trust somebody and when you believe in somebody, I think that you are going to feel good and you're gonna...walk over hot coals for them. You're gonna wanna...it stires up that sense of loyalty you feel good about it. (Peyton)

" You're very apt to get their opinion, you know that you are going to get the trust, you're very apt to involve them in things that may be outside of your comfort zone that are their strengths. (Sasha)

A lack of trust seemed to breed feelings of paranoia for one leader and cause another leader to feel indifferent towards her employees.

" ... when you don't trust somebody, there is always that feeling of a little bit of paranoia what is somebody going to do to try and sabotage me here or to try and get my job or to try and my responsibilities. As much as you think that doesn't happen in the workplace it really does! (Peyton)

" I get very cold, I get very distant because I do think that the opposite of love is not hate, but is indifference. So I've become very indifferent and very cavalier towards them. My interactions are just the facts I don't care about how I frame things; I don't care about what I say might be hurtful to you. (Danielle)

For some leaders, the experiencing various feelings is helpful, but not necessary for them to have trust with their employees. These were points that were articulated by Danielle, Mark, and Ed.

" I think [Pause] it depends on what feeling... like there are people that I might not like personally, but I might trust them to do the right things or I might trust them in a business setting to act in a manner that is in keeping with the organization and in keeping with the mission and values of the organization. I might not like that, but I would trust them. Then there are individuals who I like personally, but I don't necessarily trust. (Danielle)

" ...I mean the trust factor grows and grows based on the results that you get. The emotions don't really have to come into play. We get emotional because we don't get what we want back. A lot of times the distrust is based on what we get back that we didn't expect... you know, I gave this to her and she gave me this...(Mark)

For Ed, who early in his interview disclosed that he does not like to deal with emotions, feelings did not appear to be a huge factor in his conceptualization of trust.

" *I have less of an issue around the emotions of trust. I like to extend trust to limits of truth. So what I basically see, I will extend trust to that level there. To the limits of truth, so as I see things progress based on our conversations and based upon the information that you give me. If you start giving me information that's untrustworthy, then I'll start to build my perceptions around that factor. But for me it's not based upon emotions, it's more based upon the events of the facts as they transpire.* (Ed)

Emotions Humanize People

To better understand leaders' beliefs about emotion as it relates to trust with employees, I asked the leaders how they felt about experiencing and expressing emotion in the workplace. The general feeling was that emotion was an inevitable part of being human. However, it seemed as though, if given the choice, these leaders would prefer not to deal with emotions with trust or the workplace in general.

" *It's going to be there. I don't think that you can get away from emotions in the workplace.* (Mark)

" *So I think that it's about levels of emotion that really drives us in society and in the workplace and how we feel about projects.* (Ed)

" *If you share a little more and give people more information that's fine. If you express you what I'm tired or I'm sick, it humanizes you a little more...* (Danielle)

" *We're all human so we have to express emotions and feelings, but if a team is looking up to you to guide them and lead them and if you're high strung and very dramatic, that kind of gives them a certain impression.* (Natasha)

" ... It's almost like the cornerstone of what we do, you know, it's just human nature and you've got to trust people and the emotions, the emotional side and [Exhales a breath] (Peyton)

Some of the leaders felt that it was okay to experience some emotions at work, to an extent. These seemed to be positive emotions that reaffirmed themselves or their employees.

" ...I think that it's okay to have emotions at work, but you have to keep them within perspective. I still as a manager need to be able to do my job. We can have a great relationship, we can build a great deal of trust...
So I do think that emotion of caring, emotion of helpfulness, emotion of authenticity, emotions of showing integrity and honesty and those things should be accepted. I just think that everything has to have a balance. You just can't overdue any of them... (Sasha)

" ... but I think that it's okay to express joy and exhilaration, empathy or sadness. All of those things are fine because I think that it humanizes you, but you have to be careful with the anger and the attitude. (Danielle)

" I try to experience emotions like happiness when we have something successful to celebrate and that kind of stuff. You want to be able to motivate people you want to pull the positive things and really pump them up...(Peyton)

Empathizing with employees. When the leaders mentioned that it was okay to experience certain emotions as it relates to trust, a subtheme that emerged was that they experienced a sense of empathy for the employees. It seemed as though it they felt that it was necessary to empathize with their employees. Empathizing with the employees also appeared to help some of the leaders to identify other feelings that they were experiencing, which seemed to both help and hinder the leaders' trust with their employees. For example, Joe and Mark talked about the feelings

empathy they experienced with trying to build trust with their subordinates. In both cases, these subordinates were also candidates for their leadership positions.

" Well I'm looking at it from a layman's perspective... a user's perspective. So when I ask a question, my question is more related to what happens if this doesn't work. I figured that I have done my job by my way of thinking. If I have identified two or three things that they haven't accounted for, then I have done my job... I didn't get angry, I didn't blow him up as I could've, I didn't show him any disrespect even though there were a few times when he showed blatant disrespect.

I was feeling like...like an individual that needed to work harder to get this person to buy into what I was trying to do. I felt like, as his manager, it was my responsibility to do that not his... (Joe)

" The person who had applied with me had the institutional knowledge that I needed to be successful. So it was very awkward and I found that the only way that I could get this unit and this leader who was already in an advanced leadership position to really trust me was to just go in and be really honest with them. The first meeting that I had, I talked with her separately because I realized the feelings that were there... they hired you over me and I've been here fifteen years, you don't know nothing about this, you don't know anything about anything. (Mark)

In Sasha's case, one of her employees had a direct reporting relationship to the organization's president. When Sasha assumed her leadership role, this individual was redirected to report to her. Sasha talked about the empathy that she experienced for her employee in learning to trust her.

" ...So there was already this "you're taking my spot" kind of thing. There was this feeling of who are you? You don't know the business. Why are you taking this role? I'm going to have to teach you what I know. I'm used to reporting to the president. I now have to report to you, how come? There was angst, naturally so, because when you are used to reporting to one person and you have to report to another, it feels like a downgrade. Even though your title doesn't change you are being pushed down in the organization. So there was a little bit of apprehension. So when I came in I recognized that, and I knew that there was going to be apprehension...(Sasha)

For Joan, she could empathize with her employee's situation, but unfortunately the individual's theft from the organization hindered Joan's ability to trust her.

" I think it was...I just felt sad about it... I felt bad for her family. She had a child in college that she was paying for and I knew that...obviously everyone has expenses and a mortgage and all of that... I just felt bad about that. But I had given her all of the warnings I could possibly have given her. She and I had talked at length especially after the second time, and the third time I just thought for the good of the organization I have to fire her. Chances are when somebody is stealing like that there are probably other times that I haven't caught them so you know the trust was just shot at that point. (Joan)

Emotional intelligence. Another subtheme that surfaced when leaders discussed their views on emotion was the importance of knowing how to use emotions strategically to build trust and accomplish various goals.

" ...but there is this movement now where they are focusing on something called EQ and how you use emotion to motivate and inspire people and to connect with people. So I think that it is good in that aspect. I think that it is a powerful tool to have in your

toolbox. I think that you can use it as a way to build trust. I think that it humanizes you as a manager and as a leader and as an employee. That people understand that you're human too and that you have things going on in your life. (Danielle)

For Peyton, she felt that emotional intelligence was something a person naturally had and can use to build trust. While she thought that emotional intelligence can be developed, she believed that the core components of emotional intelligence have to exist for this to occur.

" It's kind of like that whole emotional intelligence thing where you just either know why you should do something or should not do something and it's just ingrained in you or it's not. I think that it could be developed because I think that a lot of new young managers that come in not knowing what they are doing and they kind of have to fall forward, make mistakes, learn from them, and then get better. I think that you can teach people as they become more experienced and experience different situations and they have lived through it I think that people can get better. I think that there is a fundamental chip that they have or that they don't have. (Peyton)

Ed mentioned that he was not really keen on dealing with emotions. However, he talked about the strategic value in using emotion, but this was primarily to serve as an indicator that something was wrong rather than to build trust.

" With the exception of when I'm dealing with someone that's... there are some times when a certain level of emotion is warranted. When you show that you are annoyed about something, it's usually not slamming doors, screaming and yelling. I don't think that anyone needs to manage through yelling. I think that emotion in the workplace can be subtle and you need to know that there are times when your manager is disappointed in you. (Ed)

Environment Helps to Shape Our Emotion

Although the leaders felt it was okay to experience and express some emotion in the trust process, emotion is still viewed as somewhat of a taboo that can hinder a leader's efforts to build and sustain trust with their employees. In particular, these leaders felt that the work environment strongly influenced their experience and expression of emotions. In addition, there seemed to be a tendency towards being cautious with experiencing and expression emotion.

" I think corporate America as a whole does not embrace people showing emotions at work. It could be opening Pandora's Box for creating a hostile work environment. I sincerely believe that having the capability to share emotions would/could drive a bigger trust wedge in the boss/subordinate relationships. I also believe that harnessing the emotional influences and channeling them into a focused improvement initiative is more acceptable than an outwardly display. (Kyle)

" I think that expressing your emotion depends upon the culture in which you work in. And I think that you have to work in a culture in which you're comfortable. So if you work in a culture that says it's absolutely no emotions and it's all stiff-necked and that's the way that it is you probably shouldn't work there. Because anything that you do is going to be an overbearing of emotion and you're not going to have a fit... it just won't be a fit.

(Sasha)

" I think that you still have to proceed with caution. Talking openly to others about feelings can be a dangerous road. But, if there was a mutual understanding between people and their bosses and bosses and their direct reports, I think that it could really enable people to "bond" more and go the extra mile, co-workers would become closer. I think on the

other hand, they may not be able to take such honest, direct feedback and therefore this could backfire. (Peyton)

" I think that it's okay. Earlier in my career, I felt as though emotion outside of effort...emotion was not necessarily a positive thing to be expressed in the workplace...(Danielle)

For Mark, he had to balance a work culture that encouraged and supported expressing emotions against his own views on emotion to find a win, win situation and maintain trust with his staff involving an issue with one of his direct reports.

" No matter how open the organization's culture is, I feel it is important for a leader to manage their emotions with staff... The culture was an open expression of emotions and I did not hinder that... Everyone felt they played a part in making a good decision and everyone felt free to express themselves. If I would have gotten emotional and sided with one party over the other, I would have lost trust with one or both parties. (Mark)

Supportive environment. On the other hand, a few leaders found that the environment, if it is one that supported and encouraged its people to experience and express their emotions, can be helpful in understanding their own as well as their employees' emotions in the trust process.

" I believe it would allow for me to show more natural feelings without repercussions. When you do this type of behavior, one is perceived as being real and down to earth and therefore, trust is stronger. In addition, your direct reports can also feel the same. (Sasha)

Dave felt that emotion was important for promoting an open, supportive work environment, which he believed leads to a more trusting environment.

" My promotion of an open and supportive emotional workplace can allow some to take advantage and even be hurtful, but I'd rather risk that than be more closed off emotionally.

... I allow people to be open with their opinions, and feel like there will not be negative consequences from being honest, and to try to promote a culture of trust that way.

Because I think that I'll get better information, I'll get more sincere response, and I think that people will feel more loyalty toward each other if they trust one another. I think that it's more meaningful. (Dave)

A supportive environment was particularly beneficial for Alex in dealing with her feelings about trust issues that she had with one of her employees that drew and distributed a racially insensitive cartoon.

" And so since that had to happen I'm glad that it happened in an environment that I was very safe in. Like I said if I had been in an environment where I didn't feel safe, I think that I would have felt quite intimidated. Now if I were in an environment where people made inferences because you're a woman or because you're a Black woman I don't like...that I don't trust... I'm able to pick up on that right away. (Alex)

Know Thy Self

This theme addresses the importance of the leaders knowing themselves and understanding how this could influence their feelings as related to trust with their employees. This was especially prevalent for the leaders when asked how they would advise upcoming leaders on dealing with their feelings when issues of trust arose.

" *Well, what I tell people most of the time is know who you are. A lot of times people don't even know who they are and how they will react in situations and it's important for people to really know and not lie to themselves. I don't necessarily walk into a situation where I don't trust anybody because I've learned over the years that means that I don't trust myself. And because I trust myself I go into situations trusting individuals until they give me reason not to trust them. (Alex)*

" *My best advice would be to understand who you are and what you are all about because if you are trying to figure that out while you are in the midst of some of the battles that you are going to get in, that ain't the time to try and figure out who you are! (Joe)*

" *Well, you've got to have your core beliefs and I have a value system and I have a core group of values that I strongly believe in, they really drive me. (Mark)*

Familial influences. Peyton and Joe talked at length about how their family was significant to how they saw themselves. This was especially important not only in how they defined trust, but also in how they learned to deal with feelings that they experienced around trust in the workplace. However, in Peyton's case she debated on the role of nature versus nurture because she was adopted.

" *I mean I think it just comes down to how you were raised and what's right and what you believe is right or wrong...I think that it's just my upbringing, But recently I've been thinking... I'm adopted... how would my sister have handled that? I have two sisters and a brother and they are all the natural children and I'm the adopted child. I think that I get all of this from my parents, but then I step back and I think my brothers and sisters aren't the same across the board thinking about things like this and so maybe people*

just...upbringing... so you just pull out different pieces that work for you or maybe there is something genetic about it. (Peyton)

Joe's parents were especially influential in shaping his views on trust and how to address his feelings in the process of formulating, maintaining, and repairing trust with other people.

" My dad was kind of a trusting guy. My mom was a very deliberate person and not very trusting at all, but you wouldn't know it because she was very good at working with you, but she wouldn't trust you. She just...that was just her way. Now after a while she might relax a little bit, but she was always concerned about whether or not she could trust you. I meet people and I usually formulate a first impression. Over a number of years when you put some sort of statics to those feelings, you either come to the conclusion that you're very good at it; because every time you have a first impression you are either right on or you are not or you have to make some allowances. I found over a period of time that my first impressions were right on most of the time. When I meet somebody for the first time, I formulate an opinion. Now I don't share that with them, I don't tell them what it is. In my mind I check it out and I got an opinion. Then I say to myself "Okay let's see how this pans out, let's see how it works" and I just go on. (Joe)

Race/gender influences. For these leaders it was not only was it important for them to know themselves, but also to understand how other's perceptions can influence their own experience and expression of feelings regarding trust with their employees. This was because the majority of these leaders identified as being a member of a racial/ethnic minority group. These leaders were very aware of others' perceptions and stereotypes about their race and this impacted their views about experiencing and expressing emotion in the trust process.

" *I think that racial or gender bias can influence how I process trusting relationships with my direct reports. Unfortunately, I tend to relate to those of African American race and to women more than men. So in essence, I give them the benefit of the doubt more so than others.* (Kyle)

" *...As an African American male, which I have to be consciousness of all of the time... Well one of my mentors told me many, many years ago that my [pause] my tolerance for or my exposure to the ability for failure... my leash is very short. So I have to be sure and careful about what I do and how I do it. I couldn't lead the group of people that I had to manage as if I were a majority male as they were. I had to manage them in a much more fair and a much more level playing field. So my emotions couldn't get involved. I had to shield my emotions to a large degree for the betterment of the situation.* (Joe)

" *Then I also need to be careful because I am a Black woman in a corporate environment and I am not given the same allowances as my white counterparts to be angry because the angry Black women stereotype is so prevalent...* (Danielle)

In Sasha's case, others' perceptions of her race and gender were very salient and she talked about the impact that each had had on her emotions in building trusting relationships.

" *Okay, first of all let's talk about just being a woman. In this male dominated environment you are not to show emotions. You should not have emotions. There should not be emotions and you are looked down upon if you have them. It's truly a fact that if you are an assertive woman you're a bitch, you are considered to be aggressive as opposed to assertive...*

Now let's talk about being Black that's a whole different dynamic. Because usually you're the only Black women sitting around the table and at that point you represent

every Black. And I think that there are different standards, there are different expectations... We're looked at as tokens, not because we're smart, bright, intelligent, and can understand the material and can do it. (Sasha)

She went on to discuss how race and gender have impacted her feelings in the trust process. For her, it was a struggle to set aside some of those feelings tied to her perceptions of her race and gender.

" That's interesting because I know how hard it is for me, I do a lot to try and build the trusting relationships with my people regardless of what they look like and who they are. And I think that I have been very fortunate that, for the most part, they trust me. There is a very mutual... it's a two-way street. It's very much a mutual thing. They trust me and I trust them and where that trust has been built, I can truly say that. (Sasha)

Leaders Set the Tone

The leaders all talked about the various responsibilities that they have to their employees as well as their customers with regard to trust. These responsibilities include things such as: the nuts and bolts of their jobs, getting to know their people, and establishing expectations. All of these things can influence leaders' feelings as it relates to trust with their employees as demonstrated in the quotes from Mark, Joe, and Kyle.

" Leaders have to do a significant balancing act here. Your best leaders are able to find a balance between getting their individual work done and managing/developing their people. The staff realizes that you have other work such as approving positions, pay, managing their resources and other needs. How well you do your work and balance your time with staff plays a vital role in staff's trust in your ability to lead them. When staff

can truly trust their leader it's because the leader does their job well and balances that with developing and taking care of the staff. (Mark)

It seemed that for Joe trust is a continuous process of comparing his feelings about an individual with their ability to consistently meet expectations.

" It is one thing to trust, but a very different thing to trust but verify. As a leader, I am responsible for results. Trust on the other hand is built over time by individuals consistently meeting or exceeding expectations. I try to error on the side of trust by allowing team members to consistently deliver. However, if they consistently do not, the trust is eroded. (Joe)

" My role as a leader helps me gauge if trust is really there or not over time. It helps me to assess the capabilities, commitment, and discipline of my team members. (Kyle)

Connecting with employees. In particular, many of the leaders talked about the importance of getting to know their employees and building relationships with their employees. The leaders felt that taking the time to get to know their employees moderated their feelings toward their employee in building and maintaining trust.

" A lot of the emotions that we deal with in this, I really believe, and I'm a novice at this, but I really believe that leaders have lost that battle and got emotional in times when they didn't need to get emotional simply because they didn't know their people.. (Mark)

" I feel that a good manager knows people. Not just their work habits, but their work style, their behavioral style, and their type style, whatever it is. If you have been working with a team long enough you know when you have pushed a button or when lines have been crossed and you kind of get a feeling of, okay, now is not the time to discuss this.

(Natasha)

" *I think that you have to make that connection with them where they feel that you're approachable and they feel like they can just come in and talk to you. So you don't always know... but you want to make sure that they know that you are interested in that. Isn't that weird? It's weird because you want to be in touch with their emotions, you want to make sure that they are comfortable with you and that they trust you and they can come and talk to you. (Peyton)*

Establishing parameters. Another subtheme that emerged when discussing their role as leader, were the parameters that they set for building and maintaining trust with their employees. This was also a key factor that influenced their feelings about trust. Communication, modeling appropriate behavior, learning about expectations, and meeting needs were essential to establishing the parameters. For some of the leaders, establishing these parameters seemed to help buffer them from any feelings that they experienced in building and sustaining trust.

" *When you are the manager, you do have a bit of an advantage because you can set the tone for the relationship, and you can [Pause] limit your interactions with them if you choose to. You more so have the power to limit those interactions than they do because you have a bit of the upper hand there in that setting. (Danielle)*

" *I think that sometimes with people reporting to you there is some understood laws. [Laughing] You know that if I report to this person... I think that when I report to somebody... there are certain things that you do and certain things that you don't do... (Alex)*

Some of the leaders have learned different approaches to help them set a tone for building productive relationships. This, in turn, seemed to help them address any feelings that they experienced in relation to trust.

- " *Over the years I've learned that there are two different ways of going into an organization. You can go in hard and be very difficult to work with and then back off it and then be somewhat nice in how you deal with your subordinates your team or whatever. The other way is that you go in like you are and I typically go in like I am... which is I trust you until you give me a reason not to trust you. So everybody is innocent until proven guilty. (Kyle)*
- " *It's mostly through communication. I go out of my way to communicate with my team. I usually do one-on-one in part because I want to have a clear message but also because I want to develop a rapport, also known as trust or a form of trust, and then it's also through actions as well. (Natasha)*
- " *... I'm aware that there are different approaches. I try to model it. I think that people will trust me if I demonstrate trust in them and I try to model what I consider appropriate trusting behavior. I try to express confidence. (Dave)*
- " *You earn their trust by finding out what their needs are and how you as the leader can meet their needs. They are your customer. Your staff is your customer. You've got external customers walking in the door, but I've always looked at my office as my customer who is taking care of those folks coming in the door. So my job is to try to meet their needs so they can meet the needs of others. (Mark)*

What Techniques Do Leaders Use to Manage Their Emotions

Table 6 shows the different techniques that leaders used when asked about managing the feelings that they experienced regarding trust with their employees, which are described in full detail in this section.

Table 6

Techniques Leaders Use to Manage Emotions

Emotion Management Techniques	Characteristics of Emotion Management Techniques
<i>Attempts to Not Deal with Emotions</i>	
Separating and Suppressing Feelings	<ul style="list-style-type: none"> • Leaders first attempt separate feelings they experience in the different stages of the trust process with employees • Sidelining seemed to be the preferred technique for managing emotions • Leaders suppress when they are not able to separate their feelings
<i>Internal Management of Emotions</i>	
Becoming Distant and Guarded	<ul style="list-style-type: none"> • Leaders became distant, detached, and guarded with their feelings with employees
Shift Into Strategic Modus Operandi	<ul style="list-style-type: none"> • Leaders look for clues and are observant of employees' behaviors • Leaders carefully monitor their interactions with employees • Leaders use their likes/dislikes to chose the types of interactions they will have with employees
Self-Directed Support	<ul style="list-style-type: none"> • Engaging self-motivating dialogue to help manage feelings • Rationalizing/making attributions about other's behavior and intellectualizing own qualifications • Documenting feelings
Turn Negatives Into Positives	<ul style="list-style-type: none"> • Rechanneling negative feelings into positive ones • Learning to let go, seeing the positives in a situation, setting priorities, looking to faith, and finding balance
<i>External Management of Emotions</i>	
Never Let Them See You Sweat	<ul style="list-style-type: none"> • Important to be cognizant of facial and bodily expressions, it reveals a lot about a person and can make them vulnerable to others
Outside Support	<ul style="list-style-type: none"> • Venting feelings to family, friends, and colleagues • Getting advice from a mentor, friend, or trusted colleague • Referring to famous quotes to help manage feelings
Just Tell Them About It	<ul style="list-style-type: none"> • Communicate with your employees, especially important for leaders new to their positions and leaders dealing with trust violation issues • Techniques for effectively communicating your feelings and understanding employees' feelings in building and repairing trust

Attempts to Not Deal with Emotions

In the process of building, sustaining, and repairing trust with employees, the leaders employed different techniques to manage the feelings that they experienced. With some exceptions, these techniques seemed to match what the leaders would employ when managing

emotions in other situations. The first emotion management techniques identified were the *attempts to not deal with emotions*. This section discusses the primary technique that leaders used to manage their feelings with building, sustaining, and maintaining trust. The main ideas that surfaced in this theme were separating and suppressing feelings.

Separating and Suppressing Feelings

Almost all of the leaders that I interviewed talked about the importance of managing feelings they experienced as related to trust with their employees. Most agreed that it would be detrimental in their efforts to lead others if they did not manage their feelings. In fact, I felt that they were making a conscious effort to control what they said, their facial expressions, and bodily expressions when I asked them to talk about their feelings with regard to trust. What was fascinating about this finding is that the leaders first talked about taking feelings out of the equation when dealing with trust issues.

- " *So I couldn't get emotional. I had to just put my emotions to the side because I would have created a detriment for myself if I allowed my emotions to...and I would have changed the conversation if I allowed my emotions to dictate how I reacted. Personally I have to put my personal feelings aside. (Joe)*
- " *At some point you gotta back up and take some of the emotion out of the situation because it's very easy to get emotional about this thing... (Mark)*
- " *When I talk about how I build my relationships... I try to consciously avoid making those early decisions about someone and allow my emotions to impact my ability to trust someone. I really rely on the things that they say and do. (Ed)*
- " *... what I've learned to do is separate... that is you've got to accept people for who they are and sometimes you can like and have a close relationship with someone who you*

know but that you can't trust. Just like you have friends who you like or love, but you know not to tell them certain things because they can't keep secrets. The same thing in a corporate setting. You have people who you feel closer to or who you gel with, but as far as trust in a business setting they might not be trustworthy, you can still have a relationship with them, but you just know who they are and you know what they are. So in terms of feelings, I think that I can separate the two. (Danielle)

Another related theme that emerged was leaders trying to suppress their emotions. This was especially the case when the leaders experienced negative feelings and did not feel that it was a trust issue.

" ...You suppress it until you get to the result that you're looking for. So in most cases if I had someone that had done something to me and I got emotional about it I would go to the root cause of why the situation happened. (Mark)

" For the most part, I just internalize it. I just am aware of it. I think also if it's a big enough situation I will confront them about it. I will talk with them about it, because obviously if you have a good working relationship and if you trust the people that you are working with, you are going to do much better. As a team, you are going to be more successful and as a team if you are lacking that trust you're not going to be successful. (Peyton)

" Yes, you do suppress your feelings. You suppress your feelings of anger. You suppress your feeling of dissatisfaction. You suppress your feelings of disrespect, total disrespect. You suppress your feelings of... this is when you get into that... you have to fight those feelings of " is she doing this because I'm a Black female," " is she doing this because she wants my job." You always find yourself playing the "what if" questions...(Sasha)

In one case, Alex was hesitant to talk about her feelings regarding an incident involving a racially insensitive cartoon that her employee created and distributed. Upon further probing she described the incident in more detail.

" He didn't even say anything. He put out a cartoon [Laughing]. It was kind of like a stick figure cartoon of a Black person, a woman, and she was looking at her watch and saying "Gee it must be time for my next promotion." It was kind of along the lines of the only reason why she got it was because she was Black and a female. (Alex)

She goes on to say that she was not bothered by the cartoon, but that her colleagues were very upset with the cartoon.

" I saw the actual cartoon and I thought "oh wow, gee," but it didn't bother me. It was like that's really sad that he did that, and I've known this person for a lot of years. But the people above me they were incensed so much more than I was. I just took it with a grain of salt and said whatever. (Alex)

Alex, it seemed, really tried to not let any feelings that she was experiencing affect her ability to trust this individual. Rather she tried to attribute to things other than trust.

" I guess [Pause] it's interesting because I don't use that word. I don't think about it like that. I don't think I can't trust this person and maybe with the situation that I'm thinking about, I knew that the person didn't like me. When I say he didn't like me, it wasn't that they hated me. I had gotten a promotion and they didn't feel that I deserved the promotion, oh well...(Alex)

In some cases, suppression of emotion was seen as a positive thing. Ed, Kyle, and Joe felt that suppressing emotion was appropriate in certain circumstances because it could facilitate the

dialogue necessary to find a solution. And more importantly, they felt that it was beneficial to be perceived as someone who is in “control” of their emotions.

" *I feel that suppressing emotion in certain situations is positive, especially when you're wrong! You are much better served when you are wrong and you have some accountability to say "You know you're right, we'll do better next time." And that goes miles and miles ahead...(Ed)*

" *The better leaders that I've worked with or for in the past possess something I call emotional intelligence or rather emotional control. They know how to remain on an even keel throughout a conversation. This has a tendency to calm all participants and allow for more promising dialogue. No one likes a boss that possesses no emotional control and tend to scream and shout as different stimuli influence them. I've found over the years that people listen to those that are perceived to be in control of their emotions a lot more than those that are not. (Kyle)*

" *So personally there are times when I have had to swallow hard because I might not have had the opportunity to clear it up like I did in that situation. I also know that it's better for me to swallow hard and find another way to deal with the circumstance in order to build trust and the kind of following that I want to have. (Joe)*

Internal Management of Emotion

This section discusses the internal mechanisms that leaders used to manage their emotions. Themes that surfaced in this section include: (a) becoming distant and guarded, (b) shift into a strategic modus operandi, (c) self-directed support, and (d) turn negatives into positives.

Becoming Distant and Guarded

One tactic that leaders used to manage the feelings they experienced as pertaining to trust with their employees was to distance themselves from their employees. This seemed to occur after repeated issues with being able to trust the individual. Thus, it seemed to be a technique specific to managing feelings associated with trust.

- " *On the one hand, you want to disassociate yourself with the individual because, quite frankly, other individuals in the department see it and so you want to somewhat disassociate yourself and you want to look for other opportunities for them to excel. Maybe they are not the right fit, maybe they are in the wrong place, so you begin to talk to peers about things that they may be able to do in their organization. (Kyle)*
- " *... I get very cold. I get very distant because I do think that the opposite of love is not hate, but is indifference. So I've become very indifferent and very cavalier towards them. My interactions are just the facts. I don't care about how I frame things. I don't care about what I say might be hurtful to you. I don't go out of my way to hurt you, but I don't think about you. (Danielle)*
- " *...I threw up my hands and said "This is enough!" This person is not going to change and I just don't trust her. So I was done. I was done. So where my personality was very excited, assertive, and willing to help, it kind of went the opposite. You know I did my share, but I wasn't as enthusiastic, I wasn't making recommendations. I was just waiting for each team meeting to be over with. That's how bad it was. (Natasha)*
- " *I think that what I've done is just try to become dispassionate about it. It's just a job, it doesn't matter. Somebody can criticize me like sticks and stones, but names will never*

hurt me. Again, it makes you feel terrible, but then you just have to realize that I just can't take it personally. (Peyton)

They also became guarded in dealing with their employees. A few of the leaders elaborated on this when talking about situations where the trust process was hindered.

" It hardened my hart. At some point in time when you go through these experiences you say "okay" you knew it was wrong, you get that information, but you don't put yourself out on a limb.

" What I do is that I'm just kind of matter of fact and I think that what you do... and I'm not suggesting this, but I have done this...you tend to keep your personal side private. You don't let them in, you don't give them any other information that they can do something with since you don't trust them...(Peyton)

" Uncomfortable, I had to be careful, I had to be inhibited. I felt like I could not do my job as effectively [Pause] because I couldn't be as open. I had to be more guarded with her and I knew that she wasn't being open with me. (Dave)

" You're cautious. You're very, very, cautious and so you feel cautious. It can be stressful because you're always on the dime. Somebody is always looking at you for some reason because people are evaluating you, because people are looking to see how you are going to respond. They want to see if you are going to act crazy or not, they want to see how you are going respond. (Sasha)

" ... So he put's me on my guard because I could never trust what he might say or how what I might say be misconstrued. So there are some emotional issues that I have surrounding that individual, but they were based upon when he crossed the line with me and put me in that situation. (Ed)

Shift Into Strategic Modus Operandi

Leaders also became strategic in their dealings with their employees in an effort to manage their feelings. Given the implications of lacking trust or distrusting a person, this technique seems to be unique to managing feelings in the trust process. This was particularly apparent when experiencing trust issues with their employees. This involved looking for cues, observing and analyzing employees' behaviors, and carefully planning their interactions with their employees.

" How do you manage it? It's tough, but again it's about separating. It's about becoming strategic. It's about...you realize that you have to work with them and you realize that...you just draw very close parameters around what you share with them and what you don't share with them. (Danielle)

Interestingly, Danielle felt that she was better at being strategic when dealing with distrust as opposed to trust, which she seemed to correlate with feelings of like/dislike that she has toward an individual.

" On the negative side, I think that I'm much better because the distrust is already there so I'm much more strategic and calculating about it. If I don't like the person, they might not necessarily know that I don't like them, but I might become a little manipulative, not in a horrible way, but if I don't like you I don't gain anything from interacting with you from a personal standpoint. So my focus is strictly strategic and strictly business and it's like okay what is it that I need to get from this person or what is it that I need to get this person to do. (Danielle)

Ed felt that it was important to be congruent with your actions, which seemed to moderate any feelings that he had with regards to trust. He also felt that it was important to monitor the

information that he shared with an individual, which for him involved sticking to facts as opposed to discussing feelings.

" You really have to walk with regards to being "a yes" person and not "a no" person and being a trusting person and not a distrusting person. But being wise enough, and smart enough so that when the red flags start to go off, you know you take a step back and there are certain things that you extend and only to the limits of protecting yourself and going beyond certain boundaries and disclosing things that needn't be disclosed. (Ed)

Some of the leaders felt that it was important to look for clues and a person's behavior to manage their feelings towards that person with respect to trust.

" People give cues, I think, as to how they carry themselves, what they believe in, how they think things should be done and that will go towards how I see them from a trust standpoint. Particularly with information, because when you are talking about trust, you're really talking about information for me. It's not so much with my life... I mean I don't have relationships at work where I feel like someone's going to have to save my life per se, but, from an information standpoint, information can be damaging. Information can kill another person for credibility purposes. So...if I know that something is fairly confidential, that I can trust them to hold it and not share it with everybody that they know. (Alex)

" When you get those facts you know how to delegate. And when you know how to delegate it takes some of the emotion off of the trust factor, because you've learned who does what so when you give it to them you've got an expectation of what you are going to get back. And when you get it back the way that you expect it, there is not emotion. That trust

factor just grows and grows and the next time that I get a major project like that I'm going to give back to the person who gave me the results. (Mark)

" Behaviors and you look at results. Is the person a good person? Are they approachable? Are they smart? And then whatever emotions, not that it should be secondary, but you really don't let people know that upfront. So I think that you just look at the results and then you get to know somebody after that. (Peyton)

In Dave's case, he had resort to reading between the lines in assessing his employee's actions after she violated his trust by going to his supervisor to report an issue because she was not satisfied with how he chose to resolve the matter. Dave talked about how uncomfortable this made him feel.

" ...So I felt like I had to try to decode what was being said rather than just being direct. I think that that's inefficient and it felt like life is too short and this place is too small to have to do that. And if it's a big school live, and learn and stay away from each other if you can. But this is small place she is my direct subordinate... (Dave)

In Joan's case, she identified that her one of her employee's way of building trust was to connect outside of the workplace. For Joan, this was a struggle due to her family commitments. To help herself and her employee feel better and repair the trust that was broken she began looking for ways to connect with her that did not compete with her familial obligations.

" I started approaching her about going for coffee during the day, because she obviously was someone who wanted some of my time. I would say "Let's go and get lunch, let's go and have a cup of coffee." I started doing things like that just so she felt like I was reaching out to her and I think that repaired it a little bit. I don't know if she was still

hurt by it or not, she never said. But I just felt like I wanted to draw some lines there about spending more time away from my family. (Joan)

Situated selection of likes and dislikes. A subtheme that emerged was that for some leaders, part of being strategic with managing their emotions around trust involved understanding and using their preferences for the types of individuals that they liked versus those that they did not like to be around. Then, they made a concerted effort to surround themselves with individuals they liked, while being careful with how they treated individuals that they did not like. Danielle found it especially challenging to work through her issues with liking versus disliking an individual.

" I will say that this is how I'm hard wired and I'm trying to train myself not to be so indifferent to people who I distrust and dislike. Sometimes as a leader you need to bring people together and you need to be able to corral the people who you don't like and don't trust towards a vision. So you can't alienate anybody. I find that my indifference can be alienating to people. (Danielle)

Natasha and Dave discussed their preferences for people that they like to be around and how this affected their ability to trust, especially when these individuals engaged in activities that led them to have feelings of dislike toward the individual.

" I know the type of people that I like to interact with and to have positive relationships with, but when people show me who they are I'm done. It's real hard for them to build that trust back up with me. (Natasha)

" ... I'm an extreme extrovert. I prefer to be very open and honest with people. It's easier, But you can be funny. You can be sincere. And those are the things that I value. But some people don't value that, and that's been a hard lesson for me. (Dave)

Self-Directed Support

Some of the leaders engaged in internal dialogue with themselves to help them work through the feelings that they were experiencing with regard to trusting their employees.

" So those were internal things that I had to deal with and I had to convince myself first that it wasn't something that was being done to her, it was what they needed from me. I could have very easily said "I might not want to be a part of this organization if she has been there for fifteen years and they are bringing somebody in from the outside." All of those things came through. I had to deal with all of those issues and I had to sift through those to get to the point of why they hired me. I had to convince myself. I had to get past why they didn't hire her and I had to get to the point of why they hired me. (Mark)

" When somebody is not modeling the behavior that you put on the pedestal or that you support it makes you feel very bad and it makes you feel very vulnerable... I guess, and unhappy. So then you tell yourself how can I be successful when there is this kind of negative influence that's touching my life here at work? You just learn to deal with it or you don't. Or leave and people have left. (Peyton)

Joan had to contend with her feelings on trust issues resulting from her colleagues questioning why she was chosen to serve as interim director of her department due to her boss' sudden absence to deal with a personal issue.

" I guess I just took it. I can get through today one day at a time and it got easier. I was probably a little scared and I was probably thinking why me. I really just faced it one day at a time and it got easier after a while, and then started rolling smoothly. By the time she came back things were running fine. It was like "Okay I can do this." (Joan)

Interestingly, when Chris experienced a problem with trusting one of his employees that resulted in a reverse discrimination lawsuit filed against the company, his method of self-directed support involved referencing his education and career credentials to deal with his feelings about the situation.

" I felt fine about it because objectively if you go by education, I earned two undergraduate degrees in physics and mechanical engineering from two different schools at the same time. I've been to three business schools. So by education it was far exceeding anything that he had. By work experience, one of my previous roles was working for X Company at the time where my team won an award and it was the highest award in the company's history, where we were number one in profit growth. And at that time I was in a finance capacity, number one in market share gains, which are usually opposing measures, and number two in the country in sales growth. And so I had the demonstrated results to run the business more effectively than this other person.. (Chris)

Dave's rationalization of an incident involving one of his direct reports led him to make a negative attribution about his employee. This appeared to help him deal with his feelings regarding her not being able to trust him and vice versa.

" ...what I felt like is that I knew what she truly thought of me, and while it wasn't flattering at least it was honest and at least I finally knew. I think that what she was trying to do was cause me harm, try to leave here in a bang, and take as many of us down as she could. The charitable view that I would try to foster in my head was that she was unstable emotionally, that she had some real problems. I'm no therapist, but I know crazy when I see it. (Dave)

Kyle found it very helpful to document his feelings when dealing with trust issues. This seemed to give him the opportunity to sort out his feelings and helped him to understand the situation that led to him experiencing the feelings.

" The way that I deal with managing my emotions is to basically write down all of the situation or any of the situations that I feel are good and bad situations. Then I try to detach myself from my soft side so that I can really hone in on the behavior and make sure that they understand that what you did is very good. So I want to give positive feedback. (Kyle)

Turn Negatives Into Positives

Changing their mindsets was another key tactic that leaders used to manage the feelings that they had regarding trust and their employees. It appears that the leaders initially experienced negative feelings that they felt needed to be turned into some something positive to manage these feelings. There were a variety of ways that leaders accomplished this such as: letting go of what was beyond their control, thinking about the positives in a situation, prioritizing, relying on faith, and finding a balance.

" I'm okay, I just move on. Of course there is a period of disappointment, but that kind of dies down and you just move on. [Laughter, slapped her hand in jest] Bad Natasha, bad Natasha [More laughter]. I found throughout the years that it used to bother me a lot when people disappointed me. I think that through life's experiences and now that I'm getting older, it's like I don't have to deal with it. I just put myself in a different frame of mind and move on. So I'm really thinking that it is life's experiences that got me to this point. (Natasha)

" ... I think that we just re-channel the emotion and re-channel the negative things that we would probably start out with if we didn't know what was the cause of why things happen. Once we get to the bottom of it, it just becomes positive. It's more of a win win.

(Mark)

For Peyton, Joan, and Danielle prioritizing what was important for them to be at peace with themselves and to be successful in their lives and careers helped to ease feelings that they experienced around trust issues.

" I know that's scary, but you know it's the only way. It used to bother me. You think gosh I need to hold onto my job especially in this economy, I can't let that stuff bother me. I've just got to ignore it.

...I was talking to somebody else in the industry recently and they said "Gosh you're a survivor, you're one of the few people left over there and you're actually a thriver." I think that you just realize that you just have to take care of yourself and don't these outside influences get you down. Just ignore it! (Peyton)

" I just thought, I have to set my priorities and I have to be able to express to her what my priorities are. She wasn't married and she didn't have kids and thought that she might not understand that right away. But I need to be honest with her about what I needed to do for myself. I would hope that she would find other people in the workplace to do things with, but I kind of felt bad for her because I think that she was reaching out. (Joan)

" I've learned to let that stuff go. Life is too short. I know where my job lies and my priorities, and it is not the number one priority. My family is the number one priority and this is a support of that priority. When things get really intense around the office, I always think about how is it that I want to be defined, how is it that I want to be

remembered. Now I realize that I need to finance that. So that's where this environment comes into play. And I do enjoy what I do and I am an ambitious, motivated person. I realize that no matter what I do, I give it a level of effort that most wouldn't give it. But this is not what goes on in corporate setting it's not the priority in my life. I just want to be very honest about that. (Danielle)

For Sasha having faith and finding a balance seemed to help to redirect their emotions from negative to positive with respect to issues revolving around trust.

" I have a very, very strong faith and I know that the Lord is going to take care of me no matter what happens and I know that he gives me the strength to do what I need to do every day. So it's a learned thing to let go and to realize that at the end of the day they are not really hurting me, they are hurting him. So it's a whole different perspective for me. It's like everyday when I go in it's like "okay Lord this is your day," you are going to do what ever needs to be done and I know that just give me the strength to sit back and let you handle it. Because if I do it, it ain't going to come out right, so if I let you do it, it will go really, really, well. But it's hard to do that... to release and let go, but I've learned over time to do that. (Sasha)

External Management of Emotions

This section discusses the tools that leaders used to externally manage their feelings when dealing with building, sustaining, and/or repairing trust. The following techniques were the ones that leaders tended to use in managing their feelings in their interactions with employees: (a) never let them see you sweat, (b), outside support, and (c) just tell them about it.

Never Let Them See You Sweat

Managing facial and body expressions was another key technique that leaders did to manage their feelings in the trust process with employees. While the leaders agreed that controlling facial and bodily expressions were essential to managing feelings, they also seemed to feel that there are times when it is okay to convey how you are really feeling. However, it was more important for the leaders to manage their facial and body expressions with employees that they did not trust because they saw this as opening themselves up to being hurt. For Danielle, Peyton, and Alex showing little or no emotion seemed to protect them when engaging in the trust process with employees, especially if the outcome was not positive.

" *...You stay professional, you don't necessarily show a lot of emotion...(Danielle)*

" *... Don't wear your emotions on your sleeve. That seems to work and you know to not let people know what you're feeling. It's kind of like don't let them see you sweat. That seems to work. All of these kind of old things that you hear about they just seem to... you kind of get past it. (Peyton)*

" *So yeah, people cannot see my thoughts. They can't see my heart beating fast. They can't see the sweat or whatever or see me tensing. There are people out there, the bullies of the world you know they live to disarm people. And so they'll do whatever they think they can do to get a response and when they can't get a response they go and find somebody else. So I just have learned don't let them do that to you. Even initially I immediately catch myself because it's like again I'm not going to put myself in that situation. (Alex)*

Sasha and Dave talked about masking their emotions with employees that they do not trust by pretending to be attentive and being circumspect in their interactions.

- " *When I'm in a situation where I don't trust somebody I find myself with a pen and a piece of paper like I'm taking notes and I could be cussing that person out on a piece of paper, but I have to do something to make it look like I'm listening and paying attention to what they're saying, even if I am totally disagreeing. I don't know why he is saying this da, da, da, da. I act like I might be writing down what he is saying, but I'm talking about him. That's to let my emotion out through my pen as opposed to through my face. (Sasha)*
- " *That I wear the mask of Dean of Students and it's a role and other times I also need to be... if I don't like somebody or if I don't trust them, I have to at least appear...have a professional mask that appears collegial is too strong. Probably an appropriate professional, even if I don't think that the professionalism is reciprocated. That it is my duty. Or because I feel like I'm in a position where my authority is compromised and my job responsibilities are compromised that I must be very circumspect and that sometimes involves a kind of mask with the people who I don't trust. (Dave)*

It was interesting to see that Peyton and Mark talked about their lack of awareness in masking their feelings or conveying the appropriate facial expressions with their employees they did not necessarily trust.

- " *...I have heard comments from a boss once "Well your body language is this and such" so now I really try to control that where if somebody says something that I disagree with or if there is somebody that I don't really trust, I just fold the hands and put the Mona Lisa smile on and nicely agree or disagree or whatever and try not, not to shift around and I don't say anything. (Peyton)*
- " *So, I don't know, that's a good question I've never thought about the fact that once I get the answer I'm sure that I will display some kind of emotion. But it may not be negative*

emotion based on what happened, it may be positive emotion by finding out that the reason that it happened was a rational reason... it was just a wrong thing to do. (Mark)

Outside Support

Seeking outside support was essential for leaders in managing any feelings they experienced stemming from trust issues with their employees. Venting to family, friends, and colleagues was one of the mechanisms that leaders used to help manage their feelings. These were typically individuals that they had a lot of respect for and/or felt very comfortable talking with about their feelings.

" So the little things I'll just tend to let them go and I'll make a mental note. But the bigger things that I have not been able to address, then you find an outlet, somebody that's kind of a neutral party that you can talk to about the situation and find out what they think about the situation, and what they would do, and just kind of vent it out. (Peyton)

" ...We all have people that we vent to. Sometimes even outside of the office setting. You try to relate to family and friends, but they don't necessarily always get it because they are not there. You can vent to someone that you like, who is there, who knows the personalities, who knows the dynamics of what is going on. (Danielle)

" ... I could convey my emotion when I get home or with a close friend, but I would have to temper those emotions while I'm here. I'm not saying that happens all of the time. I am human and there are times when I have to close the door and just vent without them knowing. Or I might make a comment in their presence that could be emotional only because of the way that I may be feeling that day or time. But I'm not saying that's a regular occurrence, because I don't think that that is fair to them and just the way that I lead. (Natasha)

- " *Emotionally, I think that people need to own their stuff, be aware of it, and then in the workplace in particular be very thoughtful when you have these feelings to choose on how you act on them. Maybe that's going home and having a margarita with friends and saying "Oh my god, here is what happened to me today at work, I felt so angry." But not say it because you can't be angry to the Chairman or to the Board of Trustees. (Dave)*
- " *But you know its funny because later I had been talking to my advisor at college about that... I had called her as she was always my mentor, and I told her what I had to do and she laughing said "That's why they pay you the big bucks" and I said "Yeah right" [Both laughing]. When you are a supervisor you have to make the tough calls sometimes. I guess that is why they pay you the big bucks, but it's not something that anybody likes. (Joan)*

Some leaders employed a few famous words of wisdom to help keep them motivated and to manage their feelings when questioning trust with their employees.

- " *I'll often say that it's a lot easier to talk the talk than to walk the walk. It's very easy to talk the talk, but to walk the walk sometimes you have to make adjustments to the things that you hold lines on. (Mark)*
- " *I do I move on the quote by Maya Angelou "When people show you who they are believe them" and that's true! When people show you who they are, you have to believe that and that's not going to change. I know the type of people that I like to interact with and to have positive relationships with. But when people show me who they are, I'm done, and it's real hard for them to build that trust back up with me. (Natasha)*
- " *Most people, I do believe that people are mainly good to steal from Anne Frank, and that they like to share in some of the good things going on with you, and they want to be there*

to help you through some of the tougher things going on with you. And if you give them the opportunity to do that, they will rise to the challenge. They will come to trust and respect you all the more. (Danielle)

" I can't afford to let people act differently than what I am. Now it's happened I'm sure, but I try very hard not to let it show. There's a very old commercial that says "Never let them see you sweat" and I remember the first time that I saw it and I said that makes a lot of sense to me. (Alex)

Just Tell Them About It

All of the leaders emphasized the importance of communicating with their direct reports in the trust process to not only deal with their own feelings, but in some cases their employees' feelings. This was particularly the case for Mark who was new to his position and Peyton who experienced a violation of trust by one of her employees, who was vying for her job when she left for maternity leave.

" So it was very awkward for me and I pulled them together and I told them straight out "Guys look I know what's going on around here. I hear the mumbling and the different things, but let me just say this to you. I was not brought here because I was such a smart guy and I know so much about The Department. That's not why I was hired. So you need to understand that I'm not trying to come in and be the smart guy either. You are the smart guys you know what this is all about. I was brought here because there was a need for leadership skills and that's what I possess." (Mark)

" I actually just approached the gentlemen and said "I just want you to know that I am going on maternity leave and I am planning on coming back. There is no question about it, so I'm going to be continuing to sit in this chair here and I know that you want to get

promoted, but it's not going to be from me not coming back." I think that just being able to talk with him very directly actually did aid in our trust back and forth and we had a little bit of trust issues because of that. It feels like he's had his own agenda, but since we can talk about it openly it's broken the ice and we have gotten past that. So I do feel like I can trust him to an extent. (Peyton)

For Joan, communicating to her staff really helped her to deal with the mixed feelings that she was experiencing around firing an employee that she could no longer trust and subsequently restoring trust with the rest of her staff. She mentioned that she felt that it would have made her feel better to just tell her staff the truth. However, Joan chose not to communicate her personal feelings, and instead communicated feelings of security to her staff.

" Those are personnel files and I'm not going to divulge confidentiality, and I think that in some ways that relaxed people. That I didn't share something that was confidential. I think that restored people's faith in me when they found out that I wasn't just going to blurt out what had happened. So I think that that probably repaired the trust. (Joan)

Chris and Dave discussed how they used communication with their employees as a means of managing their own feelings as well as their employees' feelings. For example Chris talked about using Senge's (1994) Ladder of Inference, especially for rebuilding trust with an employee.

" In any relationship there is a degree of understanding and there are two thoughts that I'm going to mention here. One is if you have a misunderstanding, if you deal with how you arrived at the misunderstanding, then the next time it's easier. So there might be a short period of time where you question why someone did something, but once you have the conversation as to how you felt and how they felt and then understand the unknown of

each party respectively... to clarify that this is my assumption and that led to this conclusion.

When you go back down the ladder of inference and back up again... having those types of situations lead in the future to a situation where you can have better dialogue and have more aligned decisions and less disagreement. That's by and large how you can rebuild trust... understanding the viewpoint of the other person that led them to that certain conclusion. (Chris)

For Dave, the use of "I" statements to communicate his feelings has really helped him to deal with his feelings as well as understand his employees' feelings, which he felt had been very beneficial in cultivating trust.

" When you can express your feelings...one thing that I tell students and staff who work for me...and this is something that I learned on the first week of the job in 1987 in residence life as a hall director...is to make "I" statements. It's a simple trick, but I think that "I" statements take a lot of the attack out of it. In a way, people are going to listen or trust you because you're putting something real out there. That's something that I would recommend for people... know your feelings, choose what to say when you say stuff, and make "I" statements. (Dave)

Chapter Summary

This chapter described the leaders who participated in this study and presented the themes that emerged to understand how leaders deal with the emotions they experienced as it pertains to trust with their employees. The first set of themes addressed the beliefs that leaders had about emotion in the trust process with employees. Five themes emerged from the data collected: (a) trust is a mixed bag, (b) emotions humanize people, (c) environment helps to shape

our emotions, (d) know thy self, and (e) leaders set the tone. The second set of themes addressed how the leaders managed the feelings they experienced when building, sustaining, and repairing trust with employees. Three categories of themes were identified: (a) attempts to not deal with emotions, (b) internal management of emotions, and (c) external management of emotions. I will discuss the implications of these findings in chapter five.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Trust has been positively linked to various workplace processes and outcomes. It is also an increasingly popular concept in popular management literature; yet one of the least understood concepts in the social sciences (Brower, Schoorman, & Tan, 2000). The purpose of this study was to understand leaders' experience with emotion in building, sustaining, and repairing trust with their employees. This study was designed to address the following questions:

1. What are leaders' beliefs about emotion as related to building, sustaining, and repairing trust with employees?
2. What techniques do leaders use to manage their emotions?

This chapter offers a summary of the study, discussion of the conclusions drawn from the data analysis, limitations, and implications for theory, research, and practice.

Summary of the Study

A basic interpretive qualitative research design was used for this study because it allowed for a deeper understanding of leaders' beliefs about emotions and how they managed their feelings when building, sustaining, and repairing trust with their employees. Semi-structured interviews were conducted with twelve leaders throughout Georgia. There were six female and six male leaders representing business, education, and government. The interviews were conducted in locations chosen by the participants and lasted between 30 minutes to over two hours. All interviews were conducted and transcribed by the researcher. The data was analyzed using Ruona's (2005) four-stage model of data analysis, which is grounded in the constant

comparative method. Employing this method for data preparation, coding, and generating meaning led to a rigorous and comprehensive analysis of the data.

The findings of the study are leaders' beliefs about emotion in the trust process with employees: (a) trust is mixed bag, (b) emotions humanize people, (c) the environment helps to shape our emotions, (d) know thy self, and (e) leaders set the tone. The techniques that leaders used to manage their feelings in the trust process were classified along three broad areas: (a) attempts to not deal with emotion involved looking at leaders' efforts to separate and suppress their feelings in the trust process, (b) internal management of emotion included the themes becoming distant and guarded, shift into a strategic modus operandi, self-directed support, and turn negatives into positives, and (c) external management of emotion included the themes never let them see you sweat, outside support, and just tell them about it.

Conclusions and Discussion

I drew three conclusions from this study based on the participants' feelings, thoughts, and experiences about emotion as it pertained to building, sustaining, and repairing trust with employees.

1. Leaders' general views about emotion suggest overall that caution should be used when experiencing and expressing emotion with building, sustaining, and repairing trust.
2. Leaders' management of their emotions in the trust process parallels much of the emotion work literature except when dealing with gender and race issues.
3. There is still more to learn about emotion work and emotional intelligence and how it can be effectively used in building, sustaining, and repairing trust.

Conclusion 1: Leaders' general views about emotion suggest overall that caution should be used when experiencing and expressing emotion with building, sustaining, and repairing trust.

Trust is unique in that it is created, sustained, and repaired by emotions in addition to thoughts and actions, and many varied emotions are experienced in the trust processes. The leaders interviewed for this study generally felt that caution should be used when experiencing and expressing emotion when building, sustaining, and repairing trust with employees. In particular, these leaders were very conscious of their work environment and what the culture dictates about experiencing and expressing certain emotions. One reason for this could be that emotion is mainly viewed as a socially constructed phenomenon designed to primarily meet societal needs (Avril, 1984). However, a few of the leaders interviewed for this study felt that it was “okay” for them to experience and express some emotion when it came to trust because it allowed their subordinates to see that they are human. This demonstrates the leaders' individual capacity to act with respect to experiencing and expressing emotion in the trust process with employees. This falls in line with Fabian (1998) whose view of emotion accounts for an individual's interpretation of emotion via looking at the complexity, the specific event or situation, and the intensity of one's experience. Even though these leaders felt, on a personal level, that it was okay to experience and express certain emotions, this was coupled with societal/cultural messages that are generally not supportive of fully experiencing and expressing emotion in the workplace.

It was interesting to see that the emotions that the leaders felt were okay to experience and express were positive emotions such as: like, confidence, respect, and feeling secure. Dunn and Schweitzer (2005) referred to these types of feelings as *other-person controlled emotions*. In their study they found that other-person controlled emotions significantly influenced trust more

than personal controlled emotions such as happiness. In addition, Young and Daniel (2003) linked feelings of like and confidence as significant to sustaining trust. Respect and security were seen as important feelings for an individual to have to build trust with another person, group, or system. On the other hand, most of the leaders who participated in this study saw experiencing and expressing negative emotions as counter productive to building trust. However, two of the leaders in the study talked about the appropriateness of using negative emotions and being more comfortable operating in a state of distrust, which is generally rooted in negative emotions. According to the emotion regulation literature, downward regulation refers to a person's attempts to put themselves or others in a negative emotional state (Liu, 2006). Although downward regulation may appear to be counterproductive to trust efforts, it may actually help leaders in building and sustaining trust with their employees by encouraging them not to be complacent with their own or others' feelings. More research is needed to further explore these linkages between negative emotion, downward regulation, and trust.

I found that leaders used how they defined trust to gauge the feelings that they experienced. This makes sense considering that people make appraisals about the meaning of an event (Cornelius, 1996), which may or may not elicit an emotional response. The leaders in this study defined trust primarily from either an emotion-based perspective and/or a rational choice perspective. Leaders who defined trust in terms such as faith, and having feelings of honesty, confidentially, and support seemed to find more meaning in the emotional aspect of trust. According to Young (2001) using an emotion-based view of trust allows an individual to assess the extent to which they felt a particular emotion or the intensity of the emotions they experienced with trust, the nature and strength of the linkages between different emotions that they experienced, and the process by which these emotions became associated with each to form

their conceptualization of trust. This may explain why a few of these leaders were more in touch with their feelings and more comfortable discussing their feelings with respect to trust issues with their employees.

The leaders who defined trust in terms such as: reputation, accountability, mutual agreements, and the limits of trust were using a rational choice perspective. Rational choice perspective sees trust as the expectation that another individual or group will make a good faith effort to behave accordingly with any explicit or implied commitments, be honest in any negotiations proceeding those commitments, and not take advantage of others, even if the opportunity to do so is available (Bromily & Cummings, 1992). These leaders tended to look less at emotion and more at behaviors. According to Das and Teng (2004) embracing this view is relevant for managerial practice. They believed that trust should be conceived in terms of risk (i.e. behaviors), which is based on information gathered over time as opposed to affect and faith. In addition, proponents of a cognitive-based approach to viewing trust have argued that emotions may create a temporary irrationality about key concepts related to trust such as ability, integrity, and benevolence. This more rational (or cognitive) approach to trust seemed to allow these leaders to control how much emotion they invested into building and sustaining trust with their direct reports.

Relationship with the subordinate was another aspect that seemed to account for how much emotion leaders invested in the trust process. Generally, looking at the relationship allows for the examination of the various dynamics (i.e. emotion) that factor into an individual's ability to trust and be trusted. This is because interpersonal interaction is not carried out in an emotional vacuum (Hallen, Johanson, & Seyed-Mohamed, 1991). For the leaders in this study, connecting with employees was especially important because it allowed them to get know their employees'

character. This seemed to help the leaders understand their own and their employees' feelings and not get too consumed with the emotional aspect of trust.

On the other hand, the leaders seemed to use their status to buffer the amount of interaction they had with their subordinates. This is something that Alex and Danielle elaborated on when discussing trust with their subordinates. This seemed to protect them from experiencing certain feelings, which makes sense considering that emotion is a direct function of an individual's power and status (Clark, 1990; Kemper, 1984). These leaders also seemed to use their status in their relationships with their subordinates to determine, to an extent, which feelings they experienced and expressed in the trust process. Not surprisingly, these were mainly positive feelings. Liu (2006) noted the relationship between attaining increases in power and experiencing positive emotions. It seems that this preference for primarily experiencing and expressing positive emotions points to the caution leaders seemed to use in experiencing and expressing emotion (especially negative emotion) in the trust process with employees.

Finally, caution with experiencing and expressing emotions in the trust process can also be attributed to what Taylor (2002) referred to as *aesthetic muteness*. Aesthetic muteness causes people to deny the everyday mundane experiences that people have to the point where they either discuss them in terms of their thoughts or reframe from discussing them at all. Some of the leaders in this study talked about their feelings in terms of other concepts such as having a "gut feeling," honesty, integrity, empowerment, responsibility, and "trust is a mental thing" as opposed to more discriminate primary and secondary feelings they were experiencing. With a few exceptions, they mostly described having positive and negative feelings associated with trust as opposed to naming specific feelings. The fact that they were able to acknowledge emotion, but

not name specific primary or secondary emotions that they experienced also suggests that they experienced some form or degree of aesthetic muteness.

Conclusion 2: Leaders' management of their emotions in the trust process parallels much of the emotion work literature except when dealing with gender and race issues.

This study provides clear evidence that these leaders performed a great deal of emotion work to build, sustain, and in some cases repair trust with their employees. The emotion work that leaders perform is often unacknowledged in the workplace and in the management literature. This could be attributed to a phenomenon seen in this study that leaders seem to first attempt to separate the feelings that they were experiencing in the trust process with employees. This seems to speak to their preference to not deal with emotions. This is certainly supported in the literature where for many years managers have been advised to keep emotions out of the workplace and to practice “administrative rationality” (Ashforth and Humphrey, 1995). If emotions were discussed it was mainly in regards to how they interfered with rational decision-making or interpersonal conflict (Humphrey, Pollack, and Hawver, 2008).

When it was not possible to separate or not deal with their feelings, the leaders in this study seemed to rely heavily on suppression of feelings to help them manage the emotions they experienced as noted in the quotes from the following leaders. Suppression is key part of Hochschild's (1979) emotion work process for trying to change the degree or quality of an emotion or feeling that a person is experiencing. Emotion work is based on the notion of feeling rules. Feeling rules are social guidelines that direct how people should feel depending on the situation (Hochschild, 1979). For instance, a feeling rule that may have encouraged these leaders to suppress their feelings is their interpretation of the lack of permission to express emotion in the workplace. While a minority of the participants interviewed for this study felt that it was

okay to experience and express emotion in the trust process, most of them had learned to suppress or bracket their emotions at work.

Not only did the leaders acknowledge suppressing their feelings, but in some cases this was considered the most appropriate course of action to take. This finding was not surprising given that there still remains a reluctance to acknowledge the importance of emotions in the workplace (McColl-Kennedy & Anderson, 2002, Liu 2006). What is surprising is that there is now an abundance of literature (e.g. Antonakis, Ashkanasy, & Dasborough, 2009; Beatty & Brew, 2004; Dasborough & Ashkanasy, 2002; Gardner, Fischer, & Hunt, 2009; George, 2000) that not only acknowledges the importance of being in touch with emotions, but also discusses how to strategically use it to accomplish various goals such as establishing trust.

In addition, the leaders' suppression of undesirable feelings occurred in the work place, which suggests that these leaders used a lot of emotional labor to manage their feelings in the trust process. The fact that these leaders became very distant, detached and guarded, were very aware of their environment, carefully observed their employees' behaviors, and monitored their interactions with their employees' suggests that they showcased little emotion or the appropriate emotion to create a certain impression for their employees in the trust process. This is consistent with Ashforth and Humphrey's (1993) impression management perspective, a type of emotional labor that focuses on managing observable behavior as opposed to internally managing feelings. To an extent these leaders also engaged in surface acting (Hochschild, 1983) by regulating their outward emotional displays that may or may not have been congruent with their actual feelings. Thus, it can be difficult to determine if the leaders' acts are genuine if one is only focusing on managing behavior as opposed to feelings. For these leaders it seems that managing emotion

really means suppressing feelings that they are experiencing, especially if it what they are feeling is negative.

Becoming distant and guarded, shift into a strategic modus operandi, self-directed support, and turn negatives into positives are all examples of the emotion work that leaders performed internally to help them deal with the feelings that they experienced in the trust process with employees. This speaks to a response-focused pattern of emotion regulation. According to Gross (1998b, 2000) this occurs when an individual has a tendency to react one way in response to their feelings, but uses psychological and behavioral responses to alter their response. In addition these leaders were, to varying extents, conscious of their feelings and used various cognitive modification techniques to regulate their emotions. This finding challenges a common belief that cognition and emotion are so closely intertwined that it can be difficult to determine which is the driving force underlying a course of action (Liu, 2006).

Never let them see you sweat, sources of support, and just tell them about it were themes uncovered in leaders' external attempts to manage their emotions when building, sustaining, and repairing trust with employees. This finding is consistent with recent research that found that external management of own and others' emotion is a core function of managerial work (Brotheridge & Lee, 2008). In addition, Brotheridge and Grandey (2002) found that managers' frequency of engaging in emotional labor was higher than that of physical laborers and matched those of sales/service and human services workers. Furthermore, the affect of that emotional labor can have a cascading affect on overall organization performance as leaders have substantial influence over their employees' emotional states and moods (Brotheridge & Lee, 2008).

Interestingly, the leaders in this study seemed to engage in external management of emotions only when it was necessary to do so. For example, Peyton touched upon clearly

demonstrating a preference for dealing internally with her feelings. Ed, Chris, Joe, and Joan also expressed reservations with externally managing their emotions. Considering that a key outcome from leader-emotional labor is the level of trust that followers placed in their leader (Burke, Sims, Lazzaro, Salas, 2007), it makes sense that a leader would be more apt to devote more energy towards external management of their emotions. However, the cost of this emotion work is high for the manager due to the visibility of their positions and the numerous ways that they have to manage both their internal and external customers.

This study was designed to understand leaders' experiences with emotion in the trust process with employees. However, because the majority of the leaders who participated in this study were members of a minority group, it is important to acknowledge the impact that gender and/or race had on their experiences with emotion as it pertains to trust with their employees. The literature has documented the impact of gender on individuals' experiences with emotion work (Brody & Hall, 2005; Callahan, 2002; Callahan, Hasler, & Tolson, 2005; Groves, 2005; Mirchandani, 2003). Much of this analysis has focused on the gendered assumptions implicit in certain jobs, which note that male-and female-dominated occupations require workers to perform different types of emotion work (Mirchandani, 2003). A few of the female leaders in this study talked about the implications of being a woman as it pertains to experiencing and expressing emotions in the trust process with their employees. Interestingly, these women hold high visibility positions that are traditionally dominated by males. Thus they felt they were expected to behave in ways commonly attributed to masculinity (i.e. being emotionally reserved). While traditional conceptualizations portray women as being nurturing and more emotionally expressive than men, it seemed that these women had to temper this in order to be perceived as competent. This seems to have impacted how they viewed emotions in the trust process as well

as how they managed the emotions they felt when developing, sustaining, or repairing trust with their employees.

Scant attention has been allocated towards looking at the racialized dimensions of performing emotion work (Mirchandani, 2003). Wingfield (2010) suggested that there are differences in how members of minority groups perceive and act upon the feeling rules implicit in emotion work. For example, she found African American workers believed that feeling rules in the workplace denied them the opportunity to experience and express emotions while granting these allowances to their White colleagues. In this study, it was clear that race was a factor in how the leaders' perceived emotion in the trust process and how they managed their feelings. This points to one of the key problems in the literature on emotions and emotion work where much of the analysis has been based on prototypes of White people. Emotion work analysis with regards to gender and/or race has not systemically explored diversity issues and has also assumed that all people in a group are homogenous (Anthias, 1998).

It was interesting to see that when talking about their feelings, most of the leaders framed their experiences in terms of being a Black Woman, Black Man or African American man, which can have different implications for how they perceive and manage their feelings. According to feminist researchers this is what is known as *gendered racism*, which states that racism exists at both the individual and institutional levels, yet is a phenomenon that is experienced differently by women and men (Wingfield, 2007). Although, little analysis of gendered racism has been incorporated into emotion work research, it is clear that using gendered racism to analyze emotion work will yield findings that do not parallel the extant literature. This study's findings points to evidence that gendered racism influenced leaders' beliefs about emotion and their

management of their emotions in the trust process with employees, but to what extent requires additional research.

Conclusion 3: There is still more to learn about emotion work and emotional intelligence and how it can be effectively used in building, sustaining, and repairing trust.

There is a lot of literature on emotion work and emotional intelligence (EI). However, there is still a lot more to learn about these concepts. With regard to emotional intelligence, there remains a fundamental question of what it really is. Goldman's (1995) definition is perhaps the most well-known. The challenge of providing an operational definition of emotional intelligence is mainly attributed to the different names that it goes by (Van Rooy & Viswesvaran, 2004). In addition, research in emotional intelligence continues to grow and researchers are modifying their definitions. I used Mayer and Salovey's (1990) definition that outlined emotional intelligence as the ability to monitor feelings, the ability to discriminate among feelings, and to use this information to guide thoughts and action. This is because I wanted to study how leaders perceived and responded to their emotions when engaging in the trust process with employees. However, in a later discussion of emotional intelligence they identified four dimensions: (a) emotional awareness, (b) facilitating emotion, (c) understanding emotion, and (d) managing emotion. (Mayer, Caruso, & Salovey, 2000). I also saw elements of Goldman's mixed model approach to EI in the leaders' discussions of personality, their awareness of the social-cultural context in which they worked, and their relationships with subordinates. This demonstrates the complex and every-changing nature of conceptualizing emotional intelligence.

In this study, a few of the leaders' beliefs about emotion in the trust process (i.e. *emotions humanize people, knowing thy self, and leaders set the tone*) suggest that they possess a basic emotional intelligence that they use in the trust process. This begs the question of when does

emotional intelligence become emotion work? These leaders seemed to possess some of the indicators of emotional intelligence: awareness, understanding, and management of own and other's emotions. For example, these leaders were very aware of themselves as individuals and how this impacted the emotions they experienced. This would seem to be a positive thing as many experts assert that knowing yourself constitutes the core of human behavior (Whetten and Cameron, 2007), and personal identity coupled with self-awareness is a key element for building effective relationships with others (Goldman, 2006, a b). In particular in this study, leaders talked about the importance of being able to experience empathy. This made sense considering that empathy is a key aspect of emotional intelligence that researchers have linked to occupational success (Webb, 2009). For example, Kellet, Humphrey, and Sleet (2006) found that empathy is a very good predictor of leadership emergence.

From what is known about emotional intelligence there seems to be a connection between the techniques that leaders used to manage their feelings and the level of emotional intelligence that they possess. Because the leaders chose to initially separate the feelings they experienced in the trust process suggests that they were emotionally aware. However, their desire to not want to deal with their feelings or suppress their feelings could stem from them not fully understanding what it is to be emotionally intelligent. The other possibility is that they may have interpreted emotional intelligence to mean separating or suppressing their feelings. This would be consistent with the pattern identified with attempts to not deal with their feelings and then internally managing their feelings regarding trust. And yet, would this suppression be regarded as a good way to "manage" ones feelings in the EI literature? To get a better sense of this requires further evaluating the concept of emotional intelligence and how to best understand and measure it. As Ashkanasy and Daus (2002) noted, researchers are seeking to conceptually distinguish, define,

and validate EI's relationship with important work attitudes and outcomes. Practitioners are looking to maximize potential employee performance by identifying, selecting, and training those critical competences involving the emotional abilities of their employees. With regards to building, sustaining, and repairing trust, emotional intelligence and emotion work do factor into a leaders' ability to engage in the trust process. To what extent requires additional research.

Delimitations of the Study

Trust is a complex concept and phenomenon to study. This is because our feelings, thoughts, and behaviors constitute our ability to trust and be trusted. To better understand the leaders' experience with the emotional aspect, this study used interviews as the primary method of data collection. This generated a lot of rich information, but it was based on these leaders recalling specific experiences on a topic that they did not typically think about. It is also possible that the leaders were performing emotion work during the interviews, by choosing what information to reveal and what facial expressions to convey when asked about their beliefs about emotion with the trust process and how they managed emotion with the trust process. Member checks were conducted on each leader to reconfirm and clarify the information that was presented during the interview, but not all participants responded to the member checks. In studying emotion, it may have been useful to incorporate other data collection techniques such as assessing knowledge about emotion work, emotional intelligence, aesthetics and skill with using these tools prior to the interviews.

A limitation of the study is that convenience sampling was used to identify participants who met the criteria that I was looking for in this study. It is unclear whether tighter or different selection criteria would result in different findings and this should certainly be tested in further research. However, the sample of leaders used in this study was a sufficient representation of

men and women. In addition, the majority of the leaders who participated in this study identified as members of a racial/ethnic minority group. As a result this generated rich information around race and gender as it pertains to beliefs about emotion and managing emotion. Perhaps a more racially and ethnically diverse sample may have offered additional or different information or race may not have been as strong as an issue when dealing with emotion in the trust process.

Implications for Theory and Research

The findings of this study suggest a need to develop an integrated approach to examine emotions so that we can better understand its relationship with trust. In particular, this integrated approach should encompass emotion work, emotional intelligence, and aesthetics. Emotion work and emotional intelligence are primarily social tools for managing emotion. Aesthetics looks at how knowledge is created from our sensory experiences to see how an event, interaction, or object causes us to feel (Hansen et. al., 2007). To fully understand a leader's experience with emotion in the trust process, an integrated approach that accounts for leaders aesthetic in addition to their social experience and how this influences their understanding and management of their emotions may prove more useful. However, more research is needed to identify the best ways to measure emotional work, emotional intelligence, and aesthetics and how they can best work together to provide a better understanding of emotions.

In addition, perhaps looking at the concept of emotional intelligence as a management tool to embrace our understanding and dealing with emotions as opposed to separating or suppressing our emotions may prove useful in determining how to best measure EI. Future research should look at understanding how leaders process and manage the emotions they experience. The literature has looked at leader emotional displays and how this influences employees (Dasbourough & Ashkanasy, 2002; Fitness, 2000; Humphrey, 2002; McColl-

Kennedy & Anderson, 2002). Research has also looked at the role of emotional intelligence in leadership development (Fambrough & Hart, 2008). However, more research should look at the specific expectations and circumstances that leaders experience and how this impacts their experience and expression of emotions in developing trust in their workplace relationships.

For this group of leaders, race and gender were particularly salient in their beliefs about experiencing, expressing, and managing emotion in the trust process with employees. The literature has discussed how gender influences emotion (Brody, 1997; Brody & Hall, 1993; Callahan, 2002; Groves, 2005). Little attention has focused on race with regard to emotion work (Mirchandani, 2003). Given the limited analysis on in the intersection of gender and race issues, more research should look at these two aspects together influence leaders' experience with emotion in the trust process. A few of the leaders characterized themselves as introverts and this appeared to impact how they processed and managed their feelings. Gross and John (2007) identified a connection between personality traits such as conscientiousness and extraversion on a person's ability to understand and manage their emotion. Therefore, future research should examine other personality traits such as introversion, one's preference for gathering information, decision-making preferences, and how one orders their world and its influence on their beliefs about emotion and subsequently how they manage emotion with building, sustaining, and repairing trust. Finally, this study looked at the leaders' viewpoint in their relationships with subordinates. While this generated rich information, it would certainly be useful to look at leaders' relationships with colleagues and their supervisors in learning about their experience with and management of their emotions in the trust processes.

Implications for Practice

Building, sustaining, and repairing trust is very much about understanding and managing emotions. This research can serve to build HRD practitioners' awareness and skill set in emotion work and emotional intelligence, which they can use to help leaders better understand and manage their own and their employees' feelings to build more effective trusting relationships. However, discussing emotion as it relates to an individual's ability to trust can be challenging. Classroom training, workshops, and seminars can help HRD practitioners teach leaders the basic concepts of trust building, emotion work, aesthetic leadership, and emotional intelligence. However, executive coaching and situated learning can help HRD practitioners reinforce leaders' learning to cultivate, sustain, and repair trust in the following ways:

- Creating workplace environments that encourage people to treat emotion as a valid and significant source of information, which can inform perceptions and management of feelings in the trust process.
- Teaching leaders to become more attuned to the everyday experience, not just the major events that can cause them to experience various feelings associated with trust in another person, group, or organization.
- Teaching leaders how to utilize both their subjective experience with emotion and the social interpretation that guides understanding and management of their own and other's emotions in building, maintaining, and repairing trust.
- Understanding that emotion work is a significant aspect of leadership, and teaching leaders that using emotional intelligence effectively entails embracing and understanding both desirable and undesirable feelings that an individual may experience when engaging in the trust process.

Chapter Summary

This chapter reviewed the purpose of this study and discussed the three main conclusions drawn from the data: (1) leaders' general views about emotion suggest overall caution should be used when experiencing and expressing emotion with building, sustaining, and repairing trust, (2) leaders' management of their emotions in the trust process parallels much of the emotion work literature except when dealing with gender and race issues, and (3) there is still more to learn about emotion work and emotional intelligence and how it can be being effectively used in building, sustaining, and repairing trust. This study also discussed delimitations, offered implications for theory, further research and practice.

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APPENDICIES

APPENDIX A

2008 PILOT STUDY PARTICIPANT DESCRIPTIONS

Robert. Robert was an Assistant Store Manager for a home improvement corporation in the southeast. He has worked with the company for six and half years. He was in charge of purchasing supplies, addressing customer service issues, and a host of other miscellaneous duties. He supervised approximately 115 employees.

Carroll. Carroll was a Contract Service Advisor with a home improvement corporation also located in the southeastern part of the United States. She has worked with the company for fifteen years. Her key responsibilities included ensuring that the organizations' contractors received prompt and satisfactory customer service. In addition, she has also worked in human resources and information technology. She supervised approximately twenty associates.

Dana. Dana was a mid-level administrator with a large, southeastern university. She had several years of progressive experience with the university. She was responsible for supervising three work teams and front office desk staff.

Susan. Susan was a front line manager with a large home improvement company located in the southeastern United States. She has only worked for the company for a short time. Prior to joining the organization she served time in the military.

APPENDIX B

PRE-INTERVIEW BACKGROUND QUESTIONNAIRE

1. What is your current position? Please describe your primary responsibilities?

2. How long have you served in this position?

- 1-3 years
- 4-7 years
- 7-10 years
- 10+ years

3. What type of industry is your organization?

- Business
- Education
- Government
- Health Care
- Non-Profit

4. How many direct reports do you manage in your current position?

- 1-3
- 3-6
- 6-9
- 9+

5. Is this your first upper-level management position?

- Yes
- No

6. If no, how many other positions have you held? What is the total number of years that you have worked in positions where you were managing others?

7. What is the highest degree that you have earned?

- High School Diploma
- Associates
- Bachelors
- Masters
- Specialist
- Doctorate

8. Please indicate your race/ethnic background by checking one of the boxes below.

- Hispanic or Latino
- White (not Hispanic or Latino)
- Black or African American (not Hispanic or Latino)
- Native Hawaiian or Other Pacific Islander (not Hispanic or Latino)
- Asian (not Hispanic or Latino)
- American Indian or Alaska Native (not Hispanic or Latino)
- Two or More Races (not Hispanic or Latino)

9. Please indicate your age by checking one of the following boxes below.

- 21 and Under
- 22 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 and Over

APPENDIX C

INTERVIEW PROTOCOL

Questions	Probes
<p>1. How do you define trust?</p> <p>2. How do you go about building trust a direct report?</p> <p>3. When you do consider trust to be established with a direct report?</p> <p>4. How did you feel as you engaged in the process of building trust with your direct reports?</p> <p>5. In your current or a previous management role, please think of a time when you were not sure if you could trust one of your direct reports. What happened? (Pause and get answer before moving on) Who was involved? (Pause and get answer before moving on) What made this event significant for you?(Pause and get answer before moving on)</p> <p>a. What feelings did you have at that time? b. What rules or customs influenced how you felt? c. How did experiencing these feelings affect you? (Looking for the embodied experience)</p>	<p>1. Does your definition of trust differ with your peers, supervisor, and with people outside of the office?</p> <p>2. Does the trust-building process differ with a peer, supervisor or personal relationship?</p> <p>3. How would you characterize your ability to trust your employees?</p> <p><input type="checkbox"/> I tend to trust employees until something happens to change this. <input type="checkbox"/> I take my time in learning to trust employees, but once I have established this it is difficult to change. <input type="checkbox"/> I tend to trust employees based on the circumstances. <input type="checkbox"/> I have a tendency not to trust employees.</p> <p>5. Was this an isolated event or one in a series of occurrences?</p> <p>b. Did you agree or disagree with the rules influencing your feelings? Why or why not?</p> <p>d. 1. Suppress or evoke any feelings? If so</p>

APPENDIX D

REVISED INTERVIEW PROTOCOL

1. What does trust in the context of manager/employee relationships mean to you?
 - a. How do your feelings shape your meaning of trust in this context?
2. In the trust process with a direct report please describe a time when what you were feeling fostered the process?
3. In the trust process with a direct report please describe a time when what you were feeling hindered the trust process?
4. How do you process your feelings related to trust with your direct reports?
 - a. What do you do to work through feelings you have?
 - b. What influences that process?
 - a. What rules or customs influences your feelings?
 - b. How, if at all, do other people influence your feelings?
5. How do you manage your feelings about trust with a direct report that you have little to no trust in?
 - a. Which feelings do you try to suppress or evoke? Why?
 - b. What mental effect does managing your feelings have on you?
 - c. What physical effect does managing your feelings have on you?
 - d. How do you manage your expressions of feelings in this situation?
 - e. Do you ever experience a disconnect between what you are feeling and how you express what you are feeling? How do you handle this?
6. In that last question (or last ## minutes), we were talking about your emotions and trust as related to an employee(s) you don't trust. How does that process differ when it's an employee you have a great deal of trust in and with?
7. How do you feel about experiencing emotion in the workplace?
 - a. How do you feel about expressing emotion in the workplace?
8. If an up and coming manager who you were mentoring asked you about dealing with their feelings as related to the trust process with their direct reports how would you advise them?

APPENDIX E

INFORMED CONSENT

Leaders and Their Emotional Experiences with Trust in Workplace Relationships

I _____, agree to participate in a research study titled “Leaders and Their Emotional Experiences with Trust in Workplace Relationships,” conducted by Gigi Amanda Burke, a graduate student in the University of Georgia’s Adult Education Program, under the direction of Dr. Wendy E.A. Ruona, Associate Professor in the University of Georgia’s Department of Lifelong Education, Administration, and Policy. I understand that my participation is voluntary. I can refuse to participate or cease taking part in this research without giving any reason or incurring any penalty. I can ask to have all of the information returned to me, removed from the research records or destroyed.

Purpose of the Study

Trust can influence a leader’s relationships with subordinates, peers, and supervisors as well as their decisions and actions, making it a vital component for successful leadership. Trust has gained increasing attention from both researchers and practitioners as a mechanism for improving organizational effectiveness, which has been linked to outcomes such as increasing cooperation, reduced transaction costs, improved teamwork and organizational commitment. Above all, trust is a fundamental aspect of workplace relationships. Research has mainly focused on looking at employees’ perceptions, attitudes, and behaviors in relation to their immediate supervisors, senior leaders, and fellow colleagues. However, there is a lack of research examining trust development from the leader’s perspective and how emotions factors into their efforts to develop, sustain, and/or repair trust in their workplace relationships.

The purpose of this study is to understand a leader’s emotional experiences with trust in their relationships with employees. The researcher hopes to identify how leaders make sense of the emotions that they experience with trust and the techniques that they use to manage these emotions.

Procedure

If I decide to participate, I will be asked to do the following:

1. Meet with the interviewer to openly and honestly discuss my experiences with trust development and the emotions associated with trust and trust development. This interview will be conducted in person and will take approximately 1 -1 ½ hour(s).
2. Review the transcription of the interview and a summary of the researcher’s notes and reflections on the interview to help the researcher verify that the she understood my intended meaning. This review will take about 30-60 minutes of my time and can be done either in person, phone, or email.

Risk/ Discomfort

No risks are expected, but I may experience some psychological discomfort while the researcher is probing into my experiences with emotions as it pertains to developing trust. This discomfort will be minimized by the researcher asking questions designed to access my general views and

experiences, as well as helping me to constructively and reflectively reflect on these and not evaluating my past or current actions with emotions and trust development. Interviews will be conducted in a safe environment and all information will be kept confidential to minimize the discomfort.

Benefits to me

As a participant in this research, I will learn more and/or gain an increased awareness about the emotions that I experience and how to more effectively manage them as it pertains to trust. This information can better assist me in my efforts to establish trust with subordinates, peers, and supervisors and this can hopefully lead to enhanced working relationships resulting in outcomes such as job satisfaction, commitment, and performance.

Benefits to the HRD Community

This research will provide information about trust development in that previous research has not allocated enough attention to examining this topic, which is focus on emotion management from the leader's perspective. Hopefully, sharing my experiences can assist HRD professionals in gaining a better understanding about how and why we develop trust in an organizational setting. The findings can enable HRD professionals to use this information in designing and implementing initiatives aimed at teaching leaders about the significance of trust and effectively developing it with their subordinates, peers and supervisors. These findings can also assist leaders in understanding and effectively managing their emotions to accomplish various goals.

Confidentiality

My name and the organization's name will not appear on any documents related to the research. No individually-identifiable information about me, or provided by me during the research, will be shared with others without my written permission. The only information that will be published is the selection criteria for obtaining participants.

Interviews will be tape-recorded. The tapes will be transcribed by the researcher and the tapes will be destroyed by at least one year after the study has been completed. The researcher and Dr. Ruona will be the only individuals to have access to the tapes.

Pseudonyms and code numbers will be used to identify each piece of data obtained during the interviews. Names and specific affiliations will not be disclosed in any report or publication of this study's findings. Quotes used in any reporting of the findings will not be linked to a participant in the study by name or any other way that could identify me or the organization.

I understand that the researcher (Gigi Amanda Burke 770-818-9339 or gburke@uga.edu) or Dr. Ruona (706-542-4474 or wruona@uga.edu) will answer any further questions about this research now or during the course of the project.

I understand that by signing this form, I am agreeing to participate in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Participant Signature Date

Name of Researcher Signature Date

Telephone Email

Please sign both copies, keep one and return one to the researcher

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu