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Emotional labor and professional practice in sports medicine and science

by

Rebecca Frances Hings

The thesis is submitted in partial fulfilment of the

requirements for the award of the degree of

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Abstract

This thesis reports research into emotional labor, professional practice, and professional development of sports medicine and science practitioners in the United Kingdom. Specifically, it investigates how and why sport and exercise psychologists, strength and conditioning coaches, physiotherapists, sport and exercise medicine consultants, and sport scientists enact emotional labor when operating in elite sport. The research investigates the factors affecting emotional labor, how emotional labor manifests itself in daily practice, and the personal and professional outcomes of emotional labor of sports medics and scientists. The main conclusion of this thesis is that emotional labor forms a necessary part of daily practice, yet emotional labor is not explicit in codes of conduct that govern how practitioners act when at work. Therefore, this thesis addresses the emotional labor educational-training-practice gap in sports medicine and science practitioners, with specific focus on sport and exercise psychology.

An interpretive subjectivist, ontological relativist and abductive approach to theory generation underpins the studies in this thesis. The main part of this thesis is comprised of four papers. First, a qualitative research synthesis establishes the conceptual basis for the empirical studies. Second, qualitative, semi-structured interviews were conducted with sports medics and scientists, and two data analysis methods were used to represent the data (a) interpretive thematic analysis, and (b) qualitative creative non-fiction in the form of composite vignettes. Finally, semi-structured interviews were conducted with those engaged in the professional formation of sport and exercise psychology, and the data were analysed using interpretive thematic analysis.

The results indicate the pervasiveness of emotion-laden interactions in the complex environments that sport science and medics operate. Specifically, emotional labor is a feature of navigation of professionally challenging situations but can be debilitative to

practitioners' well-being. In addition to significantly contributing to theory in the field of emotional labor, the thesis makes policy recommendations applicable to professional associations and governing bodies to address the emotional demands of practice. In addition, implications are identified for university curricula regarding professional education and formation processes in these fields to take account of emotional labor requirements.

Declaration

Whilst registered as a candidate for the above degree, I have not been registered for any other research award. The results and conclusions embodied in this thesis are the work of the named candidate and have not been submitted for any other academic award.

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Table of Contents

List of Figures 10

List of Tables 11

Abbreviations 12

Acknowledgements 13

Dissemination 15

CHAPTER 1 Introduction 16

Introduction 17

Research purpose and aims 18

Significance, originality and contribution 19

Theoretical grounding of the research 21

Philosophical assumptions and research design 23

Structure of this thesis 26

Considerations in the presentation of the thesis 30

Conclusion 31

CHAPTER 2 Emotional labor, professional practice, and professional development: A research synthesis 32

Supplementary introduction 33

Authorship and contribution 36

Abstract 36

Introduction 38

Problem statement and research questions 38

Theoretical grounding 40

Method 41

Results 49

Factors affecting emotional labor 50
Emotional labor as a facilitator and/or barrier 53
Emotional labor as a professional resource 56
Discussion 59
Conclusion 62
CHAPTER 3 Emotional labor and professional practice in sports medicine and science ..64
Supplementary introduction 65
Authorship and contribution 68
Abstract 68
Introduction 70
Professional practice in sport 70
Method 74
Design 74
Participants 74
Data collection 77
Data analysis 78
Results 79
Factors influencing emotional labor enactment 80
Emotional labor enactment 86
Professional and personal outcomes 90
Discussion 95
Applied implications 98
Limitations 99

CHAPTER 4 Professional challenges in elite sports medicine and science: Composite vignettes of practitioner emotional labor 101

Supplementary introduction 102

Authorship and contribution 106

Abstract 106

Introduction 108

Emotional labor 109

Emotional labor in sport 110

The present research 111

Method 112

Philosophical assumptions 112

Participants 112

Data collection 113

Data analysis and representation 114

Creative non-fiction 115

Composite vignettes 116

Authenticity 117

Results 118

Introduction to the first vignette: Clinical issues, professional training and remit 118

Introduction to the second vignette: Ethics, power, and cheating 121

Introduction to the third vignette: Masculinity, banter and death. 125

Discussion 129

Limitations 133

Conclusions 134

CHAPTER 5 Emotional labor and the professional formation of sport and exercise psychologists 135

Supplementary introduction 136

Authorship and contribution 139

Abstract 139

Introduction 141

Professional formation 141

Emotional labor in sports psychology 143

The present study 144

Method 145

Design and epistemological approach 145

Participants 145

Data collection 148

Data analysis 148

Results 149

Master's students (Stage 1) 150

Trainee sport and exercise psychologists (Stage 2) 154

Neophyte sport and exercise psychologists 160

Experienced sport and exercise psychologists 163

Discussion 168

CHAPTER 6 Concluding remarks 174

Justification for research focus 175

Research scope 179

Contributions to knowledge 179

Applied implications 185
Limitations and future research 188
Reflections on the thesis process 193
Conclusion 196
References 197
Appendices 222
Appendix 1. PBS guidance: Research degree – The compilation thesis 222
Appendix 2. Research ethics review checklist (Form UPR16). 224
Appendix 3. Institutional ethical approval for Study 2 and 3 (Chapter 3 and 4). 227
Appendix 4. Institutional ethical approval for Study 4 (Chapter 5). 231
Appendix 5. Evidence of peer-review (Chapter 2). 235
Appendix 6. Evidence of conference submission and peer-review (Study 1, Chapter 2). 236
Appendix 7. Evidence of publication (Study 2, Chapter 3). 238
Appendix 8. Evidence of publication (Study 3, Chapter 4). 240
Appendix 9. Evidence of peer-review (Study 4, Chapter 5). 241
Appendix 10. Semi-structured interview guide (Study 2 and 3, Chapter 3 and 4). 242
Appendix 11. Example semi-structured interview guide in Study 4 (Chapter 5). 247

List of Figures

Chapter	Title	Page number
2	The seven stages of meta-ethnography (Noblit & Hare, 1988).	42
2	Conceptual framework demonstrating the link between emotional labor and professional practice.	50
3	Emotional labor and professional practice in sports medicine and science practitioners.	80

List of Tables

Chapter	Title	Page number
1	Overview of papers included in this thesis.	27
2	Descriptive information about the studies included in this research synthesis.	44
3	Participant demographic information.	76
5	Participant inclusion and exclusion criteria.	146
5	Participant demographic information.	147
5	A synthesized list of applied recommendations to address the emotional educational-training-practice gap in sport and exercise psychology.	168
6	Contributions to knowledge derived from this thesis.	184

Abbreviations

Abbreviation	Term	Definition
SMS	Sports Medics and Scientists	A collective term for accredited sport, exercise, and medicine practitioners in the UK.
EL	Emotional Labor	"Emotion regulation performed in response to job-based emotional requirements in order to produce emotion toward – and to evoke emotion from – another person to achieve organizational goals" (Grandey, Diefendorff & Rupp, 2013, p. 18)
HRD	Human Resource Development	"A set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands" (Werner & DeSimone, 2012, p. 4)
CAP	Creative Analytical Practice	An overarching term used to represent writing, arts-based, and performance research practices.
SEP	Sport and Exercise Psychologist	A legally protected term for a BPS and HCPC accredited sport and exercise psychologist.
BPS	British Psychological Society	The BPS is a representative body for psychologists in the UK.
HCPC	Health Care and Professions Council	The HCPC is a statutory regulator of 16 health and care professions in the UK, including sport and exercise psychology.
BASES	The British Association of Sport and Exercise Sciences	BASES is the professional body for sport and exercise sciences in the UK.
GMC	General Medical Council	The GMC is a public body that maintains the official register of medical practitioners in the UK.
CSP	Chartered Society of Physiotherapy	The CSP is the professional body and trade union for physiotherapists in the UK.
UKSCA	United Kingdom Strength and Conditioning Association	The UKSCA is the professional body for strength and conditioning in the UK.
PD	Performance Director	Senior leader in a sport organization.
HR	Human Resources	Department of a business or organization that oversees recruitment and selection of personnel.
GBC	Graduate Basis for Chartered Membership	Achieving GBC status is a prerequisite for BPS accredited postgraduate and doctoral programmes.
CPD	Continued Professional Development	The process of developing and documenting the skills, knowledge and experience gained throughout a career.
BSc	Bachelor of Science degree	A BSc is an academic undergraduate degree awarded by universities.
MSc	Master of Science degree	An MSc is an academic postgraduate degree awarded by universities.
CPsychol	Chartered Psychologist	A legally protected term for sports psychologists accredited by the BPS.

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Dissemination

Peer-reviewed publications

Hings, R. F., Wagstaff, C. R. D., Anderson, V., Gilmore, S., Thelwell, R. C. (2018). Professional challenges in elite sports medicine and science: Composite vignettes of practitioner emotional labor. *Psychology of Sport & Exercise, 35*, 66-73.

Hings, R. F., Wagstaff, C. R. D., Thelwell, R. C., Gilmore, S., & Anderson, V. (2018). Emotional labor and professional practice in sports medicine and science. *Scandinavian Journal of Medicine and Science in Sports, 28*(2), 704-716.

Conference presentations

Hings, R. F. (2017). Professional challenges in elite sports medicine and science: Composite vignettes of practitioner emotional labor. Poster presentation. Portsmouth Business School Research and Innovation Conference.

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Hings, R. F. (2016). Emotional labor and professional practice in sports medicine and science. Poster presentation. Portsmouth Business School Research and Innovation Conference.

Hings R. F. (2016). Emotional labor and professional practice: A research synthesis. Poster presentation. Portsmouth Business School Research and Innovation Conference.

CHAPTER 1

Introduction

Introduction

Over three decades ago, Arlie Hochschild coined the term 'emotional labor' following a study of Delta Airlines flight attendants (Hochschild, 1983), a phenomenon that "requires one to induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others" (p. 7). Central to this concept are the manners in which people at work, conceptualized as actors (e.g., customer service employees), enact and adhere to a particular set of occupationally desired emotions in front of an 'audience' (e.g., customers) on the stage of the social interaction (e.g., the service environment), in exchange for a wage (Hennig-Thurau, Groth, Paul, & Gremler, 2006). Hochschild's seminal work provided an impetus for over 10,000 pieces of workplace emotion management research to date (Grandey, Dieffendorf, & Rupp, 2013); encouraging multi-disciplinary academic debate in sociology (Wharton, 2009), organizational behavior studies (Rafaeli & Sutton, 1987; Ashforth & Humphrey, 1993), and organizational and industrial psychology (Morris & Feldman, 1996; Grandey, 2000). A multitude of emotional labor research has been conducted in the customer services setting (e.g., call center employees, Totterdell & Holman, 2003; fast food workers, Leidner, 1993; hospitality personnel, Mattila & Enz, 2002; supermarket clerks, Tolich, 1993; waiting staff, Seymour, 2000; bill collectors, Sutton, 1991; theme park employees, Van Maanen & Kunda, 1989), professional vocations (e.g., 911 dispatchers, Mann, 2004; beauticians, Toerian & Kitzinger, 2007; project managers, Lindgren, Packendorff, & Sergi, 2014; social workers, Aldridge, 1994) and legally established professions (e.g., Higher Education lecturers, Miller, 2002; professors, Bellas, 1999; secondary school teachers, Day & Leitch, 2001; solicitors, Westaby, 2010; medical doctors, Weissmann, Branch, Gracey, Haidet, & Frankel, 2006; registered nurses, Hayward & Tuckey, 2011). These various studies provide

compelling evidence that emotional labor is a pervasive feature of everyday work in occupational and professional contexts.

Sports Scientists and Medics (SMSs) including sport and exercise psychologists, strength and conditioning coaches, physiotherapists, sport and exercise medicine consultants, and sports scientists were sampled in this program of research. Sports medics and scientists adopt an important and pivotal role in the development of athlete performance, well-being, and success in elite sport. Each role is typically included in multi-disciplinary teams that are held accountable by athletes and senior leaders to improve their athletic, competitive, and mental performance. By examining emotional labor in differing SMS roles, this provided an opportunity to analyse how emotional labor was enacted by practitioners as a professional resource in differing contexts, including professional challenges. This afforded the opportunity for nuanced analysis and application of theory regarding the emotional display requirements perceived by each sports medicine and science role, the medium of emotion regulation strategies utilized or preferred, and the similarities and differences between the emotional performances of each role.

Research purpose and aims

The programme of research presented in this thesis involved an examination of emotional labor in the context of professional practice in sports medicine and science. Due to a lack of research within this area, the overarching aim of the research was to examine emotional labor in this context and generate evidence-based, actionable knowledge for SMS, sport organizations, and employers to improve professional practice formation and development. Primarily, the aims of the research were as follows:

1. Develop conceptual understanding of emotional labor in SMS professional domains by synthesising extant empirical research findings based on participant experiences (Study 1, Chapter 2)

2. Explore the critical factors, strategies, and outcomes of emotional labor in sports medicine and science (Study 2, Chapter 3),
3. Elucidate and contextualise participants' experiences of emotional labor through a narrative lens (Study 3, Chapter 4),
4. Recommend potential competency development opportunities in relation to emotional labor within the professional formation of sport and exercise psychologists (Study 4, Chapter 5).

For the purpose of this thesis, professional practice was defined as the development of students, trainees, and qualified practitioners in the educational or work context in accordance with training guidelines set down by relevant professional or accrediting bodies. Further, professional practice refers to how one conducts themselves in the field. The areas of professional practice that were specifically examined in this thesis relate to the interpersonal skills related to the enactment of emotional labor in practice (e.g., verbal and non-verbal communication) in the work contexts of sport and exercise psychologists, strength and conditioning coaches, physiotherapists, sport and exercise medicine consultants, and sports scientists. Also, the development of those emotion-laden skills in the context of postgraduate Master's study, accredited training programs, and CPD in sport and exercise psychology was investigated.

This introduction sets the scene for the different chapters. First, the theoretical grounding of the research is introduced. Second, the research philosophy and designs adopted in the different studies that comprise this research is explained and justified. Third, an introduction to each of the papers presented as a feature of the thesis is provided.

Significance, originality and contribution

The papers presented here represent a significant conceptual and theoretical contribution to the knowledge and understanding of emotional labor in professional

practice, specifically in the fields of sport and exercise psychology, strength and conditioning, physiotherapy, and sport and exercise medicine. The research undertaken was conducted over a two-year period and involved a cross-disciplinary examination of emotional labor and professional practice issues that bridges the fields of sociology, organizational behaviour and organizational psychology in sport with a focus on professions and professionalization in an elite sport context. The cross-disciplinary features of the research enabled a novel, in-depth investigation to be undertaken into the range of emotional display requirements, emotion regulation strategies, and emotional expressiveness of practitioners operating in elite sport settings, an area that was previously under-researched. The studies reported in this thesis show that emotional labor is an important aspect of the professional practice of sport and exercise psychologists, physiotherapists, strength and conditioning coaches, sport and exercise medicine consultants, and sports scientists. Nevertheless, drawing on professional development literature, the research also identifies key emotional skills and knowledge deficits throughout the sport and exercise psychology professional formation process, and a further contribution of this research is evidence-based applied recommendations to improve professional development pedagogy and reflective learning in a sports medicine and science context.

This research contributes to knowledge as follows. First, it makes a conceptual contribution to knowledge by synthesizing empirical findings to provide a deeper understanding of the emotional demands of practice in terms of the situational and personal factors affecting emotional labor, how emotional labor is enacted, and professional practice outcomes. Second, it makes a theoretical contribution through identifying that the enactment of emotional labor is a daily occurrence and a necessity for professional effectiveness in SMS practice such that surface acting is essential in everyday practice

situations which, if unrecognized by SMS presents challenges to their performance and their personal and professional well-being. A second theoretical contribution is to show the "double-edged" nature of emotional labor, featuring a range of positive (e.g., achieving work-related outcomes, fostering positive performance environments, increased sense of professional self) and negative (e.g., mental health issues, emotional exhaustion, and burnout) personal and professional outcomes. This knowledge is crucial to stakeholders involved in the professional development of prospective SMSs such as university teachers, supervisors, human resources specialists, and sport organizations. Third, the research contributes to theory in the organizational behaviour and organizational psychology fields by offering a nuanced account of emotional labor in SMS professions such as sport and exercise psychology, physiotherapy, and strength and conditioning. Fourth, the research reported here makes a contribution to practice through the evidence based applied practical implications for pedagogy and professional development in the SMS fields and through identifying future directions for emotional labor research. Specifically, the research contributes recommendations for policy development and further research with relevance to sports psychology professional associations to generate a suitable theoretical and practical emotional labor pedagogy to underpin the professional formation of sport and exercise psychologists.

Theoretical grounding of the research

Adopting a contemporary and cross-disciplinary view, Grandey and Gabriel (2015) developed the tri-focal theory of emotional labor, which posits the phenomenon as "emotion regulation in response to job-based emotional requirements in order to produce emotion toward – and to evoke emotion from – another person to achieve organizational goals" (Grandey, Dieffendorff, & Rupp, 2013, p. 18). The multi-faceted process is split into the following categories: (a) emotional display requirements, (b) emotion regulation,

and (c) emotional performance. Emotional display requirements are the implicit requirements that govern how one displays their emotions at work. There are a variety of jobs that demand predominantly positive (e.g., customer facing roles in retail or food service; Mann, 1999), or negative emotional displays (e.g., bill or debt collectors; Sutton, 1991) to stimulate the "best" customer response for the benefit of the organization (e.g., repeat business).

To successfully meet the socio-emotional demands of work, there are three main emotion regulation strategies employees can adopt, (a) surface acting, (b) deep acting, and (c) authentic emotional expression. Surface acting is described as feigning the desired emotional expression, or "acting in bad faith" (Rafaeli & Sutton, 1987, p. 32). This method of emotional regulation was further characterized as a response-focused strategy for emotional control whereby the person manipulates their emotional expressions in response to the situation at hand (Grandey, 2000). For example, when confronting an aggressive customer, the employee might express a calm and neutral demeanor to defuse the situation, despite feeling frightened. Deep acting is characterized by consciously modifying feelings to express the organizationally desired emotion to appear authentic to customers, or "acting in good faith" (Rafaeli & Sutton, 1987, p. 32). Grandey (2000) went onto operationalize deep acting as an antecedent-based strategy for emotional control, whereby the person modifies the situation or their own perception of the situation in order to adjust their emotions and emotional expressions accordingly. For example, an employee might empathize with a customer's struggles to seem authentically concerned. Authentic emotional expression is defined as the effortless expression of genuine emotions in the work environment (Ashforth & Humphrey, 1993). All of the emotion regulation strategies described here can lead to various positive and negative outcomes for the employee and the organization.

Building from this theorization, a large body of work has highlighted the outcomes of emotional labor. Enacting positive emotional labor (i.e., deep acting or authentic emotional expression in line with emotional display requirements), can result in beneficial outcomes for the employee (e.g., enhanced well-being, affirmed sense of self and identity, job satisfaction; Grandey, Rupp & Brice, 2015), and employer (e.g., performance improvements, organizational commitment, customer satisfaction, Humphrey, Ashforth, & Diefendorff, 2015). On the contrary, when enacting negative emotional labor (i.e., surface acting in adherence with organizational emotional display requirements), the incongruence between internally felt and outwardly expressed emotions (i.e., emotional dissonance) can lead to deleterious outcomes for the employee (e.g., emotional exhaustion, burnout, turnover, absenteeism, mental health issues; Grandey & Gabriel, 2015). It could be argued that emotion abilities such as emotional intelligence and interpersonal skills such as verbal and non-verbal communication are necessary prerequisites for successful professional practice and, despite the salience of emotional labor in myriad customer service and professional contexts where social interaction is critical, how emotional labor is experienced, characterized or developed within professional practice is an area where scant research has been undertaken, especially in the sporting context. Thus, this research focuses on identifying and elaborating on the link between emotional labor and professional practice in sports medicine and science.

Philosophical assumptions and research design

The contents of this thesis should be considered in light of the background and positionality of the researcher. As a white, middle-class, state-school educated female from the East Midlands that grew up in a sports obsessed household, I left home to pursue a three year undergraduate degree in Sport and Exercise Science. During that time I held at least three zero-hour contracts in customer service or student facing roles at any one time,

and volunteered in predominantly sports based roles. Throughout all roles, I experienced the emotional exhaustion, angst and despair of dealing with people. Whether it was presenting to large groups of school pupils, greeting customers at a reception desk, or even acting as a human sign on a university open day, the nuances of emotional labor was something implicit but inherently familiar. Eventually it became clear that I aspired to become a university educator and researcher in the sport and exercise psychology field, and perhaps gain accreditation as a practitioner in the future (i.e., BPS and/or BASES accreditation). Hence, almost immediately after graduating, I commenced a funded PhD post in the Department of Organization Studies and Human Resource Management at Portsmouth Business School, in collaboration with the Department of Sport and Exercise Science. From the outset of the research programme I was interested in gaining the perspectives of a range of SMSs on their experiences with emotional labor. This interest stemmed from prior knowledge of contemporary elite sport organizations and an attempt to reflect the realities of working in multidisciplinary teams in the higher echelons of sport.

In research, as in professional practice, having a critical self-awareness of personal feelings and biases is an important issue to consider. As such, an interpretive subjectivist epistemology underpinned the nature of knowledge created in the findings. Interpretivism was founded on the premise that the social world is complex and nuanced, and reality is grounded in individual perceptions (Smith & Sparkes, 2016). This implies that the world view and previous experiences of the thesis author influenced the interpretation of research data and representation of the thesis findings. In relation to this, the thesis was underpinned by a relativist ontology whereby reality is viewed as multiple mental constructions, are socially and experientially based, and is created via personal perceptions (i.e., reality is mind-dependent; Cavallerio, Wadey, & Wagstaff, 2016). This means that the thesis author attempted to produce knowledge that is reflective of the lived experiences of the unique

individuals that participated in the study, but also acknowledged the personal biases that might have influenced data representation.

The research design of the studies presented in this thesis align with the central philosophy and research aims. The philosophical assumptions held by the thesis author influenced the pre-empirical study tasks such as the literature review (i.e., qualitative research synthesis in the form of a meta-ethnography; Chapter 2), and generating the research questions (Smith & Sparkes, 2014). Further to this, the data collection methods (i.e., semi-structured interviews; Chapter 3, 4 and 5) and data analysis methods (i.e., interpretive thematic analysis (Chapter 3 and 5), and qualitative creative non-fiction in the form of composite vignettes; Chapter 4) selected, and the forms of data representation (i.e., adopting the position of telling the "story as analyst" through analytical tales (Chapter 3 and 5), and of "storyteller" through narrative tales (Chapter 4; Cavallerio et al., 2016).

The analysis of findings included a combination of inductive (i.e., generating themes not specifically accounted for in previous research) and deductive (i.e., identifying specific themes in relation to theory) processes; thus, an abductive position was adopted throughout the construction of the thesis findings (Sparkes & Smith, 2014). This means that the thesis author acknowledged the creative process of interpretation when applying a theoretical framework to the participants' interview accounts (i.e., trifocal theory of emotional labor; Grandey & Gabriel, 2015) to the participants (Ryba, Haapenen, Mosek, & Ng et al., 2012). This approach was chosen because the thesis author acknowledged the influence of previous theory (e.g., Grandey & Gabriel, 2015) and findings (e.g., Lee, Chelladurai & Kim, 2015) on data interpretation and aimed to build upon existing theoretical knowledge in the novel context of sports medicine and science.

Structure of this thesis

This thesis is presented in accordance with the Portsmouth Business School Research Degree Compilation Style Thesis requirements (see Appendix 1). To comply with this format, the thesis contains three individual but inherently linked journal style articles and a peer-reviewed conference paper (which will underpin a subsequent submission to an appropriate peer-reviewed journal) and a concluding remarks section. The design of the empirical studies in this thesis were approved by the University of Portsmouth Ethics Committee (see Appendices 2 to 4). All papers presented were successfully submitted for academic peer-review to ensure theoretical and methodological rigour throughout the thesis (see Table 1 and Appendices 5 to 9). Accordingly, this thesis comprises six chapters and contains a systematic qualitative research synthesis, three empirical studies, and a concluding remarks section. The papers that underpin chapters 2-5 are listed in Table 1. The references in this thesis are collated in a section preceding the appendices.

In accordance with University of Portsmouth practice, the names of all members of the supervisory team are included on the author listing for the submissions included in the thesis. However, all papers represent work developed from the thesis reported here where the researcher was the first author and was responsible for the study conception, the methodology and research design where appropriate, data analysis and interpretation and leading the paper drafting and revision process. Other named authors contributed advice and guidance as a feature of the supervisory process of this PhD.

Table 1. Overview of papers included in this thesis.

Chapter	Paper	Notes
2	Hings, R. F., Wagstaff, C. R. D., Gilmore, S., Anderson, V., & Thelwell, R. C. (under review). Emotional labor and professional practice: A research synthesis. *International Academy of Human Resource Development.*	This paper was originally submitted to Emotion Review in 2015 (see Appendix 5). I have subsequently revised the paper and it will be submitted for consideration for publication in a peer-reviewed journal focused on Professional Development or Human Resource Development (HRD). To ensure the appropriate positioning of the work in this field the paper was submitted in September 2018 to the International Academy of Human Resource Development (AHRD) International Research Conference in the Americas as a fully blind peer-reviewed refereed submission (See Appendix 6). The most recently revised version of this manuscript is presented in Chapter 2.
3	Hings, R. F., Wagstaff, C. R. D., Thelwell, R. C., Gilmore, S., & Anderson, V. (2018). Emotional labor and professional practice in sports medicine and science practitioners. *Scandinavian Journal of Medicine & Science in Sports. 0*(0), 1-13. doi: 10.1111/sms.12941	This journal is a well-regarded publication in the sport and exercise science/medicine field (SSCI impact factor 2017: 3.623)
4	Hings, R. F., Wagstaff, C. R. D., Anderson, V., Gilmore, S., & Thelwell, R. C. (2018). Professional challenges in elite sports medicine and science: Composite vignettes of practitioner emotional labor. *Psychology of Sport & Exercise, 35*, 66-73. doi: 10.1016/j.psychsport.2017.11.007	This journal is a well-regarded publication in the sport and exercise psychology field (SSCI impact factor 2017: 2.878)
5	Hings, R. F., Wagstaff, C. R. D., Anderson, V., Gilmore, S., & Thelwell, R. C. (under review). Emotional labor and professional formation in sport and exercise psychology. *Journal of Applied Sport Psychology.*	This paper was submitted on 9th July 2018 to the Journal of Applied Sport Psychology (SSCI impact factor 2017: 1.400) and is currently undergoing a double-blind peer-review process (see Appendix 9).

Following this Introduction chapter, Chapter 2 (Study 1) comprises a synthesis of empirical findings detailing the relationship between emotional labor and professional practice in legally established professions such as medicine, teaching, and law. This provides the basis for the development of a conceptual model that drives the research undertaken and reported in this thesis. The conceptual model describes the influential factors, optimal strategies, and consequences of enacting emotional labor in professional practice contexts. The paper that is the focal point of this chapter provides a rationale for investigating other legally established and emerging professions in the interests of practitioner development and welfare. The paper presented in this chapter concludes with suggestions for practitioners to embed emotional labor as a professional resource within their daily routines and for professional organisations to develop the skills set of their employees.

Chapter 3 (Study 2) presents an in-depth exploration of the relationship between emotional labor and professional practice in SMS. Data were collected using semi-structured interviews with accredited sport and exercise psychologists, physiotherapists and medics, and strength and conditioning coaches. The chapter presents three overarching themes including the influential factors, optimal strategies, and consequences of emotional labor in SMS. The findings indicate that practitioners operating in high performance environments are required to possess inherently psychosocial, performative and interpersonal skills to cope with the nuances and demands of elite sport. The findings presented in this chapter provide a novel contribution to theory as they identify the effect of the professional demands faced by practitioners and highlight the forms of emotional labor required in professional contexts with stakeholders in sport.

Chapter 4 (Study 3) contributes a novel analysis of data from Study 2 to develop a qualitative creative non-fiction form of composite vignettes to further extend and theorize

emotional labor and professional practice issues in SMS. Specifically, Study 3 provides an examination of the professional challenges encountered by SMS in elite sport organizations the emotional labor that is required to navigate such challenges. An interpretive thematic analysis of 18 semi-structured interview transcripts forms the basis for this paper, and the key codes and themes that resulted from this process were used to develop three composite vignettes: (a) sport and exercise psychologist, (b) physiotherapist, and (c) strength and conditioning coach. The findings elucidate the interplay between the influential factors, optimal strategies, and personal and professional consequences of enacting emotional labor when faced with professional challenges in the workplace. The findings presented in this chapter build upon and develop innovative and rigorous forms of data representation with further potential for pedagogic value for work with students, trainees, and neophytes (novice practitioners) to promote reflective learning.

Chapter 5 (Study 4) examines the emotional education-training-practice gap in the professional formation of sport and exercise psychologists in the United Kingdom through the theoretical lens of emotional labor. The research design comprised twenty semi-structured interviews conducted with four participant groups: Master's students (n = 5), trainee (n = 5), neophyte (n = 5) and experienced sport and exercise psychologists (n = 5). Adopting an interpretive epistemology, an abductive thematic analysis was conducted. Several overarching themes are identified in each participant group in this paper: (a) masters students (emotional labor as theory, practice), trainees (emotional labor to survive, a professional development tool), neophytes (emotional labor as a new professional, self-care) and experienced sport and exercise psychologists (emotional labor as a professional resource, lifelong learning). This paper contributes an important synthesized list of applied recommendations to improve the professional formation of sport and exercise psychologists that was generated through this analysis.

Chapter 6 (Concluding Remarks) discusses conceptual and theoretical developments and issues of the research programme. The chapter also considers applied implications derived from the findings and discusses the strengths and limitations of the thesis. Finally, future research suggestions were provided to outline pertinent lines of inquiry that will ultimately improve the professional formation of sport and exercise psychologists undertaking professional education and/or development in the UK and beyond.

Considerations in the presentation of the thesis

The chapters in this thesis are presented in the following format: (a) American Psychological Association (APA) (6th Edition) format with English (US) spelling, and (b) Table and Figure numbering re-started with each new chapter and embedded within the text. The article presented in Chapter 3 was originally written in accordance with Index Medicus referencing requirements but has been changed to APA (6th edition) for the purpose of consistency in this thesis. The appendices comprise ethical approval for the empirical studies (see Appendix 3 and 4), written evidence of the peer-review process for each of the papers submitted in this thesis (see Appendix 5 to 9) and research materials such as interview guides (See Appendix 10 and 11).

Due to the conceptual and methodological nuances presented in each Chapter, supplementary introductions are provided for Chapters 3 – 5. The rationale for these supplementary introductions is to: (a) provide a review of relevant extant literature, (b) reflect on my development as a researcher, the academic peer-review process, and methodological execution (c) provide the reader with a more complete understanding of the thesis argument and how the studies are linked.

Conclusion

This introductory chapter has set the scene for the research with an overview of emotional labor in professional practice and an explanation of the focal attention in this thesis on the field of sports medicine and science. The thesis comprises four papers, all of which focus on the complex environment of professional practice in elite sport situations and the often-unacknowledged features and outcomes of emotional labor that have important implications for professional effectiveness, reflective practice and professional formation and development in SMS roles.

CHAPTER 2

Emotional labor, professional practice, and professional development: A research synthesis

Supplementary introduction

The qualitative research synthesis presented in Chapter 2 was conducted over a two-year period in 2014 and 2015. By conducting a meta-ethnography, the line of argument synthesis enabled me to develop an overarching and novel conceptual understanding and description of emotional labor in professional settings. Specifically, the factors affecting emotional labor, emotional labor strategies enacted, and positive and negative consequences of emotional labor were characterized in the context of professional work. This provided the conceptual basis of the thesis and the subsequent studies that were conducted in the specific professional domains of sport and exercise psychology, physiotherapy, strength and conditioning, and sport and exercise medicine, and sports science. Indeed, an original conceptual contribution to this area was illuminated in the reflective learning and on-the-job learning of emotional labor as conducted by those practicing law, teaching or medicine. Recent research depicting emotional labor in medicine (Funk, Peters, & Steiber Rogers, 2017; Kamp & Dybbroe, 2016; Szymczak, Schall, Hill, Walter, Parikh, DiDomenico, & Feudtner, 2018) and nursing (Miselmovich, Arber, & Odelius, 2016), published since I conducted the work for this paper, reflect facets of this conceptual framework.

The meta-ethnography was an interesting yet demanding method to perform. After discussing with the supervisory team about the relevant key words and Boolean operators to use, I conducted a literature search on multiple databases available at the University of Portsmouth. Screening the papers in accordance with the inclusion and exclusion criteria was a time-consuming but valuable process to undertake. Identifying, reading, and familiarizing myself with the research synthesis papers was arduous but necessary to insightfully conduct the latter phases of the meta-ethnography (i.e., the core of the analysis). To do this, I printed each eligible journal article and made handwritten notes.

Then, I created a handwritten notebook with quotes and notes for each theme identified. Actively handling the quotes and writing down the notes made me feel in touch with the analysis.

This paper was submitted to Emotion Review for peer-review on 1st August 2016 (see Appendix 5). Although constructive comments were included in the critique provided by two anonymous academic peer-reviewers, the paper was recommended for rejection by the associate editor. Although those in academia might come to expect journal rejections, especially novice researchers in training, it was difficult not to feel like a failure at that moment in time. As this was the first chapter and study that I had written, the immediate overwhelming feeling of disappointment was raw and hard to cope with. In the short term, I had lingering doubts on my ability to write and conduct my research projects, and thus decided to take a week-long break from the doctoral process. With hind-sight, allowing myself time to appreciate what this "failure" has provided in terms of the opportunity to better develop the research synthesis was critical to my well-being. Also, experiencing a robust peer-review affected my approach to conducting academic peer-reviews for various journals (i.e., providing positive constructive criticism that aims to enhance the quality of the manuscript).

The two anonymous reviewers focused on the decision to omit grey literature from the sample, referencing issues, and the structure of the conceptual framework. The decision to omit grey literature was not taken lightly, and was done due to concerns about whether the research was ethically conducted and the implications of a lack of academic peer-review. Indeed, as a novice researcher at the time, better attention to detail was warranted on the references list and I updated this accordingly. The structure of the conceptual framework was modified to include the interaction between the practitioner and service receiver to adequately indicate the social and performative nature of emotional labor.

Based on such feedback, my first supervisor, Dr Valerie Anderson, and I worked to develop the research synthesis to submit to the Academy of Human Resource Development international conference to be held in February 2019. The full conference paper for peer-review was submitted on 4th September 2018 (see Appendix 6). This version of the manuscript is presented in Chapter 2. Despite the potentially exciting prospect of presenting this work at an international conference, the ultimate intention for this paper, agreed by my supervisory team and me is that this work will form the basis of a future journal contribution.

Authorship and contribution

Rebecca F. Hings: Conception of original idea and design of the research, data collection, data analysis and interpretation, and drafting and critical revision of the article, and final approval of the version to be submitted for publication.

Dr Valerie Anderson: Critical revision of the article, and final approval of the version to be submitted for publication.

Dr Sarah Gilmore: Data analysis and interpretation, critical revision of the article, and final approval of the version to be submitted for publication.

Dr Christopher R. D. Wagstaff: Critical revision of the article, and final approval of the version to be submitted for publication.

Professor Richard C. Thelwell: Critical revision of the article, and final approval of the version to be submitted for publication.

Abstract

This conceptual paper presents emotional labor as a prominent feature of professional practice and workplace learning in established professions. Professional development is an important characteristic of effective practice by professionals. Nevertheless, the emotional labor requirements of professionals' work might be overlooked in professional formation and development policies established by the professional bodies responsible for competent practice in their fields. Using a meta-ethnographical approach, this qualitative research synthesis provides an analysis of empirical studies of emotional labor in legally established professions to generate transferable and actionable evidence-based knowledge relevant to practitioners and professional development policy. The iterative analytical process enabled comparison between qualitative studies of emotional labor through a conceptual analysis process performed using reciprocal and refutational translation. The findings provide the

basis for a conceptualization of emotional labor in professional practice contexts where professional guidelines play a salient role in how roles should be performed. The conceptual framework presented in this paper describes how and why emotional labor is enacted by practitioners in professional contexts. The results are presented in the following categories: (1) factors that affect emotional labor enactment; (2) facilitative and debilitative characteristics of enacting emotional labor strategies, and (3) consequences for professional practice; and reflective learning opportunities. This paper contributes to workplace learning and professional development theory by explaining *how* and *why* practitioners develop and use emotional labor as a professional resource throughout the lifespan of their professional careers. Learning from experience is shown to be an important feature relevant to emotional labor enactment but remains unrecognized in professional development practices and so opportunities for reflective learning may be missed. Emotional labor is consequential for professional practice and practitioner well-being and this paper concludes by identifying further research grounded in human resource development theories of experiential and reflective learning with relevance to professional formation and professional development policy and practice.

Introduction

Emotional labor is a feature of everyday work in a variety of contexts (cf. Hayward & Tuckey, 2011; Lindgren, Peckendorff, & Sergi, 2014; Westaby, 2010). Such work involves "emotion regulation in response to job-based emotional requirements in order to produce emotion toward – and to evoke emotion from – another person to achieve organizational goals" (Grandey, Diefendorff, & Rupp, 2013, p. 18). Although considerable research attention has been paid to emotional labor as a feature of work in customer service roles (cf. Mattila & Enz, 2002) as well as management and supervisory contexts (Thory, 2013), less research attention has been paid to emotional labor as a feature of work in established professional domains. The contribution of professional development to the effectiveness of emotional labor by those practicing in professional roles is also under-researched (Kirrane, Breen, & Connor, 2017; Opengart, 2005). This conceptual paper contributes a research synthesis that examines research studies of emotional labor as a feature of professional practice and considers the implications for workplace learning and professional development.

Problem statement and research questions

The concept of professionalism is problematic and defies simple definition. In this paper, drawing on Schinkel and Noordegraaf (2011), a profession is defined as a recognizable occupational domain for which members undertake education and training, and are held accountable by peers through recognizable associations. Professionals are required to work within professional guidelines or standards which typically incorporate both theoretical knowledge and practical skills deemed necessary for competent professional practice. Within such roles soft skills such as bedside manner (Weissmann, Branch, Gracey, Haidet, & Frankel, 2006), and counselling abilities (Hall, Hall, & Hornby,

2003) have become increasingly necessary although very little research has examined how professionals develop such skills to enable them to enact such behaviors through emotional labor.

Much research into emotional labor focuses on work in customer service roles and professional practice is distinct in a number of ways. For example, working professionals might develop long-term working relationships with clients as opposed to transient encounters (e.g., solicitor-client relationship; Westaby, 2010), they might deal with increased emotional trauma at the point of service (e.g., euthanizing the family pet; Morris, 2012), and be less likely to use scripted communication (e.g., nurses in neonatal hospital units; Lewis, 2005). These characteristics of professional work suggest that professionals encounter numerous, complex, and homogenous emotional labor demands in their workplaces requiring effective workplace learning and professional development. For example, teachers must learn to deal with disruptive students in the classroom (Day & Leitch, 2001), midwives must develop appropriate behaviors to enable them to provide a shoulder to lean on in times of grief (John & Parsons, 2006), and barristers must develop strategies to help them to face difficulties with emotionally charged clients (Harris, 2002). Given the salient role that professionals play in wider society and in organizations and the increasing scholarly attention paid to professionalization and professional development (Muzio & Kirkpatrick, 2011), the lack of research into emotional labor in professional practice contexts and the resulting professional development requirements is surprising.

This paper contributes a synthesis of research studies focused on emotional labor in professional contexts, aiming to understand how and why professionals enact emotional labor as an appropriate and accepted means of "getting work done", the underlying factors affecting emotional labor enactment in professional work, the outcomes at the

interpersonal level (Ashkanasy & Humphrey, 2011) and the implications for professional development. This paper addresses four principal research questions:

- What factors affect emotional labor enactment in professional practice?
- What are the facilitative and debilitative aspects of emotional labor strategies in professional contexts?
- What are the consequences for professional practice as a result of emotional labor enactment?
- What are the professional development consequences of emotional labor as a feature of professional practice?

Theoretical grounding

The research synthesis presented here is grounded in the trifocal theory of emotional labor (Grandey & Gabriel, 2015) characterizing emotional labor as comprising: emotional display requirements; emotion regulation; and emotional performance. Emotional labor theory identifies three forms of emotion regulation: surface acting (feigning the desired emotional expression); deep acting (consciously modifying feelings to express the organizationally desired emotion to appear authentic to customers); or authentic emotional expression, described as the effortless expression of genuine emotions in the work environment (Grandey, 2000; Rafaeli & Sutton, 1987; Ashforth & Humphrey, 1993). Emotion regulation strategies can lead to positive and negative outcomes for the employee and the organization (Lively & Weed, 2014). For example, while surface acting can be damaging to the employee (e.g. through ‘burnout’; Seery & Corrigall, 2009), feigning specific emotional expressions might assist individuals in meeting work-related goals (e.g., complying with emotional display requirements in challenging situations; Day & Leitch, 2001). Deep acting is effortful and may be detrimental to the person, yet

beneficial to the work organization (Grandey & Gabriel, 2015). Authentic emotional expression may be effortless and beneficial to the person, but detrimental in the workplace (i.e., violating emotional display requirements; Grandey, Rupp & Brice, 2015). Although research into customer service work underpins this theorization; less attention has been paid to the context of professional work, where professional guidelines and governance play a salient role in how practitioners are expected to act and behave (Esterhuizen, 2006). Emotional labor research primarily features a qualitative design, providing in-depth interpretive accounts of practitioners' enactment of emotional labor (e.g., Cricco-Lizza, 2014). The situated context of such unique accounts, particularly in areas of professional practice, means that emotional labor in professional practice contexts is under-theorized. This paper addresses this gap using a qualitative meta-ethnographic research synthesis method.

Method

The meta-ethnography method adopted here (Noblit & Hare, 1988) provides the opportunity to generate actionable evidence-based knowledge (Cassell, Denyer, & Tranfield, 2006) to inform professional development policy and practice (Tranfield & Denyer, 2004). This method is iterative and comprises seven stages (Figure 1).

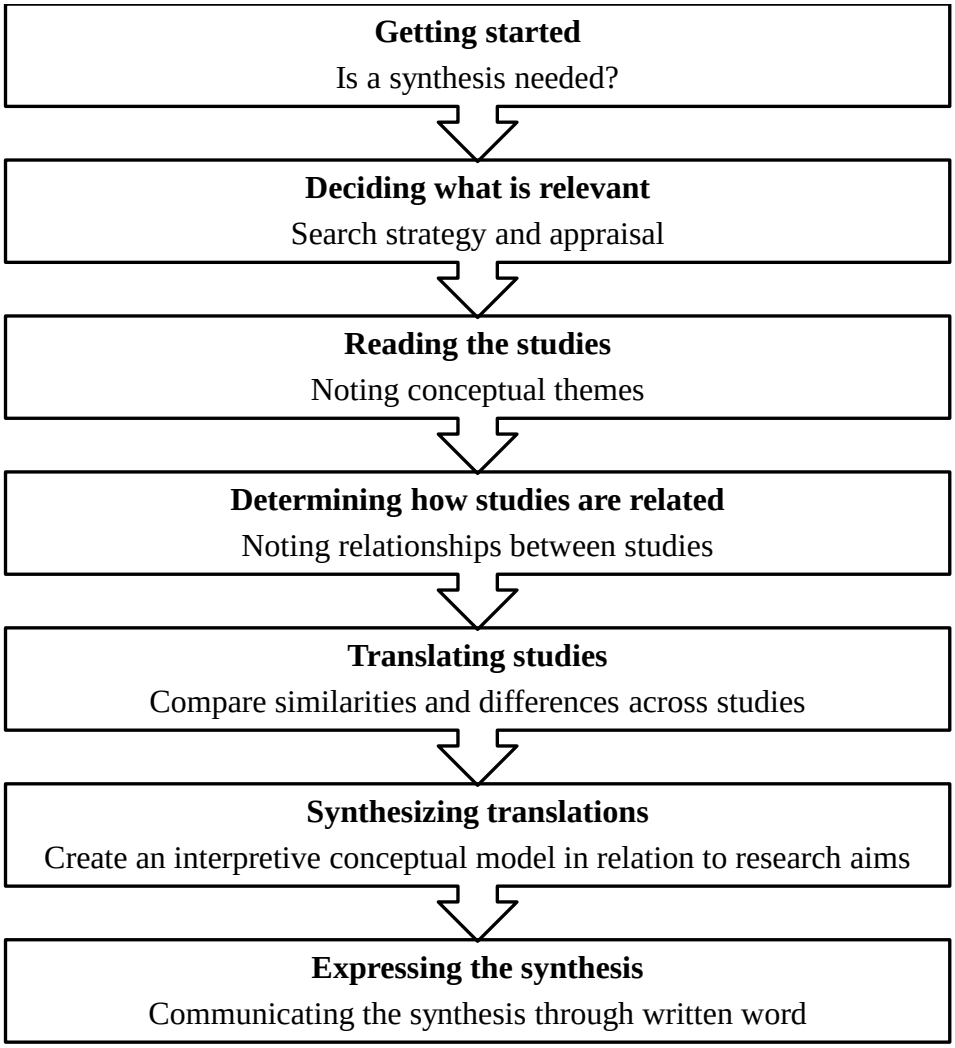

Figure 1. The seven stages of meta-ethnography (Noblit & Hare, 1988).

Stage one and stage two involved deciding what research areas relevant to initial interests, appraisal, and sampling. Researchers (e.g., Soundy, Smith, Dawes, Pall, Gimbrere, & Ramsay, 2013; Toye, Seers, Allcock, Briggs, Carr, & Barker, 2014) provided guidance that informed the search strategy for this study, including inclusion and exclusion criteria. Specifically, the following inclusion criteria were adopted. Studies involving those working in recognized professions (e.g. teaching, medicine, and law) and written in the English language were included. Articles reporting findings with customer service workers (e.g., call center staff, supermarket clerks, and hospitality personnel) were excluded. As one of the research questions addresses professional development, articles including the

perspectives of students and trainees in professions were excluded as research participants involved would not have had sufficient experience of emotional labor in their professional practice.

The principal work for this study was undertaken in 2015 and, in adherence to the inclusion criteria, research studies published between January 1970 and April 2015 were electronically searched. Databases searched included Web of Science, Academic Search Complete, Business Source Complete, PsychINFO, Psychology and Behavioural Science Collection. Criteria for the searches were devised using simple operators relating to emotional labor (emotional labor, emotional labour, emotion work, surface acting, deep acting, emotion regulation, emotion management, emotion performance), and professional practice and professional development (professional practice, professional values, professional, professional development, professional identity). The search terms were combined using Boolean operators "AND" and "OR".

The search identified 66 relevant papers for screening. Each paper was read and reread to refine what was relevant to initial interests (Soundy et al., 2013). Initial reading focused on the discussion of emotional labor processes (i.e., context, enactment, and consequences) in a professional environment. At this stage, each study was critically appraised to determine the quality of screened articles. As the method was a qualitative meta-ethnography, the hierarchy of evidence approach assumed as a basis for systematic reviews (Briner, Denyer, & Rousseau, 2009) was not adopted and the studies were instead deemed fit for purpose (i.e., appropriate to the research question regardless of the methods used). Following the screening process 33 papers, all published between 2000 and 2015, were included (Table 1).

Table 1. Descriptive information about the studies included in this research synthesis.

Author, year of publication, country of study	**Sample**	**Research design**	**Participants' professional role**	**Data collection method**	**Data analysis method**
Allan and Barber (2005) – UK	10 participants	Ethnographic case study	Nurses, Doctor, and Health Care Assistant	Semi-structured interviews and observation	Thematic analysis
Allan and Smith (2006) – UK	6 females	Case study	Modern Matrons	Semi-structured interviews and focus groups	Thematic and narrative analysis
Anleu and Mack (2005) – Australia	17 males 29 females	Mixed methods case study	Magistrates	Unstructured interviews, and open-ended and close-ended questionnaire	Thematic analysis
Back et al. (2014) – USA	8 participants	Case study	Palliative care physicians and Advanced practice nurses	Interviews and focus groups	Constant comparative analysis and thematic analysis
Cain (2012) – USA	41 participants	Ethnography	Physicians, Nurses, Counsellors, and Certified Nursing Assistants	Semi-structured interviews, informal interviews, observation	Charmaz (2006) grounded theory approach
Chowdry (2014) – UK	18 participants	Case study	Further Education lecturers	Semi-structured interviews and researcher journal	Dialogic Performance Analysis (Reissman, 2008)
Cricco-Lizza (2014) – USA	1 male 113 females	Ethnography	Neo-natal intensive care nurses	Semi-structured interviews and observation	Constant comparative analysis and thematic analysis
Day and Leitch (2001) – UK	3 males 3 females	Case study	Elementary school teachers, Further Education lecturer, Higher	Diaries and interviews	Narrative analysis

			Education academics		
Dees et al. (2013) – Netherlands	31 relatives 28 physicians	Case study	Physicians	In-depth interviews and field notes	Constant comparative analysis and thematic analysis
Harris (2002) – UK	28 males 23 females	Ethnography	Barristers, solicitors	Semi-structured interviews, overt and covert observation, and work shadowing	Open coding and axial coding
Hayward and Tuckey (2011) – Australia	9 females 3 males	Case study	Emergency, intensive care, organ donation, renal dialysis, general wards, mental health and imaging nurses	Semi-structured interviews	Thematic analysis
Henderson (2001) – Canada and UK	49 participants	Case study	Emergency, community health, community mental health and maternity nurses	Focus groups and interviews	Narrative analysis
Isenbarger and Zembylas (2006) – USA	1 female	Action research case study	Elementary school teacher	E-journal, documents, field notes and observation	Grounded theory approach
Jakhelln (2011) – Norway	1 male 2 females	Case study	Secondary school teachers	Formal and informal interviews, and document analysis	Deductive thematic analysis

Jephcote and Salisbury (2008) – UK	3 females	Ethnography	Further Education lecturers	In depth semi-structured interviews, structured learning journals, autobiographical accounts and observation	Narrative analysis
Jephcote, Salisbury and Rees (2008) – UK	27 participants	Ethnography	Further Education lecturers	In depth semi-structured interviews, structured learning journals, autobiographical accounts and observation	Narrative analysis
John & Parsons (2006) – UK	10 midwives 10 patients	Ethnography	Midwives	In-depth interviews and observation	Thematic analysis
Lewis (2005) – UK	13 participants	Case study	Neonatal nurses	Interviews	Narrative analysis
McCreight (2005) – UK	14 participants	Case study	Gynae nurses	Semi-structured interviews	Narrative analysis
Miller (2002) – USA	11 participants	Autoethnographic case study	Higher Education academics	Formal semi-structured interviews	Narrative analysis
Monks and Flynn (2014) – UK	6 females	Case study	Critical care nurses	Semi-structured interviews	Van Maanen's (1997) framework for thematic analysis
Morgan and Krone (2001) – USA	23 participants	Ethnography	Cardiologists, Registered nurses, and Licensed practical nurses	Semi-structured interviews and observation	Thematic analysis
O'Connor (2008) – Australia	1 male 2 females	Case study	Secondary school teachers	Semi-structured interviews	Narrative analysis
Pontin and Jordan (2013) – UK	16 participants	Case study	Medical doctors and Palliative care nurses	Focus groups	Wolcott (1994) analysis framework

Robson and Bailey (2009) – UK	6 males 13 females	Case study	Further Education lecturers	Interviews	Thematic analysis
Rose and Glass (2010) – Australia	16 participants	Emancipatory inquiry	Community health nurses	Semi-structured interviews/ storytelling and reflective journals	Critical analysis
Timmons and Tanner (2005) – UK	20 participants	Ethnography	Operating theatre nurses	Interviews and observation	Thematic analysis
Tutton, Seers and Langstaff (2012) – UK	19 staff 40 patients	Ethnography	Registered nurses, Health care assistants, Ward clerk, Doctors, Physiotherapists	Semi-structured interviews and observation	Fetterman (2010) and Miles and Huberman (1994) analysis methods
Walsh (2009) – UK	9 participants	Case study	Prison nurses	Semi-structured interviews and clinical supervision	Discourse analysis
Westaby (2010) – UK	6 participants	Case study	Immigration solicitors	Semi-structured interviews	Deep/thick description analysis and thematic analysis
Wolkomir and Power (2007) – USA	9 females	Ethnography	Counsellors and Counselling Director	Interviews and observation	Charmaz (1983) grounded theory approach
Yin and Lee (2012) – China	29 participants	Embedded case study	Secondary school teachers	Semi-structured interviews and documents	Miles and Huberman (1994) analysis method
Zembylas (2004) – USA	1 female	Ethnographic case study	Elementary school teacher	Semi-structured interviews, document collection and observation	Wholistic and selective analysis approach

Stages three and four of the meta-ethnography (see Figure 1) included reading all 33 studies several times and noting down conceptual themes to determine how the studies were related to each other. The authors kept the research questions in mind when reading the papers in order to obtain relevant information. Additionally, literal (i.e., quotations from the research papers) and idiomatic (i.e., expressions used by the primary author in the context in the paper) interpretations of the research papers were noted when identifying conceptual themes (Soundy et al., 2013).

Stage five included translating the findings of one study to another. This process enabled comparison between the central conceptual themes and interactions from one account to another account. For instance, phrases such as 'one account is like another, except…' were adopted (cf. Noblit & Hare, 1988, p. 38). This translation was performed in two ways: (1) reciprocal translation, and (2) refutational translation (Noblit & Hare, 1988). When accounts provided roughly similar surface acting behaviors in relation to emotional labor in different professions, this was termed a reciprocal translation. When accounts provided dissimilarities, this was termed a refutational translation. At the end of this process, translated themes similar to one another were placed into categories.

Stage six included synthesizing the translations developed at stage five. This stage resulted in the development of a conceptual framework (i.e., line of argument synthesis; Noblit & Hare, 1988), whereby findings are taken together and interpreted as a line of argument in relation to the research questions in order to make the whole into something more than the parts alone can imply (Figure 2). This was achieved by comparing and making sense of the translated categories (cf. Toye et al., 2014).

The seventh and final stage of the meta-ethnography involved expressing the synthesis in a written form appropriate to practitioners from a range of legally established professions and those responsible for professional and career development in these fields.

Results

The synthesis procedure led to the identification of three categories, (1) factors affecting emotional labor, (2) emotional labor as a facilitator and/or barrier, (3) emotional labor as a professional resource (Figure 2). Each category includes subthemes that were evident across multiple articles included in the synthesis.

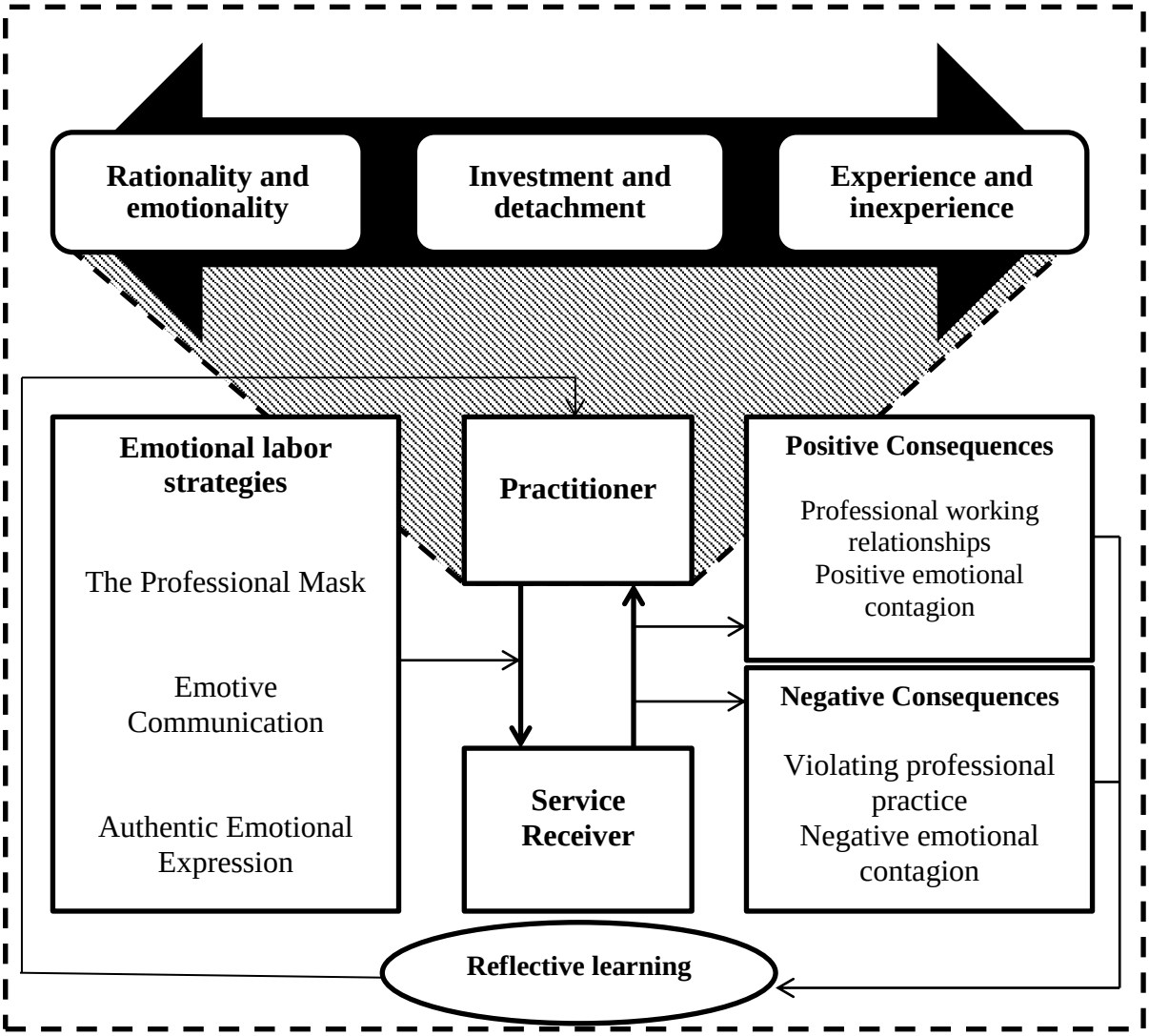

Figure 2. Conceptual framework: Emotional labor and professional practice.

Factors affecting emotional labor

Several synthesis themes were characterized by contextual and personal factors that affected emotional labor enactment in professional settings. Our interpretations found the specific situation, the practitioner, and the co-actor transacted with at the time were underlying factors that affected the chosen emotional labor approach.

Investment and detachment. The first theme encapsulated the extent to which the practitioner was personally and professionally invested, or detached, from the service

receiver. Dependent on the extent of investment in the client, practitioner approaches to emotional labor differed. Rose and Glass (2010) remarked that nurses often could not articulate the appropriate line, or define when the line was crossed with respect to professional boundaries and relationships with patients. Some practitioners felt that those who chose to be completely detached from clients were criticized for not caring (Westaby, 2010) and should reevaluate their job position (Walsh, 2009). Nevertheless, those practitioners who invested heavily in their students (Isenbarger & Zembylas, 2006; Jakhelln, 2011), or patients (Tutton, Seers, & Langstaff, 2008; Walsh, 2009) were negatively affected, with perceived detriments to their decision-making and work-related goals. Practitioners tended to actively shift along the investment-detachment continuum, depending on the person with whom they were interacting (e.g., client difficulty or incompatibility, Wolkomir & Powers, 2007), while many avoided absolute positioning at either end of the spectrum.

Rationality and emotionality. Practitioners tended to report enacting emotional labor underpinned by rationality and emotionality, while avoiding absolute use of one in isolation in their overall approach to emotional labor. Teachers (Day & Leitch, 2001; Miller, 2002; O'Connor, 2008; Yin & Lee, 2011; Zembylas, 2004) and medical practitioners (Cain, 2012; Cricco-Lizza, 2014; Henderson, 2001; Lewis, 2005) highlighted the need for emotion moderation, which involved the ability to suppress high intensity emotions (e.g., anger, anxiety and frustration), yet express enough emotion to convince clients there was an element of care associated with their practice.

Those practitioners that positioned themselves at either end of the rationality-emotionality continuum in their practice were widely regarded as unprofessional. For example, going too far by displaying intense emotions in life or death situations was

viewed as a lack of control (Lewis, 2005), and individuals showing strong emotions such as crying "were no good to anybody" (Cricco-Lizza, 2014, p. 618) when it came to decision making. On the contrary, when situations demanded the consideration of the service receivers' emotions, a rational approach was seen as unprofessional. For example, medical doctors in the Netherlands discussing euthanasia demonstrating a lack of care or treated the task as a matter of convenience were seen as rude and debilitative to professional practice (Dees et al., 2013). Overall, judging the facets of a situation and controlling emotional valence, on either end of the rationality and emotionality continuum, was deemed appropriate professional behavior and critical to achieving work goals.

Experience. This theme has direct relevance to professional development and refers to the effect on-the-job and career experience of emotional labor enactment by practitioners. The synthesis revealed that as practitioners' career span expanded, so did the likelihood of emotional labor activities. Consequently, experience provided a useful basis for enacting emotional labor in future situations (Kolb, 1984). The synthesis showed that reflective learning (Mezirow, 2000) supported future enactment in situations such as breaking bad news to a patient (Pontin & Jordan, 2013), dealing with disruptive students (Isenbarger & Zembylas, 2006), or dealing with a disagreeable client (Anleu & Mack, 2005). Additionally, social learning (Wenger, 1988) provided the basis for learning from colleagues or mentors with practical experience of handling difficult situations shared either in backstage settings (e.g., staff room, Cain, 2014), or 'frontstage' settings (e.g., court room, Harris, 2002). Such learning enabled a balance to be achieved between future emotional labor enactment and adherence to professional practice norms (Cricco-Lizza, 2014; Harris, 2002; Henderson, 2001; McCreight, 2005; Westaby, 2010; Wolkomir & Powers, 2007). For example, professional development practice in the legal profession

(Harris, 2002; Westaby, 2010) involving shadowing experienced practitioners or pupil masters enabled new career professionals to develop their awareness of appropriate emotional displays. To summarize, reflective learning through the accumulation of experiences of situations requiring emotional labor influenced the further development and refinement of professionals' later approaches to similar situations.

Emotional labor as a facilitator and/or barrier

The synthesis identified that practitioners used emotional labor to assist in achieving work-related goals and adhere to professional practice guidelines. These strategies posed both advantages and disadvantages to the practitioner and service receiver and appeared to be influenced by the themes of investment-detachment, rationality-emotionality, and experience-inexperience.

The professional mask. A recurring metaphor throughout the synthesis was that of the professional mask (Day & Leitch, 2001; John & Parsons, 2006; Morgan & Krone, 2001). This was characterized as similar to professional demeanor, and consisted of a neutral, calm, and controlled facial expression when approaching service receivers. The professional mask characterized adherence to job-based emotional display requirements in practice settings. For example, when nurses prepared conscious patients for surgical procedures, the use of the professional mask evoked calmness, comfort, and confidence in the patients (John & Parsons, 2006; Morgan & Krone, 2001). Despite what the practitioner may have been feeling at the time, the professional mask concealed any inappropriate or authentic emotions that may have been unhelpful or debilitative to professional practice with service receivers through surface acting. Practitioners identified this professional mask as related to their role competency; establishing control using your own emotions evokes appropriate emotions in others. Additionally, the professional mask was altered

depending on the context. For example, teachers felt the need to wear the professional mask when teaching their pupils in the classroom, yet when transacting with colleagues in backstage areas such as the staff room, the mask was partly removed (Day & Leitch, 2001).

Emotive communication. Verbal and non-verbal forms of communication featured in various interactions as an emotional labor strategy. Verbal forms involved communicating positive or neutral emotions (Chowdry, 2014; Cricco-Lizza, 2014; Morgan & Krone, 2001; O'Connor, 2008; Robson & Bailey, 2009; Yin & Lee, 2011). Examples included humoring difficult service receivers and colleagues (Timmons & Tanner, 2005; Wolkomir & Powers, 2007), promoting teamwork and cooperation (Back et al., 2014; Dees et al., 2013), and calming stakeholders to facilitate group meetings (Anleu & Mack, 2005).

Positive emotive communication also involved changing negative emotions into positive emotions. In some studies, practitioners reported their efforts to change service receivers' intensely negative emotions when facing tough decisions (Anleu & Mack, 2005; Back et al., 2014; Dees et al., 2013; Morris, 2012). For example, veterinary doctors managed to persuade pet owners to euthanize their animals by translating manifestations of grief about losing their pet into a compassionate act to eliminate the suffering of their animal (Morris, 2012). Nevertheless, negative emotional expression in the workplace was deemed unprofessional and debilitative to achieving work goals. For example, physicians in the Netherlands who undermined the families of a patient applying for euthanasia led to breakdowns in communication and decision-making on behalf of the ill patient (Dees et al., 2013).

The synthesis identified instances of non-verbal emotive communication as a facet of the emotional labor in professional domains. Nevertheless, the extent to which non-verbal communication was appropriate depended on the situation. For example, touching and carrying hospitalized neonates (Cricco-Lizza, 2014), hand-holding and hugs when consoling family members (Cain, 2012), as well as back rubs and position changes for pregnant women (John & Parsons, 2006) displayed a caring, therapeutic side to practitioners that helped achieve workplace goals. Overall, positive emotive communication facilitated professional practice; negative emotions were seen as unhelpful and unprofessional.

Authentic emotional expression. This theme refers to the (in)appropriateness of authentic emotional expression as an emotional labor strategy in professional work. Authentic emotional expression is the act of effortlessly expressing emotions with service receivers in the workplace. Depending on the seriousness of the situation (e.g., life or death scenario), expressing authentic emotions may be facilitative to professional practice (Morgan & Krone, 2001; Westaby, 2010). For example, expressions of genuine sadness may be unavoidable when encountering inoperable patients (Morgan & Krone, 2011), or the emotional stories of families seeking asylum in the UK (Westaby, 2010). The benefits of such genuine displays of emotion could empower service receivers to feel cared for by the practitioner. Regardless, genuinely felt emotion might eclipse – or be perceived to eclipse – professional judgment. For example, the synthesis highlighted that teachers (Jephcote, Salisbury & Rees, 2008) and barristers (Harris, 2002) might perceive authentic emotional expression to be unprofessional in light of the display requirements that govern certain situations, placing demands for under emphasis, accentuation, or neutralization of emotions in order to achieve work related goals. Further education teachers, for example,

reflected that many situations in the classroom (e.g., late assignments) required you to grit your teeth and respond calmly (Jephcote, Salisbury, & Rees, 2008). Indeed, unregulated emotional expression such as anger and frustration was widely reported to be debilitative to the achievement of workplace goals for teachers. In sum, the findings indicate that only those authentic expressed emotions that adhere to professional emotional display requirements are perceived to be acceptable.

Emotional labor as a professional resource

The synthesis identified many reasons why practitioners felt the need to perform emotional labor. Specifically, it was evident that emotional labor could be used as a professional resource in a number of ways in order to achieve workplace goals.

Strategic advantage. Emotional labor was widely-reported to be used as a form of strategic advantage, either for the benefit of practitioner or the service receiver. For example, practitioners used positive displays of emotional labor, conveyed through surface acting, to persuade colleagues to perform tasks to their benefit (Allan & Smith, 2005; Harris, 2002; Timmons, & Tanner, 2005). Moreover, instances of emotional labor displaying negative emotions were demonstrated for practitioner gain. For example, asylum seeker solicitors purposefully made their clients feel uncomfortable, through surface acting, by playing devil's advocate to identify inaccuracies in their stories for the Home Office interview in the UK (Westaby, 2010). Similar instances occurred when practitioners' felt the need to persuade colleagues to invest increased effort. For example, barristers often displayed anger at clerks to keep up to date with paperwork, which they justified as fostering an increased work rate (Harris, 2002).

In addition, practitioners enacted emotional labor for the benefit of the service receiver in terms of facilitating decision-making in order to encourage informed decisions

(Anleu & Mack, 2005; Back et al., 2014; Dees et al., 2013). For example, when discussing the process of euthanasia in the Netherlands, physicians made sure to provide a balanced argument on a case-by-case basis (Dees et al., 2014). In sum, emotional labor was, at times, strategically used by practitioners in order to facilitate decision-making, reveal further information, or promote increased effort on behalf of colleagues.

Positive emotional contagion. Positive emotional contagion benefitted a range of stakeholders including service receivers, colleagues, and practitioners. When communicating positive emotions such as joy, pride, and confidence, practitioners felt this was contagious to others. Practitioners from the domains of medicine (e.g., Allan & Smith, 2005; Cricco-Lizza, 2014; John & Parsons, 2006), law (e.g., Anleu & Mack, 2005), and teaching (e.g., Chowdry, 2014; Isenbarger & Zembylas, 2006; O'Connor, 2008; Yin & Lee, 2011; Zembylas, 2004), have reported positive emotional contagion to be advantageous to their practice when communicating with service receivers. Considering the service receiver's perspective, a number of teachers interviewed by Yin and Lee (2011) recognized the importance of positive emotional contagion, through emotional labor strategies, in order to facilitate motivational and stimulating climates for their students.

On a leader-follower basis, practitioners with leadership responsibilities understood the need to spread a positive, constructive, and productive atmosphere through positive emotion contagion in order to efficiently pursue work-related goals (Allan & Smith, 2005). Positive emotion contagion, either of positive or neutral emotions (i.e., professional mask), the effects of firefighting or mitigating service receivers' negative emotions facilitated cooperation and professional practice (O'Connor, 2008; Robson & Bailey, 2009). Overall, emotional contagion that was positive in valence supplied many benefits to a range of

stakeholders, and contributed towards the achievement of work goals and professional practice.

Formation of professional working relationships and boundaries. Emotional labor strategies were utilized to develop appropriate dyadic relationships with service receivers. This involved developing a rapport over the length of time in which the service was required, facilitating cooperation and effective working relationships. This was especially relevant as practitioners possibly had to interact with service receivers over extended periods of time, meaning emotional labor was critical to successful professional practice (Dees et al., 2014). The synthesis also highlighted the common reporting of practitioners forming a working relationship with service receivers such as disclosure of sensitive information (Chowdry, 2014; Jephcote, Salisbury, & Rees, 2008), the encouragement of communication in difficult circumstances (Back et al., 2014; Dees et al., 2013; Lewis, 2005; McCreight, 2005), and increased comfort in seemingly intimate situations when providing a specialist service (John & Parsons, 2006). When forming these working relationships it was important to set, implicitly or explicitly, the professional boundaries in which the relationship operated. In the context of this body of research, professional boundary considerations were characterized by the ethical dilemma of forming an appropriate bond with service receivers, and to what extent the practitioner professionally and personally invests in the relationship (i.e., social distance). This formed a ubiquitous issue in the field of medicine (e.g., Bolton, 2001; Hayward & Tuckey, 2011; John & Parsons, 2006; Lewis, 2005; McCreight, 2008; Morgan & Krone, 2001; Rose & Glass, 2010; Walsh, 2009), as practitioners felt the need to separate the professional from the personal, in order to form professional boundaries with patients. This included providing only a window of themselves to the patients (John & Parsons, 2006), and

restricting the friend role through emotional labor, in order to pursue work related goals. Additionally, magistrates (Anleu & Mack, 2005) remarked on the importance of professional codes of conduct, ethical guidelines, and the professional norms of the organizations they represented, that shaped the formation of professional boundaries with clients. Overall, emotional labor was used to set the appropriate boundaries and develop working relationships.

Discussion

From the synthesis, it is evident that practitioners use emotional labor strategies for the purpose of achieving workplace and professional goals, resulting in positive processes such as developing effective working relationships, maintaining positive working environments, and coordinating professional boundaries with service receivers. Managing emotions through emotional labor (i.e., wearing a professional mask, undertaking emotive communication, authentic emotional expression) was shown to be a daily occurrence across many professions.

The first synthesis theme addresses research question one, detailing the contexts that influenced the enactment of emotional labor; the specific situations professionals find themselves in and the person transacted with at the time. In addition, the synthesis shows the importance, albeit unrecognized, of learning from experience as an influence on emotional labor enactment, specifically affecting the extent to which practitioners are rational (or emotional), invest in (or detach from) service receivers.

The second category of this synthesis elucidated the facilitative and debilitative aspects of emotional labor strategies to professional practice, which addressed research question two. While a substantial body of research has pointed to

the negative effects of surface acting (see Grandey, Rupp, & Brice, 2015) in the context of customer service work, both the professional mask (i.e., surface acting) and authentic emotional expression were perceived to provide benefits in some contexts and with some stakeholders (e.g., Morgan & Krone, 2001; Westaby, 2010). Thus, the synthesis supports previous findings (cf. Ward & McMurray, 2016) in showing that despite potentially negative personal outcomes, emotional labor might be crucial for practitioners to employ. Given such findings, it is pertinent for practitioners to understand when to express and withhold certain emotions (Bolton, 2001), which does not seem to be included in the formative and professional development structures for most professions.

The final category from the synthesis also addressed the first, second and third research questions, highlighting the reasons why practitioners felt it necessary to enact emotional labor. Such consequences of enacting emotional labor in a professional setting such as forming professional relationships, and maintaining a constructive environment might be conducive to positive outcomes such as increased work productivity, improved mood, and achievement of professional goals. Nevertheless, enacting emotional labor through means such as surface acting (i.e., professional mask) may lead to negative consequences such as burnout, emotional exhaustion, and decreased work productivity (Seery & Corrigall, 2009). The possibility of chronic emotional labor leading to debilitative personal consequences alludes to the importance of practitioners being explicitly aware of emotional labor demands at work.

Taken as a whole the themes identified from the synthesis also addressed the third and fourth research questions. Enacting emotional labor in professional

environments presents a number of implications for professional practice. Practitioners consistently interact with a variety of stakeholders (i.e., clients, service receivers, colleagues), throughout the course of their careers. Partnered with this is the variety of situations practitioners encounter (e.g., life or death scenarios). The meta-ethnography presented here suggests that, emotional labor consequences feature in the successful achievement of relevant work-focused outcomes (e.g., accepting medical advice; Dees et al., 2013). However, as such issues are often tacit and do not feature in professional formation, education or development curricula, the synthesis findings suggest that novice practitioners may be unprepared for the need to enact emotional labor. An important finding of this study, therefore, is the need to encourage critical reflective practice concerning emotional labor through professional formation and continuing professional development initiatives, so practitioners might optimize emotion management understanding, strategies and outcomes (Mann, Gordon, & MacLeod, 2009).

Linked with this finding, the study identifies experience as playing a key role in developing emotional labor as a professional resource. Experienced practitioners were consistently being identified as confident, self-assured, and mindful of the emotional labor requirements of their workplace in contrast to novice practitioners. From a practical perspective, the day-to-day emotional labor demands of professional roles requires better preparation of trainee practitioners for the emotional labor expectations of their respective work environments which might be achieved through simulation, shared practice, mentoring, or case study work.

Conclusion

This synthesis makes four important contributions. First, the conceptual framework contributes to emotional labor theory (cf. Grandey & Gabriel, 2015) by describing factors affecting the requirement for emotional labor, emotional labor strategies, and the reasoning behind enacting emotional labor for professional work. Second, with direct relevance to career and professional development fields, this framework also explains *how* and *why* practitioners use emotional labor as a professional resource throughout the lifespan of a professional career. Third, the paper makes a methodological contribution, through the use of the meta-ethnographic research synthesis method, providing a transparent audit trail to support an evidence-based practice approach (Soundy et al., 2013; Toye et al., 2014; Briner et al., 2009). Fourth, this paper contributes to Human Resource Development (HRD) practice by showing the importance of emotional labor as a professional resource when working with different stakeholders and situations in order to achieve professional goals. The paper indicated the importance of learning from experience for the effective development of emotional labor strategies. However, such tacit learning processes are often unrecognized in professional formation and development practices. Therefore, further research grounded in HRD theories of experiential and reflective learning is needed to underpin policy review in this area.

Limitations of the study are acknowledged. Although a comprehensive conceptual depiction of emotional labor and professional practice is provided, the body of work analyzed in the study focused on the perspective of practitioners, and the experiences of others involved, such as clients, patients and students is not

included. This limitation reflected the extant research literature and highlights a potentially fruitful area for further research.

The results of this synthesis point to several avenues of further investigation. First, the findings highlight the situated nature of emotional labor and further auto/ethnographic accounts to further examine the experiential processes of learning to perform emotional labor in a range of professional settings is required, for example from those who work in financial or sports-based professions. This would provide deeper, more personalized understandings of both reflective/experiential learning and emotional labor and how this affects professional practice. Second, as new professional groupings in management and corporate contexts emerge (Hodgson, Paton, & Muzio, 2015; Reed, 2018), studies of emotional labor at differing levels in organizations (i.e., between groups and teams and/or organization-wide; Ashkanasy & Humphrey, 2011) would demonstrate the emotional demands dealt with by those in emerging corporate professions who provide a service to a range of stakeholders.

CHAPTER 3

Emotional labor and professional practice in sports medicine and science

Supplementary introduction

The synthesis results in Chapter 2 provided the underpinning conceptual description of emotional labor in professional settings. The research design used for the paper reported in Chapter 3 was inspired by some of the journal articles included in the research synthesis. Specifically, researchers that adopted a semi-structured interview approach were able to discuss sensitive issues in confidence (Westaby, 2010; O'Connor, 2008) and depict detailed retrospective accounts of emotional labor in difficult situations. Given previous portraits of organizational cultures in elite sport (e.g., Wagstaff et al., 2012), alternative methods such as ethnographical observations and informal unstructured interviews were considered but not deemed optimal for the research questions. On reflection, conducting semi-structured interviews allowed me as a researcher to begin to feel more at ease talking about sensitive issues, but also afforded the participants a forum to discuss their emotional experiences in backstage settings in their place of work or outside of the organization.

The conceptual framework presented in Chapter 2 (p. 50) influenced the design of the research questions, semi-structured interview guide (see Appendix 10), the theoretical framework presented in Chapter 3 (Study 2), and the underlying narrative framework of the composite vignettes depicted in Chapter 4 (Study 3). By synthesizing relevant professions literature, this led to the identification of the three key areas that underpinned the theoretical and empirical findings in this thesis: (a) factors influencing emotional labor, (b) the enactment of emotional labor, and (c) the potentially positive and negative outcomes of emotional labor in professional settings. Indeed, the conceptual framework highlighted the social and performative nature of emotional labor through practitioner-client interactions, as well as the importance of reflective practice to develop professional practice from specific incidents of emotional labor. Such findings remained a critical

feature throughout the thesis and led to the further investigation of education, training, and practice development opportunities of sport and exercise psychologists in Chapter 5 (Study 4). To this end, the results presented in Chapter 3 depict an original theoretical contribution to the sports medicine and science literature by interlinking the tri-focal theory of emotional labor (Grandey & Gabriel, 2015) and the emotion-laden experiences of SMSs in professional practice. Hence, the relationship between the factors affecting emotional labor, the enactment of emotional labor, and the personal and professional outcomes associated with SMSs was elucidated.

An interpretive thematic analysis using an abductive approach was conducted on the dataset: the conceptual framework was in place but an interpretivist approach was adopted in the way that the data were analysed. This was the first time I had executed this analysis method and the first time I had presented the data in a journal paper style and form. Following the successful execution of the research synthesis by hand (i.e., using paper and pens to write notes) and electronically (i.e., using Microsoft Word), I followed a similar formula on the interpretive thematic analysis. In the first two phases of process (i.e., familiarization and coding), the interview transcripts were printed and annotated using coloured pens, and sticky notes were attached to quotes with descriptive and interpretive information. An electronic codebook was developed on Microsoft Word displaying the code name, code description and further notes, and any participant pseudonyms associated with the code. Throughout the analysis process, the iterative process of reading and rereading the transcripts and memos led to the development of initial themes which were written down in bullet points beneath the codebook. To further refine this process, I wrote the initial themes on sticky notes and placed them on an A3

card to dynamically arrange my thoughts. When the themes appeared coherent, I developed a diagram which I discussed in detail with the supervisory team.

This paper was submitted to the *Scandinavian Journal of Medicine and Science in Sports* for peer-review on 27th February 2017. The paper was critiqued by three anonymous reviewers and was accepted pending major revisions. In total, 34 general comments were provided, with 22 of those being made by one reviewer that focused on the limitations of the gender imbalanced sample, methodological rigor, and presentation of the results section. Despite the initial overwhelming feeling of receiving so many comments, I was able to process and appreciate the value added by addressing the comments over time. Ultimately, the feedback led to the development of a stronger article and it was gratifying that the editor deemed it suitable for publication.

Authorship and contribution

Rebecca F. Hings: Conception of original idea and design of the research, data collection, data analysis and interpretation, and drafting and critical revision of the article, and final approval of the version to be submitted for publication.

Dr Christopher R. D. Wagstaff: Advice on data analysis and interpretation, critical revision of the article, and final approval of the version to be submitted for publication.

Professor Richard C. Thelwell: Critical revision of the article, and final approval of the version to be submitted for publication.

Dr Sarah Gilmore: Critical revision of the article, and final approval of the version to be submitted for publication.

Dr Valerie Anderson: Critical revision of the article, and final approval of the version to be submitted for publication.

Abstract

The aim of the present study was to explore how sport medicine and science practitioners manage their emotions through emotional labor when engaging in professional practice in elite sport. To address the research aim a semi-structured interview design was adopted. Specifically, eighteen professional sport medicine and science staff provided interviews. The sample comprised sport and exercise psychologists (n = 6), strength and conditioning coaches (n = 5), physiotherapists (n = 5), one sports doctor and one generic sport scientist. Following a process of thematic analysis, the results were organized into the following overarching themes: (a) factors influencing emotional labor enactment, (b) emotional labor enactment and, (c) professional and personal outcomes. The findings provide a novel contribution to understanding the professional demands faced by practitioners, and are

discussed in relation to the development of professional competencies and the welfare and performance of sport medics and scientists.

Keywords: emotion, emotional displays, emotion regulation, well-being, professions, professional development

Introduction

The pursuit of athletic excellence in high performance sport is increasingly informed by innovative medical, scientific, and technological advances driven by the expertise of sports medics and scientists (SMSs) (Wagstaff, Gilmore & Thelwell, 2015), who are relied upon to improve and optimize athlete performance. The persistent demands for performance success, the obligation to interact with various stakeholders, the need to work as part of a multi-disciplinary sports medicine and science team, and the emotionality of the elite performance context has arguably increased SMSs necessity to perform emotional labor. The term emotional labor has been recently defined as, "emotion regulation performed in response to job-based emotional requirements in order to produce emotion toward – and to evoke emotion from – another person to achieve organizational goals" (Grandey, Diefendorff & Rupp, 2013, p. 18; see also Hochschild, 1983). Previous research has demonstrated how individuals are required to enact emotional labor as part of their role in sport, including athletes (e.g., Tamminen & Crocker, 2013), coaches (e.g., Nelson et al, 2013), personal trainers (e.g., George, 2008), and performance directors (e.g., Wagstaff, Fletcher & Hanton, 2012). Nevertheless, to date there has been no research into the role of emotional labor in SMS professionals.

Professional practice in sport

Given the salient role that SMS play in sport organizations (Reid, Stewart, & Thorne, 2004), the aim of this study was to investigate the extent to which SMSs' are required to engage in emotional labor and to examine the implications of our findings here for professional practice in the elite sport environment. Within this study, the term "professional practice" refers to the development of students, trainees, and qualified practitioners in the educational or work context in accordance with training guidelines set

down by relevant professional or accrediting bodies (e.g., Anderson, Knowles & Gilbourne, 2004). Indeed, although professional practice guidelines are typically characterized by theoretical knowledge and practical skills that are underpinned by evidence based practice to be deemed "competent" in each professional domain, recent research has highlighted the need to devote attention to the interpersonal and relational skills required for SMS's to be effective in their role (Tod, Marchant, & Andersen, 2007). Specifically, Tod et al. (2007) found displays of empathy were perceived as critical to effective practice when interacting with athletes. Moreover, practitioners have reported difficulties when attempting to transfer theoretical knowledge to emotion-laden situations in applied practice across one-to-one and team settings, and when travelling to unfamiliar locations (see Tonn & Harmison, 2004). Similarly, practice reflections of physiotherapists portray the range of positive and negative emotions felt, concealed, and expressed with clients as part of their professional demands (Foster & Sayers, 2012). In the SMS domain, the salience of organizational change such as a change in management have been reported to increase emotional labor requirements of SMS's which might lead to higher incidence of burnout (Wagstaff et al., 2015). Therefore, emotional labor might have far-reaching positive consequences for professional practice when working with stakeholders in sport, which previous findings have yet to detail.

Emotional labor in sport

Sociological studies exploring sport-specific cultural norms have provided insight into the emotional display requirements athletes and coaches face (Gallmeier, 1987; Galvan & Ward, 1998). For example, Gallmeier found emotional display requirements and emotional expressiveness changed before, during, and after professional hockey games for the athletes and head coach. A further observation was that the head coach and players

were expected to display a calm and business-like demeanor before matches. In contrast, during the game the head coach and players were expected to display intense, positive emotions to maximize team performance. Interestingly, there is also evidence from interpersonal perceptions literature to indicate the value of emotional expressiveness on sport performance. Manley, Greenlees, Thelwell, Filby, and Smith (2008) found facial expressions, body language and gestures to be important cues for athletes when forming impressions of their coach. These findings indicate that when coaches' express emotions in adherence to emotional display requirements during competitive matches, this is associated with desired effects such as positive psychological states and match-winning performance. Further, an interview study examining stress in the coach-athlete relationship found athletes could perceive when their coaches were under strain through facial expressions and verbal tone. This implies that coaches need to mask their negative emotions through emotional labor, and the effort associated with displaying desired emotions to athletes might lead to the detriment of coaches' general well-being and effectiveness (Thelwell, Wagstaff, Rayner, Chapman, & Barker, 2017). Subsequent work has extended these findings to the sport and physical activity domain (Tamminen & Bennett, 2017). Conceptualizing emotional labor as a psychosocial and performative process, Tamminen et al. (2017) found the socio-cultural contexts that sports athletes, coaches, and trainers operate in dictate the degree to which emotional expressiveness is appropriate. Such elements of professional practice could be critically reflected on and developed as interpersonal skills by trainees and practitioner SMSs.

In recent years, emotional labor has become a variable of interest to coaching science scholars (e.g., Larner, Wagstaff, Thelwell, & Corbett, 2017; Lee & Chelladurai, 2016; Lee, Chelladurai & Kim, 2015; Nelson et al., 2013). Revealing the emotionality of

professional practice in football coaching, Nelson et al. (2013) illustrated how a coach expressed and concealed his true emotions to achieve desired ends. Despite feelings of inauthenticity, the need to exude desirable emotions in front of athletes to drive performance was prioritized. A quantitative program of research by Lee and colleagues (2015; 2016) found surface acting predicted increased psychological costs such as emotional exhaustion, emotional dissonance, and feelings inauthenticity. This implies that the increased emotional effort needed to surface act (i.e., suppressing felt emotions) can lead to negative mental health outcomes in coaches. In a recent multilevel questionnaire study examining emotional labor in sport organizations, athletes and coaches who demonstrated high levels of surface acting were more likely to perceive the frequency of organizational stressors encountered as negative, and therefore suffer burnout (Larner et al., 2017). These findings demonstrate links between emotional labor and both positive or negative personal and professional outcomes for sports coaches.

Overall, the research above provides a valuable insight into the potential salience of emotional labor in sport. Nevertheless, no research has explored the emotional labor process in SMS professions. Such a dearth seems curious given the emotive nature of elite sport and pivotal role of support staff for the performance and wellbeing of athletes and teams in elite sport. What remains unclear is the nature of emotional display requirements, emotion regulation, and emotion expressiveness for SMSs in elite sport, and the influence of such demands on practitioners. Therefore, this study presents a novel investigation of emotional labor in SMS professionals. The findings of such explorations have the potential to contextualize the work of SMS professionals in elite sport, and potentially inform education and training, professional guidelines, codes of conduct, and governance regarding how practitioners are expected to act when working in elite sport. To this end,

the following research questions guided the study: (a) to what extent do SMS professionals feel they enact emotional labor? (b) what factors influence the enactment of emotional labor? (c) in what ways do SMS practitioners enact emotional labor with athletes and members of multi-disciplinary teams, and (d) how does emotional labor impact professional practice in SMSs?

Method

Design

This investigation was underpinned by philosophical assumptions of ontological relativism (i.e., reality is multiple, created, and mind dependent) and epistemological interpretivism (i.e., knowledge is subjective and shaped by lived experience). Specifically, a qualitative design was implemented to address the research questions. Semi-structured interviews were chosen to address the research questions to allow adequate collection of information about the topic of interest while giving participants a degree of flexibility to expand on their thoughts, feelings and experiences regarding pertinent issues (Sparkes & Smith, 2014). The authors engaged in abductive reasoning, which involved "dialectical movement between everyday meanings and theoretical explanations" (Ryba, Haapanen, Mosek, & Ng, 2012, p. 85), which were then applied to the data. Such a procedure was followed because the aims of the study were to establish whether and how emotional labor was constituted in SMS (deductive) and to understand the impact of emotional labor in professional practice (inductive).

Participants

Participants were recruited via purposive snowball sampling. The sampling criteria included participants who were fully qualified and professionally accredited practitioners, and were actively practicing in the United Kingdom at national sport level. Therefore,

research participants were accredited by one or more of the following national governing or regulatory bodies; the General Medical Council (GMC), the Health Care and Professions Council (HCPC), the British Association of Sport and Exercise Sciences (BASES), the British Psychological Society (BPS), the Chartered Society for Physiotherapists (CSP), or the United Kingdom Strength and Conditioning Association (UKSCA).

The sample comprised eighteen active sports medicine and science practitioners (15 male, 3 female) including six sport and exercise psychologists, five strength and conditioning coaches, five physiotherapists, one sports doctor, and one generic sports scientist. The decision to include various SMS roles in this study was guided by Larner et al. (2017) to achieve a varied sample to provide insight into emotional phenomena. The hard-to-reach nature of the target population, the lack of sampling frame, and the gender imbalance of SMSs in elite sport (e.g., Bekker & Blake, 2016) resulted in a sample that is predominantly male. All participants, either in the past or at present, practiced within a range of individual (e.g., golf, swimming, triathlon) and team based (e.g., football, rugby, cricket) national and international level sports in the United Kingdom. Demographic information such as names and locations were edited and pseudonyms used to depersonalize participant quotations. The number of years of experience for each participant is also displayed in ranges to protect anonymity (see Table 1).

Table 1. Participant demographic information.

Participant (pseudonym)	Gender	Professional Role	Qualifications/ Accreditation	Practitioner experience
Louise	Female	Sport and exercise psychologist	BSc, MSc, PhD/ BPS, BASES (psychology – scientific support)	16 – 20 years
Ash	Male	Physiotherapist	BSc, PGCert/HCPC, CSP	0 – 5 years
Jim	Male	Physiotherapist	BSc, Dip, MSc/HCPC, CSP FSMM	20+ years
Roger	Male	Sport and exercise psychologist	BSc, MSc, PhD/ BPS, HCPC, BASES (psychology – scientific support)	11 – 15 years
Jonny	Male	Sport and exercise psychologist	BSc, PhD/BPS, HCPC	20+ years
Darren	Male	Sport and exercise psychologist	BSc, MSc/BPS, HCPC	6 – 10 years
Lauren	Female	Physiotherapist	BSc, MSc, PGCert/HCPC, ACPSEM, CSP	11 – 15 years
Lilly	Female	Sport and exercise psychologist	BSc, MSc, PhD/ BPS, HCPC	11 – 15 years
Andrew	Male	Strength and conditioning coach	BSc, MSc/UKSCA	16 – 20 years
Zak	Male	Strength and conditioning coach	BSc, MSc/ UKSCA	6 – 10 years
Ryan	Male	Strength and conditioning coach	BSc, MSc/UKSCA	11 – 15 years
Frank	Male	Sports scientist	BA, MA	0 – 5 years
David	Male	Strength and conditioning coach	BSc, MSc/ UKSCA, BASES (sport and exercise scientist)	6 – 10 years
Paul	Male	Strength and conditioning coach	BSc, MSc/ UKSCA	11 – 15 years
Stephen	Male	Sports Doctor	MD, MSc	11 – 15 years
Rory	Male	Sport and exercise psychologist	BSc, MSc, BSc, MSc, PhD/BASES (psychology – scientific support), BPS, HCPC	11 – 20 years
Adam	Male	Physiotherapist	BSc, MSc, PGCert/CSP, HCPC	11 – 15 years
Clive	Male	Physiotherapist	BSc/CSP, HCPC	16 – 20 years

Data collection

Following institutional ethical approval, interviewees were recruited through initial email contact with SMS employed by national sports institutes or listed on publicly accessible registers (e.g. Football Medicine Register). The email included a participant information sheet detailing their ethical rights and what their involvement in the study would include, and an informed consent form. Those practitioners who indicated an interest were contacted to arrange an interview. All participants provided written informed consent prior to the interview. The interviews lasted on average for 63 minutes and were conducted with each participant on a one-to-one basis. Interviews were conducted by the first author either face-to-face (n = 8, mean duration 64 minutes), online using Skype video calls (n = 6, mean duration 69 minutes), or over the telephone (n = 4, mean duration 60 minutes). Seventeen interviews were audio recorded and handwritten notes were made concurrently. One interviewee declined to be audio recorded but consented to the use of their data from the researcher's handwritten notes.

Interview guide. An interview guide with three sections was developed; the interview structure and questions drew on the research questions and the trifocal theory of emotional labor (Grandey & Gabriel, 2015), addressing emotional display requirements, emotion regulation, and emotion performance aspects of emotional labor. Open ended questions were used and pertinent avenues of conversation deemed important to the research questions were probed. The interview schedule is available on request from the first author. One pilot interview was conducted with a sport and exercise scientist and the data is included in this paper.

Data analysis

In keeping with the aims of the study and its interpretivist epistemology, the data were analyzed through interpretive thematic analysis (Braun, Clarke, & Weate, 2016). This analysis method was chosen because of its potential to provide insight into people's experiences, as well as any aligned factors or processes that might influence a given phenomenon (Braun et al., 2016). The research team engaged in the six-step analytical process outlined by Braun et al. (2016). First, the data were transcribed verbatim, which produced 516 pages of double-spaced typed text. The first and second authors then read and re-read the transcripts to familiarize themselves with the content. Second, the data were coded in a systematic manner using general labels across the dataset. Memos and codes were handwritten on the transcripts and transferred to a master codebook that included 70 codes. Throughout this process, the first two authors engaged in analytical conversations, looking for concepts that contributed to the research questions. Third, and incorporating stages three to five of the analysis, the codes were developed and organized into themes. For example, codes relating to self-awareness, reflection, and flexibility in emotional labor approach were amalgamated in to the experience theme. Overarching themes representing the subthemes and the interconnectedness of each theme were developed. The themes were reviewed and refined by the research team by creating and progressively altering a thematic map, as well as renaming and defining the themes. The final step of writing up was aided by further analysis in response to peer-review comments of an earlier version of the paper, and were integral to the creative analytical process.

Braun and Clarke (2006) proposed a checklist to promote robust research procedures from start to finish. Following this approach, the research team maintained an audit trail of the transcripts, coding, and analysis phases of the analysis (i.e., paper trail and member

checking of the research materials). In alignment with our ontological and epistemological position we also sought to engage with the interpretative potential of the qualitative approach when making sense of the data (Cassidy, 2016). We strove to be reflexive and interactive with one another throughout the analysis phase, attempting to acknowledge and explore the complex nature of elite sport organizations, and the practitioners that operate within them.

As a qualitative study, universally applied criteria are inappropriate for its evaluation (see Tracy, 2010) and the method we deployed here was guided by Smith and McGannon (2017) to enhance the substantive contribution of the topic, the emotional and intellectual impact of the topic, and the coherence with which the research questions, method, and results create a meaningful picture. This involved maintenance of an audit trail incorporating both data collection and theoretical matters and aimed for SMS practitioner and academic resonance (i.e., how the research relates to readers through naturalistic generalization; Smith et al., 2017; Burke, 2016).

Results

The results are presented under three overarching themes that elucidate emotional labor and professional practice in SMS: (a) factors influencing emotional labor enactment, (b) emotional labor enactment, and (c) professional and personal outcomes. The overarching themes are presented separately for the purposes of organizing the data, yet the themes are not mutually exclusive. Indeed, and as shown in Figure 1, our interpretation of these data are that emotional labor and professional practice in SMS is a social, intersubjective and reflective process whereby SMSs become increasingly aware of the influencing factors and outcomes of their emotional labor enactment through reflection.

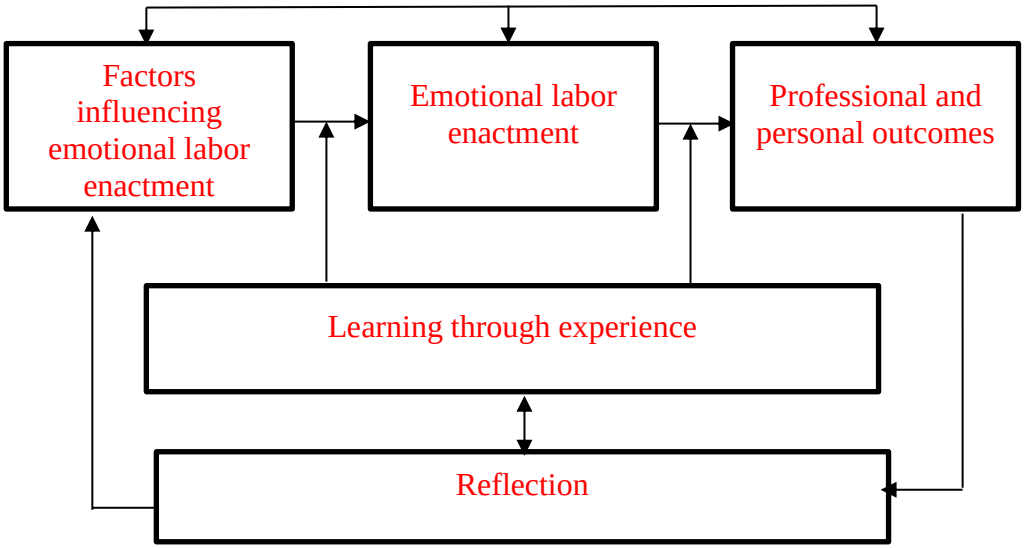

Figure 1. Emotional labor and professional practice in sports medicine and science practitioners.

Factors influencing emotional labor enactment

The participants spoke at length of personal and situational factors that influenced how they enacted emotional labor. The data suggest a range of contextually specific situations and cultural or organizational expectations as well as personal characteristics that prompted this behavior and the extent to which learning through reflection on past experiences of emotional labor also influenced their subsequent reactions to emotional encounters.

Context. An influential factor affecting emotional labor enactment was the context or situations practitioners found themselves in with stakeholders (i.e., athletes, coaches, backroom staff) and the specific context of their sport.

Emotional transactions. The participants described array of emotionally laden contextual situations their work involved, from total elation, "When we won the Premiership, I remember standing in Twickenham stadium looking at a group of men with

tears streaming down their face" (Lilly, sport and exercise psychologist), to hopeless despair, "They had lost a player, a team mate, he committed suicide relatively recently" (Rory, sport and exercise psychologist). On occasions, emotional contexts were complex and ambiguous. For example, Jonny, a sport and exercise psychologist, recalled a distressing encounter with a professional cricketer who broke down after receiving a prestigious award from his club due to the emotional trauma of his wife's post-natal condition:

> He came onto the balcony and literally a minute later he sat down next to me and was in floods of tears. His wife had just had a baby and she had post-natal depression and was suicidal. You can see people looking at this individual being applauded and at that point, it was the last thing that was important to him. Listening to somebody, supporting them, letting them know that you are available and always be there to support them.

Jonny reacted to his client by quickly altering his emotional display (i.e., expressions) having assumed his client would have been feeling happiness after receiving such an honor. Further, Jonny pushed beyond professional remit to show that he cared for his client on a personal level when they were enduring a difficult situation.

Culture. The different socio-cultural norms of each sport also influenced the emotional labor enactment of SMSs when working with athletes, coaches, performance directors, and SMS staff. Participants were members of, or worked on an ad hoc basis in, varying elite sport organizations across the UK, all of which held divergent histories, values, and aspirations which affected emotional labor enactment. Nuances in culture affected the development of implicit expectations regarding acceptable emotional

behaviour, including what emotions to express and avoid, and whether emotions could be spoken about in general.

Emotional display requirements. Participants described unwritten and implicit expectations regarding emotional displays in their respective roles within sport organizations: "I do not think the emotional side is ever discussed, it is always 'behaviour' and what is expected of you." (Lilly). Yet, it was also clear what emotional displays were appropriate and inappropriate. Regarding appropriate emotional displays, Darren, a sport and exercise psychologist, summarized the implicit consensus between participants regarding professional demeanor with athletes and coaches and how the emotional state of the client or immediate situation influenced whether and which emotional displays were appropriate.

> I am conscious of keeping neutral facial expressions if we are talking about something negative but when there are things you want to reinforce when there are things that people are getting excited about. I feel like if you reflect that back to someone then they buy into your relationship much more because you come across as understanding.

Although all participants provided examples of appropriate and inappropriate emotional displays, they also noted that the interpretation of emotional display requirements was subjective and open to contestation with many 'grey areas'. These areas were often problematic requiring a combination of experience and professional judgment to decide the most appropriate course of action. Adam, a male physiotherapist, described a conflict between his professional duties as a physiotherapist and his status as an employee of a football club:

> Players trust you with information of a medical nature…You then make a conscious decision of whether that affects their performance and if you should share that information with the coaches or the manager. However, quite often players might have trusted you with that information either consciously or subconsciously thinking that you won't pass it on. There's an unwritten rule that you choose what to say and who to say it to… But you soon realize that you can't really be a true physiotherapist in a professional sense and in an ethical and moral sense because you can't be confidential.

Adam was aware that this situation could be perceived as a violation of trust in the practitioner-client relationship, and could evoke a strong emotional response by the athlete. The potential for emotional labor enactment after disclosing private information is concerning and ethically questionable. Therefore, SMSs find themselves attempting to resolve tensions between professional codes of conduct and the cultural and practice norms in sport organizations.

Sport organization. Interview data also highlighted the unique culture of different sports organizations that permitted certain types of emotional expressions and discouraged others. Zak, a strength and conditioning coach, compared his own experiences in boxing to other sports where the environment affects emotion expressions:

> So cycling is very sterile. No emotion, no banter. Just get in, get the job done, get out. Whereas boxing is very loose. It is like rugby, there is a lot of chat, there is a lot of banter, so I think managing one's emotions in the boxing is very easy, well it is always hard to do, but it is less energy consuming than it would be in a sterile environment.

That is, the respective values and attitudes championed by each sport organization influenced the participants' emotional labor enactment. The interview data revealed a sense of ambiguity; it was important to SMSs that the emotions expressed contributed to professional ends, but sometimes those emotional displays might seem unprofessional to others outside the sport. For example, one topic frequently mentioned was the exchange of banter as Darren recollected:

> In a football club it is called banter, but there are situations that professional football will put you in and things that you might say in those environments, that you would not say when working with other clients. I would love to give you an example but I am fairly certain it is far too inappropriate.

This willingness to be teased was seen to be important to the SMSs' effective functioning, and acceptance by other stakeholders. Nevertheless, SMS were aware of the ambiguity; their professional 'self' might deem the behavior as inappropriate but it was none-the-less considered to be necessary. Stephen, a sports doctor, remarked that despite his professional level of seniority and responsibility, it was important to engage in banter with athletes and other stakeholders to get to know them and appear approachable.

The practitioner. Participants showed differing interpretations of what appropriate emotional labor enactment constitutes in sports cultures and situations. Throughout the analysis, it was apparent that individual differences between practitioners also affected their emotional labor enactment.

Personal characteristics. When asked how they express emotions at work, some SMSs reflected on the personal qualities that influenced how they enacted emotional labor. Participants felt it necessary to demonstrate emotion abilities such as emotional

intelligence to be successful in their role. Lilly, for example, described her ability to read her disgruntled athlete's emotions:

> I had a consultation with an athlete on the phone, where that person had not made selection and so their appraisal of that situation is that the coach is useless. I fundamentally disagreed with everything that athlete was saying. Whilst I was listening, I was also internalizing that that person is feeling very emotive, is very frustrated, is very disappointed. The last thing that that person needs is for me to demonstrate that I disagree with them or I am agitated. So you have to. It was completely natural for them to experience a plethora of emotions and totally logical for them to project.

Paul, an experienced strength and conditioning coach, highlighted the responsibility and need to 'read' others to achieve work related goals:

> I think we have to be very good at judging personality types and behaviors, and then be able to respond in the right way to get information across, therefore showing the value that we can deliver… Athletes just behave in their way and the expectation is on you to ensure that you manage your behavior to get the best out of them.

For Paul, the ability to judge others' personality, to empathize and be aware of others' emotions was instrumental to achieving effectiveness when practicing.

Experience. A common element affecting emotional labor enactment was the past experiences of participants. The disparity between the challenges of emotional labor when entering the profession for the first time through to years' worth of experience was evident in participant accounts. Reflection on experience was key to developing the skills required to enact emotional labor and develop flexibility in the ways SMSs reacted to certain

situations (see Figure 1). As participants became more experienced interacting with stakeholders, the importance of communicating emotions effectively became clear, especially when seeking credibility as a practitioner. For example, the ability to reflect on emotional labor enactment was perceived as critical to the participants' effectiveness as SMSs, as Lilly articulated:

> When I think about myself as a person and as a practitioner, I think I could do this job now, I do not think I could have done at the start of my career. Every sport had got its own narrative, its own context, its own rules, and it is quite a unique environment. It is very male dominated, it is very ego driven, and people are not afraid to say what they think. There is a huge emotive aspect to that.

Indeed, for many of the practitioners they perceived experience to develop flexibility in one's approach to emotional labor enactment, as Jim mused when trying to push athletes to the best of their ability:

> It's difficult because I don't think there is an easy way of doing [emotional labor]. It's a question of recognizing when you are under pressure and dealing it. Some players you have to have your arm around them, and sometimes you have to be aggressive with them… actually having a mix of that sometimes works quite well.

With increased experience came the confidence to act authoritatively, if required, or affectionately towards athletes without prior concerns about professionalism. Indeed, as indicated in the next theme, emotional labor enactment, it appears that emotional labor perceived as professional depending on the context in which it is performed.

Emotional labor enactment

Given the influence of many personal and situational factors, the data indicate the interplay between felt emotions, observable emotional expressions, and verbal

communication in the emotional labor enactment described by participants. Key issues are a sense of 'acting' out emotions and the 'authenticity' that this might connote.

Acting. Many participants reported instances where they were required to put on a professional 'act' in front of stakeholders and to moderate their own emotional behavior, this was dubbed the difference between a good SMS and a bad one by Zak, "I think good coaches are like actors in how they can get people to do things. That is just all about being subtle in the way you say things, how you say things, and how your body language is". However, the emotions felt by SMSs were not always congruent with observable and verbal expressions; this surface acting displayed by the participants was characterized as the "professional mask", whereby the SMSs in this study faked emotional expressions needed to appear professional in certain situations. Louise, a sport and exercise psychologist, recalled working with two problematic athletes and the need to conceal her felt emotions:

> I masked my emotions literally every day with those girls because they were a nightmare. Not only did I not like their behavior, but I did not like one or two of the individuals at all. I had to cover up my feelings because if I told them what I thought of them that would have been the end of our working relationship and the end of my contract quite frankly… because what I wanted to say was not professional.

Situations such as these show the effort and self-control required to suppress or to fake emotional expressions. For Louise, the necessity to act professionally outweighed the need to speak out and highlight poor behavior in this case. Despite the discrepancy between Louise's felt emotions and expressed emotions, the need to be remain positive and to act in a professional manner was prioritized.

In contrast to such surface acting, some SMSs felt it appropriate to perform deep acting, whereby practitioners purposively modified their felt emotions to be in alignment with the expressions that were required in a specific context. Andrew, a strength and conditioning coach, felt arriving ten minutes early to sessions to prepare emotionally gave him the confidence to execute a coaching session to a high standard and led to appropriate emotions being expressed. “Preparation allows you to focus on the parts of the session that are important, and allows you to be clear about how you are going to manipulate your emotional state to get the result you want from the athletes.” In this case, Andrew made the effort to adjust his felt emotions to be positive or neutral with respect to the feelings of the athlete, leading to emotional congruence, and therefore conveyed authenticity to the athlete. Conveying the professional mask through observable expressions to athletes was critical to professional practice, regardless of the method of acting.

Authenticity. The issues of deep and surface acting are complex and some participants described their need for their internal and external emotions to be congruent, not only for the benefit of stakeholders in sport, but also for themselves. Many SMSs disclosed their awareness of felt emotions in everyday practice and discussed the effortless congruence between felt emotions and emotional expressions in specific situations. Despite this, Andrew reflected that his natural state of authenticity in developing rapport with his athletes could be perceived as problematic by other SMSs:

> I have always had friendly engagement with my athletes, whereas I think some practitioners will think you cannot be friends with athletes. I think to deny your own tendencies in relation to something like personal relationships is actually a bit false. I still like to be approachable and friendly in professional relationships, rather than cold and typical.

Andrew was not typical among the participants, and for many the effort associated with the conflict of felt and expressed emotions was troublesome and depleting. Even so, Rory recognized that authentic emotional displays were not always possible when consulting with athletes. As illustrated by the following quotation, he felt emotions become something that are not advisable or helpful to display:

> My internal feelings are quite often obvious externally… There are certain circumstances where I control them much better than others, so my natural style is to be very congruent externally and internally… because… to change that… is quite labor intensive. In a one-to-one situation with an athlete or a one-to-two situation with a coach and an athlete or even a group educational session, or where I am doing psychology, then I would [conceal emotions]. You would not be able to tell if I was struggling.

Ultimately, for Rory and many of the other participants, the most appropriate professional mask for a given situation must be conveyed, regardless of the increased emotional effort and potentially damaging outcomes.

Verbal expressions. In addition to the silent and observable emotional expressions characterized by "the professional mask" many participants recalled that verbalizing emotions often resulted in avoidable conflict. Ash spoke about how the type of emotions communicated impacted upon others' personal and professional opinions of him as a physiotherapist:

> I think you learn quickly not to show yourself up and you learn which individuals you can and can't say certain things to. You've got to be prepared for the backlash, because sometimes [honest, but negative] things do need saying.

Clive, a physiotherapist, struggled to understand the injury of an introverted athlete and used positive emotive communication to help the athlete. This way, he created an environment whereby the athlete could talk about the things on his mind:

> My strategy with the introvert who is not very responsive is to ensure that once a week we have quiet time, where he is free to say anything. It's because our sessions are 100 miles an hour otherwise, where I lead a rather clinical meeting. I say, "you're the boss, you're doing the rehab and you tell me what you feel.

According to Clive, one result of this emotive communication was athletes 'opening up in a safe environment'. The subsequent information revealed by athletes allowed Clive to better treat the injury and progress their recovery with an enhanced working relationship.

Professional and personal outcomes

Throughout the analysis, outcomes associated with emotional labor enactment were evident in SMSs responses. Participants described how emotional labor enactment was used as a professional tool to achieve work goals, which had professional and personal effects on the practitioner. SMSs highlighted the unique pressures associated with the requirement to persuade athletes to undertake certain interventions.

Professional outcomes. When discussing the outcomes of their emotional labor participants emphasized their professional priority to enhance sports performance and engage in positive, transformational work with athletes. The data indicate that work leading up to performance improvements is inherently emotional, and requires SMSs to manipulate their emotional expressions to achieve optimal performance environments and working relationships. The analysis indicates that trust and relationship management are important outcomes of emotional labor for SMSs.

Buy in. Many participants discussed enacting emotional labor to persuade an athlete to cooperate and engage in beneficial activities that would aid their performance. Louise spoke about 'selling the value of sports psychology' to athletes to promote engagement by managing her emotions:

> It's all about impression management and selling sports psychology. We know goal setting works from the evidence base but if you're not selling goal setting and this person doesn't trust you, then it is not going to work with them.

Zak echoed this sentiment and found managing his emotions critical to reaching goals with his athletes:

> I think unless you can control [your emotions] it is game over because at the end of the day you need that athlete to buy in to what you are doing. You are trying to get them to do something that they may not like, the only way you are going to do that is if you get buy in. It is always about finding what works for that individual and trying to get the emotion across to their level to get the outcome that you want.

Professional relationships. The emotional labor outcomes manifested in professional relationships with clients was indicated by all the participants as an important part of athlete career improvement. However, negotiating and navigating professional boundaries is complex as no "professional" relationship described was the same and decisions made by the SMS, and the emotions displayed in the practitioner to athlete context was significant for the efficacy of those relationships. Louise stated, "You cannot build a relationship and you cannot build trust without demonstrating appropriate emotions". Louise also reflected that:

> I think [emotion management] is really important because the way you say things, the way you conduct yourself, the way you manage your reactions to what they

> may say, influences their whole experience of you… So, you manage your emotions to manage how a person experiences you, that is influencing the relationship. It is the way you sit, the way you react, the way you listen, the eye contact you give, the way you use humor, put people at ease... it all involves emotions and trying to influence someone, not in a manipulative way, but in a way that will help them.

Through emotional labor enactment, therefore, SMSs developed rapport and trust, which became the foundation of fruitful professional working relationships and provided the basis for positive athlete engagement.

Positive emotional contagion. A further outcome of emotional labor, linked with issues of surface and deep acting that participants highlighted relates to the priority of developing positive emotions that increase athlete engagement with the SMS. The data indicate that the interviewees regarded negative emotional displays as unhelpful and unprofessional; the needs of the athlete outweighed personally felt emotions in the workplace. Ryan discussed displaying positive emotions visually and verbally to increase the output of athletes in his sessions:

> If you are not showing a great deal of enthusiasm for a session that you think is quite important, why should you expect your athletes to not mirror that? The level of emotion I push in my description is going to be something that really gets them engaged.

Personal outcomes. Although participants were clear about the needs of the athlete they also reported personal detriments associated with their emotional labor and the personal consequences of strains between surface acting and the challenges of achieving professional goals and athlete performance outcomes. This study highlights that there is no

right or wrong way of approaching emotional labor when working as a professional SMS. However, inexperience, a lack of reflection on past experiences, or a misjudgment about professional distance had a profound and detrimental personal effect on SMSs. The data indicate the personal and professional pressures of using emotional labor to achieve professional impression management and the struggle to negotiate a balance of personal and professional demands and identity as an SMS.

Responsibility. Participants in the present study often reported the emotionally charged feeling of personal responsibility when athletes were not performing to the best of their ability. Ash recalled, "You feel very responsible sometimes, like it's actually your fault. It's that 'Oh God...' you know? You're feeling responsible for it and you're feeling bad for the player." Louise questioned her own professional effectiveness and publicly devalued herself on a professional and personal basis when athletes suffered defeat:

> I have a role to ensure that they achieve and performed optimally when it mattered which is at this event, they weren't. So it wasn't necessarily the moment of emotion regulation that affected me, I mean it was effortful, but I did it so I was proud of myself. It was actually my reflection of 'how have we got to this point? What was my role? What was my failure?' So I actually took it really hard that they had under-performed so significantly. It made me think that I wasn't as good as I thought I was.

Personal impact. The data also suggest complexities associated with emotional labor outcomes; emotional labor to develop relationships with athletes can be significantly positive for professional effectiveness but it also poses a risk should the relationship be suddenly ended. Lilly worked with an athlete over many years, and when this athlete was

at a competition in Australia, they became seriously ill, which had knock on effects for the SMS:

> He was given a less than 5% chance of survival. So you have supported an athlete for prolonged period of time, you have worked with them every week for two or three years, and then you get a call to say, 'I need to let you know, that this person is not likely to survive.' His parents had also received the call who would have then had to have got onto a flight to Australia and would not know whether their child would be dead or alive when they got to the other end. You can't be unaffected by those things. You cannot walk into your house at the end of the day with a smile on your face.

The profound impact of situations such as these can have significant implications for SMSs operating in emotionally demanding environments and some SMSs reflected on their own health outcomes as a result.

Mental health issues. The balance between enacting emotional labor and being successful over a prolonged period was reported by SMSs to lead to mental health issues, as illustrated by Jonny's quotation:

> I think sometimes in managing the demands of work, and the emotional aspects of the work and trying to be successful, my personal life has suffered. So I was effective in what I was doing at work, but it took its toll. And I think sometimes the nature of sport is influential, the unsociable hours, the unpredictability of it, it can be all-consuming, and therefore you look like you are coping with it, and you are, but you are using so much of your resources in trying to cope with it.

Lauren made similar comments regarding the demands of SMSs in high performance sport having implications for her mental health:

> Often, because you feel quite isolated you tend to internalize things. I've got a few little strategies that might help with coping with things like that. But often you don't have an outlet and you've got to be professional all the time.

Discussion

The three overarching themes illustrated how emotional labor impacts SMSs professional practice: (a) factors affecting emotional labor enactment, (b) emotional labor enactment, and (c) professional and personal outcomes. The analysis provides the basis for a model of emotional labor in sports medicine and science (see Figure 1) that emphasizes the importance of experience and reflection for becoming aware of and enacting emotional labor in elite sport organizations. The personal accounts of sports medics, physiotherapists, sport and exercise psychologists, and strength and conditioning coaches underline the value of the findings for a range of audiences, not least: prospective SMSs; those responsible for managing SMS and performance departments in sport organizations; human resources departments in charge of recruiting and retaining talent, and; professional bodies and institutions responsible for educating, training, and developing SMSs for employment in elite sport.

Personal and situational characteristics of SMSs are important influences on emotional labor which seems to be a pragmatic issue of emotional control that practitioners in this study needed to deploy when faced with various situations and displays of intense emotions by athletes. As Figure 1 illustrates, emotional labor is developed as a form of tacit knowledge to meet the emotional demands of elite sport. On-the-job experience and the ability to reflect on that experience as a practitioner in the field are important influences on developing capacity for emotional labor enactment. These findings are also apparent in studies of professions such as teaching

(Zembylas, 2007) and nursing (Herbig, Büssing, & Ewert, 2001), which indicate that experience and a reflective awareness of emotional knowledge is important when dealing with critical situations. Future research is required to further explore the specific influence of experience, as well as educational and qualification processes, as practitioners who had been in the elite sport context for longer appeared to be better equipped to deal with emotional labor demands than those who were less experienced. To some extent it might be expected that, due to the nature of psychological practice, that sport and exercise psychologists in this study would face numerous and diverse emotion-laden transactions with their clients (principally athletes), some of which fell outside of their professional remit (e.g., clinical mental health issues). Nevertheless, physiotherapists and strength and conditioning coaches also reported similar situations, despite limited professional training for the management of such situations or their emotional fallout. Emotional display requirements were largely influenced by the norms of the sport to an extent (Wagstaff et al., 2012), but these data also show the influence of practitioners' personalities, personal philosophies, and self-awareness.

The findings presented here also indicate the relevance of concepts established in the literature (cf. Grandey & Gabriel, 2015); this study provides further evidence of enactment methods of emotional labor (i.e., surface acting, deep acting, and authentic emotional expression). In the case of elite sport, however, participants described their emotions as inherently inter-subjective (i.e., influenced by interactions with others) and performative (i.e., purposefully adjusting observable emotional expressions) in the elite sport socio-cultural context (Tamminen et al., 2017). Indeed, the results of this study indicate that it is reasonable to expect that SMSs, in common with other professional groups such as medical, legal and academic practitioners (Day & Leitch, 2001; Herbig

et al., 2001; Anleu & Mack, 2005) will perform a combination of surface acting, deep acting, and authentic emotional expression on any given day via a combination of visual, verbal, and non-verbal communication that conveys professionalism. In response to the array of influential factors on emotional labor enactment, SMSs were aware of the need to wear a "professional mask" and control their emotional reactions. If the appropriate emotions were put across to the athletes in their unique contexts, and were perceived as honest and authentic to athletes, this led to fruitful consequences for professional practice.

Figure 1 also identifies outcomes pertaining to the consequences of emotional labor for professional practice in SMS. Participants reported emotional labor to be beneficial to professional practice, but potentially negative in its personal affect. Unreflective behavior was also considered to be detrimental to professional practice. Specifically, the results contribute further evidence about the personal (e.g., mental health issues; Lee et al., 2016) and the professional (e.g., turnover intention or being ousted from a role; Larner et al., 2017) ramifications associated with emotional labor. Despite their awareness of the potentially negative personal implications for practitioners, the participants in this study reported a perceived need to convey the professional emotions to achieve work goals regardless of the method of, or personal cost of, its enactment.

A significant contribution from this study is that the achievement of optimal work-related outcomes (i.e., improving athlete performance) was more important than the personal impact of surface or deep acting for SMSs. Given the potentially negative consequences of emotional labor demands, findings such as this highlight the need for governing bodies (e.g., CSP, BPS, British Association of Sport and Exercise Medicine)

and elite sport organizations to review their range of services to SMSs to raise awareness about the emotional requirements associated with this form of work and the potential effects on practitioner welfare. Further studies into the effects of emotional labor demands on SMS's mental health are also necessary. Such investigations could lead to the design and provision of adequate social support systems (e.g., communities of coping and counselling; Korczynski, 2003) for SMSs when dealing with sensitive issues or difficult life periods, and mitigate professional competency issues before they come into fruition.

Applied implications

Three implications for SMS professional practice arise from the salient competency requirement for emotional labor in the SMS professions. First, emotional labor formed a necessary part of practice in all SMS roles sampled, yet it is currently not evident in ethical codes of conduct and professional practice guidelines (e.g., Health Care and Professions Council) and from policy debates in elite sport organizations. This warrants further attention by these bodies. Second, these findings indicate that an education-training-practice gap exists in SMS with regards to the emotional labor requirements of professional practice. It may be that neophyte practitioners are unaware of the need to enact emotional labor to stakeholders and in differing situations, or the reasons as to why they may enact emotional labor. Previous research has shown the usefulness and effectiveness of reflective practice in sport and performance psychology (Devonport & Lane, 2014), sports physiotherapy (Hollingworth, Dugdill, & Prenton, 2014) and sports coaching (Peel, Cropley, Hanton, & Fleming, 2013). Third, Figure 1 indicates the priority of encouraging reflective practice to understand the intersection between emotional labor and practical skills

throughout taught education, training and continuing professional development initiatives to enables practitioners to personally and professionally benefit from reflecting on experiences (their own and that of others) of emotional labor.

These results and our interpretation of them indicate several avenues for further research. Specifically, given the pragmatic use of emotional labor dependent on the situation (i.e., event characteristics), and individual differences contingent to the practitioner (i.e., person characteristics) reported here, we encourage practitioners to provide their own in-depth ethnographic accounts to illustrate their personal experiences of emotional labor (e.g., factors influencing emotional labor, emotional labor enactment, professional and personal outcomes). For example, original accounts by practitioners in sport professions would provide meaningful, more personalized understandings of the manifestations of emotional labor and the effects it may have on professional practice. Further, the exploration of emotional labor requirements across various stakeholder roles (e.g., athletes, coaches, SMSs, Performance Directors) and the potential interchange between these individuals and groups would further elucidate the emotional demands faced by a range of stakeholders in sport organizations.

Limitations

Two principal limitations of this study are acknowledged. First, the inclusion criteria for this study and the snowball sampling strategy led to the recruitment of a sample that is predominantly male. This is aligned with the current male domination of SMS professions; European Union statistics indicate fewer women working in sport (43%) compared to men (57%) in the UK (Eurostat, 2015) and gender inequality has been identified in sport and exercise medicine (Bekker et al., 2016), strength and conditioning coaching (Magnusen & Rhea, 2009), and sports psychology (Lovell,

Parker, Brady, Cotterill, & Howatson, 2011). Therefore, the study findings might not represent the potentially gendered emotional labor required by females in male dominated environments and this represents an area where further research is required. Second, a combination of face-to-face, telephone, and computer mediated interviewing (i.e., Skype) was used to interview participants and this diversity brings with it a limitation (Hanna, 2014) as visual cues and a volume of contextual and nonverbal data were not available from non-face to face interactions (Sparkes & Smith, 2014).

Perspectives

This study provides a novel exploration of the emotional labor experiences of SMS practitioners operating in elite sport in the UK. It shows that emotional labor enactment is critical to professional effectiveness, despite potentially negative personal outcomes. The consistent perceived necessity of emotional labor enactment in SMS professional practice raises the question as to whether emotional labor should be considered a professional competency and thus included in education and training. These findings should inform policy and practice in sport organizations (e.g., national sport organizations), Higher Education Institutions involved with training prospective SMSs, professional bodies involved with the training and development of SMSs (e.g., BASES, BPS, CPS), and professional practice bodies in charge of producing ethical codes of conduct and regulating such professions (e.g., Health Care and Professions Council).

CHAPTER 4

Professional challenges in elite sports medicine and science: Composite vignettes of practitioner emotional labor

Supplementary introduction

In Chapter 3, the results showed the factors affecting emotional labor enactment (e.g., context, culture, and the practitioner), the strategies used to enact emotional labor (e.g., surface acting, deep acting, and authentic emotional expression), and the personal and professional outcomes associated with emotional labor (e.g., buy in, positive emotional contagion, mental health issues). Throughout the analysis process, it became clear that the context in which SMSs practice affects the enactment of emotional labor. Within this theme, many different and challenging situations were reflected upon by the participants and occurred frequently in day-to-day practice. Due to the volume of meaningful data available, I discussed with my supervisors the possibility of representing these data using a qualitative creative non-fiction method. From prior reading, I knew that my second supervisor, Chris Wagstaff, had published in this area before and the method was becoming increasingly accepted in the sport and exercise psychology field (e.g., Schinke et al., 2016). From a personal perspective, my goal is to work in the Higher Education sector as a teacher and researcher. Thus, presenting my research in a form that has the potential to be used as a pedagogical tool, and to transfer actionable knowledge aligned with my values and offered the opportunity for me to develop new scholarly skills related to dissemination.

The results of this chapter depict novel theoretical insights into the relationship between sociological phenomena and emotional labor that were commonplace in the participant accounts. For example, the physiotherapist composite vignette demonstrated the influence of power relations between leaders (i.e., the Performance Director) and followers (i.e., the physiotherapist) on the enactment of emotional labor and highlighted the emotional demands that female practitioners are required navigate in high performance sport environments. Further, the strength and conditioning coach composite vignette

presented issues pertaining to hyper-masculinity and stigmas associated with displaying undesirable or "fluffy" emotions in the workplace. Thus, the results presented in Chapter 4 build on the initial conceptual framework developed in Chapter 2 and extend the theoretical framework of emotional labor and professional practice in sports medicine and science professionals presented in Chapter 3, with the aim of producing accounts that integrate and build upon previous understanding of sociological phenomena and emotional labor.

The act of creating composite vignettes, the format for the data presentation in this paper, was the most intellectually challenging task I have taken on since starting the doctoral process. Drawing upon seminal papers in the field (e.g., Cavallerio et al., 2016), I conducted a two-step process that involved conducting an interpretive thematic analysis to organize the content (i.e., story as analyst), and then constructed the composite vignettes based on storylines raised through the thematic analysis results (i.e., position of storyteller). In a similar manner to Chapter 3, I conducted the interpretive thematic analysis by hand (i.e., notes and memos on interview transcripts) and through electronic means (i.e., Microsoft Word). By engaging in this process, the similarities and differences between the professional challenges in each participant group were established; metaphors, similes and turns of phrase were identified; and quote banks were developed for each code/theme. Before constructing the composite vignettes, I discussed with my supervisors the storylines that formed the basis of the narratives for each participant group. Based on the supervisory team's feedback, I constructed the vignettes by pasting and rearranging quotes into Microsoft Word and implemented writing techniques that enhanced the flow and prose of the narratives. On reflection, the supervisory team's willingness to engage in reflexive

conversations about the composite vignettes led to the formation of coherent storylines and elucidation of emotional labor in professionally challenging situations.

This paper was submitted to *Psychology of Sport and Exercise* for peer-review on 17th July 2017. The paper was critiqued by two anonymous reviewers and was accepted pending major revisions. In total, 34 general comments were made with a focus on the quality of the composite vignettes, methodological rigor, and discussion. In general, I tended to agree with the reviewers and responded with enhancements to the paper accordingly. Nevertheless, some reviewer comments were problematic. For example, one reviewer did not think including accounts of physiotherapists and strength and conditioning coaches was appropriately in line with the journal scope. This point required me to take confidence and engage in a form of debate or rebuttal of the reviewer comment. After reflecting on the issues I argued that those involved in sports occupations work in multi-disciplinary teams for individuals and/or groups of athletes under a similar rubric (Gustafsson, Holmberg, & Hassmén, 2008; Körner, 2010; Reid, Stewart, & Thorne, 2004). This argument enabled me to agree that the execution of such services is conducted in varying and dissimilar environments (e.g., sport and exercise psychologists might consult in private offices, physiotherapists might consult in private medical rooms, and strength and conditioning coaches might consult in a gym), but that those services in elite settings are conducted in parallel to one another to achieve optimal performance in each aspect of the athlete's cognitive, physical and emotional development. Making this argument required me to develop the confidence to debate, albeit on an anonymous basis, with an expert in the field. This was another "first" in my doctoral process.

On reflection, carrying out the qualitative creative non-fiction method for analysis and data presentation was challenging on several levels. My natural instinct towards

research is to follow methodological procedures closely and allow for my own interpretations to interweave with the data throughout the process. Constructing composite vignettes allowed for creative license in the representation of participant data, and this was an undertaking that I was not confident with initially. However, taken as a whole, this process developed me as a qualitative researcher (i.e., executing a new method) and as a person (i.e., overcoming negative responses to reviewer comments).

Authorship and contribution

Rebecca F. Hings: Conception of original idea and design of the research, data collection, data analysis and interpretation, and drafting and critical revision of the article, and final approval of the version to be submitted for publication.

Dr Christopher R. D. Wagstaff: Advice about the design of the research, data analysis and interpretation, critical revision of the article, and final approval of the version to be submitted for publication.

Dr Valerie Anderson: Critical revision of the article, and final approval of the version to be submitted for publication.

Dr Sarah Gilmore: Critical revision of the article, and final approval of the version to be submitted for publication.

Professor Richard C. Thelwell: Critical revision of the article, and final approval of the version to be submitted for publication.

Abstract

Objectives: Our aim was to provide an insight into professional challenges encountered by sports medics and scientists (SMSs) in elite sport organizations and illuminate the emotional labor required to navigate such challenges.

Design: A semi-structured interview research design was used, and data informed the development of composite vignettes, a form of creative non-fiction.

Method: Eighteen semi-structured interviews were conducted with sport and exercise psychologists (n = 6), physiotherapists (n = 5), strength and conditioning coaches (n = 5), one sports doctor and one generic sports scientist to facilitate data collection via guided

reflection. An interpretive thematic analysis was performed, and key codes and themes were used to develop three composite vignettes.

Results: The composites were based on participant accounts comprising three professional roles: (a) sport and exercise psychologist, (b) physiotherapist, and (c) strength and conditioning coach. The interplay between the factors affecting emotional labor in the SMS field (e.g., ethics, power, culture), the enactment of emotional labor (e.g., emotion regulation and observable expressions), and the outcomes (e.g., personal and professional) are illuminated in the vignettes.

Conclusions: These data extend research on professional practice in SMS and emotional labor in three ways: (a) providing a novel theoretical contribution to explain emotional labor in professionally-challenging situations (b) examining the requirements for SMSs to enact emotional labor as part of their professional role and (c) building upon other innovative and rigorous forms of data representation that might be used as a pedagogical tool for reflection with students, trainees, and neophytes.

Keywords: emotions, emotional displays, emotion regulation, ethics, professional development

Introduction

Professional societies and regulatory bodies promote ethical codes of conduct that govern how sport medics and scientists (SMSs) engage with others when enacting the routines and practices that constitute their professional practice. For example, professional values and behaviors (e.g., maintaining professional boundaries; Theberge, 2009), evidence-based competencies (e.g., psychological skills training; Fletcher & Mahar, 2013), and consideration of complex ethical matters (e.g., decision making; Praestegaard & Gard, 2013) are endorsed to guide practitioners on how to act when working with clients. SMSs deliver specialized services that aim to enhance athlete performance, often as part of multi-disciplinary teams (Wagstaff, Gilmore, & Thelwell, 2016). High performance teams might comprise the expertise of sport psychologists, doctors, physiotherapists, strength and conditioning coaches, and other sport and exercise scientists. Nevertheless, scholars have noted substantial discrepancies between professional codes of conduct, training, and actual practice (see Harwood, 2016). Indeed, a range of nuanced professional challenges for SMSs have been reported, including developing inter-professional relationships (e.g., Malcolm & Scott, 2011), and the potential for conflict escalation (e.g., Reid, Stewart & Thorne, 2004). Moreover, working in elite sport has been portrayed by SMSs as an emotional endeavor where the need to adhere to professional expectations is of the utmost importance, often leading to personal costs (see Larner, Wagstaff, Thelwell, & Corbett, 2017). Emerging evidence has shown practitioners often need to engage in emotional labor to navigate a range of challenging situations to facilitate desired emotions and behaviors at work (Hings, Wagstaff, Thelwell, Gilmore, & Anderson, 2018). Despite such challenges, regulatory bodies have yet to acknowledge the tensions between codes of conduct and the nature of applied work, or address specific educational or professional training requirements,

especially with reference to emotional labor demands. Therefore, in this study we examined the professional challenges and emotional labor experienced by SMSs through the development of creative non-fiction (e.g., Schinke, Blodgett, McGannon, & Yang, 2016).

Emotional labor

According to Grandey, Diefendorff, and Rupp (2013), emotional labor is defined as, "emotion regulation performed in response to job-based emotional requirements in order to produce emotion toward – and to evoke emotion from – another person to achieve organizational goals" (p. 18). Grandey and Gabriel (2015) integrated sociological, psychological, and organizational research perspectives to characterize emotional labor as an integrated three-part conceptualization comprising (a) emotion requirements, (b) emotion regulation, and (c) emotion performance. First, emotion requirements refer to the job-based norms that implicitly govern how one expresses emotion in the workplace. Such requirements shape the employee emotional displays in ways that facilitate the attainment of organizational or work-related objectives (Diefendorff, Erickson, Grandey, & Dahling, 2011). Second, emotion regulation refers to the effort afforded by the employee to meet the socioemotional demands of the job, specifically through the modification of feelings or expressions. Researchers have observed three types of emotional expression: authentic expression, whereby genuine feelings are felt and displayed at work; surface acting, where employees feign the desired emotional expressions (i.e., suppressing, faking and amplifying emotions), and; deep acting, where employees try to create the desired feelings to be expressed (Gabriel, Acosta, & Grandey, 2013). Third, emotion performance refers to the display of desirable observable expressions in the workplace. For example, external characteristics including body language and facial expressions are altered and have been reported to influence work-related interactions (e.g., Sanders, Wadey, Day, & Winter,

2017). Against this background, this study aims to illuminate emotional labor in the context of sport, exercise, and health professions.

Emotional labor in sport

In the sport and physical activity domain, scholars (e.g., Tamminen & Bennett, 2017) have increasingly conceptualized emotional phenomena, such as emotional labor, as complex, social, performative, and intersubjective. For instance, SMSs regulate and perform their emotions in order to navigate the complex sociocultural environments in which they operate (Hings et al., 2018). Lee and Chelladurai (2016) recently observed that coaches who reported higher positive affectivity were likely to deep act or display genuine emotional expressions when dealing with athletes, leading to reduced emotional exhaustion and emotional dissonance. Findings from physiotherapists (Foster & Sayers, 2012), and strength and conditioning coaches (Tod, Bond, & Lavallee, 2012) also indicate experienced practitioners are more likely to express positive emotions through deep acting and authentic emotional expressions, despite previous challenges with clients. Hence, it would appear that the enactment of emotional labor might have professional benefits by helping individuals to navigate complex sport environments Despite SMSs confronting diverse cognitive and physical demands as part of their role, the social nature of emotional transactions demands emotional labor to be enacted. Thus, the complexity of emotional labor creates unique professional challenges for those working in sport. Larner et al. (2017) recently found surface acting to moderate the relationship between organizational stressor frequency, burnout, and turnover intentions in coaches, performance directors, and SMSs. Other researchers have linked surface acting to undesirable psychological (e.g., emotional exhaustion, burnout; Lee & Chelladurai, 2016) and physical (e.g., somatic anxiety; Jones,

2006) outcomes, indicating that surface acting might have a negative impact on SMSs welfare and well-being. Such research findings imply the necessity of emotional labor and brings to question the competency requirements of SMSs (Arvinen-Barrow, Penny, Hemmings, & Corr, 2010).

The present research

A dearth of research exists exploring how SMSs navigate professional challenges, which is somewhat surprising given the potential negative implications of emotional labor, and the benefits of professional training, competency development, and reflective practice (see Cropley et al., 2016). Further, Nelson et al. (2013) highlighted the need to understand the role emotions play in the day-to-day realities of sports coaching practice, thus increasing preparedness for complex personal and professional demands. Hence, this manuscript aims to provide an insight into professional challenges encountered by SMSs in elite sport organizations and illuminate the emotional labor required to navigate such challenges through the voices of professionals in sport. By providing a platform for sensitive emotional issues (Smith, 2013), and promoting multi-disciplinary learning across SMS professions, it is hoped practitioners, trainees, and students will better understand the emotional demands of both their own and colleagues' work. A narrative approach was adopted to achieve our aims in line with calls for such designs (see Smith, 2016; Tamminen & Bennett, 2017), and to allow for the interpretation of complex, social, emotional lived experiences through retelling participant accounts in the form of stories.

Method

Philosophical assumptions

The present study was underpinned by philosophical assumptions of ontological relativism (i.e., reality is multiple, created, and mind dependent) and epistemological interpretivism (i.e., knowledge is subjective and shaped by lived experience; Cavallerio, Wadey & Wagstaff, 2016). In alignment with the philosophical assumptions and research aims, qualitative creative non-fiction methods, namely composite vignettes (e.g., Schinke et al, 2016) were adopted. Specifically, drawing on analysis of qualitative interview data we aimed to elucidate the emotional labor a sport and exercise psychologist, physiotherapist, and strength and conditioning coach might enact when encountering professional challenges.

Participants

Following institutional ethical approval, participants were recruited via purposive snowball sampling. The sampling criteria specified that participants had to be fully qualified and professionally accredited practitioners in the United Kingdom. Therefore, those practitioners whose data are included in this study were accredited by one or more of the following professional societies or regulatory bodies; the British Association of Sport and Exercise Sciences (BASES), the British Psychological Society (BPS), the Chartered Society for Physiotherapists (CSP), and the United Kingdom Strength and Conditioning Association (UKSCA), or the Health Care and Professions Council (HCPC). The sample comprised 18 SMS practitioners (15 male, 3 female) including six sport and exercise psychologists (experience range 6-23 years), five strength and conditioning coaches (experience range 5-15 years), and five physiotherapists (experience range 2-20 years), one sports doctor and one

generic sports scientist. All participants had worked in elite individual (e.g., golf, swimming, triathlon) and team (e.g., football, rugby, cricket) sport in the United Kingdom.

Data collection

Prior to the interviews, all participants provided fully-informed consent, were notified of their participant rights, and issues of confidentiality and anonymity. Semi-structured interviews were conducted with each participant on a one to one basis. Interviews were conducted by the first author face-to-face, online using Skype video calls, or over the telephone. Seventeen interviews were audio-recorded with handwritten notes being made concurrently. One interviewee declined to be audio recorded and their data comprises handwritten notes. The average duration of the recorded interviews was 63 minutes (*SD* = 11.33).

Interview guide. A three-part interview guide was used, the first section of which was designed to elucidate a timeline of key career events such as employment turnover, organizational change, experience of working in multi-disciplinary teams, and any other perceived challenges the participants had experienced. The second section covered emotional experiences in the work environment and invited participants to elaborate on their experiences (e.g., "Could you describe how you reacted and responded to the [situation] encountered?", "Why did you feel the need to suppress your true feelings in that situation?"). The final section explored the effects emotional labor might have had on their professional practice at the time of the key event described. In this section, the participants were invited to describe the personal and professional outcomes of their emotional labor experiences. A copy of the interview guide is available on request from the corresponding author.

Data analysis and representation

The data were analyzed in two separate stages. During the first stage, interpretive thematic analysis was undertaken (Braun, Clarke, & Weate, 2016). This analysis procedure provided insight into SMS's experiences and opinions in relation to the issues they described as well as any factors that influenced the particular phenomena of interest (Braun et al., 2016). For this study, this involved the first author engaging in telling the participants' "story as analyst" (Tamminen & Bennett., 2017, p. 189), whereby the data were organized into codes, first-level and second-level sub-themes, and overarching themes (see Hings et al., 2018), to understand the phenomena and identify relationships and characteristics important to emotional labor enactment. The research team engaged in the six-step process of thematic analysis recommended by Braun et al. (2016). As a result of this process, the first author, with reflexive and discursive help from the research team, discovered the "what's", (i.e., the themes), the "how's" (i.e., the "enacting" of emotional labor) and "why's" (i.e., the effects on professional practice) of the participant accounts (Cavallerio et al., 2016). This involved familiarization with the data by reading and rereading the transcripts and handwritten interview notes, and listening to the interview audio tapes to gauge verbal tone of both the interviewee and the interviewer. The outcome of this stage was the identification of codes and the assemblage of first and second level themes and subthemes, which reflected similar participant experiences and reflections. Throughout this process, the first two authors evaluated the development and refinement of labelled themes, looking for concepts relevant to the research aim. These conversations led to re-iterations of the themes. The second stage of the analysis involved a creative analytical process (CAP) grounded in the themes from the first stage whereby compelling quotations for each theme were selected to enable the development of narratives (e.g., Schinke et al., 2016).

Creative non-fiction

"Creative non-fiction is a type of creative analytic practice that tells a story which is grounded in research data and draws on literary conventions" (Smith, McGannon & Williams, 2015, p. 59). According to O'Malley, Winter and Holder (2017), the fictional storylines created by authors are embedded within the real-life events and lived experiences of research participants. By illuminating meaningful and emotional events through creative writing practices, empirical data previously analyzed through a theoretical lens can be 'brought to life' to elucidate the nuances of psychosocial phenomena (Schinke et al., 2016). This provides a basis from which theory and applied practice can be combined through the presentation of large quantities of qualitative data into an accessible form of actionable knowledge useful to practitioners (Denyer & Tranfield, 2003). As such, the aim of the creative non-fiction is to present empirical data in a way that might resonate with the population group investigated (i.e., naturalistic generalizations; Smith, McGannon, & Williams, 2015). To elaborate, naturalistic generalizations occur "when the research resonates with the readers personal engagement in life's affairs, or vicarious, often tacit, experiences (Smith, 2018, p. 140).

Using CAP to communicate findings is increasingly common in sport, with scholars from sports coaching (e.g., Jones, 2006) and sport, exercise, and health psychology (e.g., Smith, 2016; Smith et al., 2015) being particular advocates. Indeed, representing findings in multiple ways provides the opportunity to reveal more complex and multi-layered understandings of a topic through alternative analytical lenses (Schinke et al., 2016). This dendritic crystallization of research data promotes, "the ongoing and dispersed process of making meaning of the same topic through multiple forms of analysis and forms of representations to produce a series of related texts" (Groom, Nelson, Potrac, & Smith, 2014,

p. 88). We believe the use of creative non-fiction provides a pedagogical opportunity for practitioners, trainees, and students to become more aware of wide-ranging professional issues and provoke reflective conversations (Smith, 2013; Smith, Tomasone, Latimer-Cheung, & Martin Ginis, 2015).

Composite vignettes

In the second stage of the data analysis process, the first author adopted the position of storyteller (Smith, 2016) with the aim of producing evocative stories that represented population groups. This involved representing data through qualitative creative non-fiction in the form of composite vignettes, whereby the experiences of the six sport and exercise psychologists, five physiotherapists, and five strength and conditioning coaches interviewed were combined into synthesized narratives. These roles were chosen because they reflect core roles within SMS multidisciplinary teams. Throughout the development of the vignettes, the research team engaged in reflexive discussions about the composite content and fit with the themes identified at stage one of the analysis. A combination of these reflexive discussions, re-organizing and fitting together participant accounts, and establishing links between the overarching themes led to the creation of composite characters and vivid storylines.

The first author engaged in a four-step process to assemble the composite vignettes, which was based on examples of qualitative creative non-fiction conducted in the field (Schinke et al., 2016; Smith, 2013; Smith et al., 2013). First, the interview transcripts were separated by the participants' professional role (i.e., sport and exercise psychologist, physiotherapist, or strength and conditioning coach). The overarching themes identified at stage one were used as a framework for possible composite content and the first author then

re-read each interview transcript, highlighting key phrases, thoughts and stories that appeared to represent the predominant professional challenges encountered by participants. Highlighted content was transferred to a master document for each professional role. Next, any interrelated quotations were grouped together to form substantive content for the vignettes before the first and second authors reviewed the content of the professional challenges, deleting surplus text and amalgamating multiple shared accounts into concise stories for each of the SMS roles. These accounts formed the basis of early draft vignettes. Finally, the first author linked sentences contained in each of the vignettes (e.g., adding connective words). All authors then iteratively revised the narratives to ensure relevance to the research question, prose and flow, and adequate representation of the professional roles within the participant groups.

Authenticity

When judging the authenticity of the qualitative creative non-fiction, a non-foundational approach was adopted (Smith & McGannon, 2017). For example, guidance provided by Bradbury-Jones, Taylor, and Herber (2014) regarding: (a) data sources for vignette composition, (b) vignette format, (c) capturing reality, and (d) vignette/participant congruence was utilized. First, data used in the creative non-fiction included the semi-structured interview transcripts, handwritten interview notes detailing the interviewees facial expressions, gestures, and verbal tone, the first author's reflective journal, and the interpretive thematic analysis. Collectively, these sources formed the basis for the narrative framework. Second, the vignettes were formatted to represent each SMS role to illuminate the professional challenges significant to their lines of work and encountered by participants included in the study. Third, despite the creation of composite characters,

direct quotations from participant interviews were used where appropriate so the authenticity of the 'voices' within each narrative was preserved, and to enable naturalistic generalizability through providing adequate evidence of participants' lives (Smith, 2018). However, to protect the anonymity of participants, specific details in contextual examples were altered such as gender, locations, and type of sport. Additionally, characteristics such as evocation (i.e., producing stimulating storylines), sincerity (i.e., maintaining participants' voices), coherence (i.e., formulating coherent storylines), and developing a meaningful contribution to a research area were considered when creating the creative non-fiction (cf. Smith et al., 2015).

Results

The creative non-fiction reflects challenges from the perspectives of a sport and exercise psychologist, a physiotherapist, and a strength and conditioning coach. Throughout the stories, the cyclical nature of the emotional labor process is demonstrated by the interconnectedness of the three overarching themes from the interpretive thematic analysis (i.e., factors affecting emotional labor enactment and professional and personal outcomes). We ask the reader to envisage the composite characters in the vignettes as the culminated experiences of several SMS practitioners, who have bravely shared their firsthand experiences to help others. Such accounts are written as monologues, embellished with dialogue between actors such as athletes, members of multi-disciplinary teams, and other observers.

Introduction to the first vignette: Clinical issues, professional training and remit

Sport and exercise psychologists involved in this study described issues pertaining to the adequate provision of professional training and mental health awareness. Drawing on

these data the first vignette tells the story of the emotion-laden transactions faced by a male sport and exercise psychologist. In this vignette, the psychologist is thrust into a situation requiring significant emotion regulation when transacting with an athlete suffering from bipolar disorder.

A sport and exercise psychologist's story. There have been instances in my work where I have been supporting somebody for a period – doing performance enhancement sport psychology support – and then had to refer them for clinical support. There was one instance when the clinical issues were substantial. The client was a young cricketer and I had referred him to a clinical psychologist after four or five weeks. You get to a point as a professional where you realize you can't continue working with an individual. He had complex needs, including the relationship between his parents and the coaching staff, and there were mental health issues in the family. It became apparent that additional help and support were needed.

This person was subsequently diagnosed as having bipolar disorder. I had not seen him for ten years, not since he was 15, when, out of the blue, he called me. I thought it was bit of an odd phone call, but he wanted to have a chat. We agreed to meet at his professional cricket club's training facility at 10 o'clock in the morning, but I got a phone call from people at the venue at about quarter past eight in the morning, informing me that he had arrived. That he was 1'45 hours early made me nervous – I had no idea what was going on or about to happen – but I tried to ignore my concerns and travelled to the venue for the meeting. When I got there, I could immediately see that something was wrong; he was smoking on the side of a practice wicket and he was hitting practice balls around really quite oddly, aggressively. I tried to anticipate what I was about to be presented with and adapted my body language and behavior to negotiate, maybe to console, maybe to protect myself. I went over,

the client was talking very quickly, and I could see this was not going to be a normal morning. I needed to prepare myself for a challenging consult. It quickly transpired that one of the cleaners had arrived early, and my former client frightened her by talking in an incomprehensible, agitated state.

I took him somewhere that was slightly away from the clubhouse for a little more privacy, and where there were no other people to agitate him. He had a cricket bat in his hand and he previously had talked to me about being attacked and as I later realized he probably feared being attacked as he was acting in quite a threatening manner due to his condition. It was surreal. I was incredibly nervous, but at the same time I had to think on my feet along the lines of: "Right, I have not worked with anybody this way before. I am not trained to deal with this. But I have got to manage this situation, I have got to manage my emotions in this situation because there is a person in front of me who is ill. But, I do not know the exact nature of his illness. I might have some suspicions, *some* relevant training, but I have got to manage myself, and I have got to manage him, and I have got to manage my environment, because this is a place where I have been invited to work, and there are other people around that would not – could not – be so understanding; they would not realize that he is ill."

The main emotion I needed to regulate was fear. It was one of the most challenging things I have ever done in my professional career, showing that I was not scared, when I was actually terrified. I felt threatened, but I needed to manage my emotions, needed to show that I was not feeling threatened, that I was myself calm, and also attempt to calm the client. Even though I was scared, it was important that I did not show it - my own emotions would have added another level of intensity and would not have been helpful to resolving the situation. I suppressed that fear response and tried to be empathetic, non-judgmental, non-

directive in the language I used. I thought, "What image do I need to portray in this situation? I had become very aware of my behaviors, what am I doing with my arms, my legs, my feet?" You know? I tried to be very neutral. The whole time I was trying to ignore the aggressive swinging of the cricket bat. Let's put it this way, there was a lot of internal dialogue taking place, which I had to make sure was not reflected externally. He eventually calmed down and left the cricket club. I felt exasperated, I felt frustrated. After he left I remember thinking: "I feel horrible right now but that is just part of it, just keep cracking on with everything else", I then told myself, "handle it sensitively and make some follow up calls later in terms of duty of care".

Now I reflect on this situation and wonder: "How would I have dealt with that situation emotionally if I had been new to the profession? I would not have had a clue how to act". It was a very emotionally challenging situation for me because I care for the people that I work with. Unfortunately, you can only do your best and there comes a point when you think, "There is nothing more I can do". As psychologists, we talk about the separation of emotion and rationality and being a logical sounding board and being able to be non-judgmental, and in reality the context we work in is a highly emotive one. I don't think it is always possible to separate your emotions and rationality.

Introduction to the second vignette: Ethics, power, and cheating

The physiotherapists in this sample frequently described issues with emotional labor consequences, arising from power relations and pressure from others to disregard professional codes of conduct when operating in elite sport contexts. The second vignette reflects this and tells the story of a composite character who is a female physiotherapist. This vignette focuses on the challenges associated with travelling to international elite sports

competitions and the emotional labor issues arising from moral dilemmas and problematic relationships with those in positions of power. In the following vignette, a physiotherapist struggled to regulate her emotions after being asked to deliberately fabricate information regarding an athlete.

A physiotherapist's story. When you are travelling, you are working pretty much constantly. You are usually trying to fit in treatment time around training, around athletes' down time, and around any commitments like team meetings or meals. The work is very fast paced and you're always under pressure. As a physiotherapist in professional sport, it's generally acknowledged that codes of conduct are regularly bent or broken. I mean, I've done things in the past that are to suit the team which haven't been strictly "professional". One incident surpassed all others, including my own diminished expectations. Incidents like the one I'm going to tell you about probably happen quite a lot – colleagues have told me as much – but this was the first time I felt that I had been asked to *cheat*; not just deviate from "the code" a little. There were two competitions scheduled in close succession; one was a qualifier for a national competition and another was a qualifier for a European competition. Entry into the second competition was predicated on a top 8 finish at the first. At the first competition, one of our athletes was guaranteed 8th place after early rounds. As such, she automatically qualified for the second tournament and it did not matter how she performed in the rest of the first competition. As a result, the coach wanted the athlete to rest and take no further part in the competition.

My concerns began when the athlete got a minor injury in an early round. I assessed her injury, and it was a minor muscle strain, and I would expect her to continue into the latter rounds; she had certainly competed with substantially worse injuries in the past. The Performance Director (PD) approached me shortly after my assessment and requested me to

tell the tournament Doctor that the athlete was *severely* injured and could not continue in the tournament: “Tell the doctor she’s badly injured. Make sure to say it’s serious.” He wanted me to make up an injury, so the athlete could be excused from the remainder of the competition. The dilemma I faced was that the athlete wasn’t really injured, so I refused the PD’s instruction. I knew that this guy was quite a prickly, dominant character but up until now we'd had a good relationship. You've got to always give the impression through your behaviors and communication that the boss (in this case the PD) has not done anything “wrong” as you don't want to damage your relationship with the boss. In essence, jobs are very precarious in our field, so you can’t go pissing off the boss. But given the dilemma, which directly contravened my code of conduct, and went way beyond bending the rules, I had to try to manage my response to ‘soften’ my refusal. I tried to reply to the PD in a calm and non-emotional way even though I wanted to scream and shout at him and tell him it wasn't professional or ethical to ask me to do such a thing. Nevertheless, it occurred to me that I would come out of this situation worse off than the PD. I had to juggle my professionalism, my personal moral compass, and some fairly intense emotional reactions to this request. I told the PD that I would tell the tournament doctor exactly what I thought the injury was.

In response, the PD said, "Just say it is a nasty bruise or something." At this point I am starting to feel emotionally and ethically uncomfortable. I could not laugh it off and say it was a hematoma or something like that. There are professional, ethical and legal issues that you need to be aware of in those situations. You *should* always be thinking of the athlete’s safety and you *shouldn’t* cut corners. However, I was aware that the PD had already “got to” the coaches and athlete and had already influenced them towards his course of action. They now also wanted me to lie about the fake injury. I felt threatened, bullied. I

wanted to stay strong and true to my beliefs. I have limits, boundaries, and these were being totally abused. Emotionally, I also wanted to protest to the young athlete. Yet, I tried not to "wear my emotions" – something like bedside manner I guess, one needs to remain a professional.

While these discussions were taking place, the athlete had been practicing and in an ironic twist of fate, had aggravated an unassociated long-standing injury. This required her to see the doctor, and they said, "Yeah she has got to miss the next match." Except the goalposts had shifted! The PD realized that pulling her out of the remainder of the competition would actually automatically *exclude* her from the next (European qualifier) competition. They crapped themselves! The team had a word with the athlete and said, "If you don't compete in this next match, you won't be eligible for the next tournament." So, one minute the PD, coaches and athlete are desperate to avoid the next match based on a fake injury, then she *actually* gets injured. Everyone is seeing her hobbling along barely able to walk, yet everyone is desperate for her to compete. I was so embarrassed. I was horrified and furious, but I couldn't berate the PD, coaches, and athlete for their lack of respect, professionalism and morals. All I wanted to say to the PD was, "Ha! This is what happens when you put everyone's careers on the line." My emotions were bubbling but I had to suppress them; I couldn't say how I felt as it might have a negative impact on the athlete's performance, and it would cast me as the "baddy". Speaking up would have a negative impact on the whole team and I was fairly sure it would be the end of my work with this National Governing Body. Emotionally it was terrible, I felt so alone and isolated. I was on the other side of the world, I couldn't just walk away; we were in the same hotel, had the same travel arrangements. Plus, I had a duty of care to the other athletes. I could tell that the Performance Director and the coaches were unhappy with me because I wouldn't lie. During

the rest of the competition they criticized my decisions and it led to a very uncomfortable stand-off. It was such a mess. I thought I was going to lose my job, and it took courage and moral conviction to stand my ground, to remain positive when I didn't want to be. I still wanted to shout at them and explain how unethical their request had been, but I had to hide my real feelings and use the code of conduct as my shield and express my "professional opinion". I stayed calm when I told them I would be risking my professional status; I'd get struck off if anyone found out. Emotions ran high on 'all sides' - From that point on, the PD pigeonholed me as a "no" person. I invested loads of time trying to change his impression of me, but I think it all went back to what he felt that day. It was really tough to deal with personally and professionally. I don't know whether they ever forgave me for that, even now some years on. I was only trying to do the best for the athlete and I felt like I was the only one, it was a constant tension. It was demoralizing. It still demoralizes me. I didn't want to work in that environment, and not long after, by "mutual consent", I was managed out of that sport.

Introduction to the third vignette: Masculinity, banter and death.

The third and final vignette tells a story of a male strength and conditioning coach and focuses on the salience of organizational culture and the influence of organizational values, attitudes and beliefs on emotional labor. The strength and conditioning coaches involved in this study described the pervasive high performance, masculine, and complex culture of their working environment and the effects on their emotional labor, despite potentially negative outcomes on a personal scale. Although many strength and conditioning coaches recalled enjoying the back-and-forth between themselves and the athletes, leading to a sense of personality-job fit, embracing this culture also led to considerable conflict in

terms of emotion regulation and disclosure. In the following vignette, the composite strength and conditioning coach had recently suffered a family bereavement.

A strength and conditioning coach's story. I think all good strength and conditioning coaches' work is behind the scenes; it's not about you. Strength and conditioning involves dealing with people from different educational and social backgrounds, and making a difference with them. In this environment, I need to demonstrate intensity and effort, because I require that of the athletes. Going into a session I know when I am going to need to emphasize some things or need to be assertive or passionate to be as effective as possible because that is how I can get a response from athletes. I put on an act almost every time I coach to get my message across, and how I do that depends on the situation. Some days it comes naturally, other days you have to really psyche yourself up to get on the right emotional level. As a coach, you have got to be in- tune with your emotions to get the outcome that you want. Coaches do not know how good they could be if they just did this.

Some of the biggest challenges in my role are in relation to building appropriate relationships with athletes. The sport that I work in is very ego-driven, very alpha male. You have got to be quite assertive and animated. You've got to have a lot of banter with the guys to make them feel at ease and gain acceptance. Most of the time I act like a goof and shout things like, "Are you gonna tickle that weight or lift it?" That is how I get acceptance, which allows me to get my message across; if I went in totally 'by the book' professional, I would get nowhere with "the boys". Sometimes being a "good bloke" and "having a craic" is more important than what you actually deliver. On the other hand, if you are seen as overly familiar or too mate-like, there are times when you lose the respect of athletes and they take the opportunity to test you. Athletes will deliberately try to "push buttons", frustrate you, play

pranks or jokes at your expense. This is a sign of acceptance, but there is a boundary; if you don't control yourself and manage their perception of you, you will be walked over, chewed up and spat out. It would be very easy to react when athletes are just trying to wind you up a little bit. If they catch you off guard or on a bad day, it's hard not to bite or push back, so you have to be more measured than the athletes.

Emotionally speaking, it's hard to maintain a façade as "one of the lads" when personal things are happening in your life. When I first started my role, I had a family bereavement, my Grandfather, and his illness was drawn out over about two months. It was a stressful time; I found it hard to switch my "work persona" on and off. I was a bit more forgetful, distracted… It can be a bloody nightmare trying to get the day job done when personal stuff is in the back of your mind. But no matter what is going on in your personal world, when the show starts at 10 o'clock you need to be ready to go. I wanted to see my Grandfather; I had a close relationship with him, and so I ended up driving for miles at night, sleeping on mate's sofa, and then driving back to work first thing in the morning. I did that a few times and my sleep went out the window so that made it a bigger challenge to be the person I needed to be at work with the boys. I didn't feel like it - I was forcing myself to be the 'laugh out loud', everything to everyone, guy. Even though I was giving myself a moment before a gym session or blasting music in the car to psyche myself up, the boys still saw through it:

"Okay boys let's get on with this!" I strained.

"You okay boss? You don't look so good."

"Seriously mate, I'm fine, let's just get to it"

Although I was in turmoil on the inside I didn't tell anyone at work about my Grandfather's death. I felt that I had to maintain my professional persona. I don't think it was a case of

doing the stereotypical male thing of not asking for help; I just felt that my emotions didn't fit in with my work, so I hid them. I had to maintain the façade to get the results I needed. Sometimes people picked up that something wasn't 'normal' because my sadness leaked out, it was too powerful, my attempts to bottle it up and keep a mask on became too overwhelming, but when others noticed, I just downplayed it and tried harder to suppress my feelings.

The whole situation threw up some unique challenges and emotions but I was desperate for it to not affect my work or relationships. I know that if I take my eye off the ball and let down my guard or suddenly lose my cool, then they will disengage with me, they'll disengage with their programs even more, and then I'll be under the pressure from the manager. You have to react to what you are faced with and try to do the best that you can, despite personal situations and the effort. If that happens, and I have seen it in more than one practitioner, including myself, that it can really take you down as it were. Coping with this stuff can really affect you mentally because you… I think that can have real negative consequences. We support staff don't always have a support staff network. In football, rugby and cricket for example they will provide players with a support network in the event of changes or behavioral problems. The only option for support staff is to go to the doctors, maybe the psych, but they are your peers, teammates. Not that I go to the doctors – maybe I should have, I'm still feeling pretty burnt from that period and managing my energy levels is still a challenge as I feel I'm totally worn out. I still think that to get results you need to not show any negative feelings at work; maybe "the boys" can, but we support staff can't.

Discussion

The creative non-fiction illuminates the professional challenges and emotional labor experienced by SMSs to navigate issues in elite sport organizations. By amalgamating the shared experiences of SMSs in elite sport, the creative non-fiction revealed important and novel issues about the personal and professional effects of emotional labor on practitioners. Further, the narratives show how the emotional labor practitioners engaged in was driven by the professional challenges they encountered and indicate the critical processes required to navigate ethical, moral, and emotionally demanding predicaments successfully.

In the first vignette, a male sport and exercise psychologist felt obliged to work in an unfamiliar environment and attempted to help an athlete diagnosed with bipolar disorder. When faced with the athlete's unpredictable behavior, the psychologist was compelled to undertake surface acting and suppress negative feelings of fear in favor of more positive or neutral emotions to effectively manage the athlete's emotions. This observation lends support to Gabriel et al. (2013), that service employee positive emotional displays have the strongest influence on performance evaluations under low familiarity contexts. To elaborate, positive or neutral emotions are critical to perceptions of friendliness and influence others' behaviors, despite the method of emotion regulation utilized. Hence, a positive emotional performance by the sport psychologist through surface acting was perceived as both unavoidable and critical to a successful outcome. Nevertheless, practitioners might need to reflect on the wide spectrum of emotions they are required to display (i.e., positive, neutral, and negative) in response to the dialogical demands of social interactions (Tamminen & Bennett, 2017).

The prevalence of mental health issues and the difficulties of aligning to high performance conditions and personal care has been reported (e.g., Coyle, Gorczynski, & Gibson, 2017). Despite the composite character being equipped with experience, the emotional labor enacted when dealing with clinical mental health issues was debilitative to the practitioner. Indeed, the findings support the need for those in sports professions to engage in surface acting when necessary (Hings et al., 2018), despite potential personal detriment. The incongruence or dissonance between felt and displayed emotions can be effortful and damaging when sustained over prolonged periods of time, leading to emotional inauthenticity and alienation of the self (Hochschild, 1983). Further, the potential for confrontation occurring due to not handling the situation effectively could put psychologists at risk of physical and emotional harm. Hence, psychologists must be aware of their own and others observable emotional displays in difficult situations which could be enhanced through reflective practice, peer supervision, and counselling (cf. Cropley et al., 2016).

The second creative non-fiction portrayed a female physiotherapist managing the ethical challenge of being asked to fabricate information by a Performance Director (PD) during a major competition, dealing with a passive and pressured athlete, and maintaining emotional equilibrium. The perceived threat of scandal led to the physiotherapist feeling the need to "hide behind the code of conduct" and reject the PD's demand. As the physiotherapist strongly identified with her professional and moral values, her immediate emotional response was intensified and distressing (Grandey, Krannitz, & Slezak, 2015), yet the need to remain professional in her emotional performance was crucial to maintain. Issues pertaining to power relations common in elite sport affecting emotional labor feature in this vignette, particularly in the hierarchical relationship between the physiotherapist and PD. Specifically, the PD was instrumental in challenging the physiotherapist's ethical code of

conduct and attempted to use their position of power to influence the physiotherapist to cheat. In the context of the tension between ethical and legal practice and achieving performance requirements, significant emotional regulation was necessary in such an intimidating situation. This creative non-fiction highlights the challenges faced by practitioners obliged to adhere to professional codes of conduct in non-traditional work environments such as elite sport (Haberl et al., 2006), where performance priorities dominate decision situations. This signals notable implications for the psychological contract physiotherapists enter into when taking on employment in sport. Although the physiotherapist's emotional expressions were in line with implicit organizational expectations, disagreeing with the PD on an ethical issue placed strain on their relationship, perceived as emotional deviance by the PD, which ultimately led to her departure (cf. Wagstaff et al., 2016). Based on these findings, it is recommended that regulatory bodies work to align attitudes towards safe and constructive professional work in elite sport settings through the promotion of emotional labor related competencies.

The third and final creative non-fiction depicted the emotional challenges of separating personal and professional issues, in a working culture that pays scant attention to the 'outside' pressures experienced by support staff. Specifically, the interpretation of desirable emotional display requirements by strength and conditioning coaches has a pervasive effect on their decisions and behaviors at work, and can affect their personal lives. Emotions regarded as acceptable or critical to display were related to job based obligations, such as developing a positive motivational environment in the gym. Emotional labor was regarded as positive by the strength and conditioning coaches, with upbeat and encouraging emotions being displayed, and was congruent with their felt emotions (i.e., authenticity and deep acting; Grandey & Gabriel, 2015). However, the elite sport culture demanded a

masculine persona to be adopted when developing rapport with athletes. Engaging in banter and showing a sense of humor was deemed to be a group acceptance mechanism by athletes and the pressure to comply was felt by the strength and conditioning coach (cf. Wagstaff, Martin, & Thelwell, 2017). Therefore, there was no space for personal emotions unrelated to work, often considered soft and unwanted. As such, the composite character depicted in this creative non-fiction felt the need to conceal bereavement-related feelings from his colleagues. Despite the impact this significant life event had on work duties (e.g., forgetfulness, sleep deprivation), the unwritten obligation to disguise personal struggle at work triumphed at the cost of their own mental well-being. From an ethical perspective, sport organizations have a duty of care to their employees and should encourage disclosure of personal issues through appropriate mediums (e.g., a workplace counsellor, line manager) – as is common in 'traditional' organizations where the ubiquity of such life events is accepted.

Given the findings pertaining to the important role of emotional labor in practice, the narratives in this study present several implications for practice in SMS professions. First, the priority of addressing the lack of understanding about physical and emotional reactions to challenging situations which currently remain unacknowledged and unspecified in many ethical codes of conduct and the professional formation processes of SMSs. Our findings indicate a need for cross-disciplinary learning and knowledge transfer into practitioner training to prevent and avoid remit issues. Of particular concern is the lack of welfare services available to these groups who experience such significant challenges. Hence, regulatory bodies and professional associations should prioritize the long-term support of practitioners by adopting a well-being focused strategy with awareness of emotional labor

to facilitate the development of strategies by SMSs to prevent or react appropriately to emotionally challenging situations.

To our knowledge, explicit theoretical and practical competency requirements relating directly to emotional labor demands are currently absent from professional training and qualifications in SMS professions. Thus, researchers should endeavor to better understand how and when SMSs are aware of, and adequately understand or demonstrate, skills related to emotional labor (e.g., managing responses to emotionally intense situations). Further, the interpersonal effects of emotional labor have yet to be systematically investigated in this context. As is indicated by the narratives presented here, there is a duty of care to students, trainees, neophytes and experienced practitioners to raise awareness of emotional labor due to the unpredictable, dynamic and complex situations that arise in practice and for the welfare of practitioners. As emotional labor comprises tacit skills and abilities, it is reasonable to assume emotional labor cannot be directly prescribed to different situations in classroom based educational settings. Nevertheless, future research could investigate innovative methods of teaching and discussing emotional labor in education through simulations, virtual reality, reflexive accounts of experience “in the field”, and role plays to overcome ethical issues.

Limitations

Despite the theoretical and practical contributions of the creative non-fiction approach, some limitations are acknowledged. The use of semi-structured interviews, as opposed to life history or unstructured interviews, may have encouraged the production of vignettes along a predetermined research agenda, rather than enabling the exploration of issues as experienced by participants (Smith & Sparkes, 2016). Nevertheless, the first author

built rapport with participants and the accounts provided were probed using open questions to reveal meaningful accounts of emotional labor and professional challenges. Also, the interpretive thematic analysis, conducted in stage two of this study, provided a robust narrative framework as the basis for the creative non-fiction. Indeed, the risk of creative non-fiction is that such data representation becomes over-evocative. Nevertheless, our aim was for the voices of the participants to convey rich descriptions of emotional labor in straightforward, practical, resonant narratives.

Conclusions

The aim of this paper was to illuminate professional challenges experienced by sports medics and scientists (SMSs) in elite sport organizations and provide insight into the emotional labor required to navigate such challenges. In the face of professional challenges, the present work highlights the complexity and variety of emotional labor enactment when SMSs attempt to cope with the disparity between their training, personal emotions and morals, codes of conduct, and performance expectations in work settings. From a practical perspective, this study can aid professional societies, regulatory bodies and employers in sport to better understand the salience of emotional labor and help identify the professional skills set required to operate effectively in elite sport. Further, the creative non-fiction produced in this study can be applied pedagogically on University courses, to help inform neophyte practitioners or trainee SMSs about emotional labor to enhance understanding of the interpersonal skills required in professional practice.

CHAPTER 5

Emotional labor and the professional formation of sport and exercise psychologists

Supplementary introduction

In Chapter 4, the complexities of enacting emotional labor as a means of coping with professional challenging situations was elucidated for the participant groups (i.e., sport and exercise psychologists, physiotherapists, and strength and conditioning coaches). Specifically, the aim of this paper was to illuminate and connect the experiences of the participants into evocative and thought stimulating narratives that could be used as a pedagogical tool for training purposes. In light of this aim, this study builds on the conceptual framework established in Chapter 2 by focusing on the reflective and experiential learning issues that were identified. In this regard, Chapters 3 and 4 indicate the lack of pedagogical support in professional formation and development processes in the SMS fields and the lack of awareness associated with the term emotional labor. Indeed, researchers highlighting the pervasiveness of emotional labor within professional settings (e.g., teaching, Isenbarger & Zembylas, 2006; medicine, Tutton et al., 2008; law, Harris, 2002) tend to identify the issue yet not follow up on how to address the issues during training and professional formation. As the participants from Study 2 and 3 (Chapters 3 and 4) voiced their concern at their apparent lack of explicit preparation for the emotional demands of practice, the natural next step for this research programme was to identify the ways in which emotional labor could be taught throughout the education, training and practice of practitioners. The results of Study 4 (Chapter 5) provided a significant applied contribution to knowledge by producing a list of synthesized recommendations to professional associations (e.g., BPS) in order to develop education, training, and CPD opportunities in line with the emotional labor demands practitioners navigate in professional practice.

Although the scope of empirical study one (Chapters 3 and 4) was relatively broad in terms of specialist fields of practice (as commented on in the supplementary introduction to Chapter 4) it was necessary to establish a more focused approach for Empirical Study two. The decision was made to concentrate attention on the emotional education-training-practice gap in sport and exercise psychology only, and to consider the fields of physiotherapy and strength and conditioning as outside of scope. This decision was taken for the following reasons (both methodological and pragmatic): (a) the results from Study 2 and 3 (Chapter 3 and 4) demonstrated the significance and heterogeneity of situations that sport and exercise psychologists were required to deal with (e.g., athletes with mental health issues, ethical issues, and developing long-term professional relationships with clients), (b) professional development literature in sport and exercise psychology had yet to depict the explicit realities of emotional labor and how to address such issues through the enhancement of education and training processes, (c) my second and third supervisors (Dr Chris Wagstaff and Professor Richard Thelwell) were able to provide access to a large network of sport and exercise psychology Master's students, trainees, neophytes, and practitioner psychologists to recruit for the study, and (d) sport and exercise psychology is an area of which I am familiar in terms of the professional formation process in the United Kingdom and something I wish to pursue in future. Hence, the results depicted in Chapter 5 focus on and elucidate the awareness and preparedness of those involved in the sport and exercise psychology professional formation process regarding emotional labor demands. The inclusion criteria in this study was restricted to those engaged in the BPS professional formation process in sport and exercise psychology in the UK. Such participants were engaged in a developmental pathway that led to Health Care and Professions Council accreditation.

Given the rich data collected using semi-structured interviews in Study 2 and 3 (Chapter 3 and 4), I went forward with a similar approach to Study 4 (Chapter 5). Although interviews are commonly used in the sports science field (e.g., Braun et al., 2016) conducting semi-structured interviews in this instance allowed for the widespread access to participant accounts from varying backgrounds and geographical locations across the UK.

This paper that resulted from the analysis of these data was submitted to the *Journal of Applied Sport Psychology* on 9th July 2018 and is currently undergoing peer-review. The supervisory team and I anticipate constructive reviewer comments and hope for the opportunity to further enhance the paper and achieve publication in this journal. In the fourth and final year of the doctorate, the writing process was difficult in comparison to the first three years. This was primarily due to my different (part time) student status meaning that I was, for the first time, trying to focus on the demands of a full-time role in a prestigious university as well as on my PhD programme. In addition, I also experienced ongoing issues with mental health. As such, submitting the paper for review was a proud accomplishment and the learning resulting from this process will inform my ongoing personal and professional development as an academic practitioner.

Authorship and contribution

Rebecca F. Hings: Conception of original idea and design of the research, data collection, data analysis and interpretation, and drafting and critical revision of the article, and final approval of the version to be submitted for publication.

Dr Christopher R. D. Wagstaff: Advice about the design of the research, data analysis and interpretation, critical revision of the article, and final approval of the version to be submitted for publication.

Dr Valerie Anderson: Critical revision of the article, and final approval of the version to be submitted for publication.

Dr Sarah Gilmore: Critical revision of the article, and final approval of the version to be submitted for publication.

Professor Richard C. Thelwell: Critical revision of the article, and final approval of the version to be submitted for publication.

Abstract

The aim of this manuscript was to investigate the emotional educational-training-practice gap in the professional formation of sport and exercise psychologists in the United Kingdom through the theoretical lens of emotional labor. Twenty semi-structured interviews were conducted with four participant groups: Master's students (n = 5), trainee (n = 5), neophyte (n = 5) and experienced sport and exercise psychologists (n = 5). Adopting an interpretive epistemology, an abductive thematic analysis was conducted in relation to the participant groups recruited. Several overarching themes were identified in each participant group: (a) Master's students (emotional labor as theory, practice), trainees (emotional labor to survive, a professional development tool), neophytes (emotional labor as a new professional, self-care) and experienced sport and exercise psychologists

(emotional labor as a professional resource, lifelong learning). A synthesized list of applied recommendations to improve the professional formation of sport and exercise psychologists was developed based on the analysis. The themes extend sport and exercise psychology professional development literature and we make recommendations for educators, professional associations and regulatory bodies with regard to: (a) bridging the emotional and experiential gap when transitioning between development stages via collaborative and innovative educational provision; (b) supporting the development of skills relating to the enactment of emotional labor, and; (c) consider support mechanisms for student/trainee/neophyte safeguarding and welfare issues as a result of the emotion-laden transactions in professional practice. The implications for future pedagogy, andragogy and research are discussed.

Keywords: emotional labor, professional development, applied practice

Introduction

The incremental adoption of sport and exercise psychology services in elite sport has demanded a versatile skill set of service-delivery competencies to effectively navigate professional and personal challenges associated with high performance arenas. To successfully enact such competencies and respond to professionally demanding contexts, recent research has demonstrated the importance of emotional labor (i.e., managing emotions and emotional expressions as part of the work role; Grandey & Melloy, 2017), in the professional practice of sports psychologists (Hings, Wagstaff, Thelwell, Gilmore, & Anderson, 2018). For example, the need to wear a "professional mask" to display desired emotions when dealing with problematic athletes, or purposively modify felt emotions to be in alignment with desired expressions has been reported (Hings, Wagstaff, Anderson, Gilmore, & Thelwell, 2018). Thus, the purpose of this paper is to examine the emotional-educational-training-practice gap in the professional formation of sport and exercise psychologists through the theoretical lens of emotional labor. A set of recommendations to improve education provision and contributions from professional associations will be synthesized from the sentiments of those engaged in the sport and exercise psychology profession in the UK.

Professional formation

In the United Kingdom, the British Psychological Society (BPS) education and training pathway for prospective sports psychologists comprises three stages, (1) undergraduate degree or conversion course to achieve Graduate Basis for Chartered Membership (GBC), (2) Society accredited Master's in Sport and Exercise Psychology (Stage 1), and (3) Society Qualification in Sport and Exercise Psychology (Stage 2). Once qualified, practitioners are eligible to register as a Chartered Psychologist and acquire

"Sport and Exercise Psychologist" (SEP) status, a legally protected term under the Health Care and Professions Council (HCPC, 2018). Further, the BPS endorse a Continued Professional Development (CPD) scheme aimed at qualified SEPs to train specific skills required in the field. Although universities that offer BPS accredited courses often provide contemporary theoretical perspectives on service delivery to Master's students within the confines of a classroom, it is only at "Stage 2" that trainees are expected to engage in supervised practical consulting opportunities. Nevertheless, the BPS program has been critiqued by practitioners about how to deliver theoretical content at "Stage 1" ethically to facilitate practice preparedness (e.g., Harwood, 2016).

Drawing from counselor-development literature, Tod (2007) argued that frameworks in neighboring psychology disciplines might positively contribute to the professional formation of SEPs. For example, Rønnestad and Skovholt (2003) developed a six-phase framework for therapist/counselor development that detailed the professional competencies required at each stage. In accordance with the model's principles, previous findings have indicated the need for applied content throughout professional development to adequately train professional competencies that reflect "real world" practice. For example, educational demands for sports psychology Master's students (e.g., social interactions inside and outside the classroom; Tod, Marchant, & Andersen, 2007), neophytes (e.g., purposeful changes in approach to service delivery; Tod & Bond, 2010), and experienced SEPs (e.g., professional and lifelong learning; Fletcher & Maher, 2013) have been highlighted. Indeed, findings by McEwan and Tod (2013) comparing counselling, clinical, and sports psychologists' experiences of enhancing service-delivery competence confirm the importance of reflective learning, supervision, and work-based learning when practicing. While previous research has highlighted the need for practical

activities to shape professional competencies, it remains unclear from an emotional labor perspective whether the specific interpersonal and expressive skills needed to succeed in high performance sport environments are adequately conveyed throughout the professional development of SEPs.

Emotional labor in sports psychology

Various reflective (e.g., Owton, Bond, & Tod, 2014) and autoethnographical accounts (e.g., Lindsay, Breckon, Thomas & Maynard, 2007) have outlined the emotional intricacies related to developing appropriate yet flourishing professional relationships, exploration of felt and concealed emotions, and taking on the role as "counsellor" when interacting with athletes, coaches, and other support staff. Despite these narratives, the mechanisms behind the enactment, or emotional "performance" of student, trainee, neophyte and experienced practitioner psychologists has received scant attention. To meet performance expectations in elite sport requires frequent and variable emotional transactions between athletes and multi-disciplinary sports science and medicine teams (Hings et al., 2018). Specifically, Hings and colleagues (2018) demonstrated the necessity of sports psychologists to engage in emotional labor (e.g., surface acting in threatening situations) to successfully navigate everyday practice routines. Grandey and Gabriel (2015) conceptualized emotional labor as having three separate components, (a) emotional display requirements, (b) emotion regulation, and (c) emotion performance. Each facet of emotional labor requires a combination of socio-emotional skills and abilities to be applied effectively in professional situations to achieve desired end goals. For example, abilities such as emotional intelligence and situational awareness are crucial to interpreting organizational emotional display requirements (Wagstaff, Fletcher, & Hanton, 2012). Further, physical skills such as adjusting verbal tone, non-verbal communication, and

proximity to the client (i.e., emotion performance) are crucial to defusing professional challenges (Hings et al., 2018). Therefore, there is a need to align professional codes of conduct and education/training requirements with real world practice demands.

The present study

Tod and colleagues (2007) demonstrated the influence of theoretical perspectives on sports psychology service delivery, including an array of professional competencies required when consulting with athletes. Further, Woolway and Harwood (2018) provided a critical review of athletes' preferred sports psychology consultant characteristics and highlighted the importance of interpersonal skills such as the act of caring, being approachable and respectful towards athletes when building positive working relationships. Despite the potentially positive (e.g., increased sense of self and identity in the work role; Humphrey, Ashforth & Diefendorff, 2015) and negative (e.g., burnout; Grandey, Rupp & Brice, 2015, see also Larner, Wagstaff, Thelwell, & Corbett, 2017) consequences of emotional labor, investigations into the pedagogical content delivered in relation to this phenomenon has been scarce. Given the necessity and complexities (i.e., physical and emotional skills, abilities, and awareness) required to enact emotional labor as a sports psychologist (Hings et al., 2018), it could be argued that a combination of theoretical and practical content that are representative of the interpersonal skills required to thrive as a sports psychologist, should be covered in the BPS education and training pathway. Hence, there is a need to investigate the level of preparedness for "real world" practice demands, whether professional competencies related to emotional labor are facilitated adequately, and the key skills deficits between the developmental stages in the sport and exercise psychology professional formation process (Harwood, 2016). To this end, we aimed to investigate the emotional education-training-practice gap in sport and exercise psychology

using a qualitative semi-structured interview design. The following research questions guided the study: (1) to what extent are participants aware of the emotional demands, professional competencies and practical skills required to enact the daily practice of a practitioner psychologist? (2) To what extent are participants prepared to enact of emotional labor at each stage of development? (3) To what extent could current education and training provision be improved to sufficiently reflect the emotional labor of practitioner psychologists?

Method

Design and epistemological approach

The design of this study was informed by ontological relativism (i.e., the existence of multiple, contextual and subjective realities is assumed), and epistemological interpretivism (i.e., knowledge is constructed based upon participants' understanding of reality; Smith & Sparkes, 2016). Specifically, a qualitative semi-structured interview design was employed to address the research questions. This method allowed for the adequate and flexible collection of data relating to the thoughts, feelings, and experiences of participants' educational development and reflections on the quality of their professional formation.

Participants

Prior to data collection, institutional ethical approval was granted and participant informed consent was obtained. Four separate population groups were recruited via a combination of convenience and purposive snowball sampling. The sampling criteria included those who were engaged in various stages of the sport and exercise psychology professional formation process in the United Kingdom (for inclusion and exclusion criteria, see Table 1). Thus, 20 participants were recruited from following populations

groups, (1) Master's level sport and exercise psychology students (Stage 1; *n* = 5), (2) trainee SEPs (Stage 2; *n* = 5), (3) neophyte SEPs (*n* = 5), and (4) experienced SEPs (*n* = 5). Participants in each group represented a wealth of institutions, locations, and sports. For anonymized demographic information, see Table 2.

Table 1. Participant inclusion and exclusion criteria.

	Inclusion criteria	**Exclusion criteria**
Experienced sport and exercise psychologists	Qualified and accredited sport and exercise psychologists including BPS accreditation and HCPC accreditation, and in part time or full-time consultancy work at the time of study.	Unqualified and unaccredited sport and exercise psychologists, practitioners holding British Association of Sport and Exercise Science accreditation with a specialization in sports psychology only. Those not in part time or full-time consultancy work at the time of the study.
Neophyte sport and exercise psychologists	Qualified and accredited sport and exercise psychologists including BPS accreditation and HCPC accreditation with less than two years' experience, and in part time or full-time consultancy work at the time of study.	Unqualified and unaccredited sport and exercise psychologists, practitioners holding British Association of Sport and Exercise Science accreditation with a specialization in sports psychology only. Those not in part time or full-time consultancy work at the time of the study.
Trainee sport and exercise psychologists	Trainee sport and exercise psychologists currently enrolled on a Stage 2 BPS accredited supervised experience education pathway.	Those not currently enrolled on a Stage 2 BPS accredited supervised experience education pathway, including BASES supervised experience.
Student sport and exercise psychologists	Master's students currently enrolled on a BPS accredited MSc in sport and exercise psychology (Stage 1 of the BPS accredited education pathway) at the time of the study.	Master's students enrolled onto a non-BPS accredited MSc in sport and exercise psychology (e.g., BASES accredited or non-accredited courses).

Table 2. Participant demographic information.

Participants (Pseudonym)	Gender	Stage in Professional Formation*	Qualifications/ Accreditation
Toyah	Female	MSc student	BSc
Abu	Male	MSc student	BSc
Gracie	Female	MSc student	BSc
Tom	Male	MSc student	BSc
Franklin	Male	MSc student	BSc
Elva	Female	Trainee sport and exercise psychologist	BSc, MSc
Dan	Male	Trainee sport and exercise psychologist	BSc, MSc
Beth	Female	Trainee sport and exercise psychologist	BSc, MSc
Alice	Female	Trainee sport and exercise psychologist	BSc, MSc
Sally-Ann	Female	Trainee sport and exercise psychologist	BSc, MSc
Tina	Female	Neophyte sport and exercise psychologist	BSc, MSc/CPsychol, HCPC
Joe	Male	Neophyte sport and exercise psychologist	BSc, MSc/CPsychol, HCPC
Sammy	Female	Neophyte sport and exercise psychologist	BSc, MSc/CPsychol, HCPC
Charles	Male	Neophyte sport and exercise psychologist	BSc, MSc/CPsychol, HCPC
Sky	Female	Neophyte sport and exercise psychologist	BSc, MSc/CPsychol, HCPC
Stefan	Male	Experienced sport and exercise psychologist	BSc, MSc, PhD/CPsychol, HCPC
Jake	Male	Experienced sport and exercise psychologist	BSc, MSc/CPsychol, HCPC
Charlotte	Female	Experienced sport and exercise psychologist	BSc, MSc, PhD/CPsychol, HCPC
Amy	Female	Experienced sport and exercise psychologist	BSc, MSc, PhD/CPsychol, HCPC
Terry	Male	Experienced sport and exercise psychologist	BSc, MSc, PhD/CPsychol, HCPC

Note: BSc: Bachelor of Science degree; MSc: Master of Science degree; PhD: Doctor of Philosophy; CPsychol: Chartered Psychologist (British Psychological Society); HCPC: Health Care and Professions Council registered.

Data collection

Interviewees were recruited through initial email contact. The email included a participant information sheet detailing their ethical rights and what their involvement in the study would include, and an informed consent form. Those who indicated an interest were contacted to arrange an interview. All participants provided informed consent prior to the interview. The interviews lasted on average for 58 minutes and were conducted by the first author either face-to-face, online using Skype video calls, or over the telephone. All interviews were audio recorded via Dictaphone and handwritten notes were made concurrently.

Interview guide. A separate semi-structured interview guide was developed for each of the four population groups. Whereas topics of conversation were similar across the interview guides, the questions were worded in such a way that related to the level of experience participants gained in sport and exercise psychology education, training, and practice at the time of the interview. There were three sections in the interview guide, (1) reflecting on acting as a sport and exercise psychologist (e.g., skills and competencies required in practice), (2) sport and exercise psychology professional formation (e.g., undergraduate, postgraduate, and training experiences), and (3) recommendations to improve educational provision. Open-ended questions were used, and pertinent avenues of conversation deemed important to the research questions were probed.

Data analysis

A thematic analysis was performed on the data implementing the guidance of Braun, Clarke and Weate (2016). This method was adopted to deliver a descriptive and interpretive conceptualization of the data (Vaismoradi, Turunen & Bondas, 2013), and provide insight into the participant's experiences with emotional phenomena in the context

of their professional development. The analysis was inherently abductive (i.e., theoretically deductive; Grandey & Gabriel, 2015; Rønnestad & Skovholt, 2003, and inductive features, e.g., methods of teaching) influenced the development of themes. In line with Braun et al. (2016), the data were transcribed verbatim, and the first author read and re-read the content to enable data familiarization. Then, the data were systematically and electronically coded using memos which aided the development of one codebook for each participant group. Throughout this process, the first two authors critically analyzed and reflected upon the data in relation to the research questions. Then, the codes were crafted and organized into themes for each participant group. Specifically, overarching themes representing the subthemes and the interconnectedness of each theme were developed. The themes were reviewed and refined by the research team by progressively altering, renaming and defining the themes. The final step of writing and presenting the data was integral to the creative analytical process.

As a qualitative study guided by an interpretive epistemology, the method we used here was guided by Smith and McGannon (2017) to enhance the contribution of, and emotional and intellectual impact of the topic, and the coherence with which the research questions, method, and results create a meaningful picture. This involved maintenance of an audit trail incorporating both data collection and theoretical matters and aimed for practitioner and academic resonance (i.e., how the research relates to readers through naturalistic generalization; Smith, 2018).

Results

The results are divided into four sections in relation to the participant groups: (a) Master's students (Stage 1), (b) Trainees (Stage 2), (c) Neophytes, and (d) Experienced

SEPs. The overarching themes and sub themes are presented separately for the purposes of data organization, yet involve interrelated concepts associated to the research questions.

Master's students (Stage 1)

Emotional labor as theory. Participants recollected specific aspects of emotional labor that were implicit in their studies (i.e., content related to lectures, seminars, coursework assignments, or examinations), although emotional labor was not explicitly taught.

Philosophical approaches to practice. From an early stage in their development, the participants were aware of a range of contemporary philosophical approaches that would ultimately influence how they would deliver sports psychology,

> In terms of specific skills, it would just come down to your approach… Whether you want to be a teacher; to be humanistic with free or open association questions; to be cognitive behavioral. I think that would probably affect your skill set that you'd take with you and I'm still working out which way I'd go… (Franklin)

Participants placed emphasis on promoting holistic or humanistic support of athletes. Abu reflected upon the complexity of athletes operating in the competitive sports environment,

"I definitely started the course with the intention of being a performance psychologist. However, it was eye-opening doing the athletes' wellbeing module… It showed us the actual issues athletes face as human beings and how that affects sport performance."

Despite students having a general understanding of the variety of emotional needs clients might have in the therapeutic alliance, participants reported a heavy reliance on theoretical knowledge when describing their expectations of applied practice. For example,

Gracie was uncertain of what to expect and highlighted the potential complexities athletes could present,

> Depending on the approach that you might use, I would feel quite unprepared if I came across a situation which was not within my boundary of practice. The need to integrate your morals and personal views of the situation could be quite difficult as well as knowing what to do or how to respond in that situation.

Absence of emotional labor in curricula. Participants found it difficult to pinpoint whether emotional labor was communicated during their studies, and the topic was often implicitly conveyed within the coverage of theory or research methods within curricula as Abu explained, "We did one practical sports psychology course and the emotional demands of psychology was touched upon, but the focus was intake interviews" Abu added, "We did touch on emotions a little bit in the counselling module, when we covered topics like anxiety, but it was very brief. We haven't looked at emotion or emotional control explicitly as a wider topic for practitioners." Despite this, participants did not underestimate the value that theoretical perspectives had on their professional development, and expressed the need to understand the "unknown" emotional side to sports psychology, as Abu went on to explain, "I see Stage 2 as where you develop all of the emotional skills needed. Stage 1 is more about underlying content... but I'd love for a Master's course to consider emotional control for the consultant."

Emotional labor as practice? Although participants recalled specific physical facets of emotional performance throughout their development, students were unaware of emotional labor as a phenomenon and found it difficult to convey the necessary service-delivery competencies needed to thrive as a sports psychologist.

Physical emotional performance. While not explicitly referring to the multi-faceted skills involved in enacting emotional labor, participants vocalized the need to understand how one physically conducts themselves during athlete interactions, "maybe just getting to know yourself and your own reactions to a point where you can channel things without necessarily showing it through your body and face" (Gracie). Franklin also noted verbal and non-verbal communication skills such as articulating complex concepts, vocal intonation, and body language were considered important competencies, "I'd probably consider my body language, the way I was going to speak, how open [the athlete] would want to be."

Some participants with previous work experience outside sports psychology or academia were more aware of the need to enact emotional labor when working with clients. For example, Franklin worked part time as a recruitment consultant and spoke at length the need to be aware of your own emotions and performance, "There are certainly elements that do cross over well… Being able to fire fight and to keep calm and cool on the outside, even if inside you're going absolutely ballistic and the alarms are going." Nevertheless, it was this non-academic experience that participants felt to be instrumental in their awareness of emotional demands in the workplace.

Need for actionable knowledge. Despite great theoretical knowledge, participants without prior work experience with athletes revealed a knowledge deficit regarding actionable skills and competencies needed when interacting with athletes. Participants discussed at length the lack of practical, simulated content in university courses, and how their current educational experiences might fall short of portraying the entire picture of sports psychology practice, "you don't really know how to react or respond and what to do in many situations. There's probably a range of things that could be really challenging that

I can only imagine as opposed to having faced myself." (Gracie). Participants cited several opportunities to integrate the socio-emotional skills involved in enacting emotional labor into coursework and examination requirements of the Stage 1 postgraduate course. For example, Tom explained, "we need more role playing where we put ourselves in the shoes of a consultant and someone else plays the athlete, or people playing a team and you're doing a workshop." There was a general consensus among participants regarding effective teaching delivery and examination of emotional labor:

> Don't just tell us, get us to do it! I know people who are on the fence about starting Stage 2, but they have no way of knowing. It's really important to get some kind of experience during Stage 1… I am literally going into Stage 2 with no idea what it is to be a sports psychologist or how to do it. (Toyah)

There was some discrepancy among the participants in terms of the legality to gain such experiential opportunities in Stage 1. Despite ethical concerns, Gracie managed to gain a supervised experience placement at local sports clubs using a "coach" label, as opposed to the legally-protected SEP label, and said that experience alone was more valuable than anything absorbed via textbook during their studies:

> When you're new to sports psychology, the emotional side has been mentioned to you but you don't even think about it. In terms of teaching, it's important to be aware of what the emotional skills are... I was given the opportunity in my Master's to work with some athletes and I felt that that was an amazing opportunity in terms of actually understanding and applying what you're learning.

Hence, there exists a clear gap between expectations and awareness of emotional labor at this stage of professional development and a need for experiential learning yet, such opportunities are blurred by legal, competitive, and logistical issues.

Trainee sport and exercise psychologists (Stage 2)

Emotional labor to survive. The enactment of emotional labor encapsulated the everyday tasks and practice of trainees. Specifically, the participants shared stories about attracting and interacting with clients in Stage 2, and how the enactment of emotional labor was used as a survival tool to gain experience and navigate complex emotional transactions.

The sales pitch. The act of "selling" your services as a trainee sports psychologist was imperative to gaining the requisite numbers of hours experience to complete Stage 2, and involved emotional labor strategies to increase their chances of success. Dan verbalized the struggles associated with attracting clients for their business, through voluntary or paid services, as a means of access into sport organizations:

I think emotions are a massive barrier to achieving your goals. At first I was certainly very risk averse, and I probably could have advanced my training a lot faster and further if I'd taken more risks in terms of just getting myself out there a little bit.

Later, the same participant indicated how this title added a level of difficulty and emotional effort when enacting the "sales pitch" to potential clients, "my experience is that you have to go out and find the work for yourself, which requires a lot of emotion management and managing your expectations and managing that fear of getting yourself out there and then failing to find any work." In echoing these sentiments, Alice recalled the emotion regulation required when meeting potential clients for the first time, "You need to know you're going to feel uncomfortable, doubt yourself, and people are not going to not really talk to you or take you seriously as an unpaid trainee."

Acute awareness of emotional demands. The trainee participants in this study discussed the immediate recognition of the personal and professional emotional demands

encountered as a trainee sports psychologist. On gaining further training experiences, Beth reflected on the emotional factors that influence how she interacts with clients, “People tend to come to train the way they feel, rather than the way they think. I think [acknowledging emotions] is vital, no matter who you see or what issue it is…” Sally-Ann recollected their experiences working in a large sports organization and how it became a priority to understand how their emotional displays in that environment influenced delivery:

> I'm quite a naturally anxious person… but I wouldn’t say many people know that. Over a number of years, especially in a cricket environment, realizing that I'm going to have to find a way to manage things, I found skills and ways of doing that… It's all very well me thinking I know what I'm talking about, but if I can't deliver that with confidence or in a short manner with the athlete, then it doesn’t mean a great deal.

As a novice in the field, it was imperative to understand what types of behaviors, emotional displays, and attitudes towards particular stakeholders were acceptable in order to foster professional working relationships. Although participants acknowledged the role emotions play in their practice, Elva discussed how understanding emotional labor came with experience:

> When you start going out working with clients on a regular basis, for me this was about a year into Stage 2, is when you actually start understanding the actual practicalities of dealing with emotions… You become a little bit more aware of the faculties of individuals that are sitting in front of you.

Participants that were practicing in line with the humanistic view of psychological practice were often engaging in emotional transactions that demanded the feigning of

desirable emotions, as illustrated by Alice, “I spend a lot of time acting like I don’t really feel anything, sympathizing with people but without necessarily engaging in their emotions. I feel like I carry around an awful lot of people’s baggage.” The incongruence between felt emotions and observable emotional performances by the trainee towards the client poses the case for formal consultant peer groups or social support within the psychology sphere, as a method of coping with emotional demands.

Pretending to be a sports psychologist. At the beginning of Stage 2, some participants expressed their lack of preparedness to deliver theoretical content learned in Stage 1 in real life situations with clients. Despite an eagerness to perform well, Elva discussed the need to feign desired emotions through observable emotional performances during interactions:

I definitely was ready to give it my best shot but I felt very aware that I didn’t know what I was doing. In terms of emotion management, the experience I’ve had most frequently is trying not to let them see that I’m thinking I’ve no idea what I’m doing.

Similarly, Beth described the unsettling feeling of being an imposter during her initial consultations, “It was like pretending to be a psychologist… I really need to learn and be comfortable with something before I can apply it. I felt like a fraud because I didn’t know how to be a professional.” Despite the knowledge base gained from prior studies, participants struggled to enact and apply the psychological principles learned to the clients in front of them. Dan recalled the instantaneous change in their composure when presenting in front of large groups of athletes:

> The best way I can describe it, to use an acting analogy, is literally just to keep calm and carry on. Literally up until the second before my first word, I was feeling nervous. Then straight away it was like, “Bang! Okay, I’m into it. I’m not being

> nervous anymore, I have to be confident because that's the only way I'm going to communicate anything to anyone.

For participants who were more experienced as trainees, there was a sense of increased self-efficacy to express more authentic emotions during their practice:

> It's important to not to copy someone else, don't change your personality or try too hard. Somebody's contacted you because they like what they've heard or seen, so don't differ from that, it's more having that belief in yourself. I think subconsciously there's still things I'm working on, it's not like I feel like I know it all, at all. (Elva)

Emotional labor as a professional development tool. This theme details how the enactment of emotional labor could be further enhanced as a professional skills requirement in Stage 2.

Desired prior experience. Participants expressed the difficulties of transitioning from classroom-based work to supervised practice. Some participants felt there was a lack of formal, explicit educational groundwork in Stage 1 related to the emotional realities of sports psychology consultancy that had a lasting influence on their learning throughout Stage 2. When asked about the transition to supervised experience, Elva shared a somewhat nervous response from their Master's degree about heading into uncharted territory with clients,

> There was a few of us who wanted to go to Stage 2 and somebody had asked, "Well, how does psychology actually work?" and the lecturer said, "Well, just what we've been talking about." It seemed too simple. "Well, this can't be it… Are we really equipped to be working with people?" It felt like we only read out of textbooks…

Despite assimilating textbook knowledge, the distinct lack of experience conversing with potential recipients of psychological services affected their initial consultancies in supervised practice. The initial consultancies with athletes were often uncomfortable experiences, and many participants recalled the need to act like they were somebody else,

> I remember my first time like it was yesterday. I had to deliver two different workshops to three different groups, so I couldn't be standing in front of them being remotely anxious, or show any signs of it… We were talking about body language and I stood at the front of the group and I'm slouched, looking at the floor, talking quietly, and I asked "Do you think I'm a confident person?" and they were all like "No." In my head I'm thinking, "Well, that's hilarious because I'm not actually confident. I must be kidding myself!" (Dan)

Participants were eager to share their recommendations to bridge the emotional skills gap between Stage 1 and Stage 2. For example, Elva would have liked to understand how practitioners deal with their felt and expressed emotions during consultations, through confessional tales, guest lectures or shadowing, "Having somebody experienced talk about how they deal with emotions in real time and in real life, and whatever theories we've been using, how they've been applied in practice." The discrepancy between the content taught in Stage 1 and the applied settings in Stage 2 left participants feeling under-equipped with emotional labor strategies needed when negotiating professional relationships. Beth said, "If I learned more practical stuff I think it would be useful because emotions are real life. Even a small module where it focuses on emotions and you as a psychologist, how you are going to deal with things."

Trainee development opportunities. Throughout the interviews, participants emphasized the need to advance and formalize personal and skills-based competency development opportunities that better reflect the emotional labor required in daily practice. When discussing the gaps in knowledge that could be improved during Stage 2, Sally-Ann reflected on the balancing act of negotiating emotional transactions with clients, "We need to understand the transition from the "psych skill stuff" into how you start to open up more difficult conversations. I think something around recognizing when as a trainee you're ready to go that next step of conversation."

Given the myriad emotion-laden conservations trainees might experience during supervised practice, additional guidance on the implications of client disclosure and methods of coping would benefit trainees on a personal and professional level. Despite encountering such challenges, some participants asserted that the best method of learning about the realities of emotional labor was "to do", as opposed to classroom-based teaching methods. Sky added "Let's say you've been in a challenging situation and you make a mistake or you panic and lose your nerve in front of the athlete. It's all about you learning from those mistakes... You can't read that in a book." Also, participants voiced mixed opinions with regards to reflecting on such practical experiences as a compulsory area of professional development. Interestingly, when asked about the reflective process, some participants had not considered the enactment of emotional labor within their accounts, as Elva summed:

> I'm not sure that I ever have particularly reflected on emotion management per se. Self-management? Yes, probably… I've reflected on things like stuff I do and don't discuss with people… It's more management of actually how I behave and what I say probably more than how I handle my emotions.

From a personal perspective, participants discussed the independent nature of the Stage 2 qualification, despite supervisory and central administrative support, and how this feeling was inherent throughout their professional development. This was summarized by Beth who felt the financial and logistical barriers to attending CPD sessions in Stage 2 left them feeling isolated and unable to mitigate the emotional burdens of practice:

We need clearer opportunities where trainees develop certain skills that are expected throughout that Stage 2 rather than me and my supervisor trying to work out how we're going to gain that experience. Can there be a series of three or four workshops that you're expected to go along to which opens up that network of trainees?

Neophyte sport and exercise psychologists

Emotional labor as a "new" professional. The enactment of emotional labor (i.e., surface acting, deep acting, and authentic emotional expression) was described by the participants as a vital service-delivery competency that was implicit in their development.

Becoming your own practitioner. When discussing levels of preparedness for enacting emotional labor as a qualified practitioner, Joe explained the transferable skills gained through direct experience with athletes and the application of their own philosophy:

From a knowledge base, I think [the Master's course] prepared me very well. From a practical, experienced base, I felt there were more skills that I needed or probably picked up during my supervised practice… I learnt quite a lot of transferable skills within that window that then meant that the psychology side became a little bit more natural and easier to deliver.

Enhanced self-awareness. Participants discussed how their levels of self-awareness typically grew sometime after gaining chartered status, thus increasing the importance of reflecting on emotional labor.

> I think having that confidence then in that gave me the ability to manage and be honest with my emotions. There's this eagerness to just get through Stage 2 and work with as many people as possible and work within the many different experiences as possible that our own emotions get neglected. We don't want to face that. We're knackered and we might be moving towards burnout, or we're not actually working that effectively with someone because we don't really understand our philosophy enough and we get stuck in that kind of spiral of, like, is it about me or is it actually about my client? And I think that confuses that emotional management. (Tina)

Nevertheless, enhanced self-awareness posed issues related to emotional labor, and amplified what Joe did not yet know:

> I think you also become quite aware of what you don't know. There are quite a few books around the confidence crisis that the newly qualified practitioner or, imposter syndrome that a lot of PhD students go through towards the latter stages of their research.

Emotional labor as self-care. On becoming qualified psychologists, participants recognized the transient and long-term difficulties associated with enacting emotional labor, and urged for more consistent supervisory and training support for neophyte practitioners.

Support mechanisms. Discussing the transition to becoming a qualified practitioner, participants in this study did not feel it was appropriate to give up supervision, "It's not necessarily a prerequisite to carry on with supervision once we're qualified, and I think that tends to be something the BPS could definitely look at because I think ongoing

supervision is vital" (Tina). The same participant went onto state their reasons for wanting to continue supervision,

> I won't necessarily feel at the end of the session that I've understood what the conversation has been about, but I do know that I am a bit of a sponge without realizing it, so I do soak up my clients' emotions, and they affect mine. I have to manage that very carefully because otherwise I burn out and my life becomes their lives and I get all consumed by it.

At this stage in their career, this participant was overtly aware of the sometimes debilitating effects and needed one-to-one peer support as a form of coping. Another participant discussed the need to obtain personal counselling to deal with the fallout of emotional labor, "I go to my own counsellor as well, because I believe that in order to be in the sort of counselling consultant sport psych you need to know what it's like to be on the other side of the room as well" (Sammy).

Emotional competency training. Due to the largely independent nature of Stage 2, the participants felt that Stage 2 did not provide an explicit overview of the interpersonal and coping skills needed to function in light of emotional labor requirements. Indeed, this led to issues with aligning to their preferred philosophical approach to psychology:

> In the nicest possible way, just completing Stage 2 doesn't necessarily make you a brilliant practitioner and it takes time to step back from the challenges. I wouldn't say that [Stage 2] gave me the blueprint to say, "This is how you do emotion management," but it encouraged me to create the blueprint to get it done. (Joe)

One participant argued that the emotional labor of practice should be explicitly covered throughout education and training, and if this was the case they would have arrived at the realization much quicker than through trial and error:

> I think emotional competency sits as an implicit outcome of the training through Stage 1 and Stage 2. You could easily argue that it should be in its own competency in its own right, but it would be slightly difficult to demonstrate as it hasn't got a paper-based format as opposed to the current reflective practice elements of qualification pathway. But I think to be a little bit more explicitly indicated as to this why you're learning those situations, just so when the situations do arrive in practice, you're able to recognize them a little bit faster. (Charles)

Another participant echoed this sentiment, and encouraged university institutions and professional associations that deliver CPD programs to engage with the messy complexities of real life sports psychology:

> You're working with a 17-year-old shot-putter, they've arrived ten minutes late to your session because they got stuck in the car on the way over between college and university, little things like that makes that situation seem a bit more human, which then you might be thinking straight away from an emotional management perspective, "If this person's running 15 minutes late, how are they going to appear to you initially?" They may be flustered, they might be sweating, and then does that influence the way you then extract or your awareness of certain things? (Sky)

Experienced sport and exercise psychologists

Emotional labor as a professional resource. Practitioners in this group enacted emotional labor to develop professional relationships, to cope with emotion-laden transactions, and were more likely to portray authentic emotions.

Necessity to enact emotional labor. Many participants reported that the enactment of emotional labor was necessary to navigate complex emotional transactions. This heightened level of awareness and preparedness to enact emotional labor in a variety of

situations was shared by Jake, “[Emotional labor] is extremely important as well as understanding how we can regulate people's emotions and their mistakes and how that aligns to the sporting perspective and also non-sporting as well.” The necessity to form professional relationships was not overstated by the participants, and a useful resource to help foster those relationships was an increased awareness of and competence in enacting emotional labor. For example, Stefan stated, “The basis of a human relationship in sports psychology is about trust, rapport, respect, engagement… Managing yourself within a relationship, being clear of what your needs are within a relationship helps you operate more effectively.” This view was reinforced by Amy, who commented that there is a fine balance between self and social emotional awareness that needs to be considered when practicing, “You have to be able to understand your emotions and understand how they are coming across, and understand the impact they are having on you and your client and your practice.”

Terry had worked alongside clinical psychologists throughout his career, and discussed the need to cater to the complexities of clients to successfully deliver their service:

> There's lots of insecurities in humans. There's lots of things going on for people and just judging that and dismissing it isn't a particularly effective way or working so if you're a good psychologist you’re automatically going to function and operate better.

Authenticity. Some participants reported that displays of authentic emotions increased as they became more experienced practitioners. This perspective was endorsed by Amy, and was fueled by a holistic awareness of the emotional demands of sports

psychology, based on previous experiences, especially in relation to personal self-awareness:

> The thing is about life and being a practitioner is that you have to be yourself. You can't go through life being someone that you're not, and that's the same as being a sport psychologist… There has to be some kind of acceptance there otherwise you're going to be pretty crap at what you do. And it could be that your emotions, your natural emotional reactions are absolutely congruent to the work, and so you don't have to do anything, just sit back and enjoy the ride.

As the participants became more comfortable with their professional selves, and negotiated their own professional boundaries, this led to development of productive relationships with clients. Stefan remarked that psychologists need to be comfortable with bringing their own emotions to validate and strengthen relationships with athletes, "Relationships mean managing emotions between people. Managing is sometimes quite difficult with emotions and that as a psychologist you bring emotions, you bring your own emotions and outlook to any professional relationship." The notion of being authentic towards athletes was ultimately rewarding, though this did not override the need to enact emotional labor in other challenging situations.

Emotional labor as lifelong learning. Throughout the analysis, it was evident that there were many undeveloped but potentially useful learning opportunities to reflect on emotional labor. Participants outlined how the enactment of emotional labor was often omitted in relation to supervision, reflective practice, and classroom-based learning events (i.e., CPD), and does not sufficiently reflect the daily practice of practitioner psychologists.

Ongoing supervision. Participants suggested that regular supervision after qualifying played a significant role in their understanding of emotional labor, despite

formal supervision not being a compulsory measure. For example, Stefan shared their approach to supervision as an opportunity to reflect upon their own mental and physical health needs, “When you qualify, get ongoing supervision and take the personal difficulties. The real personal challenges are not necessarily about, "This intervention is not working with such and such", but it is more about how you are operating within yourself.” Stefan, who has been involved in sports psychology for over two decades, spoke of the long-term effects that emotional labor can have on your mental health, and highlighted the stigma of psychologists gaining emotional support:

> Some of the difficulties [psychologists] have is because they are psychologists. Psychologists should never have any problems and should be able to work everything out. If we want to manage our emotions well, we need to share how we feel… Just like Doctors are not immune to getting cancer just because they know about it, it does not mean we are immune to illness.

Indeed, in neighboring accredited psychology disciplines, supervision is a compulsory requirement. Terry stated his disdain for how some practitioners approach supervision after becoming accredited psychologists:

> Without overstating it, that we have failed in how we should produce and train sport psychologists so far. I do think [the BPS] can do more, and that starts with the quality and frequency of supervision. You can quite comfortably get away with seeing somebody once every three months, whereas in clinical psych you have to see someone every week and a half.

Reflective practice. When discussing the ongoing duties of qualified sport and exercise psychologists, participants were more likely to regularly and formally reflect on their emotional labor. The value of reflective practice was demonstrated by Jake:

Through reflective practice it's likely that you'll see when you are having an emotional reaction to certain things and that you may be portraying emotions that you shouldn't… Isolate the incidents and the situations and the triggers, emotions that are creating a problem, and then regulate in a way that's appropriate to you.

Participants also highlighted how one's personal qualities and philosophies were integral to adapting to sports environments, and asking specific questions related to emotional labor was critical to growth as a psychologist:

> What is your belief system? What is your approach to life? How does that fit with this environment? It is working through all of those things and then knowing what are your strategies to manage that? How do you get control over your emotions? How do you get control over your behaviors and your thought processes? It is taking the same approach to yourself that you would to anybody else who you work with. (Charlotte)

Nevertheless, some participants expressed that reflective practice as a teaching method was lacking in effectiveness, and a more applied stance should be taken when teaching students how to reflect. For instance, Jake suggested scenario-based learning, either in hypothetical or real-life contexts, should be the driving force behind reflective practice:

> I'm about to go and experience this, what are likely going to be the challenges? How are you going to face them? Both at an individual level and as a collective. There should be some type of review about how did I function? How did I deal with my emotions after the event but in light of what you said was going to be a challenge? In the same way we'd expect athletes to preview and review, support staff should preview and review around their emotions that they felt.

Discussion

The aim of this manuscript was to explore the emotional educational-training-practice gap in the professional formation of sport and exercise psychologists (Hings et al., 2018). By virtue of this objective, participants were invited to share their experiences in relation to the theoretical, practical, and self-administered emotional content that has influenced their professional development. Accordingly, we invite the certification associations and regulatory bodies (cf. Schinke et al., 2018) and education providers (i.e., universities) to reflect on a list of applied recommendations designed to reduce the apparent emotional skills deficit throughout the professional formation of sports psychologists (see Table 3).

Table 3. A synthesized list of applied recommendations to address the emotional educational-training-practice gap in sport and exercise psychology.

Stage	Recommendations
Education (i.e., MSc students)	• Incorporate contemporary theoretical content pertaining to emotional labor into the curriculum at all stages in the BPS professional framework for SEPs. • Practice and hone emotion performance skills under ethical conditions through innovative teaching methods. • To develop a line of communication between accredited educational providers and professional associations to promote interpersonal skills development.
Training (i.e., Stage 2 and/or trainee sports psychologists)	• Implement mandatory supervisory and/or peer-mentoring frameworks throughout the entirety of SEPs professional formation. • Endorse CPD courses in Stage 2 and above to advocate for emotional labor. • Specific training alluding to effective reflective practice in multiple forms (i.e., written, one-to-one, group, or online reflection).
Practice (i.e., qualified practitioners)	• Explicitly highlight the pervasiveness, necessity and implications of emotional labor to practitioners in official BPS professional practice guidelines including the code of conduct. • Promote reflective practice relating to emotional labor at an earlier stage in professional practice. • Creation of support mechanisms to discuss issues pertaining to emotional labor, thus increasing the wellbeing of practitioner psychologists.

Themes developed from the Stage 1 participant group indicated an implicit understanding of the physical facets of emotional labor (i.e., emotional performance) and were aware of the influence of verbal and non-verbal communication through specific taught modules within Master's courses. Nevertheless, such knowledge in the context of enacting emotional labor in simulated situations was absent. When considered alongside findings in counselling and psychotherapy (Skovholt & Rønnestad, 2011), advanced students are expected to "look, act, think, feel and perform at a basic established professional level" (p. 63). Hence, sport and exercise psychology students are currently experiencing an interpersonal/practical skills shortage (cf. Harwood, 2016). Unlike educational approaches in counselling psychology whereby students can volunteer their time with clients or shadow counsellors, the present results showed that the participants were often deprived of this opportunity due to legal and ethical limitations.

For the participants at Stage 2, the feeling of "pretending" to be a psychologist was underlined by the need to surface act (i.e., feign desired emotions; Grandey & Melloy, 2017). Apart from those who had previous work experience, not necessarily within the sports psychology sphere, the process of navigating initial consultations with athletes was often alien, and led to the enactment of emotional labor without explicit realization. The idea of "fake it until you make it" (Humphrey, Ashforth, & Diefendorff, 2015, p. 775) is particularly resonant here, as previous research has demonstrated the potentially detrimental personal (e.g., mental health issues; Hings et al., 2018) and professional (e.g., emotional exhaustion and burnout; Grandey et al., 2015, see also Larner et al., 2017) outcomes of such professional acting. From the outset, to preserve and maintain trainee welfare, structured training sessions that focus on sharing experiences regarding emotional labor should be advocated. Building upon experience in Stage 2, newly qualified

practitioners in this study reported an enhanced awareness of the role emotional labor might have in client interactions. Although this awareness was beneficial when participating in emotion-laden transactions, participants felt this knowledge would have helped them earlier on in their development. Indeed, neophytes in this study intrinsically participated in the reflective practice process to learn from their supervised experiences (Cropley, Hanton, Miles, & Niven, 2010). Also, neophytes warned against a lack of mandatory supervision or peer-mentoring following qualification, which left practitioner feeling isolated and unable to vent in a professional capacity.

As participants became more experienced (i.e., experienced and senior professional phase; Rønnestad & Skovholt, 2003), an alignment between the personal and professional selves, thus the embodiment of their professional philosophy in sports psychology, led to increased authenticity during interactions with already established clients (Ashforth & Humphrey, 1993; Poczwardowski, Sherman & Ravizza, 2004). Findings in the healthcare domain has shown that developing a personal climate of authenticity when interacting with patients led to reduced strain and burnout from emotion-laden transactions (Grandey, Foo, Groth, & Goodwin, 2012). Nevertheless, the participants shared stories about the need to surface and/or deep act, especially when encountering professional challenging situations (Hings et al., 2018), and regularly reflected upon their capabilities in this area as written and spoken word. Indeed, this group was unyielding in their opinions regarding the effectiveness of reflective practice as currently portrayed by the BPS in course materials. This observation lends support to Huntley, Cropley, Gilbourne, Sparkes and Knowles (2014) in their recommendation to adequately develop the “how to” and train reflective practice, with the need to acknowledge more personal aspects of practice (Table 3).

The results presented here suggest several courses of action for university educators to facilitate better understanding of emotional labor in professional practice. Updated curricula that incorporates theoretical (e.g., trifocal theory of emotional labor), and practical (e.g., role plays with student athletes in active conditions) skills and approaches that encapsulate emotional labor would likely invoke confidence in students beginning Stage 2. Research in other caring professions such as nursing has shown role playing under pressure simulated conditions increased self-efficacy in relation to nursing practice (i.e., interacting with patients) and higher levels of satisfaction with their course (Sinclair & Ferguson, 2009). Further, institutions could develop links with existing university services (e.g., student sport and recreation societies) to maximize opportunities for Master's students to present ideas to athletes. As echoed by the participants in this study, there are ethical and legal matters to consider before working with athletes in any capacity (cf. Andersen, van Raalte, & Brewer, 2000). Nevertheless, presenting sports psychology ideas to groups of clients would allow trainees to gain experience of the enactment of emotional labor in practice in an ethically safe manner. To more effectively bridge the gap between Stage 1 and 2 (i.e., advanced students to novice professionals; Rønnestad & Skovholt, 2003), closer collaboration between institutions and the professional societies and regulatory bodies (e.g., BPS) in the form of workshops, visiting lectures, and open days might reduce the anxiety related to transitioning between Stage 1 and Stage 2 (Table 3). In terms of the implications for professional societies and regulatory bodies, a key priority is to explicitly align existing codes of practice to represent the pervasiveness, necessity, and potential consequences of emotional labor to SEPs. To elaborate, the most recent code of practice details the importance of establishing appropriate, emotionally distant and trustworthy professional relationships with clients. The interpersonal skills required to

deliver such professional competencies, as detailed by experienced SEPs in this manuscript, confirm the need to adequately train and prepare practitioners for the emotional labor required as part of their daily activities. Further, there are opportunities for the BPS to develop CPD provision in relation to practitioner emotional labor. Although supervision is not compulsory for qualified practitioners, a mechanism enabling access to ongoing peer support that emphasizes practical advice on how to deal with the emotional demands of practice could be developed.

Several questions warrant further investigation in light of the results of this study. The addition of theoretical and practical content related to emotional labor into university curricula provides the opportunity to longitudinally evaluate the value added to Master's level education (i.e., Stage 1) and the transition to Stage 2. Indeed, auto/ethnographic reflective accounts of Stage 1 students enacting emotional labor in supervised presentation with clients would provide original insight into navigating complex sports environments (i.e., emotional display requirements). As noted previously, the personal and professional effects of emotional labor whilst at work can have negative connotations for well-being (e.g., emotional exhaustion, disillusionment, and burnout). Future research should consider the spillover effects of daily enactment of emotional labor strategies on practitioners outside of the work sphere (i.e., at home), and how this might influence service delivery.

To conclude, an emotional skills gap persists in the education and training of those involved in sport and exercise psychology. Emotional labor remains relatively implicit knowledge in the professional development of SEPs despite the emotional demands requisite to successful and ethical practice. It is pertinent that the transition period between education (i.e., Stage 1) and supervised practice (i.e., Stage 2) becomes more fluid through an explicit awareness of the emotional realities of developing professional relationships

with clients in complex sporting environments. Moreover, mutually beneficial support mechanisms for neophyte and experienced psychologists including mandated one-to-one or group (e-)supervision and/or experience sharing sessions, may ameliorate the negative consequences associated with surface acting and inauthentic emotional expression.

CHAPTER 6

Concluding remarks

In this concluding chapter, the PhD thesis will be discussed and reflected on as a whole in terms of the contribution to knowledge, as well as the originality and significance of the research undertaken. Specifically, the scope and rationale of the PhD thesis both in theoretical and methodological terms will be critiqued. The applied implications of the PhD thesis will be discussed in relation to academic and non-academic audiences (i.e., students, trainees, neophyte practitioners and experienced practitioners in sports medicine and science). This will include consideration of implications regarding sports pedagogy and education, recruitment, selection and training processes of HR departments in elite sport organizations; role specific emotional labor requirements of sport and exercise psychologists, physiotherapists, and strength and conditioning coaches, and; recommendations for ethical codes of conduct as governed by professional associations, societies, and regulatory bodies. In addition, future research avenues will be suggested to further develop theoretical understanding and practical applications of emotional labor in action.

Justification for research focus

It is important to discuss why the research topic was chosen and why it was a pertinent area of study. This topic was chosen due to the dearth of research that exists in the emotional labor and sports medicine and science domains, including organization studies, sociology, and organizational psychology literature. Despite many theoretical and empirical papers detailing how practitioners enact emotional labor in various emerging professions (e.g., sports coaching, Lee & Chelladurai, 2016; project management, Lingren et al., 2014), and legally established professions (e.g., law, Harris, 2002; teaching, Zembylas, 2006; medicine, Hayward & Tuckey, 2011), the practice of sports medicine and science practitioners had yet to be analyzed under the theoretical lens of emotional labor.

This was surprising given the wealth of sports coach-athlete dynamics literature (Wachsmuth, Jowett, & Harwood, 2018) and previous coaching science literature demonstrating the emotionality of working in sports organizations (Nelson et al., 2013).

Additionally, it was important to investigate emotional labor in SMSs due to researchers noting positive implications of emotional labor on practitioners in other professions, both personally and professionally. For example, neonatal nurses have reported calming down distressed parents through empathetic communication and gentle physical contact (Cricco-Lizza, 2014). Further, medical doctors portrayed neutral emotions when facilitating decision making with patients who request euthanasia to enable objective decision making (Dees et al., 2014). Also, Further Education teachers have reported concealing negative emotions through surface acting when demonstrating to classrooms of pupils to facilitate positive motivational work environments (Day & Leitch, 2001). Such work has identified beneficial reasons to enact emotional labor for the facilitation of effective professional practice, yet it has also highlighted negative implications for practitioners personally (e.g., emotional exhaustion, burnout, turnover intention, Grandey, Rupp & Brice, 2015), especially when relying on surface acting as the predominant emotion regulation strategy. Indeed, emphasis has been placed on the interdependence of coaches and athletes' emotions, thoughts, and feelings in relation to emotional labor performances in sports coaching facilitating positive outcomes such as developing relationships with athletes and parents (Jowett, 2017). Based on accounts of emotional labor in various professional roles and sports coaching (e.g., Nelson et al., 2016), it was pertinent to investigate how emotional labor is manifested in sports medicine and science practitioners, and elucidate potentially beneficial outcomes.

The interplay between the real life professional challenges and emotional labor of sports medics and scientists was an important area to pursue novel and rigorous investigation. Previous research has highlighted the complex, messy and unpredictable nature of employment in elite sport (e.g., Gilmore, Wagstaff, & Smith, 2018), and further alluded to the conflict between written codes of conduct (e.g., Health Care and Professions Council) and the implicit emotional display expectations required in applied practice. Although codes of conduct contribute to the governing of practitioner behavior in terms of the enactment of their daily routines and practices, the nuances and complexity of applied practice is lost in translation. A lack of understanding in relation to emotional labor requirements might render codes of conduct inflexible and application to real life scenarios with athletes is hindered and improbable. Thus, this research area was chosen to illuminate the emotional content of applied practice through the behaviors of sports medics and scientists, as both a navigation tool for politicised scenarios and a method of coping with unpredictable and emotive situations.

Of further significance is the duty of care to practitioners that operate in complex, nuanced, and professionally challenging situations on a regular basis. Consistent exposure to such situations might lead to prolonged periods of enacting emotional labor, specifically surface acting, without the appropriate outlets to cope with such emotional demands. Indeed, SMSs that took part in this thesis discussed at length the adverse mental health effects that emotional labor had contributed to (e.g., clinical depression, anxiety, strain). Therefore, the results of this thesis have implications for UK-based sport organizations, professional societies and regulatory bodies, and advocacy groups to further evaluate the role of emotional labor as an aspect of duty of care frameworks in sport organizations. As such, this thesis was designed to provide empirical evidence of emotional labor by SMSs

in elite sport contexts and aimed to depict the potential positive and harmful implications of emotional labor to the practitioners themselves and regulatory bodies in charge of their professional formation. Hence, the results in this thesis attempt to address the gap between theory generation and practice through the creation of actionable knowledge that practitioners can reflect on and resonate with (Denyer & Tranfield, 2003). The creation of actionable knowledge is further enhanced by the aim of evoking naturalistic generalizations (i.e., representational generalizability; Lewis, Ritchie, Ormston, & Morrell, 2014) from various reader audiences such as practicing SMSs, students, trainee SMSs, policy makers, and researchers. Such naturalistic generalizations aimed to highlight the similarities and differences between the readers' experiences with those of the participants, and with the reverberation of experiences highlight the importance of the topic (Smith, 2018). Indeed, the creation of such resounding materials has implications for pedagogy and andragogy in sports medicine and science. For example, the qualitative creative non-fiction in the form of composite vignettes (Study 3, Chapter 4), could be used as a teaching tool in undergraduate, postgraduate, and CPD sessions to highlight the messy reality of SMS practice.

As the PhD thesis developed, it was clear from the sport and exercise psychologist sample recruited that emotional labor was an alien term that was not meaningful on a conceptual basis, yet it was evidently a salient issue on a practical basis. This dissonance was somewhat surprising given the high emotional content of their work when dealing with athletes and co-workers, the encouragement of developing appropriate professional relationships with clients, and the stakes associated with competition in high performance sport. Lines of questioning pertaining to the reflection of the psychologist's professional formation led to the realization that emotional content, in any respect, was neglected and

untouched in the classroom and formal training. In effect, the process of mastering and understanding emotional labor was a task learned “on the job”, seldom supplemented by theoretical knowledge and both variable and ad hoc supervisory or peer support. Hence, in the design and development of the second empirical study the author strove to address the emotional educational-training-practice gap in the professional formation of sport and exercise psychologists.

Research scope

There are several reasons why sports medicine and science practitioners were sampled in this programme of research. Sports medics and scientists adopt an important and pivotal role in the development of athlete performance and well-being in elite sport. They fulfil roles that are typically located within multi-disciplinary teams and are held accountable – to varying degrees – by athletes, coaches, and senior leaders to maintain wellbeing and assist with performance enhancement. Examining emotional labor across these different but associated roles allowed the opportunity to analyze how emotional labor was used by practitioners as a professional tool in different contexts and roles. This afforded the opportunity for nuanced analysis and application of theory regarding the emotional display requirements perceived by each sports medicine and science role, the medium of emotion regulation strategies utilized or preferred, and the similarities and differences between the emotional performances of each role under differing circumstances.

Contributions to knowledge

The contents of this thesis have significantly contributed to knowledge in the following areas: (a) conceptual, (b) theoretical, (c) methodological, and (d)

applied/pedagogical. For an overview of the contributions derived from this thesis, please see Table 1.

Conceptual contributions. The results of this thesis have significantly advanced conceptual understanding of emotional labor in the context of legally established professions such as law, teaching, medicine, and nursing (Chapter 2). The act of collectively interpreting the data across several primary studies (i.e., reciprocal translation and refutational translation; Noblit & Hare, 1998) led to increased understanding as to how practitioners develop the appropriate skills related to emotional labor. For example, the results highlighted the importance of reflecting on experiences within practice, and understanding how those learning experiences developed them as practitioners. Indeed, the research synthesis extended research by highlighting the social and performative aspects of emotional labor (Tamminen & Bennett, 2017). Indeed, the synthesis introduced the concept that surface acting (i.e., feigning the desired emotions in a particular situation or interaction) might be necessary to enact when presented with professional challenging situations. Surface acting is often vilified within the literature (e.g., Ward & McMurray, 2015) due to the negative personal outcomes associated with this emotion regulation strategy. Nevertheless, surface acting was seen as a necessary transient coping mechanism in many professional contexts, especially when presented with situations such as a distressed domestic violence victim (Mann & Cowburn, 2005), a grieving family mourning their decision to euthanize their pet (Morris, 2012), or worried parent of a critically ill baby in a neonatal unit (Cricco-Lizza, 2014). The research synthesis (Chapter 2) provided a novel conceptual understanding of emotional labor in legally established professions provided the basis for investigating a novel context (i.e., sports medicine and science) in

terms of the potential factors affecting emotional labor, the strategies of emotional labor, and the personal and professional outcomes associated.

Theoretical contributions. A substantial and original theoretical contribution from this thesis comprised the interweaving of the tri-focal theory of emotional labor (Grandey & Gabriel, 2015) and the unique context of the sports medicine and science sector in the UK, leading to the development of a theoretical framework (Chapter 3, Study 2). The thesis provided a novel representation of the often emotional, nuanced and complex realities of professional practice for sport and exercise psychologists, strength and conditioning coaches, physiotherapists, sport and exercise medicine consultants, and sports scientists. Specifically, this thesis was designed to identify and elucidate *how* and *why* the SMSs included in this research programme enacted emotional labor. Hence, the results presented in Study 2 and 3 (Chapter 3 and Chapter 4) provided an original delineation of the factors affecting emotional labor (i.e., *what, when*), the enactment of emotional labor strategies (i.e., *how*), and the positive or negative personal and professional outcomes (i.e., *why*) associated with the decision to enact emotional labor.

Methodological contributions. This thesis provided an original and rigorous contribution to research methodology by adopting the meta-ethnographical approach to research synthesis (Noblit & Hare, 1988), across multiple research domains including sociology, organizational behavior, and organizational/industrial psychology. Meta-ethnography is one of the most developed methods for synthesizing data that is typically used in professional fields such as education (Jamal, Fletcher, Harden, Wells, Thomas, & Bonell, 2013), nursing (Bridges et al., 2013), and medicine (Britten & Pope, 2012). By adopting a comparative and translational approach to synthesis, a novel interpretation was created whereby relevant empirical findings were taken together in order to make the

"whole" (i.e., the conceptual model) into something more than the "parts" (i.e., the empirical studies included) alone could imply.

Further, the adoption of a qualitative creative non-fiction approach in the form of composite vignettes provided a novel contribution to data representation (Study 3, Chapter 4). Specifically, the three composite vignettes developed in Chapter 4 (Hings et al., 2018), elucidating sociological perspectives of emotional labor from the viewpoint of sport and exercise psychologists, physiotherapists, and strength and conditioning coaches, afforded the recreation and contextualisation of lived experiences in the form of short narratives (McMahon, 2016). Although this method has recently been used in sport and exercise psychology (e.g., Schinke et al., 2016) and health psychology fields (e.g., Smith, 2016), the construction of composite vignettes in relation to emotional labor delivered a novel methodological contribution to the field of sociology, organizational behavior, and HRD.

Applied/pedagogical contributions. The findings in this thesis have contributed to the body of professional development literature in the fields of sports medicine and science, and HRD (see Table 1). Specifically, the conceptual model of emotional labor and professional practice in legally established professions (Study 1, Chapter 2), and theoretical model of emotional labor and professional practice in sports medicine and science (Study 2, Chapter 3) demonstrated actionable knowledge of how practitioners enact emotional labor when interacting with others in the workplace. Further, the findings in Study 4 (Chapter 5) provided a list of synthesized recommendations to professional associations such as the BPS in order to develop education, training, and CPD opportunities in line with the emotional labor demands practitioners navigate in professional practice. Further pedagogical contributions are derived from the findings in this thesis (see Table 1). The composite vignettes presented in Study 3 (Chapter 4) were

designed to encapsulate the nuance of emotional labor as enacted and navigated in the context of professional challenges with clients, colleagues, and other actors in the professional practice sphere. Thus, by creating short narratives, a snapshot of the realities of practice was depicted, and could help inform student, trainee or neophyte practitioners' understanding of the interpersonal skills required in professional practice.

Table 1. Contributions to knowledge derived from this thesis.

	Type of contribution to knowledge			
Chapter Information	**Conceptual**	**Theoretical**	**Methodological**	**Applied/ Pedagogical**
Study 1 (Chapter 2 - Qualitative Research Synthesis)	Development of a conceptual framework of the relationship between EL and professional practice.	Extending sociology of the professions theory by examining how and why EL is enacted across the professional work sphere.	Novel use of the meta-ethnography qualitative research synthesis method in the organisational behaviour and HRD domain.	The conceptual framework demonstrates the social and performative skills required to enact professional practice demands.
Study 2 (Chapter 3)		Development of a theoretical framework that provisionally explains how and why EL is enacted in sports medicine and science, including the factors that influence EL and the personal and professional outcomes of EL.		The theoretical framework highlights the importance of personal and situational factors that influence EL, the social and performative skills required to enact EL, and the potentially beneficial or deleterious outcomes of EL.
Study 3 (Chapter 4)		Extending sociological theory by examining the influence of gender in male dominated environments, power relations, and organizational culture on EL in professional practice.	Extending sport and exercise psychology literature by utilising the novel combination of interpretive thematic analysis and qualitative creative non-fiction in the form of composite vignettes as a form of data representation.	Development of three qualitative creative non-fictions in the form of composite vignettes for pedagogical use.
Study 4 (Chapter 5)		Extending and contributing to professional development literature in sport and exercise psychology by further understanding how and why sport and exercise psychologists enact EL as part of professional practice		Development of a list of synthesized recommendations to professional associations in sport and exercise psychology to integrate EL into training and applied practice support provision, as well as university institutions to enhance educational provision in relation to EL and professional practice.

Applied implications

From a practical perspective, the thesis provided an original contribution to knowledge in the sport and exercise psychology field by introducing the term “emotional labor” in the academic literature. In relation to the purpose of this thesis, it is hoped the results increase awareness of how emotional labor manifests in daily practice, and the influence of such emotional demands on personal and professional outcomes. Indeed, it is hoped that the promotion of emotion-related discourse deteriorates the stigma associated with discussing emotions in professionalized and predominantly masculine environments.

As shown in the thesis results, the enactment of surface acting over prolonged time periods contributed to episodes of ill-mental health. For example, some participants shared their personal experiences with stress, clinical depression and anxiety, as well as major life events such as bereavement of close family members. This poses important implications for practicing and prospective SMSs that enter the profession, and could affect career longevity (Larner et al., 2017), personal lives and relationships (Boyle, 2004), and professional reputations (George, 2008). Even the topic of emotions and their uses in daily practice evoked nervous and uneasy dispositions in the participants, especially in the more SMS related professions that reflected concepts of hyper-masculinity such as strength and conditioning, and which are reflected in the sample recruited in this research programme. The stigma and dismissal of potential mental health issues is dangerous, and requires impactful research and promotion to dispel the myths associated with mental health. Further research is required to understand the link between chronic emotional labor and the development of transient, short term, and long-term mental health issues (Mann & Cowburn, 2005). Indeed, there is a distinct lack of signposted and subsidized support mechanisms (e.g., counselling, peer providers of mental health services, Mancini &

Lawson, 2009) available to SMSs working in the highest levels of sport, either through external consultancy firms or in-house support. Where mental health support is available in-house, this expertise is likely to be provided by a peer, and in some cases a subordinate, which may further reduce the likelihood of help-seeking behavior. This issue increases in complexity for those SMSs that operate on a self-employed basis, who would likely need to fund access to such services. Thus, it is recommended that professional associations (e.g., BASEM, CSP, UKSCA, BPS, BASES, AASP, FEPSAC) that are responsible for the professionalization and development of practitioners must act to design, provide, and recommend support mechanisms to account for the emotional toll of working in such professions.

The development of such support mechanisms throughout the professional formation of sport and exercise psychologists could be influenced by the thesis results. The results from Chapter 5 provided a list of synthesized recommendations to modernise university curricula and professional training programmes to include emotional labor related content through the use of contemporary ethical pedagogical strategies. These recommendations could be designed and implemented in line with the BPS Division of Sport and Exercise Psychology strategic plan for 2018-2020 (BPS, 2018), and in collaboration with institutions that deliver accredited programmes of undergraduate and postgraduate study. As suggested in Chapter 5, the phenomenon of emotional labor needs to be explicitly highlighted earlier in professional formation (i.e., advanced student phase, Ronnestad & Skovholt, 2003), and content needs to be appropriately underpinned by theoretical (e.g., Grandey & Gabriel, 2015; Hings et al., 2018) and practical (e.g., simulation, reference) experiences. For trainee sport and exercise psychologists and practitioner psychologists with further experience, content might be designed in the form

of free-to-access webinars, podcasts and compulsory regional workshops (i.e., CPD) in order to raise awareness of and encourage reflection on emotional labor on a regular basis. Further guidance on emotional labor could be provided through the Applied Hubs hosted by the BPS across the UK, either online or through face-to-face support. Indeed, given the potentially beneficial and/or damaging outcomes associated with emotional labor (Grandey et al., 2015), raising awareness of emotional labor and encouraging emotion-laden discourse through such support mechanisms would be a welcome contribution.

There are several applied implications HR departments could glean from the research findings. The enactment of emotional labor (i.e., surface acting, deep acting, authentic emotional expression), in response to the various factors affecting emotional performance (e.g., culture, personality, emotion-related transactions), was found to be a necessary and prominent aspect of practice when interacting with others. Despite this, the interpersonal and performative skills related to emotional labor are not explicitly recognised in recruitment and selection documentation, and rely on interview panels implicitly making judgments on such characteristics. Thus, it is hoped that HR departments in sport organizations, as well as universities and professional associations in charge of designing materials to train SMSs, explicitly acknowledge the importance of these skills require to thrive in practice.

In relation to sports pedagogy and andragogy, numerous implications can be gleaned from this programme of research for the field of sport and exercise psychology. Several positive changes, based on the recommendations made in Study 3 (Chapter 5), could be made to university curricula at Master's level (e.g., incorporation of contemporary theoretical content related to emotional labor), and professional codes of conduct (e.g., explicitly highlight the pervasiveness, necessity and implications of

emotional labor to practitioners) that govern how psychologists act when practicing. The inclusion of theoretical and practical content early on the professional formation of sport and exercise psychologists, and indeed, other SMS professions such as physiotherapy, sport and exercise medicine, and strength and conditioning, could better prepare practitioners for the emotional demands of practice.

Limitations and future research

Some limitations are acknowledged. The sample of qualified, practicing SMSs that contributed to the dataset used in Study 2 and 3 was imbalanced towards males (15 males, 3 females). Although aligned with European Union statistics indicating that fewer women work in high performance sport (Eurostat, 2015), the results that convey the intricacies of emotional labor might not represent the potentially gendered emotional performances required by women in male-dominated environments (Wharton, 2009), and represents an opportunity for further research. In light of this sample, efforts were made to recruit a gender-balanced sample in Study 4 (Chapter 5) (11 female, 9 male) to reflect the diversity of contemporary sports pedagogy and professional practice.

Further data collection methods such as observations (Wagstaff et al., 2012) and unstructured interviews in various formats (e.g., mobile interviews, Hagger & Smith, 2017) might have garnered valuable findings in relation to the emotional performances (i.e., the observable characteristics that convey emotional expressions) that practitioners rely on to thrive. Nevertheless, semi-structured interviews offer the opportunity for participants to share social and personal aspects of their lives that are meaningful to them in a conversational setting (Smith & Sparkes, 2016). Indeed, the potential for both researcher and participant to direct the avenues of conversation pertains to the flexibility permitted by semi-structured interview guides and the potential for unforeseen topics or perspectives to

arise. Despite such advantages, efforts were made to mitigate the lack of methodological variety in this thesis. For example, alternative forms of data representation were used (e.g., qualitative creative non-fiction in the form of composite vignettes; Chapter 4), and the interview questions were designed to illuminate multiple facets of emotional labor in the form of personal accounts. On reflection, episodes of intense emotional effort were required to build rapport with potential and actual participants via email and social interactions. The purposeful strategies to "surface act" or "deep act" to engage the participants likely led to enhancing the quality and vibrancy of the interview data. For instance, by displaying positive, performative responses to the participants' vocal and physical intonations in order to develop rapport, this led to avenues of discussion that were "off-piste" to the interview guide (e.g., sharing emotion-laden personal stories). On reflection, the willingness of the participants to openly share their experiences of emotional acts in inherently non-emotional spaces was a testament to the importance of this research topic.

The thesis results provide a robust foundation for future research opportunities that are worthy of investigation. Although the results demonstrate various influential factors and outcomes of the emotional labor process, it would be beneficial for practitioners (i.e., sport and exercise psychologists, strength and conditioning coaches, physiotherapists, sport and exercise medicine specialists) to provide nuanced accounts of their emotional labor from a personal perspective using autoethnographical methods. Such accounts might reveal the job- and/or organization- specific emotional display requirements that contribute to the success (or failures) in day-to-day working life. Nevertheless, given the pressures associated with SMSs holding dual roles (e.g., university lecturer and private practitioner; Fletcher, Rumbold, Tester, & Coombes, 2011) and the academic pressures associated with

publishing in high impact factor journals in Higher Education, producing such personal accounts might be difficult. Thus, the dissemination of reflective accounts that are incorporated into training early career researchers and practitioners would be a valuable contribution to the literature. Further, many practitioners operate on a self-employed basis, and thus work in varying sports and non-sports related environments whereby their emotional labor demands might vary in comparison to an employed member of a sports organization. Indeed, the precarious and often prolonged working hours or unusual working patterns of SMSs (Wagstaff et al., 2012) is another factor that might affect the physical and psychological outcomes of emotional labor, and warrants further investigation (cf. Kirkcaldy, Furnham, & Shepard, 2009). Further to this, the potential spill-over effects of emotional labor into practitioners' personal lives could be illustrated and further understood (e.g., positive and negative effects on family social interactions and development of mental health issues; Cronin, Hayton, Hjälm, & Armour, 2018).

The results in this thesis showcased the personal and professional outcomes of enacting emotional labor in the context of professional challenges encountered in sport organizations. Such narratives represent emotional labor on the "frontline" whereby the practitioners enacted emotional performances required to navigate and cope with challenging social interactions in sight of key stakeholders and service receivers (e.g., a gymnasium, a judo competition, Hings et al., 2018; Lewis, 2005; Goffman, 1959). Further investigation is required to understand the nature of emotional labor in terms of coping with day-to-day demands in "backstage" settings (e.g., a private staffroom, hotels, travel, coffee shops). Beyond this line of inquiry, episodes of emotional deviance from the organizational emotional display requirements, and such consequences, warrant further investigation (Dahling, 2017).

Early research relevant to emotional labor (e.g., Gallmeier, 1987; Galvan & Ward, 1998) found athletes to purposively change the frequency, intensity and valence of facial expressions, body language and gesticulations before, during and after competitive matches to maximise team performance, indicating the value of emotional expressiveness in high performance environments. Nevertheless, there remains a dearth of research regarding how emotional labor is characterized and affects athletes in contemporary elite sport environments. For example, elite athletes operating in mainstream televised sports are expected to maintain their athletic and emotional performances during competition and under the media spotlight in regular interview segments before and after competition. Athletes that do not conform to the implicit emotional display requirements often expected by broadcasters are often subjected to media scrutiny and social media trolling, as well as fines for misconduct (Murray, 2017). Thus, it is pertinent to investigate the role-specific emotional labor of elite athletes, the personal and professional outcomes of emotional demands, and methods of coping with such demands.

The final study in this thesis provided a synthesized list of recommendations, developed from those engaged in the professional formation process in sport and exercise psychology, to improve education and training provision in relation to emotional labor to universities and national regulatory bodies that govern the profession. For example, theoretical (e.g., trifocal theory of emotional labor, Grandey & Gabriel, 2015; research depicting emotional labor in various elite sport-specific situations, Hings et al., 2018) and practical (e.g., simulations of high-pressure situations in the classroom) content was recommended in postgraduate education to enhance the awareness, understanding and preparedness for emotional labor in real life interactions with athletes. Nevertheless, there is a need to design and test bespoke emotional labor training programmes for sports

practitioners (i.e., sport and exercise psychologists, physiotherapists, strength and conditioning coaches, sport and exercise medicine consultants) at various stages in their professional formation. Such outcomes might be achieved using a mixed methods action research approach in collaboration with elite sport organizations (e.g., Wagstaff et al., 2012) whereby the researcher engages in collective and self-reflective enquiry to refine the contents and delivery of the training programme through regular feedback sessions with stakeholders (Richardson, Gilbourne, & Littlewood, 2004; Schinke & Blodgett, 2016). For example, general principles of the training programme could promote positive forms of emotional labor such as deep acting and authentic emotional expression and enhance understanding of when surface acting can be damaging or necessary (Hings et al., 2018). Further, inclusion of techniques such as mindfulness-based stress reduction could promote self-care in the face of chronic emotional labor (Shapiro, Brown, & Biegel, 2007). Indeed, another component, as reflected by a key finding from this thesis, could train SMSs at all levels of experience to engage in reflective practice related to the socio-emotional demands of practice, and signpost support services where appropriate. Additional research could be conducted to evaluate the effectiveness of the emotional labor training programme through implementation and testing in various sport organizations.

Another valuable line of inquiry includes the development and optimization of sport organizational culture and processes with respect to emotional labor demands. For example, by gaining access to elite sport organizations and developing research partnerships with senior leaders and/or gatekeepers, prospective authors could work to explicitly state the emotional display requirements expected of employees in particular roles. Additionally, researchers might opt to develop and evaluate designated “climates of authenticity” whereby employees have recurring opportunities to show their frustrations,

concerns, and experiences with co-workers to alleviate negative personal outcomes such as emotional exhaustion and burnout (Grandey, Foo, Groth, & Goodwin, 2011).

The results from this thesis can be interpreted as indicating the enactment of emotional labor as a necessary component of daily practice, and demonstrating the importance of intrapersonal (i.e., emotion regulation strategies) and interpersonal (i.e., adapting body language) skills related to emotional labor as a social, intersubjective, and performative phenomenon (Hings et al., 2018; Tamminen & Bennett, 2017). Therefore, future research might attempt to evaluate existing HR documentation for recruitment and selection criteria relevant to emotional labor such as job descriptions and person specifications for all professional sport occupations. As such, the feasibility of explicitly including such skills in organizational recruitment strategies and HR documentation requires investigation.

Reflections on the thesis process

A researcher's positionality and reactions to the research process might influence the interpretation of data, and as such it is essential to examine them as part of the reflexive process (Service, 2011). Indeed, my own experiences with the enactment of emotional labor, albeit in a different context, affected the interpretation of the research data. Further to this, there were similarities between the participants and my own life experiences (e.g., undergraduate and postgraduate education), and this ultimately influenced how the data were presented. In solidarity with the participants that shared their emotional experiences and how that influenced their professional practice, it is with respect that I share how my emotional experiences affected the construction of this thesis.

Over the thesis period, personal circumstances affected my working relationship and progression on the doctorate. To provide context, for three years I was a full-time

funded postgraduate research student living near campus with no other work commitments (apart from bursary student duties including teaching, administration, and research assistance). During this time, I was driven to engage in the research process, get involved in numerous side-projects, and maintain a work-life balance by engaging in physical exercise and socializing with friends. However, on reflection, I succumbed to the pressure, often self-inflicted, to obtain gainful employment at the end of the PhD bursary despite the need to write up the thesis. For the remaining year of the doctorate, I was a part-time student living 130 miles away from campus with full-time work commitments at another institution. This period of major life events led to significant changes in the proximity of my social support structure and led to a prolonged episode of isolation and mental ill health. Somewhat understandably, progression on writing up the thesis slowed in light of the myriad personal and organizational stressors encountered. Despite this challenging period, the pastoral and emotional support gained from my social support system and supervisory team will go forever appreciated and led to the completion of this doctoral thesis.

To reflect on my development as a researcher in training, observations on my ability to conduct semi-structured interviews, to discuss meaningful topics and enact personal coping mechanisms are noteworthy. At the beginning of the data collection process, feelings of anxiety shrouded what could have been more productive interviews with participants. Specifically, the frequency, intensity and duration of surface acting throughout the earlier interviews were conspicuous and evident in the quality of the interviews. Instead of actively listening to the participants and engaging in interesting lines of inquiry, I rehearsed internally the next line that was going to come out of my mouth. This uncomfortable feeling was reinforced when transcribing the audio of such interviews

verbatim, and led to intense periods of reflection as to how I presented myself during interviews (e.g., vocal intonation, interrupting participants, and spotting further opportunities to probe interesting lines of inquiry). Over time and with practice, there was a noticeably positive change in my affective state prior to interviewing participants, and led to a more confident and authentic representation of myself. This translated into industrious and interesting data production.

As a novice researcher that embarked on an emotionally driven research project, it was perhaps surprising to listen to the emotion-laden stories that participants were willing to share. For example, some participants disclosed mental ill-health diagnoses, tragic family histories, and disturbing accounts of personal treatment as employees in sport organizations. At times, the participant-researcher interactions did not *feel* like a semi-structured interview, but a meaningful empathic conversation between SMSs and a "counsellor" in a safe, confidential arena. Nevertheless, developing the awareness and courage to revert back to the semi-structured interview guide from emotionally sensitive topics was a step change in my ability to act as a researcher as opposed to a counsellor.

Throughout the doctorate, a hyper-awareness of the emotional labor that was required to successfully recruit and engage with participants, and to an extent my supervisory team, influenced the research process. My own performances of emotional labor took many forms including via email (i.e., through sentence construction and emotional connotations associated), face-to-face (i.e., both verbal and non-verbal emotional performances in person or on Skype), and on the telephone (i.e., verbal emotional performances). The depth of emotional labor required to successfully undertake the doctorate was a further feature that enabled a reflexive and deeper level of analysis of the experiences of those whose professional work required emotional labor.

Conclusion

To conclude, to enact emotional labor poses unique issues to practitioners in a range of legally established professions (e.g., law, medicine and teaching) and increasingly professionalized sport-based occupations such as sport and exercise psychology, physiotherapy, sport and exercise medicine consultants, and strength and conditioning coaches. There are myriad reasons to enact emotional labor that are facilitative to positive work and/or personal related outcomes (i.e., fostering positive professional work relationships and environments). In contrast, there are many debilitative outcomes to enacting emotional labor (i.e., development of mental health issues, emotional exhaustion). The emotional labor strategies identified in professional sports context were consistent with the trifocal theory of emotional labor (i.e., surface acting, deep acting, and authentic emotional expression; Grandey & Gabriel, 2015), yet the factors influencing emotional labor were unique to the contextual and personal characteristics of the practitioner and social interaction engaged in at the time. Surface acting is a necessary part of sports based professional work, especially in the context of professional challenges. Despite positive outcomes on a professional basis, the regular enactment of surface acting might lead to negative outcomes for the practitioner, thus support mechanisms are needed (i.e., counselling, peer/group reflection). Practitioners and prospective students/trainees might be reliant on reflecting on previous experience (in and outside of the discipline) to build understanding of emotional labor in practice. Although there are many benefits to reflective learning and practice, there are opportunities to develop the awareness and preparedness of prospective students/trainees of the emotional labor demands in sport and exercise psychology in terms of curricula and training course development.

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Appendices

Appendix 1. PBS guidance: Research degree – The compilation thesis

PBS Guidance: Research Degree – The Compilation thesis

This guidance is provided as an increasing number of Postgraduate Research Degree (PGRS) students wish to submit a thesis in the format of a collection of published papers and manuscript articles (a 'compilation' thesis). This format may be particularly relevant to those who wish to develop an academic career, given the importance attached to publications in the recruitment process.

A compilation thesis which includes articles with co---authors must clearly indicate the candidate's individual contribution to each of the submitted papers. If there is reason to doubt that the candidate's contribution to one or more papers is sufficient, the candidate and his/her supervisory team may consider increasing the number of papers submitted in the thesis.

A compilation thesis is regulated by *Regulations for Higher Degree by Research at the University of Portsmouth* in the same way as any other doctoral thesis.

Guidance

1. Students wishing to complete a compilation thesis will need to obtain approval for this from their supervisory panel at the beginning of their studies. The decision to submit a compilation thesis will be ratified by the review panel at the candidate's Major Review meeting (ie: at the end of the first year of PhD study).

2. Compilation theses that are submitted by PGRS registered in PBS will normally consist of a declaration, an introduction and 4 articles/papers to which the candidate has made a substantive and significant contribution.

3. A compilation thesis commences with a **signed declaration** that specifies:

    a. Title, authorship and publication outlet of each paper.
    b. The current status of each paper (In press, Accepted, Under Review, In preparation).
    c. In the case of co---authored papers: The extent of the contribution of the candidate

    to the research and the authorship of each paper (ie: who identified the research question[s], who undertook the analytic or empirical work, who wrote what parts of the finished paper).

4. The Compilation thesis should contain:

a. An introduction to the field of study and an indication of the original contribution to knowledge and advancement to research of the thesis. It should:
   i. Identify the hypotheses or research questions examined in each of the papers, showing how these contribute to the advance of knowledge within the chosen subject area.
   ii. Show how the papers submitted link together and reinforce each other.
   iii. Indicate (in the case of co---authored papers) the contribution of the candidate

b. Concluding remarks that outline future research plans that arise from the body of work submitted.

5. **Papers** of the following types may be included with each presented as an individual chapter in the thesis:

   a. Published papers
   b. Manuscripts accepted for publication
   c. Manuscripts under revision following referees reports; and
   d. Manuscripts submitted and under review by referees
   e. Conference papers which are sufficiently distinguished from articles/papers published or manuscripts accepted or submitted.
   f. Working papers

   The usual expectation is that the thesis comprises papers primarily in categories a, b and c that were researched and written during the course of the candidature.

6. The thesis may also include **relevant appendices** containing raw data, programmes, questionnaires and other material as deemed appropriate for each discipline.

7. **Submission**: A Compilation thesis must comply with UoP regulations for a thesis submitted for a PhD in Portsmouth Business School, although journal formatting is permissible in the case of accepted/published papers. Full details of UoP regulations in this regard can be found at:
   http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdi vision/researchdegrees/usefulinformation/#d.en.55078
   The thesis has a minimum word limit of 40,000 words and a maximum word limit of 80,000.

8. **Viva:** Following submission of the thesis the standard UoP examination procedures will apply

Appendix 2. Research ethics review checklist (Form UPR16).

FORM UPR16

Research Ethics Review Checklist

Please include this completed form as an appendix to your thesis (see the Research Degrees Operational Handbook for more information)

Postgraduate Research Student (PGRS) Informat			**Student ID:**	607933		
PGRS Name:	Rebecca Hings					
Department:	OSHRM - PBS	**First Supervisor**	Dr Valerie Anderson			
Start Date: (or progression date for Prof Doc students)		**October 2014**				
Study Mode and Route:	Part-time ☒		MPhil ☐		MD ☐	
	Full-time ☐		PhD ☒		Professional Doctorate ☐	

Title of Thesis:	Emotional labor and professional practice in sports medicine and science

Thesis Word Count: (excluding ancillary data)	57568

If you are unsure about any of the following, please contact the local representative on your Faculty Ethics Committee for advice. Please note that it is your responsibility to follow the University's Ethics Policy and any relevant University, academic or professional guidelines in the conduct of your study

Although the Ethics Committee may have given your study a favourable opinion, the final responsibility for the ethical conduct of this work lies with the researcher(s).

UKRIO Finished Research Checklist:

(If you would like to know more about the checklist, please see your Faculty or Departmental Ethics Committee rep or see the online version of the full checklist at: http://www.ukrio.org/what-we-do/code-of-practice-for-research/)

a) Have all of your research and findings been reported accurately, honestly and within a reasonable time frame?	YES ☒ NO ☐
b) Have all contributions to knowledge been acknowledged?	YES ☒ NO ☐
c) Have you complied with all agreements relating to intellectual property, publication and authorship?	YES ☒ NO ☐

d) Has your research data been retained in a secure and accessible form and will it remain so for the required duration?	YES ☒ NO ☐
e) Does your research comply with all legal, ethical, and contractual requirements?	YES ☒ NO ☐

Candidate Statement:		
I have considered the ethical dimensions of the above named research project, and have successfully obtained the necessary ethical approval(s)		
Ethical review number(s) from Faculty Ethics Committee (or from NRES/SCREC):		E364 and E419
If you have *not* submitted your work for ethical review, and/or you have answered 'No' to one or more of questions a) to e), please explain below why this is so:		
Signed *(PGRS)*:		**Date:** 26/09/18

Appendix 3. Institutional ethical approval for Study 2 and 3 (Chapter 3 and 4).

Business School
University of Portsmouth

Portsmouth Business School
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20 October 2015

Rebecca Hings

PhD Student, Organisation Studies and Human Resource Management

Portsmouth Business School

Dear Rebecca

Study Title:	**A longitudinal analysis of emotional labor in sports science and sports medicine practitioners**
Ethics Committee reference:	**E364**

Thank you for submitting your documents for ethical review. The Ethics Committee was content to grant a favourable ethical opinion of the above research on the basis described in the application form, protocol and supporting

documentation, revised in the light of any conditions set, subject to the general conditions set out in the attached document.

The favourable opinion of the EC does not grant permission or approval to undertake the research. Management permission or approval must be obtained from any host organisation, including University of Portsmouth, prior to the start of the study.

Summary of any ethical considerations

-

Documents for potential participants' consumption i.e. consent form and information sheet:

Documents reviewed

The documents reviewed by Debbie Reed [LCM] + PBS Ethics Committee:

Document	*Version*	*Date*
Ethics Review Checklist	1	13 October 2015
Participant Invitation Sheet	1	13 October 2015
Consent Form	1	13 October 2015
Questionnaire	1	13 October 2015
Ethics Review Checklist	2	16 October 2015

Statement of compliance

The Committee is constituted in accordance with the Governance Arrangements set out by the University of Portsmouth

After ethical review

Reporting and other requirements

The attached document acts as a reminder that research should be conducted with integrity and gives detailed guidance on reporting requirements for studies with a favourable opinion, including:

- Notifying substantial amendments
- Notification of serious breaches of the protocol
- Progress reports
- Notifying the end of the study

Feedback

You are invited to give your view of the service that you have received from the Faculty Ethics Committee. If you wish to make your views known please contact the administrator, Sharman Rogers.

Please quote this number on all correspondence E364

The Ethics Committee wished to record thanks for an exemplary review.

Yours sincerely and wishing you every success in your research

Chair

Email:

Enclosures: *"After ethical review – guidance for researchers"*

Copy to: Dr Sarah Gilmore

Appendix 4. Institutional ethical approval for Study 4 (Chapter 5).

Portsmouth Business School
University of Portsmouth
Richmond Building
Portland Street
Portsmouth
United Kingdom
PO1 3DE

T: +44 (0)23 9284 8484
W: www.port.ac.uk/pbs

20 December 2016

Rebecca Hings
PhD Student
Portsmouth Business School

Dear Rebecca

Study Title:	**The emotional education-training-practice gap in sport and exercise psychology.**
Ethics Committee reference:	**E419**

Thank you for submitting your documents for ethical review. The Ethics Committee was content to grant a favourable ethical opinion of the above research on the basis described in the application form, protocol and supporting

documentation, revised in the light of any conditions set, subject to the general conditions set out in the attached document, and with the following stipulation:

The favourable opinion of the EC does not grant permission or approval to undertake the research. Management permission or approval must be obtained from any host organisation, including University of Portsmouth, prior to the start of the study.

Summary of any ethical considerations:

Documents reviewed

The documents reviewed by Dr Peter Scott [LCM] + PBS Ethics Committee

Document	*Version*	*Date*
Ethics application form	1	16 Nov16
Participant Information Sheet	1	16 Nov 16
Consent Form	1	16 Nov 16
Invitation letter	1	16 Nov 16
Research Management Plan	1	16 Nov 16
Supervisor email confirmation	1	16 Nov 16
Interview questions	1	16 Nov 16
Focus Group questions	1	16 Nov 16
Ethics application form	2	13 Dec 16
Participant Information Sheet	2	13 Dec 16
Consent Form	2	13 Dec 16
Invitation letter	2	13 Dec 16
Interview questions	2	13 Dec 16
Focus Group questions	2	13 Dec 16

Statement of compliance

The Committee is constituted in accordance with the Governance Arrangements set out by the University of Portsmouth.

After ethical review

Reporting and other requirements

The attached document acts as a reminder that research should be conducted with integrity and gives detailed guidance on reporting requirements for studies with a favourable opinion, including:

- Notifying substantial amendments
- Notification of serious breaches of the protocol
- Progress reports
- Notifying the end of the study

Feedback

You are invited to give your view of the service that you have received from the Faculty Ethics Committee. If you wish to make your views known please contact the administrator, Christopher Martin.

Please quote this number on all correspondence: E419

Yours sincerely and wishing you every success in your research

Chair

Email:

Enclosures: *"After ethical review – guidance for researchers"*

Copy to:

Dr Valerie

Anderson

Appendix 5. Evidence of peer-review (Chapter 2).

From: "Emotion Review" <onbehalfof+jclayw+uga.edu@manuscriptcentral.com>

Date: 24 Oct 2016 07:12

Subject: Emotion Review - Decision on Manuscript ID EMR-16-1002

To: <rebecca.hings@port.ac.uk>

24-Oct-2016

Dear Miss Hings,

I write you in regards to Manuscript ID EMR-16-1002 entitled, "Emotional labor and professional practice: A research synthesis," which you submitted to Emotion Review.

Many thanks for allowing us to consider your manuscript. Two reviewers who are experts in the areas represented in your submission have now reviewed it. Their reviews are appended to this letter.

Upon consideration of the reviewers' comments and their recommended action, we are unfortunately unable to accept your manuscript for publication in Emotion Review. Due to space limitations, our decision to publish manuscripts is based on several criteria which include both the quality of the work and the level of importance of the work. Please understand that Emotion Review cannot accommodate all submissions that may ultimately be publishable. Thus, these difficult editorial decisions must be made.

Thank you for considering Emotion Review for the publication of your work. I hope the outcome of this specific submission will not discourage you from the submission of future manuscripts.

Sincerely,

Dr. Jody Clay-Warner, Associate Editor, Emotion Review

emotionreview@ucsd.edu

Appendix 6. Evidence of conference submission and peer-review (Study 1, Chapter 2).

Proceedings@AHRD.org

Access Key (password): [Redacted]

Submission Type: Refereed Full

Manuscript Submission Status: Complete

Submission ID: 540005 Submission

Title: Emotional labor, professional practice and professional development: A research synthesis

Author(s) Rebecca Hings - PhD Student, University of Portsmouth (Role: Author)

Valerie Anderson - Reader in Human Resource Development, University of Portsmouth (Role:

Author)

Sarah Gilmore - Senior Lecturer, University of Exeter (Role: Author)

Chris Wagstaff - Senior Lecturer, University of Portsmouth (Role: Author)

Richard Thelwell - Head of Department, University of Portsmouth (Role: Author)

Would you like to serve as a reviewer for this track? Yes

Track Workplace Learning.

SUBMISSION PREVIEW

Submission ID: 540806

Emotional labor, professional practice and professional development: A research synthesis

Submission Category: Refereed Full Manuscript

Submission Status: Active

Author(s)

Rebecca Hilgo
PhD Student
University of Portsmouth

Role: Author
Valerie Anderson
Reader in Human Resource Development,
University of Portsmouth

Role: Author
Sarah Gilmore
Senior Lecturer
University of Exeter

Role: Author
Clark Wagstaff
Senior Lecturer
University of Portsmouth

Role: Author
Richard Thelwall
Head of Department
University of Portsmouth

Role: Author

Track
Workplace Learning

If accepted, I want my submission to appear as an abstract ONLY in the Proceedings

- Yes

Would you like to serve as a reviewer for this track?

- Yes

Abstract
This conceptual paper presents emotional labor as a prominent feature of professional practice in established professions. Professional development is an important characteristic of effective practice by professionals. Nevertheless, the emotional labor requirements of professionals' work might be overlooked in professional formation and development policies established by the professional bodies responsible for competent practice in their fields. Using a meta-ethnographical approach, this qualitative research synthesis provides an analysis of empirical studies of emotional labor in legally established professions to generate transferable and actionable evidence-based knowledge relevant to practitioners and professional development policy. The iterative analytical process assisted comparison between qualitative studies of emotional labor through a conceptual analysis process performed using reciprocal and refutational translation. The findings provide the basis for a conceptualization of emotional labor in professional practice contexts where professional guidelines play a salient role in how roles should be performed. The conceptual framework presented in this paper describes how and why emotional labor is enacted by practitioners in professional contexts. The results are presented in the following categories: (1) factors that affect emotional labor enactment; (2) facilitative and debilitative characteristics of enacting emotional labor strategies, and (3) consequences for professional practice; and reflective learning opportunities. This paper contributes to workplace learning and professional development theory by explaining how and why practitioners develop and use emotional labor as a professional resource throughout the lifespan of their professional careers. Learning from experience is shown to be an important feature relevant to emotional labor enactment but remains unrecognized in professional development practices and so opportunities for reflective learning may be missed. Emotional labor is consequential for professional practice and practitioner well-being and this paper concludes by identifying further research grounded in human resource development theories of experiential and reflective learning with relevance to professional formation and professional development policy and practice.

Appendix 7. Evidence of publication (Study 2, Chapter 3).

From: "Scandinavian Journal of Medicine and Science in Sports" <onbehalfof+SJMSSedoffice+wiley.com@manuscriptcentral.com>

Date: 26 Jun 2017 10:32

Subject: Scand J Med Sci Sports: Decision to accept revised manuscript SJMSS-O-157-17.R2

To: <rebecca.hings@port.ac.uk>

25-06-2017

Dear Miss Hings,

It is my pleasure to accept your manuscript entitled "Emotional labor and professional practice in sports medicine and science" in its current form for publication in the Scandinavian Journal of Medicine and Science in Sports.

As part of the Journal's continued commitment to its authors, the Editorial Office and Publisher wish to keep you informed about what will happen next and, as the attached footer contains important information regarding journal publication and services for authors, you may wish to save it for future reference.

Please note that your article cannot be published until you have signed the appropriate license agreement. Within the next few days you will receive an email from Wiley's Author Services system which will ask you to log in and will present you with the appropriate licence for completion.

OnlineOpen is available to authors of articles who wish to make their article open access. With OnlineOpen the author, their funding agency, or institution pays a fee to ensure that the article is made available to non-subscribers upon publication via Wiley Online Library, as well as deposited in PubMed Central and PMC mirror sites. In addition to publication

online via Wiley Online Library, authors of OnlineOpen articles are permitted to post the final, published PDF of their article on a website, institutional repository, or other free public server, immediately on publication.

If you want your article to be open access please click on ‘Make my article OnlineOpen’ and choose the appropriate license by clicking on ‘Sign license agreement now’ when you log in to Wiley’s Author Services system.

Please read carefully the additional publication instructions below.

Thank you for your contribution. On behalf of the Editors of the Scandinavian Journal of Medicine and Science in Sports, we look forward to your continued contributions to the Journal.

Yours sincerely,

Dr Andrew Hill

Psychology of Sport, Exercise, and Health

Senior Section Editor, Psychology of Sport, Exercise, and Health

Scandinavian Journal of Medicine and Science in Sports

Andrew P. Hill, Ph.D, CPsychol, CSci, FHEA

Associate Professor in Sport and Exercise Psychology

Faculty of Health and Life Sciences

York St John University

York

YO31 7EX

UK

SJMSSedoffice@wiley.com

Appendix 8. Evidence of publication (Study 3, Chapter 4).

From: "Brett Smith (Psychology of Sport & Exercise)" <EviseSupport@elsevier.com>

Date: 9 Nov 2017 12:26

Subject: Your manuscript PSE_2017_385_R2 has been accepted

To: rebecca.hings@port.ac.uk

Ref: PSE_2017_385_R2

Title: Professional challenges in elite sports medicine and science: Composite vignettes of practitioner emotional labor

Journal: Psychology of Sport & Exercise

Dear Miss. Hings,

I am pleased to inform you that your paper has been accepted for publication.

Congratulations. Now that your manuscript has been accepted for publication it will proceed to copy-editing and production.

Thank you for submitting your work to Psychology of Sport & Exercise. We hope you consider us again for future submissions.

Kind regards,

Brett Smith

Associate Editor

Psychology of Sport & Exercise

Appendix 9. Evidence of peer-review (Study 4, Chapter 5).

From: smellalieu@cardiffmet.ac.uk

To: rebecca.hings@myport.ac.uk

Subject: The Journal of Applied Sport Psychology - Manuscript ID UASP-2018-2542

09-Jul-2018

Dear Ms Hings:

Your manuscript entitled "Emotional labor and professional formation in sport and exercise psychology" has been successfully submitted online and is presently being given full consideration for publication in The Journal of Applied Sport Psychology.

Your manuscript ID is UASP-2018-2542.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to Manuscript Central at https://mc.manuscriptcentral.com/uasp and edit your user information as appropriate. You can also view the status of your manuscript at any time by checking your Author Centre after logging in to https://mc.manuscriptcentral.com/uasp.

Thank you for submitting your manuscript to The Journal of Applied Sport Psychology.

Sincerely,

The Journal of Applied Sport Psychology Editorial Office

Appendix 10. Semi-structured interview guide (Study 2 and 3, Chapter 3 and 4).

Emotional Labor and Professional Practice in Sports Medicine and Science Practitioners

Semi-Structured Interview Guide

Demographic Information

Participant number:
Telephone number(s):
E-mail(s):
Position(s):
Year(s) working in current position:
Year(s) working in profession:
Qualification(s)/accreditation(s):
Interview date:
Time begun:
Time ended:
Duration of interview:

Section One – Career background

To start off the interview and to better understand your experiences as a [insert occupation here], I would like to ask you a few questions about your career background.

	Interview questions	Participant probes
1.1	Can you tell me about your career up to now?	• Where, when, what, who, why? How long?
1.2	What does the typical day in the life of a [insert occupation here] such as yourself consist of?	• Interactions • Tasks • Intensity and duration
1.3	Can you tell me about your experiences working with clients, be it an athlete, team, or organization?	• Different stages of career • Positive and negative experiences • Stand out examples
1.4	Can you tell me about your experiences working with backroom staff in sport organizations?	• Different stages of career • Positive and negative experiences • Stand out examples

Section Two – Emotional labor

Moving onto the main part of the interview, I'd like to continue by exploring how you manage your emotions at work.

	Interview questions	Participant probes
2.1	What does the term emotional labor mean to you?	Meanings or inferences Contextual examples Better alternatives?
2.2	What can you tell me about managing your thoughts and feelings in your role?	Where, when, what, who, why?
2.3	What can you tell me about managing your behaviours or expressions in your role?	Where, when, what, who, why? Interactions between feelings and expressions Observable/verbal expressions
2.4	To what extent do you feel the regulation of emotion and emotional expression applies to your practice as a [insert occupation here]?	Situations, demands, conditions Facilitator of achievement?
2.5	Can you tell me about some of the noticeable emotional challenges that you have encountered over the course of your career when working with clients?	Positive and negative examples Clients, colleagues, coaches etc.
2.6	Could you describe how you have reacted and responded to some of the demands you have encountered? Using examples from 1.3.	Positive and negative thoughts/emotions Positive and negative emotional displays/suppression
2.7	Have these emotional demands had any personal or professional effect on you?	Where, when, what, who, why?

Section Three – Emotional experiences at work

I would like to explore in more detail the emotional experiences you have had when practicing as a [insert occupation here].

	Interview questions	Participant probes
3.1	To what extent do you feel your emotion management is relevant in your practice? Use examples from previous questions about emotional demands	Contextual work goals - examples
3.2	To what extent do you feel the management of your own emotions affects others?	Clients, colleagues, coaches etc. Understanding of emotions
3.3	Can you tell me about a situation where you had to hide your true feelings? Why did you do this? Did this situation have an impact? Can you tell me of any other situations where you had to hide your true feelings?	Personal effect on the practitioner Does this happen often? Frequency, intensity, duration
3.4	To what extent are there expectations about how you should express emotions when practicing? Could you describe what they are?	Positive and negative emotional requirements– what you must and must not show Range of emotions Different levels of communication

Section Four – Factors affecting emotional labor

In this section I would like to explore some personal and work-related factors that affect how you manage your emotions, thoughts and behaviours when practising as a [insert occupation here].

	Interview questions	Participant probes
4.1	To what extent do you feel the need to act differently when interacting with various people in your role? If so, how does this affect you as a practitioner? To what extent do you think this affects you?	Clients, coaches, managers, senior management Observable expressions
4.2	Could you give me an example of when you had to be manage your emotions in your approach when interacting with clients?	Examples Rational/emotional?
4.3	To what extent have your work experiences in [profession] played a part in how you manage your emotions at work?	From the beginning to present, trial and error?

Thank you for participating in this study.

Do you have any questions?

Would you be able to recommend any practitioners you know that I could get in contact with about this study?

Appendix 11. Example semi-structured interview guide in Study 4 (Chapter 5).

The Emotional Education-Training-Practice Gap in Sport and Exercise Psychology

Semi-Structured Interview Guide

Section 1: About you and your experiences

To start off the interview and to better understand your practical experiences in Stage 2, I would like to ask you a few questions about your career background.

	Interview questions	Probes
1.1	Can you give me an overview of the sports and teams you have worked in so far, through Stage 2 and other job roles?	• Teams, individuals, small/large groups • Multi-disciplinary teams
1.2	Currently, what does a day in the life look like in terms of your schedule and demands?	• Frequency • Intensity • Duration
1.4	Given your experiences so far, to what extent do you think emotion management is important when practising sport and exercise psychology?	• Past experiences • Internal and external emotions

Section 2: Reflections on GBC and Stage 1

	Interview questions	Probes
2.1	To what extent did you cover the topic of emotions or emotion management in your undergraduate degree [conversion course] and Stage 1? • What were the main theories and issues that you were introduced to in GBC and Stage 1?	• Awareness of emotional demands? • Aware of what it is like to be a psychologist?
2.2	To what extent do you feel your undergraduate and postgraduate courses adequately prepared you for supervised practice "in the real world"? To what extent did you feel ready to apply the knowledge that you learned to any given situation?	• In real life settings • Aware of what it is like to be a psychologist? • Professional demands • Emotion management demands
	What skills and competencies would have been useful to be aware of before starting stage 2?	• Social • Inter-disciplinary • Lifestyle and self-care
2.3	In what ways could you have been made aware of emotion management in GBC and Stage 1 if they were to provide a course? • What **theoretical** aspects would be useful? • What **practical** aspects would be useful?	• Theory and practice • In class (seminars, lectures, workshops, guest lectures) • Methods (simulation/role play, VR)

Section 3: Reflections about Stage 2

	Interview questions	Probes
3.1	Upon reflection, what are the key strengths of Stage 2 that have helped you develop as a trainee psychologist?	• Experiences • Structure • Supervision • Multi-disciplinary teams • Opportunity to reflect and work with teams • Demonstrate skills
3.2	In contrast, what are the weaker aspects of Stage 2 that you feel could be improved upon?	• How would you improve them?
3.3	How effective is your supervision structure in helping you develop as a trainee psychologist?	• Frequency of meetings • Assessment
3.4	**When** did the main bulk learning take place regarding the emotional demands you face in your job?	• Who made them aware? • What processes, factors, experiences were key to the development of these?
3.5	Given your experiences so far, to what extent would you say Stage 1 and Stage 2 represent **value for money** in terms of the content you learned, and the process with respect to facilitating "real world" competency development? If extra guidance was to be provided in the form of practical or technical courses, what would you recommend be in place for trainees?	• Communication with supervisors and feedback
3.6	To finish off the interview, could you please summarize the importance of emotion based competencies in your role, and the main recommendation you would give to the BPS as to how to improve the education of sport and exercise psychologists?	