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Supervisors' experience of emotion work in higher degree by research supervision

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Supervisors' Experience of Emotion Work in Higher Degree by Research Supervision

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Abstract

This research explored academic supervisors' experiences with emotion work specifically related to their role of supervision in higher degree by research (HDR) candidates and how supervisors managed the complexities inherent in the role of student supervision. This study utilised 45 to 90 minute semi-structured interviews with seven HDR supervisors and explored their lived experiences with emotion work, in the context of four Australian universities. A qualitative interpretative phenomenological analysis (IPA) approach was adopted to elicit a deep and rich understanding of this phenomenon. A comprehensive literature review informed the theoretical discussions and analysis of the data revealed four superordinate themes: managing the student/supervisor relationship, balancing students' academic and emotional support needs, supporting student well-being, and the impacts on supervisors. This research identified the individual, social, and institutional factors that interact to influence how academic supervisors engage in various emotional regulation strategies to transform the emotional state of students. Findings support that emotion work is a crucial and increasingly demanding element of the HDR student-supervisor relationship that intensified the supervisors' emotional and job demand resources (JD-R). This research highlights the need for future research to identify current and potential support services and protocols within university management systems that support academic supervisors' emotional well-being.

Keywords: IPA, student-supervisor relationship, HDR supervision, emotion work, emotional demands; resource demands, psychological stress, anxiety and burnout

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Supervisors' Experience of Emotion Work in Higher Degree by Research Supervision

Academic supervisors are integral to the success of higher degree by research (HDR) students. As such, there is increasing focus on the nature and quality of the HDR student-supervisor relationship and how academics manage the complexities inherent in the role of student supervision (Han & Xu, 2021; Hoenig, 2020; Huyton, 2009; Laws & Fielder, 2012; Roed, 2012; Watts & Robinson, 2011). According to Hockey (1994), the student-supervisor relationship has two dimensions, academic guidance and pastoral care, which necessitate the supervisor to establish certain boundaries between the very intertwined intellectual and emotional demands of the relationship. These findings are echoed in an Australian study conducted by Manathunga (2005b), who conceptualised the term 'compassionate rigour', which captures the complexities of providing academic and emotional support in the supervisor's role. Notably, due to the complex dyadic nature of the supervision process, supervisors face challenges managing the various dimensions inherent to their role, particularly those related to student emotional support (Hockey, 1994).

Emotion work in the context of academia can be defined as the behaviours performed by academics to transform the emotional state of students, being goal-directed, to evoke positive emotions and reduce negative emotions, and to create and maintain positive and cooperative relationships (Strazdins, 2000). Emotion work has long been recognised as a factor that contributes to psychological stress and anxiety, leading to exhaustion and job burnout in academics (Hochschild, 1983; Näring et al., 2012; Watts & Robinson, 2011). According to Laws and Fielder (2012) and Hughes et al. (2018), research students' emotional support needs intensify the student-supervision relationship and place a high demand on the supervisors' emotional resources. For example, several studies have explored the complexities of providing academic and emotional support in the context of the student-supervisor relationship (Buirski, 2021b; Engebretson et al., 2008; Hughes & Byrom, 2019;

Manathunga, 2005b, 2007, 2009; McAllister et al., 2014). Significantly, researchers have found that students emotional support needs are increasing with students presenting to academic staff with an array of complex issues (Buirski, 2021a, 2021b; Engebretson et al., 2008; Manathunga, 2005b, 2007). As such, supervisors are supporting not only emotional correlates tied to the successful and timely completion of HDR projects (Engebretson et al., 2008; Manathunga, 2005a; Tuck, 2018), but also the student's social, emotional, and psychological well-being impacted by external life factors such as increasing relational and financial stresses, and prevalent mental health concerns (Doloriert et al., 2012; Engebretson et al., 2008; Hughes et al., 2018; Manathunga, 2007; Orellana et al., 2016). While research exploring the complexities of the student-supervisor relationship is expanding, a clearer understanding of how academic supervisors manage students' increasing emotional supports needs is needed (Hockey, 1994; Hughes et al., 2018).

Emotion Work Theory

The theory of emotion work stems from Hochschild's (1983) early theoretical research on emotion management. This research examined the emotional behaviours of eight flight attendants to understand how they managed their emotions across various social contexts in their day-to-day work relations. Hochschild found participants frequently managed their emotions to align with their employer's socially expected outward displays of emotional behaviours or "feeling rules", whether they felt the feelings or not. These findings led Hochschild to extend her theory of emotion management to comprise the two conceptual models of emotion work and emotional labour. These concepts are concerned with easing emotional tensions or dissonance between one's authentic "real" and "false" self (Hochschild, 1983, p.194), which can arise when the socially expected behaviours performed are incongruent with one's internal thoughts or feelings. In this regard, emotion work and emotional labour are made possible by surface acting and deep acting mechanisms.

According to Hochschild, surface acting is characterised by one person's posed performance in the outward expression of expected feelings, under the pretence of meaningfully engaging with feeling rules that have been structured to align with a specific social interaction. Surface acting is mechanised through the expression of a false self without making any attempt to fit in within the specific context. For example, this could be mimicking an expected smile to conceal an undesirable feeling, without assuming any feelings associated with the expressed smile. Deep acting, on the other hand, involves a person taking on the essence of the socially expected feeling and accepting that feeling as an authentic part of one's real self (Hochschild, 1983). For instance, this might be influencing what we must do or feel to stimulate a genuine feeling or emotion and, thus, a convincing display to others (Addison, 2017). Deep acting is considered the ultimate deception of self, as one lies to oneself, then seeks to suppress and further diminish the lie in an attempt to realise the deception as one's truth. In this context, emotion work and emotional labour can create a disconnect between one's internal thoughts and feelings which Hochschild argues can be detrimental to one's emotional well-being.

Initially, Hochschild (1983) conceptualised the terms emotional labour and emotion work to mean conceptually different things. However, she used the term emotion work synonymously with "emotion management" to refer to behaviours being performed in a private setting that evoked a sense of meaning or use-value. This research was revolutionary and underscored extensive debate and research on the hidden emotion work individuals do to interact and fit in with societal expectations (Addison, 2017). However, much of this debate centres around the concept of emotion management and emotional labour related to marketisation. As such, much of the empirical research on emotion work so far, particularly in higher education, focuses on "emotional labour". Emotional labour conceptually differs from emotion work in that it focuses on managing expressions of behaviours to align with

socially expected outward displays of behaviours that are performed in the delivery of employment services (Hochschild, 1983).

Hochschild's (1983) idea of transmutation further complicated the nature of emotion work in academic teaching', particularly in research examining impacts of neoliberal education reforms (Ogbonna & Harris, 2004; Strazdins, 2000). According to Hochschild, under the exploitation of capitalistic values and high work demands emotion work can easily transmute into emotional labour. In this regard, emotional labour remains significant in terms of understanding the extent to which emotion work can shift from a positive strength that enriches institutions and the lives of academics into negative behaviours that can be detrimental to the well-being of academics and their prevailing attitudes and motivations toward student support (Huyton, 2009). However, this has resulted in the terms frequently being used interchangeably across the literature. In this regard, emotional labour and emotion work have been operationalised differently across different studies (Addison, 2017; Dickson-Swift et al., 2009; Mackenzie, 2012), making the comparisons between studies on emotion work in education challenging to draw on (Addison, 2017). While cautiously acknowledging the terms emotion work and emotional labour are used interchangeably across the literature, for the purpose of this study, emotion work will be explored in the context of behaviours performed by one person, the supervisor, to affect the emotions of another, the student (Strazdins, 2000).

Impacts on Supervisors

Hochschild's (1983) theoretical perspective of emotion management is relevant in terms of understanding how academics engage in emotion work and how emotion work impacts academics' well-being. For example, Näring et al. (2012) examined emotional work and emotional exhaustion in more than 200 academic teachers, the job, and individual perspectives. They found emotional job demands were significantly correlated with

emotional exhaustion. Näring et al. argued that emotion work in academics engages elements of surface acting and deep acting used respectively to modify expressed emotions and manipulate their internal thoughts and feelings to enhance student motivation. In this context, emotion management increases emotional job demands that can negatively impact the supervisor. Another study by Strandler et al. (2014) examined emotion work and the connections between organisational micro-processes from a supervisor's perspective. This research found a paradox whereby emotion work was recognised as both an essential aspect of supervision and a threat that could increase demands on efficiency, which compelled supervisors to enact harsher boundaries in response to the emotional support needs of students. According to Strandler et al., supervisors found emotional boundary work challenging in terms of maintaining a functional long-term work relationship with PhD students. Not least because the boundary between personal issues and academic-related issues were difficult to sustain given the constant need to adapt to ensure "the students did not lose their face" (p.75).

Job Demands- Resource Theory

Bakker and Demerouti (2007) explain how the Job Demands-Resources (JD-R) model (Demerouti et al., 2001) can be applied to improve academic performance and well-being outcomes for both teachers and students. The central position of the JD-R model is that regardless of job demands, work engagement increases when job resources are high; however, adverse job stress develops when job demands are high and job resources are limited (Demerouti et al., 2001). According to Demerouti et al. (2001) and Bakker et al. (2000), job demands are aspects of a job that expose individuals to continuous physical, emotional, or cognitive effort, which, after sustained exposure, can increase the risk of physiological and psychological stress and burnout. Job resources relate to the physical, psychological, social, or organisational elements of a job that typically encourage personal

growth, learning, and development and assist individuals in achieving work goals and reducing job demands (Bakker & Demerouti, 2007).

Research has indicated that as student-supervisor interactions have become more regulated, teachers across various education levels have developed skills in emotional management that help them better understand and manage their emotions. For example, in a study examining job resources among Finnish elementary, secondary, and vocational school teachers, Bakker et al. (2007) found job resources acted as a buffer against the negative relationship between students' behavioural misconduct and their work engagement. Specifically, they found that when teachers faced high levels of student misconduct, job resources positively influenced the students' work engagement. As such, the JD-R model focuses on identifying both positive and negative indicators of emotional well-being in academic supervisors that may be useful for exploring emotion work in the context of student-supervisor relationship (Bakker & Demerouti, 2007).

An important expansion of the JD-R model emerges from Xanthopoulou et al.'s (2007) exploration of teachers' personal resources, self-efficacy, optimism, and organisational-based self-esteem and their roles in predicting work engagement and exhaustion. This study found the relationship between job resources and work engagement was partly mediated by personal resources, thus indicating that job resources promote the development of personal resources. However, the relationship between adverse job demands and teacher well-being was not moderated by personal resources. Notably, this study focused on the affective-cognitive characteristics of personal resources and less at the behavioural-practical level, which is important for teachers performing in an environment with low autonomy and high job demands (Peeters & Rutte, 2005). According to Peeters and Rutte (2005), teachers with effective time management skills showed lower levels of exhaustion than teachers with less practical time-management skills. Broadly, research supports the

assumptions of the JD-R model in that it recognises that job resources buffer the impacts of job demands on academics who utilise job resources such as social support, performance feedback, and autonomy to activate students' motivational process (Bakker & Demerouti, 2007). This model could be particularly useful in understanding the impacts of emotion work on HDR supervisors and how they manage the support needs of students.

Increasing Student Needs

Analysing HDR students' interactions within the academic environment can shed some light on students' increasing emotional support needs impacting supervisors. For HDR students, the academic community is essential for creating a positive learning environment (Pyhältö et al., 2009). According to Mantai (2017), undertaking HDR is an enduring and emotionally challenging process that necessitates students to network with key individuals to develop effective support systems crucial to identity development and academic success (Mantai, 2017). Cotterall (2013) explored the emotion-infused demands on students in the socio-cultural context of the doctoral setting using a longitudinal narrative approach to examine the lived experiences of six international postgraduate students studying in Australia. This study adopted the cultural-historical theoretical framework of activity (Engeström, 1999), which posits that individuals construct their knowledge and understanding of self through interactions with others and the environment. According to Engeström (1999), students concurrently navigate various systems, such as the continuously changing and complex "relationships between key individuals behaviours, academic departments, disciplinary communities, and family" (Cotterall, 2013, p. 177; Halse, 2011). As such, in addition to facing varying challenges from stress, anxieties, and isolation, students are constructing a sense of belonging through social and collegial supports (Mantai, 2019) and the challenging task of developing a scholarly identity (Cotterall, 2013; Mantai, 2019). Consistently, results from the data obtained in Cotterall's longitudinal study revealed

"significant links between participants' heightened emotions and their interactions with key individuals and situations in their doctoral lives" (p. 1). Notably, Cotterall found students increasingly looked to their supervisors for emotional support as they navigated these various challenges. These findings are particularly salient to exploring the increasing levels of emotional work performed by academic supervisors.

Emotional work demands on supervisors are further intensifying in the face of changing political and economic factors influencing higher education across Australia. With the rapid advancement of neoliberal reforms in higher education, greater expectations have been placed on supervisors to expand productivity and accommodate increasingly larger numbers of HDR students (Kenny, 2018). These cumulative demands increase the burden on academic supervisors' emotional resources impacting their ability to adequately support student needs. According to McCallin and Nayar (2012), supervisors' experiences not only impact their professional and personal well-being but also negatively impact students' learning experiences and social and emotional welfare. Specifically, international students place considerable demand on supervisors' emotional resources, as these candidates are at greater risk of a range of personal challenges related to language barriers, cultural differences, and experiences with racism, loneliness, and isolation (Son & Park, 2014; Skromanis et al., 2018). At the same time, emotional correlates of higher intellectual demands increase by way of anxiety and stress experienced by academics and students when endeavouring to bridge English language proficiencies and academic writing skills (Son & Park, 2014). These findings were echoed in a case study by Askew et al. (2016), who found a doctoral supervisor reported that the workload required to supervise two international students was equivalent to that needed to manage eight domestic students put together. According to Askew et al., these increased stresses associated with international students significantly challenge the already complex dyadic nature of supervision, further impacting

supervisors' well-being and influencing the ethos and motivation of academics to supervise HDR projects. These findings suggest further exploration of the nature and extent of emotion work in HDR supervision could identify student support needs that are impacting supervisors and elucidate pathways to appropriate support resources. This approach could ease the burden on academic supervisors' emotional resources, leading to reduced stress and increased well-being in academic supervisors.

While increasing international students add to the heightened demands placed on supervisors, according to Bexley et al. (2013), domestic students are also prone to experiencing challenges that impact academic outcomes and increase the emotion work performed by academic supervisors. For example, Bexley et al. (2013) examined the financial circumstances of domestic and international students in Australian universities. This study found that 69.6 per cent of domestic students reported their financial situation was often a source of concern compared to international students (59%). Further research that compared the health and well-being of domestic university students with international students found that domestic students were less likely to receive financial assistance from family (16.1%) and more likely to be in paid employment (40.70%) than international students (74.4% and 6.4%), respectively (Skromanis et al., 2018). Consequently, students who are required to work while studying were found to be at increased risk of stress and isolation (Browne et al., 2017; Karimshah et al., 2013). At the same time, students who experience financial difficulty were found to be at greater risk of mental health disorders (Said et al., 2013) which is particularly demanding on academic supervisors' resources.

Research suggests students' increased risk of financial and psychological distress is specific to the university experience (Barker et al., 2018; Orygen, 2017). However, further evidence indicates this may partly be due to increasing numbers of individuals from diverse backgrounds attending university who are more susceptible to mental health (Okahana et al.,

2018). Notably, higher education participation initiatives have sought to include more students from broader diverse backgrounds over the past two decades. According to Nelson et al. (2017), students from low socioeconomic status backgrounds experience higher emotional distress when compared to students from advantaged backgrounds. For example, Devlin and McKay (2017, 2018) found students whose parents had poorer education and experienced financial hardship while growing up were at greater risk of mental health disorders, which increased academic and emotional support needs. Despite these findings, many mental health service managers across Australian universities have indicated that they do not have the resources to respond to students increasingly complex mental health demands (Browne et al., 2017). In this regard, Orygen (2017) asserts the need for the Australian Government to increase recognition and funding support for counselling services "at levels which reflect the increasing demand and complexity of student presentations" (p. 8). However, Duffy et al. (2019) argue the obligations do not rest entirely with government agencies. According to Duffy et al., key stakeholders such as universities must assume responsibility for developing integrated and coordinated systems that adequately link academic supervisors to student mental health services. This approach may help address the ever-increasing interpersonal and emotional demands that are inherent in the supervisory role.

Critically, it is argued that the mass marketing of Australia's higher education system has brought about an increase in student diversity numbers without sufficient base funding per student to support the gap in low socioeconomic student resources (Bentley et al., 2013; Marginson, 2013). According to Bentley et al. (2013) and Marginson (2013), this has deteriorated the quality of the student-supervisor relationships. Despite a growing awareness that emotion work is a crucial and demanding element of supervision impacting academics, emotion work in Australian academia tends to be viewed as standard practice that is typically

overlooked at an organisational level (Buirski, 2021b; McAllister et al., 2014; Owler, 2010).

Moreover, Owler (2010) argues that the personal and emotional challenges experienced by

students during the complex and demanding processes of HDR are neither fully nor formally

recognised. Rather, Owler reports that institutional organisations have seen both students and

supervisors as a problem to be managed. These findings were supported by recent

interpretative research by McAllister et al. (2014) that examined the interactions between 27

academic staff from two Australian universities with students experiencing mental health

concerns. Academic staff in this study expressed frustration that universities as organisations,

did not acknowledge the work demands associated with the student support needs and the

expectations being placed on academic staff to provide pastoral care. Significantly,

participants reported confusion around how to identify and prioritise between students'

academic and emotional support needs citing a lack of knowledge and uncertainty in their

ability to differentiate between students' experiencing anxiety and stress associated with the

demands of academic life and those students with diagnosable mental health concerns.

Research supports the need for academic institutions to acknowledge the full extent of

job demands and pastoral care needs that require HDR supervisors' to engage in emotion

work in order to support the vast range of students intellectual and relational support needs

(Manathunga, 2012). For example, the intense transitional learning that permeates the HDR

process increases emotional correlates related to academic tasks, such as difficulties with

intellectual ambiguity, anxiety, and stress. Similarly, there is the provision of crucial support

for students experiencing external life challenges that impact their general social and

emotional well-being (Buirski, 2021a, 2021b). Buirski (2021b) argues that both intellectual

and personal pastoral support needs are essential to developing a supportive and productive

student-supervisor relationship. Arguably, emotional work in the context of student pastoral

care and learning development contributes to psychological stress, emotional depletion, and

subsequent burnout amongst university academics (Bakker et al., 2014; Hoenig, 2020; Huyton, 2009). Burnout is characterised by emotional exhaustion, the feeling of being emotionally drained by interactions with other people, and depersonalisation, being "an unfeeling and impersonal response towards recipients of one's care or service" (Maslach & Jackson, 1981, p. 101). Together, these findings support research highlighting the need for institutions to recognise emotion work as a pedagogy that extends appropriate support pathways for academic supervisors (Buirski, 2021b; Hughes et al., 2018; Huyton, 2009).

Research Aim

Understanding the complexities of the lived experience of supervisors is crucial to understanding the nature, extent, and impact of emotion work on HDR supervisors. In reality, effective supervision is a complex process that involves dimensions of both academic and emotional support (Hockey, 1994; Manathunga, 2005b). This research seeks to expand the knowledge and understanding of emotion work in the context of HDR supervision. It extends previous empirical findings that demonstrate emotion work can be detrimental to academics' psychological well-being. Few qualitative studies have examined emotion work from an academic supervisor's perspective. These studies focus predominantly on the specific area of managing student mental health (Hughes & Byrom, 2019; Hughes et al., 2018; Strandler et al., 2014), pedagogical strategies and practices (Manathunga, 2005a, 2007), and the impacts of managerialism (McAllister et al., 2014; Ogbonna & Harris, 2004). Notably, there remains a paucity of research exploring the nature, extent, and impact of emotion work on academics in the role of HDR supervision. Therefore, the focus of this research and the question this study seeks to address is how Australian HDR supervisors experience emotion work within their role.

Methods

Research Design

Qualitative research is useful to explore a topic where little is known on the matter (Willig, 2012), and very little is known about the nature, extent, and impacts of emotion work on HDR supervisors in the context of the student-supervisor relationship. I approached this study as a psychology research student eager to understand how supervisors experience emotion work in the student-supervisor relationship through the qualitative lens of interpretative phenomenological analysis (IPA), which informs the methodological framework of this study. IPA is phenomenological as it focuses on explicating a deeper, often symbolic interpretation of the meaning ascribed to the lived experience while exploring a deeper understanding of the phenomenon of emotion work (Willig, 2012). Therefore, phenomenology was an ideal approach for this study as the researcher sought to explore HDR supervisors lived experiences of emotion work as a phenomenon in the student-supervisor relationship. This study takes an idiographic approach to focus on the unique personal experience of human nature and examine reality as it was consciously experienced by the individuals experiencing it (Willig, 2012). I utilised hermeneutical analysis, which allowed me to continuously question and analyse the emerging interpretations of the supervisor's experience (Smith, 2004). This approach addressed the human issues from the standpoint that individuals are integral to shaping their experiences and perceptions through the attention they attribute to their environment. Therefore, the aim of phenomenological inquiry in this research was not to understand the supervisors' lived experiences as facts but to explicate a deeper, often symbolic interpretation of the meaning from the raw account given to the lived experience of supervisors', whose lives were impacted by emotion work as a phenomenon (Giorgi, 2012).

Participants

Information flyers (Appendix A) were distributed via emails to the research supervisors' personal and professional networks to target a purposive sample of HDR supervisors. This approach identified eight potential participants, and snowball sampling through recruited participants identified two potential participants. Information letters (Appendix B) and consent forms (Appendix C) were emailed to all potential participants together with requests for demographic details. Three potential participants could not participate due to personal time constraints. A total of seven HDR supervisors (5 Females, 2 Males) were recruited from four Australian universities across three Australian states. One participant preferred not to disclose age, and the remaining six participants ranged between 47-60 years ($M = 55.16$) of age. Participants had supervised one or more HDR students within the past two years with supervisory experience ranging between three and sixty students ($M = 26.51$) across various disciplines, including psychology, psychology and management, social work, occupational therapy, sports science, and engineering.

Materials

All participants were sent an email requesting they respond to seven experiential and demographic questions. The researcher used a detailed interview schedule (Appendix D), including six semi-structured interview questions to encourage free recall of rich, detailed accounts of participants' experiences of phenomena. All recordings were stored on the researcher's personal computer (password protected) until transcribing of recordings was complete, in which all recordings were then deleted. Microsoft Word was used to record notes during the interview as well as the researcher's reflexivity while conducting interviews. All participants were provided with a list of qualified mental health services appropriate to their location (Appendix E).

Procedures

Ethical approval to conduct the study was granted by the ECU Human Research

Ethics Psychology and Criminology Sub-committee. Information flyers (Appendix A) were

distributed via emails to the research supervisors' networks to target a purposive sample of

HDR supervisors. A total of seven potential participants were recruited as per the

participants' section above. Participants were advised of their ethical rights to withdraw from

the study at any time, as well as informed consent, confidentiality, and data protection.

Verbal consent was obtained from participants to commence video or audio recording

sessions via Microsoft Teams. The researcher then conducted interviews with participants

exploring the six semi-structured interview questions detailed in the interview schedule

(Appendix D). Participants were encouraged to use free recall to give rich, detailed accounts

of participants' experiences of emotion work as a phenomenon, encouraging further

elaboration as required. All interviews were conducted online using Microsoft Teams and

lasted between 45 and 90 minutes. Interviews were recorded using either the inbuilt video or

voice recording function within the Microsoft Teams application, which was saved to the

researcher's password-protected computer.

An extensive literature review provided an empirical understanding of emotion work,

which allowed the researcher to acknowledge feelings as part of the research process,

incorporating the values of reciprocity and reflexivity and considering how emotions are

experienced and displayed. A Microsoft word document was used to record notes during the

interview as well as the researcher's reflexivity while conducting interviews. Before the

cessation of interviews, participants were thanked for the time taken to participate in the

study and asked if they would review their transcribed interviews to ensure that the

interviewer captured their experience. Finally, given the sensitive and vulnerable nature of

emotion work discussed during interviews, all participants were be provided with a list of

qualified mental health services (Appendix E). It was reasoned that seven participants provided enough in-depth richness of data through the qualitative interviews to continue with data analysis.

Analysis

Transcribed interviews were explored using both a deductive and inductive analytical approach to bring together researcher observations with participants experiential responses to semi-structured interview questions (Smith, 2004). The researcher was immersed in the interview data collection process through the process of verbatim transcribing and continuous reading of transcripts to ensure effective interpretation of interview content (Armour et al., 2009). To increase rigour, the researcher engaged in the practice of reflexivity and discussions with research supervisors. Consistent with IPA methodology, hermeneutic analysis was used to interpret emerging themes, and meaningful codes were derived from the raw accounts of participant experiences to ensure emerging interpretations were subjective and relevant to the interview content. An Excel spreadsheet was used to manually record and identify meaningful codes and emerging themes which were then grouped into related clusters of primary themes. Analysis of data and prior empirical knowledge of emotion work helped establish and organise broader superordinate themes into a sequential order of importance. Transcripts with emerging codes were emailed to participants to ensure their experiences were reflected in transcription. Four participants responded to indicate at least some of the emerging themes represented their experience. Two participants requested some details be removed from their transcripts to protect students discussed in their interviews. This process was iterative, occasionally returning from the researcher's codes and themes to the transcripts and consulting with research supervisors (Smith, 2004; Willig, 2012).

Findings and Interpretations

As summarised in Table 1, four key superordinate themes and 11 subthemes relating to the experience of HDR supervisors emerged from the existing theoretical knowledge of emotion work and the IPA analysis of participant interviews. Illustrative quotes taken from participant interview transcripts have been presented with the source of each quote identified at the end of each quotation. Where quotes have been provided, other participant quotes supporting the same theme also exist.

Table 1

Superordinate Themes, Subthemes, and Meanings Emerging from Existing Theoretic Knowledge, and IPA Analysis

Themes	Subthemes
Managing the student/supervisor relationship	Interpersonal relationships Pastoral care
Balancing students' academic and emotional support needs	Knowing when to push Managing student expectations Evoking positive and reducing negative emotions
Supporting student well-being	Supporting student mental health Fostering student confidence and reassurance Checking in
Impacts on supervisors	Sense of Responsibilities Supervisor support Psychological stress

Theme: Managing the student/supervisor relationship

This theme is concerned with the behaviours supervisors perform to create and

maintain positive relationships (Strazdins, 2000). Managing the complex and enduring nature of the student-supervisor relationship was a prominent experience for all participants. The subtheme *interpersonal relationships* captures how HDR supervisors experience emotion work as they attempt to balance the student-supervisor relationship's interpersonal and professional demands, such as managing conflict and disappointment. The subtheme *pastoral care* reflects socio-relational factors that influence the student-supervisor relationship. Previous research found students identified supervisor care, communication, consistency, and fairness as important factors that influenced the quality of the student-supervisor relationship (Hodza, 2007). In this regard, the supervisors' perceptions of genuine care toward students were seen as essential to developing and maintaining a positive and productive relationship with students. This theme also identified how supervisors' influence collaborative relationships while maintaining professional boundaries that transcend the personal nature of the HDR process. As a whole, this theme captures both the positive and negative experiences supervisors manage in the student/supervisor relationship.

Interpersonal relationships

This subtheme is concerned with the intense nature of the student-supervisor relationship that is characteristic of both positive and negative experiences for HDR supervisors. Participants commonly conveyed that the student-supervisor relationship was essentially the foundation for effective HDR supervision. In this context, working together, fostering strong relations, communicating, and maintaining professional and personal boundaries were among the various practice's participants described as essential to maintaining functional relationships. The following quotations highlight the differing and contrasting approaches supervisors undertake to create and maintain positive and cooperative relationships with students:

> *"It's been the most rewarding part of my career, for sure. You know, it's a real*

privilege, to be in that position where you, you know, you're kind of with that person... in some cases, way past the end of finishing their PhD into when they enter a postdoc or become a colleague, which has happened to me in about four or five cases... At the end, you know, I like to be present at their graduation, right? That's very important to me. I make a huge effort to make sure I'm there so I can see them collect their PhD. Have a champagne with them and celebrate their achievement, you know." (Susan, Psychology).

"... it's not about you. It's about what's in the best interest of the student... I have very clear on boundaries. Absolutely not friends... I'm very mindful of that power differential, wanting to make sure that they also feel comfortable to disagree, comfortable to raise issues. Uhm, but I'm not going to be the supervisor, that, you know, loves hanging out with my students. I don't think that's appropriate. I think that's unprofessional..." (Jane, Psychology).

While most participants in this study were perceived as gregarious, describing their students as friends and colleagues, the depth of that relationship appeared reflective of, or dependent on, the supervisor's identity. In this regard, interviews with participants indicated the more socially invested and expressive the participant appeared to be, the deeper, more intrinsically rewarding, and enriching the essence of the relationship was reflected. On the other hand, the more socially conservative the participant appeared to be, the more structured and supportive the relationship.

Significantly, while the primary motivation of all supervisors appeared to be student success, driven by a genuine intention of positivity, care, and compassion, this relationship was at times inclusive of frustration, disappointment, and anxiety, which aligns to previous findings on the intrinsic nature of the student-teacher relationship (Fineman, 1993; Frenzel et al., 2016; Hargreaves, 1998; Taxer & Frenzel, 2015):

"... it wasn't that I was put out, I was disappointed even though I knew it was the right thing for her, and I didn't want to bring that sort of energy." (Jane, Psychology).

"We all teach students where we go, I don't really like you, you know, but that's irrelevant to the process of what I need to do... But you find yourself on a journey with someone, where you think you're going to be around for a long time and I have to work out a way to cope with this... some people are just more difficult to deal with, their high maintenance, emotionally, and all of that." (Keryn, Psychology & Management).

More specifically, participants appeared to regulate the more discrete emotions such as frustration, disappointment, anger or anxiety to influence more positive relationships with students. There was a sense that participants attempted to influence a more positive relationship by managing their expression of their emotions, primarily at the surface acting level but on occasion through the mechanisms of deep acting. These findings are consistent with Hochschild's (1983) socially expected feeling rules that underscore her theory of emotion. More specifically, however, this study supports the previously identified display rules for academic teachers, which posit that teachers typically express positive emotions and suppress emotions considered negative or too strong (Frenzel et al., 2016; Schutz et al., 2006, 2007). How participants managed the unique and complex essence of the HDR relationship, characteristic of negative interpersonal experiences, is captured in the following quotation:

"I think, he kind of developed that sort of relationship with me as a second mother... and I noticed that after a few years there was a change, where he got upset and then asked me, can I have a hug... I felt a little uncomfortable if I'm being honest, with him, as time went by, unfortunately. Because he, ah I had no idea the depth of his problems until it started. He started to be kind of, he would sub sexualize things, which was really uncomfortable. So, I would like, for instance, keep my door open, keep my chair further away from his chair. Things like that and it, you know... always having supervision at kind of busy times of the day... So, reducing the intensity of that emotional relationship... it was successful in the sense that you know that behaviour stopped by the time he finished." (Susan, Psychology).

Given the personally impacting nature of many situations the participants experienced, participants revealed the lengths to which they would go to reduce the intensity of the student-supervisor relationship while continuing to support the student. In this instance, as in other participants shared experiences, the intense interpersonal dynamics of the HDR student-supervisor relationship necessitated the supervisor to engage in emotion and boundary work to maintain a professional working relationship. The intensity of the relationship was also found to elicit behaviours in some students that crossed professional boundaries to create tensions in the relationship. When managing more complex interpersonal issues, participants reported attempts to introduce firmer boundaries. At the same time, all participants strived to maintain a working relationship that fostered a sense of support while establishing boundaries between that relationship's personal and professional constraints. Furthermore, as evidenced by Susan, participant experiences with negative and psychologically distressing interactions with students were consistent with Halse and Malfroy (2010) findings that supervisors often transcend the intensity of the relationship to engage their professional work role.

Pastoral Care

This subtheme is concerned with the behaviours supervisors perform to support students through various life challenges. Notably, participant interviews revealed that pastoral care responsibilities and emotional resource demands had significantly increased in HDR supervision over the years. In this context, the primary motivation of supervisors appeared to be student well-being. As illustrated in participant responses, this study supports previous findings that teachers are driven by a genuine intention of positivity, care, and compassion (Fineman, 1993; Hargreaves, 1998):

"... it's a whole person that you're spending time with, and so the whole person. I just don't think you can just talk about the research. I just think that's just not gonna happen. If

someone walks in and they're bringing with them whatever state of mind they're in on that day or what's happened in that week, then I think it's important that you actually care enough to ask and mean it. How are you going? How are you? Before you do anything else..." (Susan, Psychology).

When support needs were minor, supervisors in this study would generally take a goal-directed approach to reduce negative thoughts or behaviours in students (Strazdins, 2000). When support needs were higher, supervisors were found to engage in behaviours consistent with Hochschild's (1983) theoretical theories of emotion work by engaging the mechanisms of surface acting to modify their expression of emotions to transform the behaviours and emotional state of the student. For example, Lola conveyed feeling compromised by disclosures her student made but expressed that her direct demeanour was suitably managed to reduce the student's behaviours.

"...it was difficult because she would speak to me, but in confidence, if you know what I mean. And I was like, aw, this puts me in an awkward situation. Uhm, yeah... because it's, like, if the student discloses something, and you think, you know, what do I do with this, it's like, you know, it's, it's difficult. So, yeah, she was one of the ones that you know had high support needs." (Lola, Occupational Therapy).

Theme: Balancing student pastoral needs with academic progress

Research demonstrates emotion work in academic supervision falls under two dimensions, that of academic performance guidance as well as pastoral care (Hockey, 1994). The complex dyadic nature of the supervision process is captured in the supervisor's experience when trying to balance student pastoral needs with their academic progress (Manathunga, 2005b). Notably, in this study, the supervisor's level of experience appeared to impact their confidence in dealing with behaviours that arise in student performance and their ability to establish boundaries that fostered supportive but functional outcomes:

"The student wasn't progressing, wasn't willing to sort of share the drafts, yeah. I think there was a lot of perfectionism there and just trying to normalize this is part of the process. Now, I would be a lot firmer, but that was earlier on, and I didn't have a lot of experience at the PhD level, and I thought it must be me doing something wrong." (Jane, Psychology).

HDR supervision was identified as a complex process that requires the effective transfer of academic knowledge. Participants expressed the need to establish a rapport with students that would elicit enough trust and comfort to establish a functional relationship before any transfer of knowledge could be undertaken. This theme identifies various support and goal-direct strategies used by supervisors to reduce negative emotions, increase positive emotions in students, and foster student motivation. For example, supervisors utilised job resources, specifically, feedback to promote students' motivational process (Bakker & Demerouti, 2007). *Knowing when to push*, *managing student expectations*, and *evoking positive and reducing negative emotions* emerged as subthemes from participant interviews:

Knowing when to Push

Participants in this study expressed the need for patience and perseverance in task performance when managing students experiencing significant life challenges. They expressed genuine concern for supporting students, engaging in active listening and empathic responding while acknowledging the importance of keeping students on track and keeping them task oriented. The delicate balance between knowing when to push and knowing when not to push was significantly influenced by demands placed on students to complete the HDR project in a timely manner:

"This was... a person, who was undergoing IVF and it was all touch and go and had several cycles where she lost a few embryos. And yeah, the clock was ticking on this person, and then I knew she wanted to finish. Uhm, and so I said to her, you have to deliver one baby

before you deliver the next... But what was hard, was, was the balance of providing the right amount of support, but also the right amount of motivation to keep going to finish. Uh, and, and finish with a high-quality product... I had a real job to do, and it had to be the students work and had to be the students' ideas, but I also had to give back the draft and go it's not ready, and come back, yeah, it's still not ready. Uh, and then being able to just kind uhm, balance that." (Lola, Occupational therapy).

Managing student expectations

This subtheme describes how supervisors were often faced with students who struggled with the supervisors' input - or the academic demands they faced. In this context, participants were found to engage in antecedent-focused and response-focused strategies that underscore emotional regulation processes. For example, as demonstrated by Lola and Margaret, supervisors engaged in antecedent-focused strategies by depersonalising feedback and/or normalising academic expectations to manage students' perceptions, reduce negative responses in students, and keep students moving forward:

"I try and set out expectations around how I, how I like to work with students and how I like to communicate with them... So that, that's to help manage students' perceptions about what I say, and the kind of feedback that I give. I always use the words; I'm never giving you feedback about you. I'm giving you feedback about that thing on the table... if they know up front that when Lola writes this and it comes back haemorrhaging, it's not a case of oh she thinks I'm crap..." (Lola, Occupational therapy).

"... we normalised it in the sense that ah, it's an expectation that one will have feelings once doing research, and sometimes that can relate to overall feelings, feelings of being overwhelmed in relation to the project size." (Margaret, Social work).

Antecedent strategies are those applied in the early stages of an emotional response, as opposed to response-focused strategies characterised by the physiological or behavioural

responses to managed emotions (Gross, 2001). According to Fried (2011), antecedent-focused strategies are more advantageous when working with students.

Further, consistent with the JD-R model (Bakker & Demerouti, 2007), feedback is also representative of the supervisor utilising job resources and personal resources to reduce the students' negative emotions or behaviours. For example, supervisors in this study alluded to using their emotional intelligence to appraise and manage student expectations:

"I think it's about understanding that this student had very fixed expectations about everything and about the support she would get and the way in which things were done. And it was about, again that, that whole chill pill, just stay calm. It's going to be OK. It's going to be fine... Uhm. I would like to think I have sufficient emotional intelligence to be able to know when... to just say stuff upfront like just let it go and let's move on." (Lola, Occupational therapy).

According to Nizielski et al. (2013), emotional intelligence comprises a teacher's ability to perceive and appraise emotions in oneself and their students' and can mediate emotional regulation and antecedent-focused coping strategies. This allows supervisors to recognise students' subtle feelings of frustration and behavioural responses to attend to student needs effectively.

Evoking positive and reducing negative emotions

This subtheme gives rise to the emotion work supervisors perform to reduce student discomfort or negative emotions, increase positive emotions, and alleviate stress. For example, most participants reported taking active measures to increase student motivation following rejection:

"Sometimes they send, for example, the paper for publication, they get the reject answer... I try to say look don't worry. This is the opinion of that journal, maybe another journal different view, different reviewer, different than you... But we, what we need to apply

is the comment we get back from them, we need to see where we can improve... and in this way, we improve on the paper, and it has worked. Uhm... but this is the time that the student, may get demotivated and they need some source of energy to move on, yeah. You know, and maybe I try to avoid to, to show this to a student... but always when rejection comes, I don't underestimate the work.” (Keith, Engineering).

Supervisors in this study also engaged in emotion work through surface acting to reduce negative emotions and bolster positive emotions in students. In this regard, participants worked to keep the student on track and motivated while at the same time hiding the pressure that they felt might impact their reputation if a student does not produce quality work:

“But yes, it is a stress like emotional because you know, you don't want, you are sending your students work, which is your work, to someone to assess it, and that person is in your field. Obviously, they will judge you as well, it is not judging just the student it is judging the supervisor as well. These are the times that I, you know what I mean, feel a bit like emotional, how the work will be done... I keep all of my emotion in myself. Not, not to show that to students because if I feel like that, then obviously, you know the student, the impact on the student would be much, much bigger. But internally yes, inside yes, there could be some emotions sometimes” (Keith, Engineering).

As evidenced in Keith's experience, various social factors influence emotions in the student-supervisor relationship. Sociological perspectives assume supervision does not take place in a social vacuum (Hodza, 2007). For example, consistent with previous research, the role of values and goals in different institutional settings were found to be important because they assume that patterns and regularities exist in the social context (von Scheve, 2012).

Theme: Supporting student well-being

This theme describes the important role that HDR supervisors perform in monitoring and responding to the well-being of students. Consistent with research by Laws and Fiedler (2012), participants in this study felt increasing responsibility to take on pastoral care as part of their role and expressed a lack of adequate support and resources needed to manage students' increasing emotional support needs. There was a consensus that increased organisational support and improved knowledge and skills training could better support supervisors to support students through times of emotional stress or crises. *Supporting student mental health*, *checking in*, and *fostering student confidence and reassurance* emerged as subthemes in this theme:

Supporting student mental health

This subtheme describes how academic supervisors commonly experience demands on their emotional resources when managing student mental health concerns. Research supports that academic supervisors' need a strong sense of self-awareness and effective strategies to foster and express the compassion and empathy needed to motivate and assist students with mental health concerns (Cook, 2007). Finding in this study support these reports. For example, Susan identified emotional demands despite coming from a genuine place of compassion and utilising various strategies such as reflective listening, and expressed empathy to reduce negative emotions in students with mental health concerns:

"It is being human, just being just a consistent person that they know that you're going to be the same every time they come here. Whether that's silly or whatever, but yeah, positive and you being a genuine authentic human being, you know... I do borrow stuff from Rogers and that kind of unconditional positive regard... I think if you know yourself, that's a part of it, that helps, but it's not great if somebody is constantly crying or constantly negative or constantly anxious, that is hard." (Susan, Psychology).

Further consistent with Cook's (2007) study, participants also engaged various strategies to restore their capacity to support student well-being, thus indicating students' emotional support needs indeed place a demand on the supervisors' emotional resources:

"It's a bit like when you see in some ways clients for therapy. If you, you know you're in practice and you've got clients, there's some clients that you do look forward to seeing. And others that you feel a little bit more neutral about because it's a lot harder work, so I would have to psych myself up, find some energy, some extra energy for that student. Be a little bit more over the top than I normally am, so you know, have another coffee, bounce into the session with a whole lot of positive reinforcement. Knowing that I'm going to have to repeat exactly the same stuff that I said the week" (Susan, Psychology).

Several participants reported experiences with more extreme cases of student mental health problems that identified supervisors' struggles with understanding and identifying mental health concerns before they impact the students' academic progress. These findings support previous research that found academic staff report a lack of knowledge and uncertainty in their ability to differentiate between students with diagnosable mental health concerns and those students' experiencing anxiety and stress associated with the demands of academic life (McAllister et al., 2014):

"A high performing student who always gets things done, so you trust it. Then it's another two weeks and all of a sudden that's a few months and it turned out that he ended up having a mental health diagnosis. Of course, I didn't know about that he didn't understand how it affected them. We didn't understand how to work with it... And it's caused all these manners of problems, but it took months for me to kind of get to even think that there might be an alternative problem that outside of the university, there must be something going on." (Jason, Sport Sciences).

Supervisors with a background in psychology in this study reported using reflective listening and expressed empathy to reduce negative emotions in students with mental health challenges. However, consistent with previous research, most supervisors from other disciplines described a lack of confidence in their ability to identify and understand the emotional support needs of students (McAllister et al., 2014).

Fostering student confidence and reassurance

This subtheme is concerned with increasing student autonomy and resilience and challenging negative thoughts patterns relating to self-assurance. Supervisors in this study expressed genuine concern for students experiencing life challenges, particularly international students and students from lower social-economic backgrounds. Consistent with previous research (Strandler et al., 2014), it was evident that participants viewed pastoral care with these students as significant. Still, they struggled with the uncertainty and frustration that can arise, particularly if they feel they do not have the resources needed to help students:

"The positives around their own capacities, capabilities, and their own future. I find that's something I have to do a lot of work with the girls. Uhm, and being a man that can be a bit difficult because I can't say, oh I understand... I have to set aside my own frustrations because I can see something and I, and I don't understand why they don't see it so clearly. I've now learned that there are these historical issues... I guess my goal as a supervisor is to try and figure out how I can remind them more often about how what they're doing is great... You know that positive reinforcement..." (Jason, Sport Sciences).

This research supports that managing students from culturally and socioeconomically diverse backgrounds challenges the already complex dyadic nature of HDR supervision, particularly because students can present with significant confidence issues. Increasing autonomy, resilience, and challenging negative thought patterns relating to self-assurance is a significant barrier for supervisors managing minority student experiences.

Checking in

This subtheme is concerned with the emotion work supervisors perform to foster student well-being and provide emotional support. While this theme was very relevant to all students, it was particularly prominent for supervisors managing international and minority students. In this study, participants emphasise that providing emotional support to students was something they did out of a genuine concern for their student's well-being. Most supervisors felt a sense of responsibility to regularly check in on students who showed signs of being at risk of mental health problems to ensure they were coping ok. This study revealed it was common for supervisors to engage with students, initiating conversations to help students process their thoughts and feelings:

"I'm attuned to checking in when I know my student's background, to thinking just be alert, just checking in, for those issues going on for them, listen, listen to what they're saying and just be going, hmmm I wonder if that's a concerned view at present... Because again, it's hard enough without any of those thoughts in your head getting in the way... Can we stop and just have a bit of a chat? Can you tell me a bit more about what's going on for you? You know that that moment that you go they're in a version of crisis..." (Keryn, Psychology & Management).

"I guess it can be a little awkward for them. Maybe in that coming back, you know after they've had a cry or something. Uhm, and then you know, you just sort of check-in with them. But then it's business as usual, and then make sure you check in again at the end, uhm that they're. OK." (Jane, Psychology).

Most participants indicated time was a significant constraint that impacted their ability to support students, further revealing most of this support was conducted on their own time, indicating low job resources increased job demands.

Theme: Impacts on supervisors

This theme is concerned with the impacts of emotion work on HDR supervisors. HDR supervision is a complex balance of providing student support while managing the expectations of university institutions. In this regard, emotion work in HDR supervision is somewhat entangled with emotional labour (Hochschild, 1983). Regardless of their discipline, most supervisors reported a greater need for formal support and assistance to help them through these processes. This theme exposes the various social, emotional, and institutional factors that increase physiological and psychological impacts on supervisors in the HDR student-supervisor relationship. For example, in many instances, the impacts of emotion work on participants were significantly increased by their perceived personal obligations as well as organisational pressures, time constraints, lack of training, and access to appropriate support resources.

"Most supervisors don't have the skills to deal with the significant emotional loads that current HDR students have. I say currently, it might have been the case in the past, but in my experience, it has definitely changed, and I'm seeing a lot more of it. Uhm, I definitely don't feel that there is a system set up at a university, at our university, that is simple and easy to use. So, I don't doubt that the support mechanisms are there and that the university feels that they're doing a lot in that space, but I don't think that at the ground level things are easy to see, or easy to utilise." (Jason, Sport Sciences).

In this study, HDR supervisors experienced heightened levels of stress and anxieties when trying to support students through specific academic and emotional life challenges while at the same time meeting their obligations to complete their studies. Most supervisors expressed a sense of responsibility to help their students but felt they lacked the support and/or the level of training to do so in the capacity that so many students required. Consistent with the JD-R model, adverse job stress develops when job demands are high and job

resources are limited, thus, highlighting the negative impacts of institutional practices on HDR supervisors' emotional well-being (Bakker & Demerouti, 2007). *Sense of responsibility*, *supervisor support*, and *psychological stress* emerged as subthemes from participant interviews:

Sense of Responsibility

This subtheme relates to the supervisors' perceived obligations to student well-being. HDR supervisors were concerned with student success and how this translated to future employability and the level of institutional pressure being placed on supervisors to push students through, irrespective of the complexities that students face. Participant interviews identified the behaviours supervisors engage in fostering student autonomy and their ability to recognise future goals and their role in future success:

"That end of particular PhD stress is a real difficult one to manage, and some students are just not in a position to apply for jobs early because these days so many students have so many publications. And if that student hasn't quite got them out yet, they can't even, you know, apply 6 months. You know, the trick is you apply six months before the end of the PhD, but if there's no chance of getting a job, that becomes problematic and, and that puts a stress back on the supervisor because my, part of my role is to make sure that their future is secure, I don't want them doing a PhD with me and then being unemployed, so that's a big supervisor stress as well... definitely, that's an expectation I put on myself..." (Jason, Sport Sciences).

This study also identified how HDR supervisors fight for their student's best interest, consistent with genuine intentions of positivity, care, and compassion, which aligns with previous findings on the intrinsic nature of teachers (Fineman, 1993; Frenzel et al., 2016; Hargreaves, 1998; Taxer & Frenzel, 2015):

"I've had students whose relationships have broken down, they've had a baby die, their kids are struggling for some reason, they're caring for elderly parents. You know they have lives, and just to treat them as a thing that you need to get out with a PhD... I get upset with the institution at times, just going how? How can you be pressuring this student when they've got all of this going on?... I think I've become a bit of a hard nose person who goes, I will fight for that student, whereas I think other people make the other decision, you know, the institution pays me... You could probably argue both ways where our responsibilities lie? But I go, they have less power in this situation, so uhm, I'm going to fight for what I think is in their best interest to the extent I can." (Keryn, Psychology & Management).

Supervisor support

This theme is centred around organisational pressures and the access and availability of appropriate organisational supports for supervisor well-being. In this study, significant stress and anxieties arose for supervisors supporting students with specific academic and life challenges. For example, supervisors frequently expressed frustration that universities as an organisation did not acknowledge or support the emotional work demands associated with the student support needs and the expectations being placed on academic staff to provide pastoral care:

"I find the support is not there at a sort of formal infrastructural level. This was, uhm, I had the support of a wonderful supervisor at the time. He was amazing and extremely experienced. Uh, and it made a world of difference. Uhm, but with other sorts of panels and things I've been on where there's been some tricky situations, I find that the focus is 100 percent on the student, but not on the well-being of the supervisors... and I understand the need to, you know, care for the student, that needs to be paramount. But we also need similar processes in place supervision supervisors as required." (Jane, Psychology).

"So, the universities love it when they have international students coming in... They would take three times as much work as another PhD student... it was just incredibly stressful. They were my time-consuming, stressful, draining sort of students that I had to work with... as in hours and hours of you know, it felt, it felt like it was kind of like you would never get, never get them there. And I felt responsible, I felt that the university had dumped that responsibility on my shoulders. And uhm, they wanted a good outcome, and so you did all you could to make that happen, and also at the same time to make sure that the student was happy, in every, in every situation, but at my cost. Not easy!... Uhm, and if staff burnout along the way, well, so be it." (Susan, Psychology).

"Universities are now very student focused, but they're not staff focused in any way. Every decision is around how it optimizes student success, and student experience, without understanding how it then creates problems for staff. So, staff are going down while students are being looked after." (Jason, Sport Sciences).

Findings in this study extend on previous research that challenges the traditional views that emotion work in HDR is standard practice (Buirski, 2021b; McAllister et al., 2014; Owler, 2010). Rather, emotion work is a crucial and demanding element of the HDR student-supervisor relationship, which requires appropriate recognition and support for supervisors at an organisational level (Halse & Malfroy, 2010; Owler, 2010).

While many Australian universities have adopted panel or co-supervisory systems in HDR supervision (Kiley, 2011), which provides some level of support for academic supervisors. Consistent with previous research (Manathunga, 2012), participants in this study found collegial support is not always suitable. For example, participants in this study reported a lack of available colleagues, who were frequently under high jobs demands with limited time, and poor colleague support options:

"I mean, to be honest, the person was drunk most of the time. (laughing) That must sound really strange. But it really was just something, it was just this kind of unfortunate kind of set of events, and I mean, I guess we could have negotiated to have changed the supervision panel, but I just powered on. Looking back, I could have done with a bit more support on that one... Partly resources, the lack of actual available supervisors, which is an organisational problem." (Susan, Psychology).

Collegial support can be further thwarted by complex relationship dynamics, particularly when supervisors are supervising other colleagues or friends:

"She came and did a PhD at the university was supervised by one of my friends as well as a colleague, and so friend, friend, friend, except till those two started having problems in their relationship... at the point, their relationship started having difficulties both of them were looking for me for my support. It became very ugly and complex. You know it's very hard without a major intervention, and I think I tried early on with little inventions. But again, I was the wrong person to be doing those interventions when you have a friendship with both parties." (Keryn, Psychology & Management).

Psychological stress

This theme relates to the personal costs to supervisors by way of perceived pressures and psychological stress such as self-doubt, anxiety, and worry, particularly earlier in supervisors' careers. While HDR supervisors expressed genuine care for their students, this study revealed that supervisors engage in surface acting and deep acting to manage internal conflict that arises from institutional job demands pressures to support students effectively:

"I do kind of disassociate a little bit so that I can support them and make sure that they know it's OK that we're all human. Uhm, that sometimes things just get too much, and the PhD is a marathon, it's not a sprint. Uhm. and then just needing to navigate I guess, the institutional policies etc., to make sure OK, what, what are our options here? How can we

best support the student? Uhm, in those situations, earlier on I would get a bit anxious. I'd think about it, feeling worried that oh is that like, it might look poorly on me as a supervisor. I don't have that anymore.... you know I was worried about the repercussions for myself, which is not the right thing to be worried about... but you know, there's a lot of pressure on academics to recruit PhD students." (Jane, Psychology).

Conclusions

This qualitative research drew upon the experiences of seven HDR supervisors from various academic disciplines to explore their experiences with emotion work, specifically related to their role of supervision in the context of four Australian universities. The researcher sought to understand how HDR supervisors managed the complexities inherent in the role of student supervision. IPA informed the qualitative methodological framework of this study, engaging idiographic inquiry through in-depth semi-structured interviews to elicit a deep and rich understanding of the lived experience of HDR supervisors' whose lives were impacted by emotion work as a phenomenon. The findings revealed emotion work, in the role of HDR supervision, is a crucial yet complex and demanding element of the HDR student-supervisor relationship, as various psychological, social, and organisational factors interact to increase job demands and influence how supervisors create and maintain positive and cooperative relationships and transform the emotional state of students.

HDR supervisors identified various personal and job resources that assist in reducing high job demands but experienced difficulties and barriers to identifying and managing students' complex interpersonal issues and maintaining boundaries in the student-supervisor relationship. Overall, the participants experienced a range of mixed emotions, both positive and negative, adding support to previous research that HDR supervision is an emotionally demanding role (Halse & Malfroy, 2010). Similar to findings by Laws and Fiedler (2012), the emotional support needs of students were found to intensify the student-supervision

relationship, placing high demand on HDR supervisors' emotional resources.

Participants commonly conveyed that the student-supervisor relationship was essentially the foundation for effective HDR supervision. Significantly, when managing the student-supervisor relationship, participants expressed positive emotions and suppressed emotions that were considered negative or too strong (Frenzel et al., 2016; Schutz et al., 2006, 2007). Consistent with Hochschild's (1983) socially expected feeling rules that underscore her theory of emotion, participants attempted to foster more positive relationships with students by managing their expression of emotions, primarily at the surface acting level but on occasion through the mechanisms of deep acting. Despite negative experiences when managing the student-supervisor relationship, inclusive of but not limited to uncertainty, frustration, and emotional distress and anxiety, the primary motivation of HDR supervisors appeared to be student success, driven by a genuine intention of positivity, care, and compassion. These findings support that the sincere emotion giving intentions attributed to academic teachers extends to HDR supervisors (Fineman, 1993; Frenzel et al., 2016; Hargreaves, 1998; Taxer & Frenzel, 2015).

Participants revealed that pastoral care responsibilities and emotional resource demands had significantly increased in the role of HDR supervision over the years. In this regard, participants identified minor and significantly concerning examples of emotion work that captured the complex and dyadic nature of providing academic and emotional support in the supervisor's role (Hockey, 1994; Manathunga, 2005b). When support needs were minor, supervisors in this study would generally take a goal-directed approach to reduce negative and increase positive thoughts or behaviours in students (Strazdins, 2000). As predicted in JD-R theory utilising goal-directed strategies to activate students' motivational processes reduced supervisors job demands (Bakker & Demerouti, 2007). However, in more extreme cases, student behaviours necessitated supervisors to establish firmer boundaries between the

intellectual and emotional demands of the relationship. Findings in this study support research by Strandler et al. (2014), revealing HDR supervisors who were compelled to reinforce boundaries to manage complex relationship issues found it challenging to maintain a collaborative and functional long-term working relationship with students. In this regard, as predicted in JD-R theory, participants revealed they had little support to manage challenging relationships, which increased job demands on HDR supervisors (Bakker & Demerouti, 2007). Importantly, given the personally impacting nature of specific experiences, the participants exposed the lengths to which supervisors go to reduce the intensity of the student-supervisor relationship while supporting the student. Significantly, HDR supervisors often transcended the intensity of the relationship to engage their professional work role, but often to the detriment of their emotional wellbeing (Halse & Malfroy, 2010).

Participants expressed the need for patience and perseverance in task performance when managing students experiencing significant life challenges. They engaged in active listening and empathic responding, maintaining a delicate balance between knowing when to push and when not to push while keeping students on track and task oriented. When managing student expectations, participants were found to engage in antecedent-focused and response-focused strategies. Consistent with JD-R theory, participants utilised job and personal resources, such as feedback and emotional intelligence, to appraise and reduce the students' negative behaviours and expectations (Bakker & Demerouti, 2007). While this allowed supervisors to realise students' subtle feelings of frustration and behavioural responses to attend to student needs effectively, participants managing difficult situations reported they lacked institutional support. As such, HDR supervisors were still exposed to high job demands, requiring significant emotional and cognitive effort on their part.

Importantly, supervisors from disciplines outside of psychology and social work highlighted significant concerns around deficits in their ability and confidence to identify and

manage mental health challenges in students. These findings support previous research that found academic supervisors described a lack of confidence in their ability to identify and understand students' increasing emotional support needs (McAllister et al., 2014). Participants identified the need for institutions to recognise the increasing pressures that students face, and the increasing emotion work that HDR supervisors perform to support students in this regard. These findings are consistent with existing research that challenges the traditional views that emotion work in HDR is standard practice (Buirski, 2021b; Hughes et al., 2018; Huyton, 2009).

Overall, findings support that emotion work is a crucial and increasingly demanding element of the HDR student-supervisor relationship that intensifies supervisors' job demands, thus, indicating HDR supervisors are at greater risk of psychological stress and burnout. As such, this study supports that HDR supervisors experience high job demands that necessitate institutions to establish appropriate support pathways for supervisors.

Limitations

While research findings support that emotion work is a crucial and demanding element of the HDR student-supervisor relationship, which increases demands on supervisors' emotional and mental resources, it is appropriate to recognise several possible limitations of this study. Firstly, this paper draws on qualitative data from a small number of participants representing only a few disciplines across four Australian universities. In this regard, care should be taken when making assumptions that these findings extend to all academic disciplines or Australian universities. Further studies with wider discipline and institutional reach would provide an opportunity to assess and compare the prevalence of the themes and subthemes identified in this study.

Second, the theoretical underpinnings of IPA appropriate purposive selection of participants relative to HDR supervision. While it is typically not necessary to think in terms

of representative demographic sampling when one is interviewing so few participants, consideration must be given to the possibility of self-selection bias that may have influenced findings. Since HDR supervisors could choose whether or not they participated in this research, participants may have had a specific view on emotion work in supervision. Notably, gender-specific responses to emotion work have been previously identified in the literature. For example, researchers argue that female teachers, in particular, engage in emotion work with a central being charged with positivity, care, and compassion (Fineman, 1993; Hargreaves, 1998; Hebson et al., 2007; Huyton, 2009; Mackenzie, 2012). Considering the demographic gender characteristics of this study, being more than two-thirds female, indicates it might be important to look at the experiences of male and female supervisors separately.

Finally, it is possible that with only seven participants, this study may not have reached its full potential for total saturation. This is reflective of responses where supervisors expressed a sense of guilt around the notion of not having enough time to give equal attention to all their candidates. The researcher considered establishing a "sense of guilt" as a subtheme related to the theme, *impacts on supervisors*. However, after careful deliberation, it was decided there was not enough response to support this subtheme. Recent research has raised guilt as a topic of interest for HDR supervisors in various areas of study. For example, a study examining supervisor well-being and identity, challenges and strategies reported the experience of a supervisor who felt immense guilt at letting her student down after giving the student major modifications on their thesis (Wisker & Robinson, 2016). In a recent study exploring supervisors of PhD students working in the context of a medical clinical setting, supervisors were found to have feelings of guilt when balancing between professional and private relationships (Spetz Holm et al., 2021). Together, these studies suggest further research on emotion work in the context of HDR supervision might be valuable.

Implications and Future Research

Despite these limitations, this research marks an important step to exploring emotion work as a phenomenon in HDR supervision. This research adds to the empirical knowledge of emotion work in the context of the HDR student-supervisor relationship and accounts for one of the relatively few studies that explore emotion work from the unique perspective of academics in the role of HDR supervision. The findings in this study provide a clearer understanding of the relationship between emotion work in HDR supervision and the isolating and at times psychologically distressing nature of emotion work on academic supervisors. Findings further reveal how motivated and committed HDR supervisors are to support their students. Still, supervisors experience high job demands with low job resources, which according to JD-R theory, increase demands on HDR supervisors' emotional resources and negatively impact supervisors' well-being (Bakker & Demerouti, 2007).

Although Australia's changing political and economic factors and the impact of neoliberal reforms in higher education was not the aim of this study, this research further highlights how emotion work in HDR supervision is evermore essential to withstand the impacts of changing political and economic factors. Instinctively, this research supports findings that emotion work in HDR supervision remains significantly undervalued (Han & Xu, 2021) and provides support for establishing effective emotional support systems for academics in the role of HDR supervision.

This study has implications for supporting potential interventions that improve supervisor well-being and reduce burnout among academic supervisors. Future research might consider large sample studies across multiple universities to measure the effectiveness of current and potential support services and protocols within university management systems that will support academic supervisors' emotional well-being.

In summary, this research explored academic supervisors' experiences with emotion work specifically related to the role of HDR supervision. Supervisors utilised job resources to reduce job demands and elicit student motivation but experienced difficulties managing complex interpersonal issues and identifying and maintaining boundaries in the student-supervisor relationship. These findings were particularly evident but not limited to supervisors' experience levels. Participants in this study revealed the lengths to which supervisors go to support students. Further, supervisors reported concerns about providing adequate emotional support for students experiencing personal life challenges and mental health problems, particularly with international and low equity student groups. Findings support that emotion work is a crucial and demanding element of the HDR student-supervisor relationship. As such, emotion work in HDR supervision increases demands on supervisors' emotional resources, placing them at greater risk of psychological stress, anxiety, and burnout. Consistent with previous research, this research found HDR supervisors in Australian universities do not feel they are appropriately supported at an organisational level to cope with the increasing levels of emotion work they perform in their role. Future research is needed to explore the effectiveness of current and potential support services and protocols within university management systems that support academic supervisors' emotional well-being when managing the complex emotional needs of HDR students.

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Appendices

Appendix A. Flyer

You are invited to participate in research exploring academic supervisors experience of emotion work in higher degree by research supervision.

Emotion work in academics encompasses behaviours performed by academics to improve the emotional well-being in students and to create positive and cohesive student/supervisor relationships. The aim of this research is to understand the kinds of emotion work behaviours that academic supervisors perform in their interactions with students and the impact of such emotion work on academic supervisors.

We are seeking academics from Australian universities who are currently supervising or have supervised one or more HDR students within the past two years. Participation will involve a 45-90 minute individual interview over Microsoft Teams or Zoom at your convenience.

This research has been approved by Edith Cowan University Human Research Ethics Committee (REMS NO: 2021-02367-HAZELL)

Your contribution to this research will be greatly appreciated and hopefully contribute to understanding the nature and impacts of emotion work in academics' roles.

For more information or to express interest in participating, please contact Natalia Hazell (nhazell@our.ecu.edu.au).

Appendix B. Information Letter

Chief Investigator: Natalia Hazell
School of Arts and Humanities
Edith Cowan University
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JOONDALUP WA 6027
Email: ▮▮▮▮▮▮▮▮▮▮▮▮▮

Participant Information Letter

Project title: Supervisors' Experience of Emotion Work in Higher Degree by Research Supervision
Approval Number: 2021-02367-HAZELL.
Principal Investigator: Natalia Hazell

An invitation to participate in research.

You are invited to participate in a project titled Supervisors' Experience of Emotion Work in Higher Degree by Research Supervision which seeks to explore the kinds of emotion work behaviours that academic supervisors perform in their interactions with students and the impact of such emotion work on academic supervisors.

You are being asked to take part in this project because given your experience supervising PhD students you may be able to provide some valuable insight into emotion work from the supervisor's perspective.

This research project is being undertaken as part of the requirements of an ECU Psychology Honours student research project at Edith Cowan University.

Please read this information carefully. Ask questions about anything that you do not understand or want to know more about. Before deciding whether or not to take part, you might want to talk about it with a relative or friend.

If you decide you want to take part in the research project, you will be asked to sign the consent section. By signing it you are telling us that you:

- Understand what you have read.
- Consent to take part in the research project.
- Consent to be involved in the research described.
- Consent to the use of your personal information as described.

What is this project about?

This project aims to understand the kinds of emotion work behaviours that academic supervisors perform in their interactions with students and the impact of such emotion work on academic supervisors. This may contribute to minimise the impact of emotion work and improve future health outcomes for supervisors which may further contribute to better experience and successful outcomes for student in higher degree research projects.

What does my participation involve?

Your participation in this research project will involve the following:

You will be asked to participate in a 45-90 minute individual interview with the researcher using Microsoft Teams or Zoom video platform.

Interview videos will be recorded for the purpose of transcribing, during which time the videos will be stored on the researcher's password protect device. Pseudonyms will be used during the transcribing process to de-identify participants and after transcribing is completed all videos will be deleted.

Following transcription all participants will be given the opportunity to validate that the participant experiences have been reflected in established themes.

We will advise you of the outcomes via a summary of result issued to all participants.

Do I have to take part in this research project?

Your participation in this research project is voluntary. If you do not wish to take part, you do not have to. If you decide to take part and later change your mind, you are free to withdraw from the project at any time during the research process up until the point of data analysis which is anticipated to commence from 26th June 2021.

If you do decide to take part, you will be given this Participant Information Letter and Consent form to sign and you will be given a copy of the information letter to keep. Your decision to take part, or to take part and later withdraw, will not affect your relationship with the research team or Edith Cowan University.

Your privacy

By signing the consent form, you consent to the research team collecting and using personal information about you or information about your experience as a PhD supervisor for the research project. Any information obtained in connection with this research project that can identify you will remain confidential. All participant data including demographic information will remain confidential and will undergo the process of de-identification whereby pseudonyms will be used during the transcribing process. During the interview process all videos will be stored on the researcher's personal computer and/or mobile phone device which be password protected. Following transcription, the video interviews will be deleted. During the process of data analysis, de-identified transcribed interviews and subsequent data analysis information will be stored on the researcher's password protected computer as well as a password protected USB device that will be shared with the research supervisors. Your personal information will only be used for the purpose of this research project, and it will only be disclosed with your permission, except as required by law.

It is anticipated that the results of this research project will be published and/or presented in a variety of forums. In any publication and/or presentation, information will be provided in such a way that you cannot be identified, except where requested for specific reasons, and then you will be asked to provide written consent.

In accordance with relevant Australian and/or Western Australian privacy and other relevant laws, you have the right to request access to the information about you that is collected and stored by the research team. You also have the right to request that any information with which you disagree be corrected. Please inform the research team member named at the end of this letter if you would like to access your information.

All data collected will be kept in accordance with ECU's Data Management Policy. Electronic data will be stored on a secure Microsoft SharePoint site provisioned by ECU's IT Services. All records will be stored as required in ECU's Records Management Policy. The

data will be retained for *a minimum of seven years,* and destroyed, if appropriate at the end of the retention period. Data will be *de-identified* when stored and at the end of the retention period, the data will be destroyed, if appropriate under the State Records Act.

Possible Benefits

This research may not provide benefit to you personally but may provide benefits for understanding the nature and impacts of emotion work in academics' roles in the future.

Possible Risks and Risk Management Plan

There may be a risk that some participants might be affected by the topic of emotion work discussed during interviews.

You may feel that some of the questions we ask are stressful or upsetting. If you do not wish to answer a question, you may skip it and go to the next question, or you may stop immediately. If you become upset or worried as a result of your participation in the research project, please seek the advice of your GP or relevant health professional. You may also wish to contact the Mental Health Emergency Response Line 1300 555 788 (Perth Metro) or 1800 676 822 (Peel) or 1800 552 002 (WA Country/Rurallink), or Beyond Blue 1300 22 4636 (National), https://www.beyondblue.org.au/.

What happens when this research study stops?

We will advise you of the outcomes via a summary of results issued to all participants. We also intend to publish our results in research journals and present them at research conferences locally, nationally and internationally. Your name or any other identifying information will not be included in any of the publications or presentations.

Has this research been approved?

This research project has received the approval of Edith Cowan University's Human Research Ethics Psychology and Criminology sub-Committee, in accordance with the National Health and Medical Research Council's *National Statement on Ethical Conduct in Human Research 2007 (Updated 2018)*. The approval number is 2021-02367-HAZELL.

Contacts

If you would like to discuss any aspect of this project, please contact the following people.

Chief Investigator	**Research Supervisors**
Natalia Hazell	Associate Professor. Melissa Davis and
Researcher	Associate Professor. Justine Dandy
Edith Cowan University	Edith Cowan University
E: ███████████	E: melissa.davis@ecu.edu.au
	and j.dandy@ecu.edu.au

If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact:

Independent Person

Research Ethics Support Officer

Edith Cowan University

P: 6304 2170

E: research.ethics@ecu.edu.au

If you wish to participate in this research, please *sign the Consent Form and return to* ████████████████

Sincerely,

Natalia Hazell

Chief Investigator

Appendix C. Informed Consent form

Chief Investigator: *Natalia Hazell*
School of Arts and Humanities
Edith Cowan University
270 Joondalup Drive
JOONDALUP WA 6027
Phone: █████████
Email: ████████████████

Participant Consent Form

Project title: Experiences of Emotion Work in Higher Degree by Research Supervision
Approval Number: 2021-02367-HAZELL
Principal Investigator: Natalia Hazell, Associate Dean. Melissa Davis and Associate Professor. Justine Dandy

I, _____ have read the Participant Information Letter. By signing this consent form, I acknowledge that I:

- have been provided with a copy of the Participant Information Letter, explaining the research study.
- have read and understood the information provided.
- have been given the opportunity to ask questions and have had questions answered to my satisfaction.
- can contact the researcher if I have any additional questions.
- understand that participation in the research project will involve:
  - *You will be asked to participate in a 45-90 minute individual interview with the researcher.*
  - *Interview videos will be recorded for the purpose of transcribing, during which time the audio and video recordings will be stored on the researcher's password protect device. Pseudonyms will be used during the transcribing process to de-identified participants and after transcribing is completed all videos will be deleted.*
  - *Following transcription all participants will be given the opportunity to validate that the participant experiences have been reflected in established themes.*
  - We will advise you of the outcomes via a summary of result issued to all participants.
- understand that the information provided will be kept confidential, and that my identity will not be disclosed without consent.
- understand that I am free to withdraw from further participation at any time, without explanation or penalty.
- freely agree to participate in the project.
- *the data and/or samples collected for the purposes of this research project may be used in further approved research projects provided my name and any other identifying information is removed.*

I agree to be video recorded.

    Yes | *x* | *No* | |

Participant name:

Signature: Date

Approval to conduct this research has been provided by the Edith Cowan University's Human Research Ethics Committee, approval number 2021-02367-HAZELL, in accordance with its ethics review and approval procedures.

Appendix D. Interview Schedule

There is increasing focus on the importance of the student-supervisor relationship in higher degree by research (HDR) projects and the potential negative and positive characteristics of this relationship. The aim of this research is to understand the kinds of emotion work behaviours that academic supervisors perform in their interactions with students and the impact of such emotion work on academic supervisors. I would like to start by defining emotion work in the context of academic work as the behaviours performed by academics to transform the emotional state of students, being goal directed to create positive emotions and reduce negative emotions, and to create and maintain positive and cooperative relationships. Do you have any questions?

This is an opportunity for you to share with me your experience as a supervisor in relation to emotion work in higher degree by research supervision. I would like to encourage you to share as much detail as possible, so I may occasionally prompt you to elaborate on your responses for the purpose of rich data collection. Are you happy to begin?

Demographic details

Age:

Sex:

Cultural background Identification:

Length of experience in supervision, including how many students have been supervised to date:

Discipline related to supervision role:

1. Can you tell me about your experience or experiences with supervision in relation to the student/supervisor relationship?
   - Can you reflect on one of these experiences and tell me about what this might have been like for you?
   - What kind of approach did you take to manage and interact with the student in this situation?

2. Can you reflect on and tell me about any way you may have managed supervision to maintain and/or improve the student/supervisor relationship?
   - What might have been happening for you as you experienced this?

3. Can you tell me about a time that you may have provided emotional support for a student during research supervision?
   - Can you reflect on one of these experiences and tell me about what this might have been like for you?
   - What kind of approach did you take to manage and interact with the student in this situation?
   - What was your experience with the outcomes in this situation?
   - On reflecting, is there anything you would like to have done differently?
     - If so, what did you hope to achieve?

4. Can you tell me about a time that you may have needed to manage or balance both the academic expectations and the emotional needs of student?
   - Can you elaborate on what aspect of academic expectations and emotional needs you were managing?
   - What might have been happening for you at this time?
   - What kind of approach did you take to manage and interact with the student in this situation?
   - What was your experience with the outcomes in this situation?

5. Can you tell me about a time that you may have engaged in the process of creating positive emotions and/or reducing negative emotions in the student/supervisor relationship?
    - Can you reflect on one of these experiences and tell me about what this might have been like for you?
    - What kind of approach did you take to manage and interact with the student in this situation?
    - What was your experience with the outcomes in this situation?
    - On reflecting, is there anything you would like to have done differently?
        - If so, what did you hope to achieve?
6. ls there any information you would like to add that may be of any significance to this research that you feel has not yet emerged in this interview.
    - Do you have any further questions?

I would like to thank you for the time taken to participate in this study and for sharing your experience with us. Would you mind if we, please take some time to debrief and discuss your experience of this interview?

I would like to take a moment to encourage you to employ snowball sampling and invite colleagues and friends from other disciplines and universities across Australia to apply for study participation should they meet selection criteria. I would also like to remind you of your right to withdraw from this research at any time, without any cause or reason.

Please find attached to your Information Letter a contact list of qualified mental health services should you feel the need to process further any content or issues arising from this interview.

Appendix E. Professional Mental Health services

If you become upset or worried as a result of your participation in the research project, please seek the advice of your GP or relevant health professional. You may also wish to contact the following services: Mental Health Emergency Response Line 1300 555 788 (Perth Metro) or 1800 676 822 (Peel) or 1800 552 002 (WA Country/Rurallink), or Beyond Blue 1300 22 4636 (National), https://www.beyondblue.org.au/.