

May 2015

COSTS AND BENEFITS OF EMPLOYEE INTERACTION WITH THE PUBLIC: EXTENDING THE KNOWLEDGE ON THE TYPOLOGY, CONSEQUENCES, PROCESSES, AND CONTINGENCIES

Angsuthon Srisuthisa-ard
Syracuse University

Follow this and additional works at: <http://surface.syr.edu/etd>

 Part of the [Social and Behavioral Sciences Commons](#)

Recommended Citation

Srisuthisa-ard, Angsuthon, "COSTS AND BENEFITS OF EMPLOYEE INTERACTION WITH THE PUBLIC: EXTENDING THE KNOWLEDGE ON THE TYPOLOGY, CONSEQUENCES, PROCESSES, AND CONTINGENCIES" (2015). *Dissertations - ALL*. Paper 239.

This Dissertation is brought to you for free and open access by the SURFACE at SURFACE. It has been accepted for inclusion in Dissertations - ALL by an authorized administrator of SURFACE. For more information, please contact surface@syr.edu.

Abstract

Two areas of research approach employee interactions with the public in different ways; research on emotional labor and burnout describes it as solely harmful, while research on job design considers its merits. I propose that each area of the literature adopts a narrow perspective that creates these different views. This dissertation constructs and validates a framework based on valence (negative and positive) and content (affect-based and task-based) dimensions that identify four types of employee experiences with the public: mistreatment, gratitude, problematic demands, and cooperation. Then, I use these measures to predict employee well-being (i.e., emotional exhaustion and job satisfaction) and performance (i.e., prescribed task performance, proactive customer service, and incivility toward customers), the mechanisms that underlie these outcomes, and the boundary conditions. Based on multilevel analyses of 403 service employee-supervisor dyads from various organizations in Thailand, I found that both negative and positive interactions with the public contribute to employee well-being and performance. Moreover, I found that negative experiences with the public do not always cause deleterious effects on employees (e.g., poor proactive customer service and incivility toward customers). This paper systematically explores the patterns, mediating processes, and boundary conditions of the relationships between different types of interactions with the public and key work-related outcomes. These findings offer important implications for research and practice in the area of customer service performance.

COSTS AND BENEFITS OF EMPLOYEE INTERACTION WITH THE PUBLIC:
EXTENDING THE KNOWLEDGE ON THE TYPOLOGY, CONSEQUENCES, PROCESSES,
AND CONTINGENCIES

by

Angsuthon Srisuthisa-ard

B.A. Chulalongkorn University, 1999
M.S. Johns Hopkins University, 2007

Dissertation
Submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy in Business Administration

Syracuse University
May 2015

Copyright © Angsuthon Srisuthisa-ard 2015

All Rights Reserved

Acknowledgements

This dissertation would not have been possible without the support of many individuals. First and foremost, I thank my advisor, Dr Yitzhak Fried for his knowledge and invaluable guidance over the past four years in this program. I thank him for his kindness, encouragement, and time he spent with me on my research and scholarly development. He was always there for me when I needed advice, and he challenged me to be a better scholar. At every meeting, he would always tell me how the career as a researcher is enlightening and worth pursuing. I always admire him for his dedication and true passion for theory and research and I feel incredibly lucky to have him as my advisor.

I would like to sincerely thank my dissertation committee, Dr. Kris Byron, Dr. Richard Gramzow, Dr. Denise Gregoire, and Dr. Laura VanderDrift. Dr. Kris Byron is an amazingly devoted, kind, caring, and effective mentor. She has also made possible for me to apply my knowledge to teaching, and I greatly appreciate everything that she has done to support my work and to enhance my career as a scholar. I would like to thank Dr. Denise Gregoire for his willingness to read everything I write, and his tremendous effort in finding numerous gaps in my work and offering suggestions for improving the clarity and contributions of my research. Further, I am indebted to Dr. Richard Gramzow for his knowledge, and his willingness to answer any question I had and to provide me with invaluable feedback. I would like to thank Dr. Laura VanderDrift for her energy and commitment to ask interesting questions and for inspiring me to improve my thinking and research. Additionally, I would like to thank Dr. Catherine Maritan who has served as a role model for building a meaningful network and for participating in academic communities. I am truly grateful for her knowledge and expertise which was instrumental in my development as a student and scholar.

I am also thankful to my colleagues and friends who provided encouragement and enjoyable experiences over the course of my PhD, including Kris, X Wisanupong, Ravindra, Yang, Greg, Hao, Parvathy, Mariana, Joy, Jian, and Mingxuan. I also wish to extend my utmost gratitude to all friends, colleagues, and research participants for their wonderful cooperation and participation in this study. Further, I would like to thank all friends for helping me gain access for data collection in this dissertation. I couldn't have completed this study without your assistance. Finally, I am thankful for my parents, my sister, and my brother for continuous confidence in me – making you proud brings joy to my life.

Table of Contents

Chapter 1: Introduction	1
Research Questions	7
Outline of Chapters	8
Chapter 2: Literature Review and Hypothesis Building	11
Negative versus Positive Interaction with the Public	12
Affect-Based versus Task-Based Interaction with the Public.....	13
The Proposed Typology of Interaction with the Public organized by Valence and Content.....	15
Mistreatment by the Public	16
Gratitude From the public.....	17
Problematic demands From the public	16
Cooperation From the public	18
The Impact of Interaction with the Public on Employee’s Work Outcomes	20
The Conservation of Resource (COR) theory.....	21
Interaction with the Public and Employees’ Well-Being	22
Interaction with the Public and Performance.....	25
The Mediating Mechanisms of Self-Efficacy and Perceived Social Worth	31
The Moderating Effects of Individual and Contextual Variables.....	36
The Moderating Role of Perspective Taking	36
The Moderating Role of Resilience	42
The Moderating Role of Psychological Safety	46
Chapter 3: Methodology	51

Overview.....	51
Scale Development	51
Item Generation	52
Item Development.....	54
Content Validity.....	55
Data Collection and Sample.....	59
Measures	60
Translation Procedure	63
Analytical Strategy.....	64
Chapter 4: Results	66
Test of Hypothesis 1 (Confirmatory Factor Analyses).....	66
Tests of Main, Mediating, and Moderating Hypotheses.....	69
Results for Main Effects	70
Results for Mediating Effects	74
Results for Moderating and Moderated Mediation Effects.....	76
Chapter 5: Discussion, Limitations, and Conclusions	86
Theoretical Contributions	86
Limitations and Future Research	94
Practical Implications.....	97
Conclusion	98
Appendix A: Constructs that Capture Interaction with the Public in Organizational Research	100
Appendix B: Items that Capture Employee-Customer Exchanges	104

Appendix C: Responses from Amazon’s Mechanical Turk (Mturk) Sample.....	111
Appendix D: Expert Rating Task (Dimension Assessment).....	115
Appendix E: Expert Rating Task (Definition Assessment)	118
Appendix F: Questionnaire for employees	119
Appendix G: Questionnaire for supervisors	125
References.....	127

Chapter 1: Introduction

In a fast-growing service sector where jobs and roles embedded in social interactions, specifically with the public (e.g., customers, clients, patients, contractors, and other stakeholders), employees will experience both positive and negative encounters with customers. The quality of employee-customer interaction is not only important to organizations but also to employees because it affects employees' emotion, satisfaction, and performance. However, little is known about the impacts of interactions with the public on employee work outcomes. Most of the service employee research addressing emotional labor and burnout literature has explored the dark side of interacting with the public (e.g., Dormann & Zapf, 2004; Grandey, Dickter, & Sin, 2004; Rupp, McCance, & Spencer, 2008; van Jaarsveld, Walker, & Skarlicki, 2010). This stream of research argues that interaction with the public is a source of stress involving high emotional demands and cause of unpleasant communication with customers (Dormann & Zapf, 2004; Grandey et al., 2004; Hochschild, 1983). Yet, pleasant interactions with the public also exist (e.g., Dormann & Zapf, 2004; Grant, 2007; Lilius, 2012; Zimmermann, Dormann, & Dollard, 2011). Research in work design describes interaction with the public as a source of employee motivation, an opportunity for performance feedback, reduced role ambiguity, and perceived impact on others (Grant, 2007; Humphrey, Nahrgang, & Morgeson, 2007).

How can we enhance our insight? In this research, I introduce a more expansive and integrative view of interaction with the public. I believe such a view is warranted for several reasons. First, I propose in this study that inconclusive understanding of the impacts of interaction with the public comes from the narrow perspectives discussed in the literature of what the public provides. Research has largely focused on negative experiences with customers such as customer verbal aggression (Grandey et al., 2004), customer mistreatment (Wang, Liao, Zhan,

& Shi, 2011), customer incivility (Kern & Grandey, 2009; van Jaarsveld et al., 2010), customer-related social stressors (Dormann & Zapf, 2004), and customer interactional injustice (Rupp & Spencer, 2006), finding that these experiences negatively associate with employees' outcomes. This focus provides an incomplete and potentially misleading account of employee-customer interactions. Only a few studies (Grant, 2008; Zimmermann, Dormann, & Dollard, 2011) have conceptualized interaction with the public as a pleasant phenomenon and revealed the positive impacts on employees, and none have integrated the two perspectives. Further, most studies focus on emotional displays that may be extraneous to tasks (e.g., Grandey et al, 2004), rather than on task-related communication with customers. Research has suggested that customer service interaction involves task-related and affective communications (Dorman & Zapf, 2004; Grandey & Diamond; Ryan & Ployhart, 2003). What is needed is the theoretical integration and expansion that can capture a wide range of employees' experiences with the public for use in analyzing the consequences and contingencies in helping employees to fulfill their responsibilities with satisfaction. Also, this may help reconcile the inconclusive and conflicting results observed in the literature.

Second, these two competing perspectives of interaction with the public are not usually investigated simultaneously, thus, the narrow-focused construct of one study cannot be generalized to the construct in other studies. One potential reason for the lack of integration is that there has not been a measure that assesses a wide range of employees' experiences with the public. At the moment, there have been a few measures assessing employees' negative experiences with customers. Also, most measures are affect-oriented measures. By expanding this domain with more comprehensive measures to include valence and content aspects of

interactions with the public that an employee experiences, it may be possible to examine the costs and benefits of each in more details.

Lastly, previous research (e.g., Dormann & Zapf, 2004; Grandey, Dickter, & Sin, 2004; Grandey, Kern, & Frone, 2007; Rupp, McCance, & Spencer, 2008; Sliter, Jex, Wolford, & McInerney, 2010; van Jaarsveld, Walker, & Skarlicki, 2010) has focused primarily on the negative effects of interaction with the public on employees. However, very little attention has been paid in examining the boundary conditions of the impacts of interaction with the public. Broadening the predicting domain of interaction with the public will not only enable us to examine how the negative effects of interaction with the public can be alleviated or intensified, but also how the positive effects can be nurtured or suppressed. All in all, there are important insights to be gained from this theoretical and empirical expansion of the incomplete literature on interaction with the public.

This paper introduces an integrative framework of interaction with the public (also referred to here as customers) and examines the effects of different types of interaction with the public on employee outcomes. Unlike Wang et al. (2011) which limited their conceptualization of interactions with customers only to negative customer behaviors, I extend this stream of research by systematically covering multiple theoretically-based dimensions of employee-customer encounters. I conceptualize interaction with the public as *an employee's day-to-day experiences with customers as a part of the job perceived by the employee*. Employees responsible for customer service are likely to have a variety of experiences with the public. I propose two dimensions that characterize these interactions, the valence dimension (i.e., positive versus negative), and the content dimension, which refers to whether the valence is affect-based or task-based, i.e., whether it manifests in the emotions customers express or in their actions in

helping or preventing employees to do their work. Different types of interactions and their boundary conditions may influence employees' behaviors and performance differently. Previous research has failed to distinguish between different dimensions of interaction with customers, which may have produced conflicting results.

On the basis of this definition, this research only focused on employee-customer experiences as perceived by employees. The employee-customer interaction from the perception of the employee (e.g., customers are rude), mostly studied by organizational behavior and psychology scholars, is different from a customer's perceptions of service quality (e.g., employees are responsive, caring, or friendly), as studied mostly in marketing research (Groth & Grandey, 2012). It is also important to note that this research precludes an employee's experiences with a customer's actions directed toward the organization, other customers, and those without any specific target, as commonly seen in service marketing research such as "jaycustomers" (e.g., shoplifting, fraud) (Lovelock, 1994) and dysfunctional consumer behavior (e.g., negative word-of-mouth, exit, avoidance). Finally, interaction with the public is not limited to face-to-face encounters, it also includes voice-to-voice interactions.

I propose that interaction with customers can be conceptually separated into positive and negative valence. These two events are distinct and do not represent two ends of the same continuum. A high level of negative interaction with customers does not necessarily signify a low level of positive interaction. They are separate and can be experienced in day-to-day customer service events. Similar to social support and undermining research, social support and undermining are distinguishable and associated with outcomes in a differential manner (Duffy, Ganster, & Pagon, 2002; Lepore, 1992; Rook, 1984; Vinokur & van Ryn, 1993). If negative and positive interaction with customers are distinguishable, their independent beneficial or adverse

impacts on employees' work outcomes and different coping strategies deserve greater attention.

Following the classification of interpersonal relationships based on valence and content in social psychology research (see Wish, Deutch, & Kaplan, 1976), I propose that positive (and negative) interaction with the public can be meaningfully divided into task-based (e.g., providing necessary information for employees to complete their tasks versus demanding a service that cannot be delivered) and affective (e.g., showing appreciation versus showing contempt) components (see Figure 1). Research has supported that customer service interaction involves task-related and affective communications (Ryan & Ployhart, 2003). My review of the literature has only identified two studies that separate interaction with customers into task-related and affective dimensions. Dormann and Zapf (2004) identified four dimensions of customer-related social stressors that capture both affective and task-related underpinnings. Zimmermann et al. (2011) introduced customer-initiated support, defined as “instrumental and emotional behavior that customers direct towards employees during the customer contact, making it easier to cope with service demands” (p.37). However, both studies collapsed the task-related and affective contents into one construct. I argue that this collapse leads to the false assumption that all employee-customer interactions associate with particular outcomes, making it impossible to identify specific practical guidance to improve employee outcomes. By distinguishing the content of interaction with the public, I seek to improve our understanding of its impacts on complex work outcomes.

My first question in this study is whether employees' experiences with the public can be empirically divided into four types based on valence and content, namely, *mistreatment*, *gratitude*, *problematic demands*, and *cooperation from the public*. Figure 1 summarizes these four cells.

<p style="text-align: center;">Mistreatment</p> <p>- Employees perceive customers as disrespectful and hostile toward them.</p>	<p style="text-align: center;">Gratitude</p> <p>- Employees perceive customers as appreciative of their work.</p>	<p style="text-align: center;">Affective</p>	Content	
<p style="text-align: center;">Problematic demands</p> <p>- Employees perceive customers as having unclear and difficult demands.</p>	<p style="text-align: center;">Cooperation</p> <p>- Employees perceive customers as supporting their achievement of tasks.</p>	<p style="text-align: center;">Task-based</p>		
Negative		Positive		
Valence				

Figure 1. Four Types of Interactions with the Public

Related to the first research question, the second question explores the relationship between different dimensions of interactions with the public and employees’ well-being and performance outcomes based on the Conservation of Resources (COR) Theory (Hobfoll, 1988, 1989). Since previous research has not empirically distinguished the nature of interactions with the public, the investigation of the effects of different types of interaction with the public has been precluded. An important contribution of this research is to explore the independent effects that different types of interactions with the public have on employees’ work outcomes. By examining the impact of complex dimensions of interactions with the public simultaneously, this research would identify which types of experiences with customers would contribute to each work outcome, as well as the unique effect of each dimension of interaction with the public on a

particular work outcome.

In addition, this study investigates underlying psychological mechanisms for the relationships of interest. Relatively little is known about the mechanisms that may account for the effects of employee interactions with customers on work outcomes. Since interactions with customers' domain have been restricted, limited mediators have also been explored. I propose two mediators that play roles in transmitting the effect of interactions with the public to employees' work outcomes; *self-efficacy*, defined as "one's belief in one's capability to perform a task" (Gist 1987, p. 472); and *perceived social worth*, referred as "the degree to which employees feel that their contributions are valued by other people" (Grant, 2008: 110). These two mediators are predicted as personal and social resources based on the COR Theory that affect how employees will feel, think, and behave in a customer service setting.

Lastly, this research attempts to explore factors that might moderate the effects of interaction with the public on employees' outcomes as suggested by Grandey and Diamond (2010). In examining the relationship between interaction with the public and outcomes, a focal employee's interpersonal ability such as "perspective-taking", defined as a cognitive skill to place oneself in another's shoes or to understand another's point of view (Batson, Early, & Salvarani, 1997; Davis, 1983; Parker & Axtell, 2001), "resilience", defined as an ability to rebound or bounce back from adversity (Luthans, 2002), and "psychological safety", defined as "a sense of being able to show and employ one's self without fear of negative consequences to self-image, status, or career" (Kahn, 1990, p. 708), might be important.

Research Questions

All in all, in this research, I attempt to introduce an integrative and comprehensive framework of interaction with the public and examine the impact of different types of interaction

with the public on work outcomes simultaneously (see a theoretical model presented in Figure 2). The purposes of this research are to examine the following research questions:

1. Can interaction with the public be conceptualized in a 2x2 matrix based on valence (positive and negative) and content (task-related and affective) components? Are these four types of interaction with the public empirically distinct?
2. What are the relationship between interaction with the public and employees' well-being and performance outcomes? Here I focus on two well-being outcomes of emotional exhaustion and job satisfaction, and three criteria of employee performance (in-role job performance, proactive customer service and employee incivility toward customers).
3. How and why do the relationship between four types of interaction with the public and employees' work outcomes emerge? Namely, do self-efficacy and perceived social worth mediate these relationships?
4. Do individual and contextual factors (i.e., perspective-taking, resiliency, and psychological safety) heighten or lessen the relationship between interaction with the public dimensions and employees' outcomes?

Outline of Chapters

The rest of this dissertation proceeds as follows. In Chapter 2, I synthesize literature of emotional labor, job burnout, customer service, and job design concerning an employee-customer interaction into a framework proposed in this dissertation; valence and content dimensions of interaction with the public. The purpose of Chapter 2 is to position this study in the context of existing literature, outline the limitations of existing work, and explain how my

research advances current literature concerning employee interactions with customers. I build the theoretical arguments and present a set of testable hypotheses. I categorize the hypotheses into four types that progressively build upon each other. The first prediction focuses on the dimensionality of the predictors. The second set of predictions focuses on the main effect of the different types of interaction with the public on employees' well-being and performance outcomes. The third set of predictions focuses on the mechanisms explaining these relationships. The final set of predictions focuses on the boundary conditions of the examined relationships, exploring whether employees would respond to experiences with customers differently depending on individual and contextual differences.

In Chapter 3, I present the research design and methodology. I explain the virtues of the sample for my purposes, describe the construction of the variables, and present the analytical strategies I used to test the hypotheses. Chapter 4 presents the results of the analyses. I conclude the dissertation in Chapter 5, where I discuss the findings and draw implications for theories and practice.

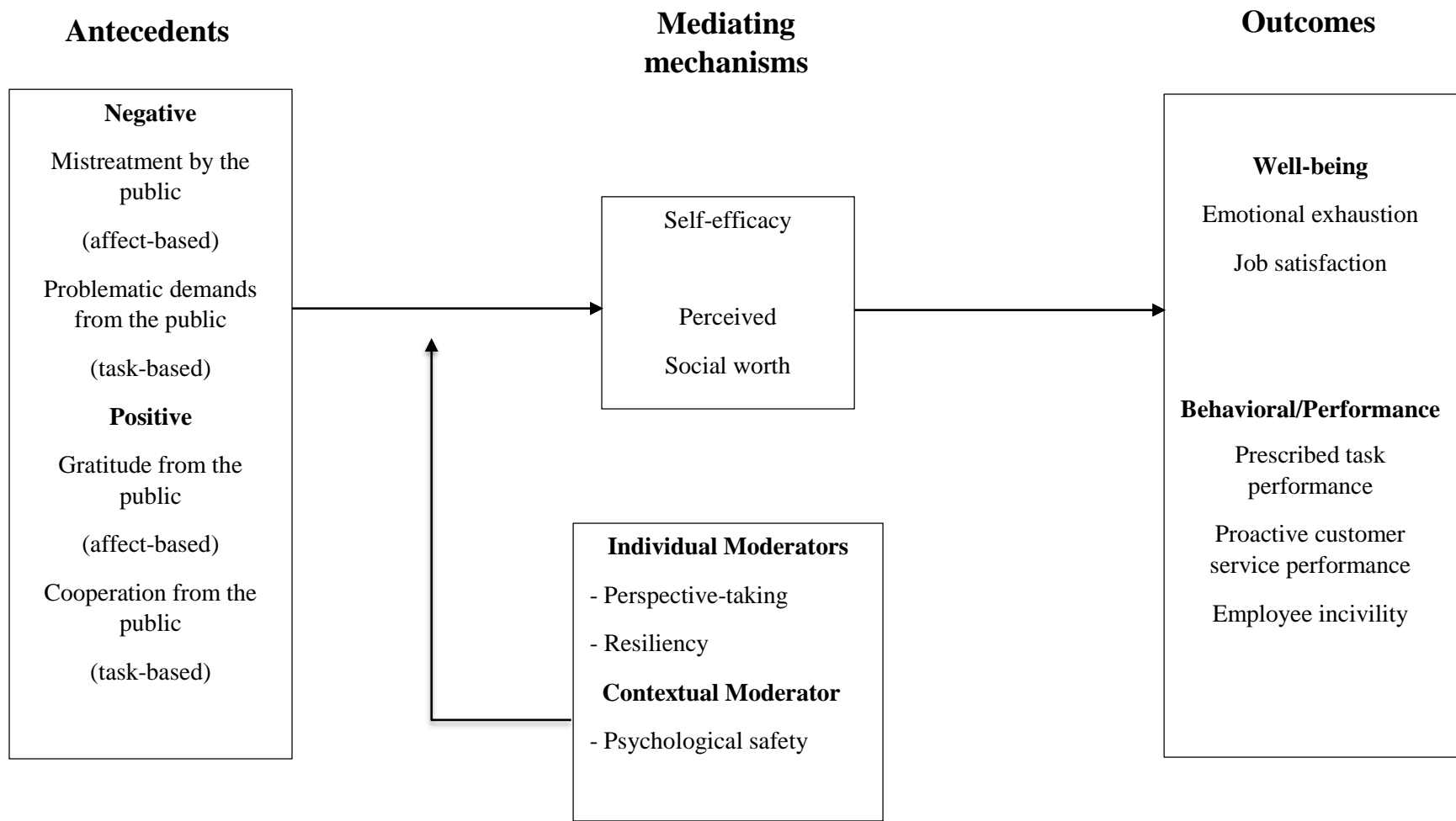


Figure 2. An Integrative Model of Interaction with the Public

Chapter 2: Literature Review and Hypothesis Building

In sales and service occupations which now account for 70% of western workforce (Erez, 2010), customer service employees tend to interact with the public substantially, even more than with their coworkers or supervisors (Dormann & Zapf, 2004; Rafaeli, 1989). Literature from various domains acknowledge the significance of interaction with the public and that it involves both positive and negative effects (e.g., Grandey, 2000; Humphrey et al., 2007) as well as affective and task-related contents (Dormann & Zapf, 2004; Ryan & Ployhart, 2003; Zimmermann et al., 2011). However, organizational scholars have devoted comparatively little attention to enrich understanding of how interaction with the public can be organized systematically to capture more expansive perspectives of its impact on related outcomes. In order to do so, reviewing and gathering a theoretical and empirical dimension of interaction with the public is needed.

In this research, I reviewed scholarly works on interaction with the public and found that they encompass many different types of constructs and labels such as interaction outside organization (Morgeson & Humphrey, 2006), contact with beneficiaries (Grant, 2007), customer contact frequency (Brotheridge & Grandey, 2002; Mayer, Ehrhart, & Schneider, 2009), customer verbal aggression (Grandey et al., 2004), customer mistreatment (Wang, Liao, Zhan, & Shi, 2011), customer incivility (Kern & Grandey, 2009; Sliter et al., 2010; van Jaarsveld et al., 2010; Walker, van Jaarsveld, & Skarlicki, 2014), customer-related social stressors (Dormann & Zapf, 2004), and customer interactional injustice (Rupp & Spencer, 2006; Skarlicki, van Jaarsveld, & Walker, 2008). The conceptual definitions, nature and key attributes, and suggested implications are summarized in Appendix A.

My first step toward integrating and broadening the conceptualization of interaction with

the public is to provide a synthesis of the current literature concerning employees' experiences with customers. Despite the pervasive theoretical and empirical studies concerning interaction with customers, an examination of the current research suggests two important distinctions. First, the conceptualization of interaction with the public is mostly restricted to negative experiences with customers such as customer verbal aggression (Grandey et al., 2004), customer mistreatment (Wang et al., 2011), customer incivility (Kern & Grandey, 2009; Sliter et al., 2010; van Jaarsveld et al., 2010; Walker et al., 2014), customer-related social stressors (Dormann & Zapf, 2004), and customer interactional injustice (Rupp & Spencer, 2006; Skarlicki et al., 2008). Only a few (Grant, 2008; Zimmerman et al., 2011) conceptualized interaction with the public as pleasant phenomenon. Second, most studies focus on emotional displays that may be extraneous to tasks (e.g., Grandey et al, 2004; Walker et al., 2014), rather than on task-related communication with the customers (e.g., Grant, 2007, Morgeson & Humphrey, 2006; Mayer et al., 2009). Following the literature review synthesizing the current state of research regarding employee interaction with customers, I then provide justifications for a theoretical model organizing interaction with the public.

Negative versus Positive Interaction with the Public

When considering interaction with the public in the current literature, the traditional conceptualization of interaction with customers is limited for two reasons. First, perceiving interaction with customers as stressful events involving intense emotional displays (Dormann & Zapf, 2004; Kahn, 1993) does not account for positive events employees may experience with customers that induce positive emotions. This is critical because a large amount of literature on customer service reveals that social interactions as a part of one's job can be pleasant (Dorman & Zapf, 2004; Gutek, 1997; 1999; Wang et al., 2011). Studying the effect of customer mistreatment

on employee counterproductive behavior, Wang et al. (2011) stated that “by collaborating with customers, solving their problems, and fulfilling their service needs, service employees may be able to gain resources” (p.328). Perceiving customers as psychological resources, Zimmerman et al. (2011) demonstrated that customer-initiated support increases employees’ positive affect and in turn enhances customers’ positive affect. Moreover, the development of a friendship between service employee and customer has been explored by customer service research (see Bitner, 1994; Goodwin, 1996; Gutek, 1999). Second, traditional views of interaction with customers posit that these frequent, direct, emotionally intense interactions with clients, customers, and patients outside the organization cause adverse impacts on employees such as stress, strain, burnout, and job dissatisfaction (e.g., Dormann & Zapf, 2004; Grandey, 2000; Maslach, Schaufeli, & Leiter, 2001). In emotional labor literature, interaction with customers is related to higher emotional exhaustion and lower job satisfaction (Morris & Feldman, 1997). In fact, interaction with customers may not always lead to negative consequences for employees but may benefit them as well. Little research has studied positive effects of interaction with the public. The exception is the research by Grant and colleagues who revealed that a respectful contact with beneficiaries of the job leads to positive work-related outcomes, such as work motivation, levels of persistence, job dedication, prosocial behaviors, and performance (Grant, 2007; Grant, 2008; Grant et al., 2007).

Affect-Based versus Task-Based Interaction with the Public

Most research studying employee interaction with customers have focused on emotional experiences of employees when dealing with customers such as negative emotion and emotional regulation strategies (Grandey, 2000; Hochschild, 1983) or customers’ behaviors targeting employees’ emotional outcomes such as customer mistreatment (Grandey et al, 2004; Wang et

al., 2011), and customer incivility (Kern & Grandey, 2009; Sliter et al., 2010; van Jaarsveld et al., 2010; Walker et al., 2014). However, research suggests that employee-customer interactions may involve both emotion and task communication (Ryan & Ployhart, 2003). Interaction with the public is perceived as a source of performance feedback, providing information to employees about how to do their jobs more effectively (Grandey & Diamond, 2010). As stated in the meta-analysis by Humphrey et al. (2007; 1337), “interactions outside an organization allow incumbents to gain additional (external) insight into the specific tasks they perform and provide opportunities for additional, non-redundant feedback on their performance,” and “provides job incumbents the opportunity to learn how to perform their job more effectively through the transfer of implicit and explicit knowledge.”

Unlike affective interaction with the public that is manifested through emotional routes or targeting emotional outcomes, task-based interaction with the public is manifested through behaviors central to task completion. Positively task-based interaction with the public may include customers' behaviors that help employees to achieve certain tasks, whereas negatively task-based interaction may include customer encounters that obstruct or prevent employees from completing tasks. Clear distinction between affective versus task-based interaction with customers is important for two reasons. First, despite the existence of the research findings that negative interactions with customers such as customer mistreatment and incivility lead to negative outcomes on part of employees, we cannot be sure what type of negative experiences is accountable for such deleterious consequences. It is possible that not all negative experiences with customers harm employees. Differentiating these predictor domains into affective and task-based may help bringing more clarity into the complex nature of interactions with the public.

The Proposed Typology of Interaction with the Public organized by Valence and Content

The social psychology literature supports the organization of interpersonal relations along many dimensions. Wish, Deutsch and Kaplan (1976) classified interpersonal relationships as a construct consists of two content dimensions: socioemotional versus task-oriented, and two valence dimensions: cooperative and friendly (positive) versus competitive and hostile (negative). Following this research, I propose that employee interactions with customers can be conceptualized into four unique types based on its valence and content: mistreatment, gratitude, problematic demands, and cooperation from the public (see Figure 1 in Chapter 1).

Support for the positively- and negatively-valenced structure has been shown by numerous research in organizational behavior and social psychology. In social psychology, interpersonal relations were classified into positive and negative dimensions (e.g., Wish, Deutsch & Kaplan, 1976). It is also common in organizational behavior literature to classify workplace phenomenon based on valence such as social support versus social undermining (Duffy et al., 2002; Labianca, Brass, & Gray, 2003). Similar to content structure, various research in social network (e.g., Fombrun, 1982; Ibarra, 1995; Podolny & Baron, 1997) and social support (e.g., Cohen & Wills, 1985; House, 1981; Zellars & Perrewe, 2001) often distinguish between two types: instrumental (task-based) and affective (or expressive). For example, Umphress, Labrianca, Brass, Kass & Scholten (2003) explained that social ties are classified as instrumental ties involving a person gathering information and resources necessary to complete a task, whereas expressive ties or affective ties involve expressions of interpersonal affect such as friendships or enmities. In social support literature (Cohen & Wills, 1985), affective support providing the recipient with feelings of being accepted and cared for, informational support

providing the recipient advice or guidance, and instrumental support providing the recipient material assistance in response to specific needs.

Mistreatment by the Public

Customer mistreatment of employees forms a distinct affective form of the negative interaction with the public. Following Wang, Liu, Liao, Gong, Kammeyer-Mueller, & Shi (2013), in this dissertation, I define mistreatment as any interaction in which employees perceive customers as disrespectful and hostile toward them. Organizational literature identifies several forms of customer interpersonal mistreatment, including customer incivility, defined as low-intensity deviant behavior with ambiguous intent to harm employees, such as disrespect, rudeness, and insensitivity (Sliter et al., 2010), and customer verbal aggression as “verbal communications of anger that violate social norms” (Grandey et al., 2004; 398). Intense interaction with customers and the idea that “the customer is always right” are deemed to be a source of these forms of customer mistreatment targeting employees (Grandey et al, 2004; Hochschild, 1983). A vast amount of research shows that employees experience a good deal of mistreatment in many settings. For example, in Grandey et al.’s (2004) study of customer mistreatment at a call center employees reported about 15-20 percent of their interactions with customers involve verbal abuse. Bitner, Booms, & Mohr (1994) found that verbal and physical abuse by customers toward employees emerged as one of the four major incidents in the employee-customer interaction. In another study by Grandey et al. (2007), customer verbal abuse happened more frequently than coworker or supervisor verbal abuse.

Problematic demands from the Public

I argue that negative interaction with customers can be task-based. When employees perceive customers as having unclear and difficult demands, this constitutes a problematic

interaction. This type of service encounter hinders employees' completion and achievement of service goals. Unlike mistreatment, a problematic interaction is a task-based communication that yields task-based negativity. Research has documented these interactions; for example Vinokur, Price, and Caplan, state in the social undermining literature that negative interactions in the workplace can emerge in the form of "actions that hinder the attainment of instrumental goals" (1996: 167). Duffy et al. (2002) conceptualize social undermining in the workplace as including specific components of negative interaction involving hindering work-related success such as "undermining the effort to be successful on the job" and "delaying your work." In the customer service literature, Dormann and Zapf (2004) suggest that disproportionate customer expectations, unreasonable from the employee's standpoint, create unpleasant interactions between employees and customers. For example, a customer might request a service that complicates an employee's working process. Moreover, Skarlicki et al., 2008 introduced the concept of customer interpersonal injustice reflecting the perceived unfairness from interacting with the customer such as demanding a service that an employee cannot deliver.

Gratitude from the Public

Very little research has addressed the affective form of positive interactions with the public, which occurs when employees perceive customers as appreciative of their work. Job design research investigating jobs and tasks that are structured to give employees an opportunity to interact with their beneficiaries, defined as the people who are potentially affected positively by the work of employees, suggests the existence of this type of interaction (Grant, Campbell, Chen, Lapedis, & Lee, 2007). In a series of experiments, Grant and his colleagues conceptualized the employee-customer interaction as a respectful contact with beneficiaries and found that providing employees with opportunities to interact with beneficiaries increased

persistence behavior and work performance through perceived impact and affective commitment (2007). Consistent with previous literature, Zimmermann et al. (2011) proposed that customers may emotionally support employees in a service interaction through showing explicit appreciation of employees' works and effort (e.g., gestures of appreciation such as thank you notes or gifts). Gratitude customers usually act prosocially to express their gratitude (Grant & Gino, 2010), and when positive interaction is repeated, it can develop into friendships (Emmons & Shelton, 2002).

Cooperation from the Public

This refers to instances when employees perceive customers as supporting their achievement of tasks. Keh & Teo (2001) argue that the simultaneity of production and consumption of service have increased participation from the customer in the service encounter, and that customers contribute to service delivery through their participation and feedback. Groth (2005) defines this behavior as "voluntary and discretionary behaviors that are not required for the successful production and delivery of the service but that, in the aggregate, help the service organization overall" (Groth, 2005: 11). Zimmermann et al. (2011), suggests that customers can be instrumentally supportive to employees by cooperating during a service encounter, providing their information and knowledge about the product or the service, and providing task-related feedback such as voicing or suggesting service/product improvement. Customer's positive displays such as cooperation can contribute to a pleasant interaction between customers and service providers (Lengnick-Hall, 1996).

I argue that mistreatment, gratitude, problematic demands, and cooperation from the public are distinct constructs. These four cells are based on the integration of two dimensions - content and valence. Regarding valence, the distinction between a negative and positive

employee-customer interaction is very likely. This prediction is supported by many organizational studies examining both negative and positive sides of phenomenon such as social support versus social undermining (Duffy et al., 2002), abusive versus supportive leadership behaviors (Tepper, 2000), deviance versus constructive deviance (Warren, 2003), and constructive versus destructive voice behaviors (Maynes & Podsakoff, 2014). Moreover, positivity and negativity in interpersonal relationships can be independent, rather than mutually exclusive (e.g., Duffy et al., 2002; Finch, Okun, Berrera, Zautra, & Reich, 1989). The classification for the affective and task-related components is also offered by researchers studying social support in which it can occur in forms of emotional or instrumental support (Cohen & Wills, 1985; House, 1981).

I argue that employee interactions can be both positive and negative at any working day and over time. Interactions with certain customers can be quite different from those with other customers. This argument is consistent with Bono, Glomb, Shen, Kim, & Koch (2013). They argued that there is a dynamic variation in a variety of work events, including positive and negative events. Similarly, Lilius (2012) posited that a caregiver's interaction with clients in any given day can be divided into naturally short episodes along different dimensions and features of interactions. Following this research, I consider variation in the perceived quality and content of employee interactions with customers. Specifically, employee interactions can neither be consistently negative nor consistently positive. Also, they can neither be consistently targeting emotional outcomes nor consistently targeting task outcomes. These customer interactions are distinct events. Thus, I propose the following hypothesis.

Hypothesis 1. (a) Mistreatment (affective negativity), (b) gratitude (affective positivity), (c) problematic demands (task-based negativity), and (d) cooperation (task-based positivity) from

the public are empirically distinct dimensions.

The Impact of Interaction with the Public on Employee Work Outcomes

It is the central aim of this study to contribute to the incomplete and conflicting literature of interaction with the public regarding its effect on employees' outcomes. Emotional labor (e.g., Brotheridge & Grandey, 2002; Grandey et al., 2004; Kern & Grandey, 2009; Rupp & Spencer, 2006) and burnout (e.g., Dormann & Zapf, 2004; Sliter et al., 2010) research mainly examined the impact of interaction with the public on emotional regulation and an employee's burnout (i.e., emotional exhaustion, depersonalization, and personal accomplishment). Work design research (e.g., Grant, 2007; Grant et al., 2007) usually focused on work outcomes such as task performance and motivation (Grant & Parker, 2009). In this research, emotional exhaustion, job satisfaction, prescribed task performance, proactive customer service performance, and employee incivility were examined because of their relevance to employee-customer interactions. Moreover, examining these outcomes simultaneously may help reconcile the conflicting research from the past. Recently, scholars have extended their interest in this topic by linking interactions with the public to other important outcomes such as absenteeism, tardiness, sales performance (Sliter, Sliter, & Jex, 2012), negative mood (Wang et al., 2013), employee sabotage (Skarlicki et al., 2008; van Jaarsveld et al., 2010), employee incivility (Walker et al., 2014), and customer satisfaction (Mayer et al., 2009). Despite the importance of proactive customer service behaviors revealed by current literature (Rank, Carsten, Unger, & Spector, 2007; Raub & Liao, 2012), no research to date has explored the effect of interactions with the public on proactive customer service performance. Expanding the outcomes of interactions with customers to include unsolicited customer service behaviors should contribute to the literatures concerning employee-customer interactions.

Drawing mainly from the Conservation of Resources theory (Hobfoll, 1988, 1989), this study aims to simultaneously examine the relationships between the experiences of different types of interaction (i.e., mistreatment, gratitude, problematic demands and cooperation) and employees' well-being and performance outcomes. First, I briefly review the Conservation of Resources theory, the theoretical lens I use to support my predictions in this research. Then, I develop a set of hypotheses that explores the relationships of a more complex and comprehensive domain of interactions with the public on employees' work outcomes.

The Conservation of Resource (COR) theory

Hobfoll (1989) posits COR theory, which states that individuals thrive to maintain and protect valuable resources from loss under stressful events. A resource is anything that is important to the person, contributes positively to their well-being (Hobfoll, 1989). Hobfoll (1989) identified different types of resources in his theory. Object resources are valued (e.g., home, clothing) and can be used to resist stress. Condition resources are roles or states (e.g., marriage, tenure, health conditions) that prevent or allow access to the possession of other resources. Personal resources include skills and personal traits (e.g., self-esteem, self-efficacy, optimism, perceptions of improvement) as well as social resources that promote and support a positive view of self (e.g., emotional and social support). Energy resources (e.g., time, money, knowledge, and information) are those whose value is derived from their ability to help acquiring other resources. Research applying COR theory has identified and elaborated many valuable resources including job autonomy, performance feedback, and performance rewards (Hakanen, Perhoniemi & Toppinen-Tanner, 2008), social support from coworkers and organization (Halbesleben, 2006), positive affect (Nelson & Simmons, 2003), ability to regulate emotions (Brotheridge & Lee, 2002), political skills at work (Ferris, Treadway, Perrewe, Brouer, Douglas,

& Lux, 2007), and gender (Grandey & Cropanzano, 1999).

In COR theory, individuals are threatened by potential or actual loss of resources (usually in the form of job demands and challenges), and are thus motivated to protect and accumulate resources for anticipated future demands. Those who lack resources to meet such demands are more vulnerable to resource loss and less capable of regaining resources. Similarly, those with greater resources are less vulnerable to resource loss and more capable of regaining resources (Hobfoll, 1989). Moreover, according to Hobfoll (2001, 2002), resources tend not to exist in isolation and can be aggregated or built upon each other. Hobfoll (2001) provided an example that individuals with high self-efficacy will also become optimist about their ability to work well in the future.

COR theory has been widely adopted in organizational behavior and occupational health literatures in studying employee well-being (Avey, Luthans, Smith, & Palmer, 2010), job burnout (e.g., Brotheridge & Lee, 2002; Lee & Ashforth, 1996; Wright & Cropanzano, 1998), job performance (Bakker, Arnold, Demerouti, & Verbeke, 2004; Fritz & Sonnentag, 2005; Harris, Kacmar, & Zivnuska, 2007; Hochwarter, Witt, Treadway, & Ferris, 2006), work-family conflict (Grandey & Cropanzano, 1999), work engagement (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007) and customer incivility (Sliter et al., 2012). I will now discuss how COR theory can serve as a basis for understanding the relationship between interaction with the public and work related outcomes.

Interaction with the Public and Employees' Well-Being

Research regarding service work typically attempts to predict employee's emotional exhaustion, what Wright & Cropanzano call "the negatively toned feelings of being emotionally overextended and exhausted by one's work" (1998: 486). For example, Kahn's (1993) work

suggests that nurses and social workers are likely to suffer from emotional exhaustion because their jobs often require the display of intense emotions. Job satisfaction was defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience” (Locke, 1976). Past research, especially from emotional labor and burnout literature, argued that frequent and intense interactions with customers are the antecedents of emotional labor, which in part, were related to emotional exhaustion and job satisfaction (Grandey, 2000; Hochschild, 1983; Morris & Feldman, 1996). Empirically, most studies found support that mistreatment by customers was related to emotional exhaustion (Dormann & Zapf, 2004; Grandey et al., 2007; Kern & Grandey, 2009). However, no direct effect of interaction with the public on job satisfaction has been investigated to date. Most research (e.g., Morris & Feldman, 1997) theorized and tested job satisfaction as an outcome of emotional dissonance in a customer service setting.

The impact of four types of employee interactions with customers on emotional exhaustion and job satisfaction can be explained by the COR theory (Hobfoll, 1988, 1989). Hobfoll (1989) suggests that individuals thrive to maintain, protect, and foster valuable resources from loss. In this research, I perceive employee interactions with customers as events that can threaten a loss of resources or foster resource gain. Following past research (Avey et al., 2010; Hobfoll, 1989, 2002), this study proposes that self-efficacy acts as a personal resource, and perceived social worth acts as a social resource that employees lose or gain as a result of interaction with customers. Specifically, unpleasant events can drain the individuals’ energy and resources (e.g., self-efficacy and perceived social worth) and distract them from their job responsibilities. In contrast, favorable situations would lead to resource (e.g., self-efficacy and perceived social worth) gains. Hobfoll (2002) argued that because resource losses pose a major

threat for individuals to thrive and survive, they tend to focus more on resource losses than gains. However, resource gains are very important for individuals to excel in life.

In keeping with the COR theory, mistreatment and problematic demands from the public can be perceived as an actual loss or a perceived threat of resource loss by reducing employees' self-efficacy and perceived social worth. In contrast, gratitude and cooperation from customers can be perceived as resource gains enhancing employees' self-efficacy and perceived social worth. Increased self-efficacy and perceived social worth can be perceived as resources built through positive emotion generated from pleasant employee-customer interactions (Frederickson, 1998; 2001) that help employees feel satisfied and mitigates their stress. Research adopting COR theory posited that a positive work-related state occurs when resources exceed that demands of the job and such state allows employees to succeed (Bakker et al., 2007). When employees receive positive feedback on their work from customers, this should increase their positive view about themselves and enhance their self-efficacy.

Although the study regarding impacts of positive interactions with customers on employees have often been ignored in current research, it does not mean that they are inconsequential for employees' work outcomes. Positive experiences that employees receive from customers should hold promise for enhancing employees' emotion toward their job and mitigating their emotional exhaustion. Empirical research regarding positive events at work revealed that positive work events are associated with reduced stress and improved health (Bono, Glomb, Shen, Kim, & Koch, 2013). Research on work recovery posits that interactions that require few regulatory resources and generate high resources can help replenish resources and prevent more resource loss (Lilius, 2012). Following this, I argue that gratitude and cooperation from customers can add emotional and social resources to employees and enable them to handle

job demands from working with customers pleasantly. As a result, exposure to such positive interactions may reduce employees' feeling of emotional drain and boost their satisfaction with job. Therefore, in this research, I predict that four types of interaction with the public are related to emotional exhaustion and job satisfaction. Thus, I suggest the following hypotheses.

Hypothesis 2a. Mistreatment and problematic demands from the public are positively related to emotional exhaustion, but gratitude and cooperation from the public are negatively related to emotional exhaustion.

Hypothesis 2b. Mistreatment and problematic demands from the public are negatively related to job satisfaction, but gratitude and cooperation from the public are positively related to job satisfaction.

Interaction with the Public and Performance

Given the increasing amount of research on employees' experiences during a service encounter, it is surprising that limited research has investigated the relationship between interaction with the public and employees' performance. In the job design literature, interaction with the public is perceived as a source of performance feedback, providing information to employees about how to do their jobs more effectively (Grandey & Diamond, 2010). As stated in Humphrey et al. (2007), "interactions outside an organization allow incumbents to gain additional (external) insight into the specific tasks they perform and provide opportunities for additional, non-redundant feedback on their performance," and "provides job incumbents the opportunity to learn how to perform their job more effectively through the transfer of implicit and explicit knowledge" (p.1337). Grant et al. (2007) reveal that respectful contact with beneficiaries from work increased employees' persistence and work performance by enhancing employees' perceptions that their actions had an impact on others.

Regarding a negative impact of interaction with the public on performance, Sliter et al. (2012) using the COR theory (Hobfoll, 1989) found that customer incivility (e.g., insulting, being rude and insensitive to employees) had a significant effect on absenteeism, tardiness, and performance. Furthermore, an emerging stream of organizational research has attempted to investigate the impact of employee incivility on sabotage toward customers (e.g., mistreating the customer, raising their tone of voice, intentionally putting customers on hold) in a voice-voice interaction setting. These scholars suggested and found that call-center employees engaged in such counterproductive behaviors (incivility and sabotage) as a response to customer incivility (van Jaarsveld et al., 2010; Walker et al., 2014) and customer interactional injustice (Skarlicki et al., 2008)

In this study, I attempt to address a gap in the literature that reflects the lack of studies exploring the impact of customer interactions on work performance. I examine three types of behavioral performance. First, I investigate the relationship between interaction with the public and employee-initiated incivility toward customers. Recent research showed that a negative employee-customer interaction targeting employees was related to employee incivility through excessive job demand and emotional exhaustion (van Jaarsveld et al., 2010). However, the current research is restricted to a voice-voice context (call center) with limited pathways and boundary conditions. The second performance outcome I look into is prescribed task performance, followed lastly by proactive customer service performance. According to a theory of role-based performance (Griffin, Neal, & Parker, 2007) employee performance should include vital roles that are important to organizational success. However, under fast - paced, uncertain environments in which employees are expected to spend additional time and energy beyond their core task requirement, prescribed task performance should not be the only dimension of work

performance. Instead, proactive customer service behaviors, for example taking initiative in solving problems in response to customer' needs, should also be incorporated into performance criteria.

I argue that in any employee-customer interaction, an employee usually attempts to achieve task-related goals (Dormann & Zapf, 2004; Wang et al., 2013) for example, to provide a reliable, responsive and prompt service and to collaborate with customers to solve their problems and serve their needs. I derive my prediction about the relationship between interaction with the public and performance outcomes based on the COR theory (Hobfoll, 1989) by perceiving mistreatment and problematic demands from the public as actual loss or perceived threats of resource loss, and cooperation and gratitude from the public as resource gains. Past research has focused on the affect-based interaction with customers and found negative relationship between customer incivility and performance (Sliter et al., 2012) and positive relationship between respectful contact with beneficiaries and persistence (Grant et al., 2007). This study expands on employee experiences with customers to capture the task-based component in which communications with customers are manifested through tasks or in order to complete a certain task. Thus, I hold that a task-based negative interaction with the public (i.e., problematic demands) may also contribute to employees' work outcomes beyond the effect of affect-based negative interaction (e.g., mistreatment). Problematic demands from customers (such as excessive customer demands) may directly deplete individual employee resources.

In contrast, customers' cooperation that occur in the service encounter such as following instructions and providing information enhances employees' self-efficacy and perceived social worth by directly providing resources (e.g., knowledge, information, feedbacks) necessary to effectively perform and improve service tasks. Moreover, those employees with higher resources

are better in investing and combining their resources to be used in different aspects of performance (Halbesleben & Bowler, 1997). This positive gain spiral as suggested by COR theory (Hobfoll, 1989) has been confirmed by Llorens, Salanova, Bakker, & Schaufei (2007). Based on these arguments, I therefore suggest the following hypothesis:

Hypothesis 2c. Mistreatment and problematic demands from the public are negatively related to prescribed task performance, but gratitude and cooperation from the public are positively related to prescribed task performance.

Proactive customer service performance, defined as a self-initiated, long-term-oriented, and future-oriented actions to service delivery (Rank et al., 2007), however, emerge from a similar process. Prescribed service performance is mainly based on the extent to which service providers meet customers' expectations, while proactive customer service performance is extraneous to prescribed service standards and can be triggered by service delivery failures (Raub & Liao, 2012). Raub & Liao (2012) suggested that proactive customer service employees engage in self-initiated and future-oriented service behaviors by "anticipating customer needs or problems, by establishing partnerships with other service employees that could facilitate future service encounters with the customer, and by proactively soliciting feedback from customers" (p.652). Drawing from proactive behaviors literature, they proposed that customer service performance is driven by self-efficacy or "can do" (i.e., perceived capability that an individual can both initiate proactive goals and deal with their outcomes) and initiative climate or "reason to" (i.e., perceived desire to engage in such behaviors) motivational states.

An employee who feels capable of performing tasks tends to be creative (Liao, Liu, & Loi, 2010) and chooses more challenging and efficient task goals (Locke & Latham, 1990; Wood, George-Falvy, & Debowksi, 2001). Similarly, Raub and Liao (2012) found that general

self-efficacy predicted employee proactive customer service performance. According to broaden-and-build theory, positive emotions (e.g., joy, love, contentment, pride, and gratitude) widen their momentary thought-action repertoires, and build enduring personal resources (Fredrickson, 1998). These good feelings broaden the scope of attention, facilitate behavioral flexibility, and generate novel ideas and alternatives (Fredrickson & Branigan, 2005) as well as enhance creativity (Isen, Daubman, & Nowicki, 1987). These results provide indirect implication that positive emotions may predict proactive behaviors as well.

Following the concept of proactive customer service performance explained above, in this study I argue that service employees are motivated to engage in such proactive customer service behaviors if they feel competent and worthy from their experiences with customer interaction. On the contrary, employees experiencing stressful events are discouraged to expend their resources and prevent further loss by withholding proactive behaviors. Parker, Bindl, & Strauss (2010) explained that “antecedent-focused emotion regulation, with its focus on reappraising a negative situation in the onset of negative emotion, should sustain proactive action, whereas response-focused emotion regulation, with its focus on suppressing negative emotions, decreases well-being and will likely lead individuals to abandon their proactive goals because of feelings of depletion” (p.847). Halbesleben & Bowler (2007) found that when employees experienced resource loss, they were less likely to engage in OCB toward the organization. Similarly, Shao & Skarlicki (2014) reported that employees who were mistreated by customers were more likely to withhold OCB from customers.

Taken together, therefore, I argue that positive experiences from interaction with the public (i.e., cooperation and gratitude) may drive employees’ self-efficacy and perceived social worth, whereas negative experiences such as mistreatment and problematic demands may reduce

their self-efficacy and perceived social worth to initiate and cope with non-prescribed and unsolicited service demands. I propose the following hypothesis:

Hypothesis 2d. Mistreatment and problematic demands from the public are negatively related to proactive customer service performance, but gratitude and cooperation from the public are positively related to proactive customer service performance.

Employee incivility toward customers is defined as “low-intensity behaviors directed at customers with ambiguous intent to harm, violating social norms of interpersonal treatment” (van Jaarsveld et al., 2010; 1488). Examples of employee incivility toward customers include acting impolitely, raising one’s voice, and making derogatory remarks (van Jaarsveld et al., 2010). Being exposed to uncivil behaviors, employees are likely to reciprocate toward the source of the incivility (Andersson & Pearson, 1999). This notion is supported by many workplace aggression and customer mistreatment studies (see Hershcovis & Barling, 2010; Rupp & Spencer, 2006; Skarlicki et al., 2008; van Jaarsveld et al., 2010; Wang et al., 2011). For example, Skarlicki et al. (2008) found that call-center employees mistreated by customers over the phone were likely to engage in sabotage behaviors toward the customers because they experienced negative moods. Proposing different mechanism, van Jaarsveld et al., 2010 posited that customer incivility toward employees is related to employee incivility toward customers through job demands and emotional exhaustion.

I argue that triggers of the counterproductive behaviors such as engaging in incivility targeting customers may originate from unpleasant events. Customer mistreatment poses high job demands on employees and they can react either by increasing efforts which will result in fatigue or maintaining efforts which will result in lower performance (van Jaarsveld et al., 2010). Based on the COR theory, employees can experience stress and anxiety in a situation in which

there is a threat or an actual loss in resources. In this case, mistreatment and problematic demands from customers can pose demands and arouse a negative state of being such as low self-efficacy and lack of perceived social worth. This can then lead employees to display some negative responses such as losing patience, being rude, making faces, raising their voice, or even retaliating against the perpetrators as a way of replacing or restoring those lost resources. Supporting the COR theory, previous studies have found that loss of resources contribute to employees' deviance. For example, Ferris, Spencer, Brown & Heller (2012) found that interpersonal injustice lowered employees' resources (i.e., self-esteem), resulting in deviant behaviors.

In contrast, employees with higher resources are less likely to respond negatively to customers. For example, interacting with cooperative customers can require less time to fulfill their requests, personal resources such as self-efficacy and perceived social worth should not be damaged. Similarly, interacting with grateful customers, employees can gain and replenish their self-efficacy and perceived social worth, resulting in lower likelihood of an uncivil response toward customers. This prediction is supported by Wang et al. (2011)'s finding that employee resources (i.e., job tenure and service rule commitment) diminished the likelihood of employees engaging in counterproductive behaviors. Therefore, I propose this following hypothesis.

Hypothesis 2e. Mistreatment and problematic demands from the public are positively related to employee incivility, but gratitude and cooperation from the public are negatively related to employee incivility.

The Mediating Mechanisms of Self-Efficacy and Perceived Social Worth

Throughout the paper, I explain how and why interactions with the public affect employees' work outcomes based on two important mechanisms – self-efficacy and perceived

social worth. General self-efficacy, operating as a cognitive mediator of action (Bandura, 1982), strongly affect how people act and react across settings regarding task capabilities (Judge, Locke, & Durham, 1997). According to Judge et al. (1997), the belief in self-efficacy is the focal motivational mechanism that impacts one's goals and efforts in the face of obstacles. Numerous studies reveal that self-efficacy can be shaped by experience (Shea & Howell, 2000), cognitive ability (Phillips & Gully, 1997), and Big-Five personality traits (e.g., Judge & Ilies, 2002; Judge, Jackson, Shaw, Scott, & Rich, 2007).

High self-efficacious employees who believe that they have the necessary knowledge and skills to perform a task feel comfortable taking action. Self-efficacy beliefs explained many employees' attitudes and behaviors such as job performance (e.g., Chen, Gully, & Eden, 2004; Judge & Bono, 2001), job satisfaction (e.g., Judge, Thoresen, Pucik, & Welbourne, 1999), stress (e.g., Jex, Bliese, Buzzell, & Primeau, 2001; Schaubroeck, Lam, & Xie, 2000), burnout (Yagil, Luria, & Gal, 2008), personal initiative (Speier & Frese, 1997), creativity (Liao et al., 2010; Redmond, Mumford, & Teach, 1993; Tierney & Farmer, 2002), and proactive customer service performance (Raub & Liao, 2012).

This research perceives self-efficacy as a personal resource, consistent with COR theory's view that "those who possessed, for example, high levels of self-efficacy might be more capable of selecting, altering, and implementing their other resources to meet stressful demands" (Hobfoll, 2002; 308). Perceiving the positive psychological constructs, namely, efficacy, hope, optimism, and resilience, as cognitive resources, Avey et al. (2010) found that these positive resources were related to employees' well-being. In contrast, being exposed to job stressors that threaten a loss of resources or distract the actual resources was related to strain and burnout (e.g., Brotheridge & Grandey, 2002; Brotheridge & Lee, 2003; Grandey, 2003; Karasek, 1979;

LePine, Podsakoff, & LePine, 2005), job satisfaction, and performance (e.g., Gilboa, Shirom, Fried, & Cooper, 2008; LePine et al., 2005).

I predict that employees' experiences with customers should impact an increase or decrease of personal resources such as their self-efficacy beliefs. Being successful or unsuccessful in performing customer service tasks, employees may develop or reduce their sense of capabilities (resources). Moreover, one's self-efficacy can be influenced by verbal persuasions from others telling a person that he or she can do the task (Bandura, 1981). Following this reason, it is logical that receiving feedback from customers (either good or bad) may affect employees' level of self-efficacy. Therefore, I propose the following hypotheses.

Hypothesis 3a. Self-efficacy mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on emotional exhaustion.

Hypothesis 3b. Self-efficacy mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on job satisfaction.

Hypothesis 3c. Self-efficacy mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on prescribed task performance.

Hypothesis 3d. Self-efficacy mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on proactive customer service performance.

Hypothesis 3e. Self-efficacy mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on employee incivility.

Another mechanism I propose to mediate the relationship between interaction with the public and employee outcomes is perceived social worth. Perceived social worth represents the perception of employees that their actions are valued by others (Grant, 2008). In other words, perceived social worth captures how much employees believe that others appreciate their job.

For example, caregivers such as social service workers and helping professions (e.g., nurses, therapists) could feel that their job is appreciated by others. In contrast, “necessary evils” (Molinsky & Margolis, 2005) jobholders whose job causes emotional or physical harm to another person to achieve greater good would feel less valued and appreciated by others. For example, police officers who evict people from their homes in order to maintain the law could feel less appreciated by others. Perceived social worth is distinguishable from self-efficacy because, while self-efficacy captures one’s belief toward a task at hand, perceived social worth is how one believes he/she is perceived by others. Believing that one can do the task does not necessarily mean that one would feel valued by others. Research has suggested that the employees’ behaviors can be affected by their impact on others and that employees’ motivations change as a function of their interaction with others (Baumeister & Leary, 1995). Similarly, research on the meaning of work posited that meaningfulness is a sum of significance that an individual has (Pratt & Ashforth, 2003) and this meaningfulness can be formed by one’s own belief or determined by others, the environment, and social context (Wrzesniewski, Dutton, & Debebe, 2003). The meaning of work has been linked to employees’ work motivation, job performance (Hackman & Oldham, 1980), job satisfaction (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997) and work engagement (May, Gilson, & Harter, 2004).

In this research, perceived social worth is seen as a social resource that promotes an employee’s positive view about themselves, resulting in better mental and physical health as well as higher resistance to stress. Hobfoll (2002) suggested that social support from social environment such as families, friends, and workplace can be a key resource to an individual. In this case, employees can gain or lose social support from interacting with customers. Specifically, when employees are faced with negative customer interaction, they receive a signal

that their work is not appreciated by customers, as a result a decrease in perceived social worth may affect their well-being and performance. In contrast, when customers show their contentment and gratitude during a service contact, employees should feel that their jobs are acknowledged and appreciated, thus, they are likely to put more effort into satisfying customers. When social worth is perceived as high, employees are more motivated to pursue their work and are willing to put effort into the job. Based on this reasoning, I argue that perceived social worth contributes to employees' well-being and performance. As shown in Grant (2008), perceived social worth mediated the effect of task significance on employees' helping behavior. As Grant and Gino (2010) showed in four experiments, perceptions of social worth mediated the effects of gratitude expressions on prosocial behaviors. These results provide indirect empirical justification for the use of perceived social worth as a mediator of the relationships between positive interactions with customers and employee's work outcomes; I predict that perceived social worth contributes to employees' well-being and performance, leading to the following hypotheses.

Hypothesis 4a. Perceived social worth mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on emotional exhaustion.

Hypothesis 4b. Perceived social worth mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on job satisfaction.

Hypothesis 4c. Perceived social worth mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on prescribed task performance.

Hypothesis 4d. Perceived social worth mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on proactive customer service performance.

Hypothesis 4e. Perceived social worth mediates the relationships of mistreatment, problematic demands, gratitude, and cooperation from the public on employee incivility.

The Moderating Effects of Individual and Contextual Variables

The final purpose of this research is to investigate the boundary conditions of the relationships between interaction with the public and work outcomes as consistently highlighted by many scholars (e.g., Grandey & Diamond, 2010; Grant & Parker, 2009). COR theory (Hobfoll, 1988, 1989, 2001) provides a conceptual explanation of the important role that resources play in enabling an employee to cope with difficult and challenging situations and still commit with their tasks. My basic argument is that boundary conditions (moderators) associated with individual and contextual factors will act as resources in shaping an employee's response to both negative and positive events. Specifically, I propose that two individual moderators, namely perspective-taking and resilience, and a contextual moderator, namely psychological safety, accentuate or attenuate the relationship between interaction with the public dimensions and employees' work outcomes by replenishing resources or protecting a loss of resources.

The Moderating Role of Perspective-Taking

Perspective-taking is other-focused cognitive processes and defined as a cognitive skill to place oneself in another's shoes or to understand another's point of view (Batson et al., 1997; Davis, 1983; Parker & Axtell, 2001). An individual who adopts the perspective of others tends to understand others' problems and concerns, reduce self-serving biases, and make positive attributions about the others' behaviors and outcomes by, for example, recognizing situational factors (instead of attributing to personal factors) when unfavorable events occur (Parker & Axtell, 2001). In their study of front-line employees, Parker & Axtell (2001) reveal that employees who took the perspective of their suppliers were more likely to help and cooperate

with their suppliers, which enhanced their interpersonal relations and cooperative performance through increased empathy (Hoffman, 1975) and decreased biases and prejudice. Perspective taking has also been found to be associated with helping behaviors, and prosocial motivation (Grant & Berry, 2011), and with reduced aggression (Batson et al., 1997) and conflicts (Eiseman, 1978).

I base my argument that perspective taking may help a service employee from the COR theory (Hobfoll, 1989) which postulates that environmental conditions are typically so threatening and causing a loss of resources that individuals seek to minimize the loss of resources and maintain a set of resources in order to survive. In the face of such threats, individuals will strive to find ways in which they can protect or obtain their depleted resources (Hobfoll, 1989). Using COR theory to support their argument, Wang et al. (2011) found that having more resources (i.e., job tenure and service rule commitment) lessened the impact of customer mistreatment on employee sabotage against customers. In this study, I argue that for the same level of mistreatment and problematic demands from customers, the impact of interactions with the public on employees may vary depending on the amount of resources employees have, contingent on the level of perspective-taking. That is, by engaging in customer perspective-taking, employees might protect their loss of resources by reappraising a threatening situation (i.e., mistreatment and problematic demands) as less harmful and less personal. Employees who consider the perspective of customers may experience less strain and negative emotion, which minimize a feeling of resource loss (i.e., self-efficacy and perceived social worth), resulting in better work outcomes.

Following this reasoning, when faced with stressful and demanding situations, service employees with high perspective-taking may understand the situations from customers'

perspective and remain positive. When employees appraise and take customer mistreatment and problematic encounters less personally, their senses of self-competence and social worth are less damaged. As found in Rupp et al. (2008), perspective-taking moderates the relationship between customer injustice and surface acting (i.e., faking a good mood); the negative effect of customer injustice on surface acting was stronger for those low in perspective-taking (compared to those high in perspective-taking). Moreover, Chan and Wan (2012) found that perspective-taking moderates the effect of employees' work stress on task performance. In the experiment by Rafaeli, Erez, Ravid, Derfler-Rozin, Treister, and Scheyer (2012), the ability to take another's perspective minimized the adverse effect of customer verbal aggression on participants' cognitive performance.

All in all, I predict that when faced with unpleasant interaction with customers, employees who take the perspective of customers should be able to reappraise such taxing situations in a less negative manner (e.g., understand the pressure that customers also face) and to change focus from difficult situations or feelings to task goals achievement, whereas employees who are not capable of taking the perspective of customers would blame negative situations on others (i.e., customers) and get more frustrated. As a result, high perspective-taking employees may maintain their self-efficacy and perceived social worth, which in turn, would result in less negative outcomes. Therefore, I propose the following hypotheses:

Hypothesis 5. Perspective-taking moderates the negative relationships of mistreatment and problematic demands from the public on self-efficacy; the relationships become weaker when perspective-taking is higher.

Hypothesis 5a. The indirect relationships of mistreatment and problematic demands from the public on emotional exhaustion via decreased self-efficacy are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 5b. The indirect relationships of mistreatment and problematic demands from the

public on job satisfaction via decreased self-efficacy are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 5c. The indirect relationships of mistreatment and problematic demands from the public on prescribed task performance via decreased self-efficacy are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 5d. The indirect relationships of mistreatment and problematic demands from the public on proactive customer service performance via decreased self-efficacy are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 5e. The indirect relationships of mistreatment and problematic demands from the public on employee incivility via decreased self-efficacy are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 6. Perspective-taking moderates the negative relationships of mistreatment and problematic demands from the public on perceived social worth; the relationships become weaker when perspective-taking is higher.

Hypothesis 6a. The indirect relationships of mistreatment and problematic demands from the public on emotional exhaustion via decreased perceived social worth are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 6b. The indirect relationships of mistreatment and problematic demands from the public on job satisfaction via decreased perceived social worth are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 6c. The indirect relationships of mistreatment and problematic demands from the public on prescribed task performance via decreased perceived social worth are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 6d. The indirect relationships of mistreatment and problematic demands from the public on proactive customer service performance via decreased perceived social worth are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Hypothesis 6e. The indirect relationships of mistreatment and problematic demands from the public on employee incivility via decreased perceived social worth are moderated by perspective-taking; the indirect relationships become weaker when perspective-taking is higher.

Employees who engage in perspective-taking tend to be more flexible and tend to shift their attention to the implications of the situation in terms of their goals and values (Grandey, 2000; Grant & Berry, 2011). As Grant and Berry (2011) suggested, an employee who is high on

perspective-taking tends to be aware of and concerned about other people's goals. However, the benefit of having perspective-taking and the danger of lacking customer perspective-taking may depend on opportunities and situations employees encounter. Assuming all things are equal, more resources (i.e., perspective-taking) will serve to maintain and foster the impact of positive interactions with the public. The higher the employees take the perspective of customers, the more likely they can protect their state of being capable and worthy, resulting in favorable work outcomes. However, when experiencing less positive customer interactions, employees who take the perspective of customers would make a positive attribution about customers' behaviors and would be able to protect their feeling of loss. Service employees who lack customer perspective-taking ability tend to attribute customers' behaviors less positively and perceive the situation as stressful. Such frustration decreases their self-efficacy and social worth which likely makes them put less effort into their job and the motivation and effort needed to initiate and provide exceptional customer service will be reduced. This depletion of resources distracts employees from their core tasks which are to make sure customers' expectations are met and their desires are fulfilled.

In contrast, the advantage of having higher perspective-taking might not be as pronounced in a positive service encounter. According to research in self-control, perspective-taking requires high self-control and can deplete self-regulatory resources (Ackerman, Goldstein, Shapiro, & Bargh, 2009). In this research, positive interactions with customers can be characterized by various attributes including gratitude, recognition, cooperation, and understanding. These expressions represent positive signals to employees concerning their work, which may build their sense of pride (Frederickson, 1998), their self-affirmation (see Sherman & Cohen, 2006, for a review), and their perceived impact on beneficiaries (Grant, 2007). In such a

high quality of employee-customer exchange, employees may not need high self-regulatory resources (e.g., perspective-taking ability) in order to behave in accordance with customer expectations to the same extent as would be necessary in a low quality of employee-customer exchange. Therefore, I predict that perspective-taking would maintain the relationship between positive interactions with the public and work outcomes through self-efficacy and perceived social worth. The following hypotheses are proposed;

Hypothesis 7. Perspective-taking moderates the positive relationships of gratitude and cooperation from the public on self-efficacy; the relationships become stronger when perspective-taking is lower.

Hypothesis 7a. The indirect relationships of gratitude and cooperation from the public on emotional exhaustion via increased self-efficacy are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 7b. The indirect relationships of gratitude and cooperation from the public on job satisfaction via increased self-efficacy are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 7c. The indirect relationships of gratitude and cooperation from the public on prescribed task performance via increased self-efficacy are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 7d. The indirect relationships of gratitude and cooperation from the public on proactive customer service performance via increased self-efficacy are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 7e. The indirect relationships of gratitude and cooperation from the public on employee incivility via increased self-efficacy are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 8. Perspective-taking moderates the positive relationships of gratitude and cooperation from the public on perceived social worth; the relationships become stronger when perspective-taking is lower.

Hypothesis 8a. The indirect relationships of gratitude and cooperation from the public on emotional exhaustion via increased perceived social worth are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 8b. The indirect relationships of gratitude and cooperation from the public on job satisfaction via increased perceived social worth are moderated by perspective-taking; the

indirect relationships become stronger when perspective-taking is lower.

Hypothesis 8c. The indirect relationships of gratitude and cooperation from the public on prescribed task performance via increased perceived social worth are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 8d. The indirect relationships of gratitude and cooperation from the public on proactive customer service performance via increased perceived social worth are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

Hypothesis 8e. The indirect relationships of gratitude and cooperation from the public on employee incivility via increased perceived social worth are moderated by perspective-taking; the indirect relationships become stronger when perspective-taking is lower.

The Moderating Role of Resilience

Resiliency is an integral component of positive psychological capital in positive organizational behavior (POB), and it is defined as a state-like ability to rebound or bounce back from adversity, conflict, failure or even positive events (Luthans, 2002). It reflects a capacity to be flexible and adaptable to situational demands and stressful encounters, thereby helping employees to overcome obstacles and commit to their goal striving. Typically, resilience is perceived as reactive in nature and involves overwhelming negative events, but it can involve responding to positive events and be seen as proactive for learning and growth (Youssef & Luthans, 2007). Consistent with the COR theory (Hobfoll, 1988), research has perceived resilience as an important psychological resource that can assist individuals in coping and managing life and work situations (Avey, Luthans, & Jensen, 2009). Extensive research has shown that it is related to well-being (Avey et al., 2009), performance in the workplace (e.g., Luthans, Avolio, Walumbwa, & Li, 2005; Luthans, Vogelgesang, & Lester, 2006; Youssef & Luthans, 2007), and lower levels of distress (Utsey, Giesbrecht, Hook, & Stanard, 2008).

Extending these findings to the context of customer service, I argue that employees high in resilience will react to stressful interactions with the public (i.e., mistreatment and problematic

demands) more favorably compared to those low in resilience. Employees possess resilience as their psychological coping resource to shield them from negative responses to difficult and stressful situations. As suggested by Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008, resilient individuals proactively prepare for challenging situations, and lesson negative impacts from those situations by using their resources and replenishing them effectively. Therefore, resilience can be used to reduce the negative impacts of interaction with the public on employees' self-efficacy and perceived social worth, which in turn, result in better work outcomes. In contrast, employees lacking in resilience would find it difficult to bounce back from negative situations, their resources (i.e., self-efficacy and perceived social worth) would be damaged. Thus, I propose the following hypotheses.

Hypothesis 9. Resilience moderates the negative relationships of mistreatment and problematic demands from the public on self-efficacy; the relationships become weaker when resilience is higher.

Hypothesis 9a. The indirect relationships of mistreatment and problematic demands from the public on emotional exhaustion via decreased self-efficacy are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 9b. The indirect relationships of mistreatment and problematic demands from the public on job satisfaction via decreased self-efficacy are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 9c. The indirect relationships of mistreatment and problematic demands from the public on prescribed task performance via decreased self-efficacy are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 9d. The indirect relationships of mistreatment and problematic demands from the public on proactive customer service performance via decreased self-efficacy are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 9e. The indirect relationships of mistreatment and problematic demands from the public on employee incivility via decreased self-efficacy are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 10. Resilience moderates the negative relationships of mistreatment and problematic

demands from the public on perceived social worth; the relationships become weaker when resilience is higher.

Hypothesis 10a. The indirect relationships of mistreatment and problematic demands from the public on emotional exhaustion via decreased perceived social worth are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 10b. The indirect relationships of mistreatment and problematic demands from the public on job satisfaction via decreased perceived social worth are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 10c. The indirect relationships of mistreatment and problematic demands from the public on prescribed task performance via decreased perceived social worth are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 10d. The indirect relationships of mistreatment and problematic demands from the public on proactive customer service performance via decreased perceived social worth are moderated by resilience; the indirect relationships become weaker when resilience is higher.

Hypothesis 10e. The indirect relationships of mistreatment and problematic demands from the public on employee incivility via decreased perceived social worth are moderated by resilience; the indirect relationships become weaker when resilience is higher.

In this research, I predict that the more resources (i.e., resilience) the employees possess, the more likely they can maintain the positive state (i.e., self-efficacy and perceived social worth). However, the advantage of having more resources and the disadvantage of lacking resources depend on the opportunities and situations encountered.. Specifically, when dealing with customers who fail to show gratitude and cooperation during service encounters, higher resilient employees would be able to sustain their belief in themselves, whereas lower resilient employees would not be able to do so because they are more vulnerable to resource loss and tend to have lower evaluation of themselves as being capable and worthy. In contrast, working in a pleasant environment where customers are grateful for employees' work and helpful in achieving service goals, the benefit of having high resilience might not be as pronounced because such positive events with customers might not need an additional resource (i.e., resiliency). Therefore,

the following hypotheses are proposed;

Hypothesis 11. Resilience moderates the positive relationships of gratitude and cooperation from the public on self-efficacy; the relationships become stronger when resilience is lower.

Hypothesis 11a. The indirect relationships of gratitude and cooperation from the public on emotional exhaustion via increased self-efficacy are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 11b. The indirect relationships of gratitude and cooperation from the public on job satisfaction via increased self-efficacy are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 11c. The indirect relationships of gratitude and cooperation from the public on prescribed task performance via increased self-efficacy are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 11d. The indirect relationships of gratitude and cooperation from the public on proactive customer service performance via increased self-efficacy are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 11e. The indirect relationships of gratitude and cooperation from the public on employee incivility via increased self-efficacy are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 12. Resilience moderates the positive relationships of gratitude and cooperation from the public on perceived social worth; the relationships become stronger when resilience is lower.

Hypothesis 12a. The indirect relationships of gratitude and cooperation from the public on emotional exhaustion via increased perceived social worth are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 12b. The indirect relationships of gratitude and cooperation from the public on job satisfaction via increased perceived social worth are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 12c. The indirect relationships of gratitude and cooperation from the public on prescribed task performance via increased perceived social worth are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 12d. The indirect relationships of gratitude and cooperation from the public on proactive customer service performance via increased perceived social worth are moderated by resilience; the indirect relationships become stronger when resilience is lower.

Hypothesis 12e. The indirect relationships of gratitude and cooperation from the public on

employee incivility via increased perceived social worth are moderated by resilience; the indirect relationships become stronger when resilience is lower.

The Moderating Role of Psychological Safety

Consistent with the COR theory (Hobfoll, 1989), strains and stresses can be reduced by having sufficient personal resources such as self-efficacy, favorable personalities, status, and social support and that conservation of resources can be achieved by shifting one's focus of attention and reappraising the situations and the value of resources. Therefore, it seems important not only to consider individual characteristics, but also working conditions as valuable resources. I propose that psychological safety, defined as "a sense of being able to show and employ one's self without fear of negative consequences to self-image, status, or career" (Kahn, 1990, p. 708), acts as a contextual resource that will alleviate the negative effects and strengthens the positive effect of interactions with the public and employees' outcomes. It is how work environment is perceived by employees: whether they feel safe in engaging in interpersonal risk taking such as speaking up, suggesting new ideas, and presenting themselves freely without the fear of being embarrassed, ridiculed, or punished by coworkers and supervisors. Edmondson (1999) suggests that feeling of psychological safety is described by interpersonal trust and mutual respect. Research has shown that psychological safety climate affects individual (Madjar & Ortiz-Walters, 2009) and firm performance (Baer & Frese, 2003). Also, psychological safety moderates the relationship between innovativeness and firm performance (Baer & Frese, 2003)

I argue that employees' response to customers' actions vary depending on their mental feeling of safety work environment. If they are exposed to supportive and trustworthy work climate in which they are confident that their coworkers and supervisors will not blame them for any problems and mistakes (Edmondson, 1999) arising from a customer contact, fewer personal resources will be dedicated to manage stressful events. As a result, negative impacts of such

adversity on employees' self-efficacy and perceived social worth should be reduced. Also, employees should still maintain their feelings of competence and value even when faced with hostile and problematic interaction with customers if they feel control over how they handle their job and work situations (Brown & Leigh, 1996). In contrast, if they are very concerned about how others will react to their work actions, their feelings of competence and social worth as well as their well-being and performance outcomes will be worse. Thus, I propose the following hypotheses;

Hypothesis 13. Psychological safety moderates the negative relationships of mistreatment and problematic demands from the public on self-efficacy; the relationships become weaker when psychological safety is higher.

Hypothesis 13a. The indirect relationships of mistreatment and problematic demands from the public on emotional exhaustion via decreased self-efficacy are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 13b. The indirect relationships of mistreatment and problematic demands from the public on job satisfaction via decreased self-efficacy are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 13c. The indirect relationships of mistreatment and problematic demands from the public on prescribed task performance via decreased self-efficacy are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 13d. The indirect relationships of mistreatment and problematic demands from the public on proactive customer service performance via decreased self-efficacy are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 13e. The indirect relationships of mistreatment and problematic demands from the public on employee incivility via decreased self-efficacy are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 14. Psychological safety moderates the negative relationships of mistreatment and problematic demands from the public on perceived social worth; the relationships become weaker when psychological safety is higher.

Hypothesis 14a. The indirect relationships of mistreatment and problematic demands from the public on emotional exhaustion via decreased perceived social worth are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 14b. The indirect relationships of mistreatment and problematic demands from the public on job satisfaction via decreased perceived social worth are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 14c. The indirect relationships of mistreatment and problematic demands from the public on prescribed task performance via decreased perceived social worth are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 14d. The indirect relationships of mistreatment and problematic demands from the public on proactive customer service performance via decreased perceived social worth are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

Hypothesis 14e. The indirect relationships of mistreatment and problematic demands from the public on employee incivility via decreased perceived social worth are moderated by psychological safety; the indirect relationships become weaker when psychological safety is higher.

With respect to positive experiences of interaction with the public, I argue that having more contextual resources such as psychological safety will enhance employees' self-efficacy and perceived social worth. Feeling psychologically safe at work when conditions are positive (high prevalence of gratitude and cooperation) enables employees to bring their own personality, styles, values, and feelings into their work (Kahn, 1990), resulting in increased belief about the self. Moreover, employees who experience more pleasant customer encounters would be more motivated to invest and build up their resources in climates that are more supportive and risk-free. These increases in their internal resources facilitate employees to commit to work, be more creative by initiating new ideas (Baer & Frese, 2003; Edmonson, 1999; Kahn, 1990), and mitigate emotional drain. If employees fear negative judgment and repercussions from coworkers and supervisors even though they experience positive interactions with customers, they may not

fully be themselves and performing works they would like to, which can affect their level of self-efficacy and social worth. All in all, I posit that when gratitude and cooperation from customers are high, service employees who feel a certain degree of psychological safety may feel capable and worthwhile, thus free to experiment and use their own judgment to proactively develop solutions to better serve customers. Therefore, I propose the following hypotheses.

Hypothesis 15. Psychological safety moderates the positive relationships of gratitude and cooperation from the public on self-efficacy; the relationships become stronger when psychological safety is higher.

Hypothesis 15a. The indirect relationships of gratitude and cooperation from the public on emotional exhaustion via increased self-efficacy are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 15b. The indirect relationships of gratitude and cooperation from the public on job satisfaction via increased self-efficacy are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 15c. The indirect relationships of gratitude and cooperation from the public on prescribed task performance via increased self-efficacy are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 15d. The indirect relationships of gratitude and cooperation from the public on proactive customer service performance via increased self-efficacy are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 15e. The indirect relationships of gratitude and cooperation from the public on employee incivility via increased self-efficacy are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 16. Psychological safety moderates the positive relationships of gratitude and cooperation from the public on perceived social worth; the relationships become stronger when psychological safety is higher.

Hypothesis 16a. The indirect relationships of gratitude and cooperation from the public on emotional exhaustion via increased perceived social worth are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 16b. The indirect relationships of gratitude and cooperation from the public on job satisfaction via increased perceived social worth are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 16c. The indirect relationships of gratitude and cooperation from the public on prescribed task performance via increased perceived social worth are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 16d. The indirect relationships of gratitude and cooperation from the public on proactive customer service performance via increased perceived social worth are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Hypothesis 16e. The indirect relationships of gratitude and cooperation from the public on employee incivility via increased perceived social worth are moderated by psychological safety; the indirect relationships become stronger when psychological safety is higher.

Chapter 3: Methodology

Overview

This study involved two phases. First, we developed self-report measures of the employee interactions with customers by consulting existing measures in the related literature and collecting additional data from working employees. To select items, I used two expert rater methods proposed by Schriesheim, Cogliser, Scandura, Lankau & Powers (1999) and Hinkin & Tracey (1999) to assess the content adequacy of the items. After reducing the number of items based on expert ratings, I used data collected from service employees working for 30 organizations in Thailand to conduct confirmatory factor analyses (CFAs), using multilevel analyses to test the hypotheses. Only CFAs were conducted because the four-factor structure proposed in this dissertation is theoretically derived and most items rely on the pre-existing scales with minor modifications. Two surveys were used: the first survey was completed by employees and the second survey, assessing employees' behaviors and performance, was completed by their supervisors. The surveys were hand distributed and marked with unique codes for every respondent and group. Sample demography and response rates are provided below, and the results of the hypotheses are provided in Chapter 4.

Scale Development

After constructing a clear articulation of the conceptual framework, I developed and validated scale measures for employee interactions with customers based on pervasive literature in scale development such as Nunnally & Bernstein (1994), MacKenzie, Podsakoff & Podsakoff (2011), and Hinkin (1995) (Table 1). In the first step, the theoretical definitions, a review of literature, and a survey completed by working professionals based on the four-factor distinction generated the scale items. Content validity assessment of the items and scale refinement

followed. Translation of the survey items into Thai language used back translation procedures suggested by Brislin (1970). Finally, the survey was launched to the study sample to assess convergent and discriminant validity of the scales.

Item Generation

The objective of the first step was to generate a sufficient number of items to tap the conceptual domain of each type of employee interactions with customers. Items were generated by two methods. First, a thorough review of previous research and scales (see Appendix B) used to assess employee-customer interactions, such as customer mistreatment, customer injustice, customer support, service relationships, and customer citizenship behaviors, shaped the generation of items. The scale consists exclusively of items that are relevant to the definitions of interaction with customers in this study (mistreatment, gratitude, cooperation, and problematic demands from customers). Some items taken from preexisting instruments were altered as needed to conform to the conceptual definitions of interaction with customers in this study. I noted earlier that this research addresses valence and content dimensions forming four types of employees' interactions with customers. Therefore, constructs and scale items in the literature that fail to specify valence (i.e., whether it is good or harmful to employees) were not considered. This method generated 42 items.

Table 1

Scale Development and Validation Process

	Steps	
Stage 1	<pre> graph TD A[Conceptual Framework] --> B[Item Generation] B --> C[Item development] C --> D[Content validity] D --> E[Questionnaire Administration] </pre>	<ul style="list-style-type: none"> • Literature review • From theories relevant to constructs • From other instruments • Item wording • Deciding the number of items • Scaling • Matching items using a panel of judges • Item reduction • Translation • Pilot test • Data collection
Stage 2	<pre> graph TD A[Validity] --> B[Reliability] </pre>	<ul style="list-style-type: none"> • Confirmatory factor analysis (CFA) • Internal consistency

The second step involved identifying 47 unique employees' experiences of grateful, cooperative, and problematic interactions from surveys using a sample of Amazon's Mechanical Turk (Mturk) (a web-based application that provides instant access to workers) who reported that their jobs involved interacting with customers or clients (see Appendix C). This procedure did not address mistreatment because prior research identified sufficient items related to this interaction type. One survey each for grateful, cooperative and problematic interactions asked participants to describe specific incidents they experienced with customers or clients over the preceding 12 months in which customers were, respectively, grateful or cooperative or expressed problematic demands. Participants were paid 15 cents for their participation in the study. Seventy five surveys were launched and 75 adults (Mean age = 32.01; 64% male) completed the survey. Of the 75 respondents, 22.66 % are from retail, 17.33% are professional & technical service employees (legal, accounting, etc.), 9 % are health care and social services employees, 9.3% are hospitality & tourism employees, and the rest are from education services, personal care, real estate, and others. Respondents for each type of interactions were from diverse occupational sectors. Eight responses were incomplete and thus were not usable. Incidents that are irrelevant to the definition of interactions with customers were ignored (e.g., a few respondents shared their experiences as a customer not as an employee).

Item Development

Following the literature (e.g., MacKenzie et al., 2011), items were screened for redundancy and abstraction. Items from preexisting scales were chosen over similar items generated by the surveys were similar. For example, some items describing service encounter with customers who "told me thanks" and "expressed their gratitude by thanking me" are very similar. In these cases, one item capturing the essence of the interaction was selected. In

addition, more concrete items (e.g., “I was brought some homemade fudge by a client to thank me for my service,” “I had residents at the facility I worked at offer me treats, drinks, etc. in appreciation for the work I did for them and the time I spent chatting with them” were put inside a broader and more abstract item of “Customers or clients I interacted with expressed their gratitude by giving me gifts (e.g., flowers, gift cards, fruit baskets, sweets).” This procedure, following recent papers in scale development such as Skarlicki et al. (2008), Ferris et al. (2008), and Maynes & Podsakoff (2014), shortened the list of survey items to 38 items (mistreatment = 10, gratitude = 8, problematic demands = 10, and cooperation = 10) (see Appendix D).

Content Validity

For content validation of these 38 items, I conducted two studies using content experts, following procedures conducted by Maynes & Podsakoff (2014). In the first study, fifteen PhD students and a faculty member in management and psychology assessed each item for consistency with the overall dimensions of interaction with the public (i.e., affect-based versus task-based and positive versus negative). Experts were instructed to provide ratings along two dimensions: content (affective and task-based) and valence (positive and negative). The experts were asked to rate each survey item twice—once regarding valence by indicating the extent to which experiences are negative (-3 for highly negative) or positive (3 for highly positive), and once regarding content by indicating the extent to which interaction experiences are task-based or affective (ranging from 0 = not at all to 6 = the highest degree).

Results. Aggregated results from this assessment (Table 2) indicate that items regarding mistreatment are negative ($M = -2.10$, $SD = .73$) and affect-based ($M = 6.34$, $SD = .93$); items regarding gratitude are positive ($M = 2.25$, $SD = .26$) and affect-based ($M = 5.83$, $SD = .68$); items regarding problematic demands are negative ($M = -1.52$, $SD = .61$) and task-based ($M =$

4.62, SD = .62); and items regarding cooperation are positive (M = 2.00, SD = .63) and task-based (M = 5.88, SD = .68). Overall, these findings are consistent with my conceptual framework of interactions with customers.

Table 2

Mean Ratings of Survey Items Obtained from Study 1 of Content Validity Assessment

Type	Positive(+) /Negative (-)		Affective-based		Task-based	
	M	SD	M	SD	M	SD
Mistreatment	-2.10	.73	6.34	.93	1.65	1.17
Gratitude	2.25	.26	5.83	.68	2.85	.84
Problematic demands	-1.52	.61	2.58	.73	4.62	.62
Cooperation	2.00	.82	2.09	.70	5.88	.68

Note. Items were rated on a 7-point scale from -3 (negative) to 3 (positive) for valence dimension, and from 0 (not at all) to 6 (to a great extent) for content dimension.

The second content validity assessment employed 17 different PhD students and one faculty member in management and psychology to rate the extent to which each item captures the conceptual definitions of each type of interactions with customers. In this procedure, I constructed a matrix in which definitions of four types of interaction were listed at the top of the columns and the items were listed in the rows (See Appendix E). Next, raters were asked to rate the extent to which each item captures the appropriate definition using a 7-point Likert scale ranging from 1 (the survey item does not capture the conceptual definition at all) to 7 (the survey item completely captures the conceptual definition).

Table 3

Mean Ratings of Survey Items Obtained from Study 2 of Content Validity Assessment

	Mean ratings				Standard deviation of ratings			
	MT	GT	PB	CP	MT	GT	PB	CP
Mistreatment	6.00	1.01	1.58	1.04	1.44	.07	1.05	.28

Gratitude	1.01	6.51	1.00	1.54	.17	1.25	.00	.76
Problematic demands	1.48	1.00	6.00	1.19	.56	.00	1.46	.80
Cooperation	1.08	1.43	1.12	6.07	.80	1.69	.74	2.02

Note. Items were rated on a 7-point scale from 1 (not at all) to 7 (completely) for MT, GF, PB, and CP. MT = Mistreatment; GF = Gratitude; PB = Problematic demands; CP = Cooperation.

Results. Summary results, reported in Table 3, indicate that the mistreatment (MT) items were captured by the definition of customer mistreatment but not the other types of employee-customer interaction (mean ratings for MT = 6.00, GT = 1.01, PB = 1.58, CP = 1.04); gratitude (GT) items were captured by the definition of gratitude from customers but not the other types (mean ratings for GT = 6.51, MT = 1.01, PB = 1.00, CP = 1.54); problematic demands (PB) items were captured by the definition of problematic demands but not the other types (mean ratings for PB = 6.00, MT = 1.48, GT = 1.00, CP = 1.19); and cooperation (CP) items were captured by the definition of cooperation from customers but not the other types (mean ratings for CP = 6.07, MT = 1.08, GT = 1.48, PB = 1.12).

All in all, these two studies suggested that the items possess adequate content validity. However, items (see Appendix D), for which mean ratings of task-based versus affect-based or positive versus negative were similar were excluded from the scale (i.e., Item 8 has mean ratings for task-based = 4.50 and for affect-based = 5.03; Item 10 has mean ratings for task-based = 3.46 and for affect-based = 3.9; Item 13 has mean ratings for task-based = 3.4 and for affect-based = 4.34; Item 17 has mean ratings for task-based = 4.67 and for affect-based = 5.53; Item 27 has mean ratings for task-based = 4.67 and for affect-based = 3.33; Item 28 has mean ratings for task-based = 4.8 and for affect-based = 3.1; Item 33 has mean ratings for task-based = 3.83 and for affect-based = 3.23; Item 37 has mean ratings for task-based = 3.35 and for affect-based = 3.84). In addition, five items for mistreatment, cooperation, and problematic demands rated by

many experts as neutral (mean ratings of valence for Item 7 = -0.5, Item 20 = 0.5, Item 25 = 0.4, Item 35 = -0.4 and Item 38 = -0.5) were excluded from the scale. The resulting scales contained 25 items that have substantive validity (see Table 4).

Table 4

Resulting Items from Content Validity Assessment (used for CFA)

Mistreatment (Affective Negativity)	Gratitude (Affective Positivity)
MT1: I had to interact with customers who yelled at me.	GF1: I interacted with customers or clients who explicitly valued my work effort.
MT2: I had to deal with customers who used condescending language (e.g., “You are an idiot”).	GF2: Customers or clients I interacted with expressed their gratitude by thanking me.
MT3*: Customers or clients I interacted with spoke aggressively to me.	GF3*: Customers or clients I interacted with expressed their appreciation for my service by giving me gifts (e.g., flowers, gift cards, fruit baskets, etc.)
MT4: I interacted with customers or clients who made curt statements toward me.	GF4: Customers or clients I interacted with expressed compliments about my services.
MT5: I had to interact with customers who used inappropriate gesture/body language.	GF5: My customers informed my company about the great service they received from me.
MT6: Customers or clients I interacted with took out their anger or frustration on me.	GF6: Customers expressed their willingness to extend or continue services (e.g., “I’ll be using your service again.”)
MT7: My customers or clients criticized me in front of my colleagues or supervisors.	
Problematic demands (Task-based Negativity)	Cooperation (Task-based Positivity)
PB1*: I had to deal with customers’ requests that were unclear.	CP1*: Customers or clients I interacted with let me know of ways that I can improve services and better serve their needs.
PB2: My customers demanded services that I could not deliver.	CP2: Customers or clients I interacted with did things to make my job easier.
PB3: Customers or clients I interacted with made demanding or unreasonable requests.	CP3: I interacted with customers or clients who adapted to my working process.
PB4: Customers’ instructions complicated my work.	CP4: Customers or clients I interacted with followed my instructions or recommendations.
PB5: It was difficult to make arrangements with customers (e.g., making changes, cancelling meetings).	CP5: I interacted with customers or clients who provided the information necessary for me to do my job.
PB6: My clients made demands that did not follow what was agreed on.	CP6: My customers carefully observed the rules and policies of our business.

Note. *These items were removed from the final scale for hypothesis testing analyses because of their cross loadings onto another factor.

Since items for interaction with customer scale are attempting to measure frequency of employees' experiences during service interaction, response options were presented on a 7-point scale from 1 = never, 2 = a few times, 3 = once every month, 4 = once every week, 5 = once every day, 6 = a few times a day, and 7 = more than 3 times a day.

Data Collection and Sample

To ensure variance in an employee's experience interacting with customers, it was important to sample multiple occupations. Data were collected from employees who deal with customers, clients or citizens working for 65 work groups within 30 organizations in Thailand (15 organizations from a business sector and 15 organizations from a government sector). Each survey questionnaire provided a brief introduction to the study as well as information about confidentiality. Respondents were asked to provide consent to participate in the study. The questionnaire was constructed in two parts: employee's self-ratings (see Appendix F) and supervisor's ratings of employee behaviors and performance (see Appendix G). A total of 469 pairs of questionnaires were distributed and 403 pairs of completed questionnaires (both from employees and supervisors) were obtained, yielding a response rate of 86%. Workers in various industries comprised the sample, including government (41.7%), hospitality (39%), retails (13.2%), health service/spa (3.2%) and finance (3%). The structure of the organizations meant that one or more subordinates reported to a single supervisor in one workgroup. In this study, the number of respondents for any given supervisor ranged from 1 to 19, with an average group size of 6.2 (SD = 3.7). There were 65 supervisors and 403 subordinates, for a total of 403 supervisor-subordinate dyads. Of the subordinates, 36.2% were men, and 63.8% were women. The mean

age of the subordinates was 32.55 years (SD = 8.2), and their mean organizational tenure was 5.14 years (SD = 5.93).

Measures

Predictors

Employees reported their experiences of interaction with customers; mistreatment, gratitude, problematic demands, and cooperation, using a 7-point scale (1 = never, 2 = a few times, 3 = once a month, 4 = once a week, 5 = once a day, 6 = a few times a day, and 7 = more than 3 times a day). The scale consisted of 25 items. Examples of the items are: “During the past 6 months, please indicate how often your interaction with customers (or clients, citizen) could be described as follows; “I interacted with customers who yelled at me”, “Customers I interacted with expressed their gratitude by thanking me”, “Customers’ instructions complicated my work”, and “I interacted with customers who provided the information necessary for me to do my job.”

Mediators

Perceived self-efficacy was measured with the Thai version 10-item 7-point (1 = strongly disagree, 7 = strongly agree) of the General Self-Efficacy scale by Schwarzer, R., & Jerusalem, M. (1995). Sample items are: “I am confident that I could deal efficiently with unexpected events” and “I can usually handle whatever comes my way.” *Perceived social worth* was measured using the 3-item 7-point scale (1 = strongly disagree, 7 = strongly agree), adapted from Grant & Gino (2010). The three items are: “I feel valued as a person by customers or clients”, “I feel appreciated as an individual by customers or clients”, and “I feel that I make a positive difference in customers’ or clients’ lives.”

Moderators

Employees rated their *perspective-taking* efforts with the 4-item 7-point scale (1 = strongly disagree, 7 = strongly agree), developed by Grant and Berry (2011). The items include: “On the job, I frequently try to take customers’ perspectives,” “At work, I often imagine how customers are feeling,” “On the job, I make an effort to see the world through customers’ eyes,” and “At work, I regularly seek to understand customers’ viewpoints.” *Resilience* was measured using the 10-item 7-point Likert scale from the Ego-Resiliency Scale (Block & Kremen, 1996). Sample items include “I quickly get over and recover from being startled,” “I usually succeed in making a favorable impression on people,” and “I enjoy dealing with new and unusual situations.”

Psychological safety was measured by the 3-item 7-point scale (1 = strongly disagree, 7 = strongly agree) taken from Baer & Frese (2003). Internal consistency reliability of this 3-item scale was satisfactory (Cronbach’s alpha = .73). I note that the original scale of Baer & Frese contained 6 items, but these 6 items produced low reliability (Cronbach’s alpha = .56). However, the original 6-item scale contains a mixture of three positive-worded and three negative-worded items, which can cause confusion and erroneous responses. The problem associated with using this mixed-worded scale can be also influenced by cultural norms or values. Many studies have found separate positive-worded and negative-worded factors in East Asia countries for one-dimensional measures of psychological functioning such as optimism and anxiety for Americans (e.g., Cheng & Hamid, 1997; Lai & Yue, 2000; Suzuki, Tsukamoto, & Abe, 2000). Therefore, it is conceivable that the low reliability of psychological safety scale in this research might be due to acquiescence bias, defined as the tendency to agree (disagree) with items irrespective of content (Couch & Kenniston, 1960). Wong, Rindfleisch, & Kaplan (2003) revealed that Thailand

has a substantially higher level of acquiescence as compared to the U.S., Singapore, Korea, and Japan. As suggested by Wong et al. (2003), this type of bias is observed by the weak correlations between positively wording items and negatively wording items on average (in this research, $r = -.12$). Therefore, the three positive-worded items were used because they yielded the highest reliability (Cronbach's alpha = .73). The items are "In our organization one is free to take risks," "The people in our organization value others' unique skills and talents," and "As an employee in our organization one is able to bring up problems and tough issues."

Outcome variables

I measured employees' *emotional exhaustion* using the Thai version of 9-item 7-point scale (1 = never, 7 = everyday) of the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1986) (e.g., "I feel emotionally drained from work," and "I feel frustrated by my job").

Job satisfaction was measured with the Thai version of 5-item 7-point scale of the Overall Job Satisfaction (OJS) (1 = strongly disagree, 7 = strongly agree) developed by Brayfield and Rothe's (1951). The items, for example, include "I feel fairly satisfied with my present job," "Most days I am enthusiastic about my work," and "I feel real enjoyment in my work."

Supervisors were asked to evaluate their employees' *prescribed task performance* using the Thai version of Williams and Anderson (1991)'s 6-item 7-point scale (1 = strongly disagree, 7 = strongly agree). Sample items include, "This employee fulfills all the responsibilities specified in his/her job description," "This employee consistently meets the formal performance requirements of his/her job," and "This employee adequately completes all of his/her assigned duties."

Supervisors were asked to evaluate their employees' *proactive customer service performance* using the 7-item 7-point scale (1 = strongly disagree, 7 = strongly agree) developed by Rank et al. (2007). Sample items include "Anticipates issues or needs customers might have and proactively develops solutions" and "Uses own judgment and understanding of risk to determine when to make exceptions or improvise solutions."

Supervisors were asked to assess their *employee incivility* behaviors toward customers using the 3-item 5-point scale (1 = Never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always) developed by van Jaarsveld et al. (2010). The items are "This employee treated the customer with respect," "This employee got blunt with a customer," and "This employee escalated his or her tone of voice toward a customer."

Control variables. Research has shown that gender, age, job tenure and personalities (i.e., agreeableness and neuroticism) can influence work-related outcomes (e.g., Bowen, Swim, & Jacobs, 2000; Hochschild, 1989; Waldman & Avolio, 1986). I controlled for the effects of age, agreeableness, and neuroticism on all endogenous variables. I excluded from the analysis organizational tenure which was highly correlated with age ($r = .70, p < 0.01$), and gender that was not correlated with other variables in the study.

Translation Procedure

All scales used in this study were originally developed in the English language. Where Thai versions of the scales were not available, the scales (i.e., interactions with the public, perceived social worth, perspective-taking, resilience, psychological safety, proactive customer service performance, and employee incivility) were translated and back-translated by bilingual Thai-English speakers. The questionnaire was pretested with a sample of 19 employees representing the same industries as the actual sample (i.e., 58% from hospitality, 42% from

government; 31 % male, 69 % female; mean of age = 38.36 years; mean of tenure = 6.8 years). The pre-test questionnaire was well received. Internal consistency reliabilities were all high ranging from .80 to .95. The pretest group suggested only editorial changes which were incorporated into the final questionnaire.

Analytical Strategy

Due to the nested nature of the data collected (employees nested in a supervisor or a work group), hypotheses were tested with multilevel (2-level) structure equation modeling (MSEM) using Mplus version 7.11 and following Preacher and colleagues' recommendations for testing multilevel mediation (Preacher, Zyphur, & Zhang, 2010; Preacher, Zhang, & Zyphur, 2011). The MSEM approach allows within-group variance and between-group variance to be examined simultaneously by partitioning the variances of variables into two components: the individual-level variances (level 1) and the group-level variances (level 2). Therefore, this approach offers less biased results. Further, MSEM allows for simultaneous estimation of the parameters in the mediation model, offering more robust estimates of standard errors of parameters than piecemeal approaches (see Preacher et al., 2010). Moreover, this integrative approach in examining a combined form of mediation and moderation while taking into account Level 2 effect makes this approach superior to examining moderation and mediation in a separate fashion. This is because MSEM does not require multiple stages of analysis and offers results that are less biased.

To test the main effects, outcome variables (i.e., emotional exhaustion, job satisfaction, prescribed task performance, proactive customer service performance, and employee incivility) were modeled as a function of four predictors (i.e., mistreatment, gratitude, problematic demands and cooperation). To test mediating effects, outcome variables were modeled as a function of four types of interaction with customers and mediators (i.e., self-efficacy and perceived social

worth). Also, mediators were modeled as a function of four types of interaction with customers. Because the bootstrapping method of re-sampling is not feasible in multilevel modeling (Preacher & Selig, 2012), mediation at the individual level was tested via a Monte Carlo simulation method following Preacher & Selig (2012) (using R software). Finally, to test the moderated mediation hypotheses, I estimated the same models as the mediation model that included resilience, perspective-taking, and psychological safety as level-1 moderators between the predictors and mediators (the first-stage moderated mediation) at higher (+1 SD) and lower levels (-1 SD) of moderators. To pursue these analyses I used Bauer et al.'s (2006) method and the Monte Carlo approach for constructing the confidence intervals using R software. For the moderated mediation models, the predictors were centered at each unit's mean value (group-mean centered).

Chapter 4: Results

Test of Hypothesis 1 (Confirmatory Factor Analyses)

To test Hypothesis 1, which proposed that interaction with customers organized by valence and content into four types are empirically distinct, I performed a series of CFAs to confirm the proposed four-factor structures of the employee interactions with the public, based on the maximum likelihood for estimation using Mplus version 7.11. I compared four different models to determine the fit of the measurement models for the interaction with customers' items. The first model was a single-factor solution that subsumed all of the interaction with customers' items. The second model was a two-factor solution in which the first factor subsumed all negative items (mistreatment and problematic demands) and the second factor subsumed all positive items (gratitude and cooperation). The third model was a two-factor solution in which the first factor subsumed all affective items (mistreatment and gratitude) and the second factor subsumed all task-related items (problematic demands and cooperation). The fourth model was a three-factor solution in which the first factor subsumed all negative items (mistreatment and problematic demands), the second factor was grateful interaction items, and the third factor was cooperative interaction items. The fifth model was the hypothesized four-factor solution. All factors were allowed to correlate.

To select the best-fit model, I examined chi-squared differences and other goodness-of-fit indicators ranging from Comparative Fit Index (CFI), Tucker-Lewis index (TLI), root mean square error of approximation (RMSEA), and standard root mean square residual (SRMR). Hu and Bentler (1999) suggested for continuous data the following guidelines for acceptable model fit: (a) SRMR values are close to .08 or below; (b) RMSEA values are close to .06 or below; and

(c) CFI and TLI values are close to .95 or greater. Then, I used modification indices to re-specify the model to achieve the best –fit final model.

Table 5 shows a goodness of fit indices of the single-, two-, three-, four-factor, and final models. The goodness of fit indices of all models except the hypothesized model were bad, such that none of the indices achieved the suggested cutoff values. Changing from the three-factor to the four-factor model significantly decreased chi-square ($\Delta \chi^2 = 480.32$, $\Delta df = 3$, $p < 0.001$), suggesting that the four-factor model fits the data better than the three-factor model. Other goodness of fit indices also supported the best fitting of the four-factor model, where all the indices are close to the cutoff values suggested by Hu and Bentley (1999).

Therefore, model comparison reveals that the four-factor model was best fitted among the five models; I used this four-factor model for further analysis. The modification indices of the four-factor model were examined to improve the model. The modification indices suggested that MT3 (see Table 4) (“Customers or clients I interacted with spoke aggressively to me.”), GT3 (“Customers or clients I interacted with expressed their appreciation for my service by giving me gifts.”), CP1 (“Customers or clients I interacted with let me know of ways that I can improve services and better serve their needs.”), and PB1 (“I had to deal with customers’ requests that were unclear.”) cross-loaded onto another factor. Therefore, I decided to drop these four items from the model to eliminate problems in the solution and improve the fit indices. Between the four-factor model and the final model, there was a significant deduction of chi-square ($\Delta \chi^2 = 379.65$, $\Delta df = 88$, $p < 0.001$). These results support discriminant validity of the scale.

Table 5

Model Fit Indices and Model Comparisons

Model	<i>df</i>	χ^2	CFI	TLI	RMSEA	SRMR
1. 1-factor	275	3179.02	.50	.46	.16	.16
2. 2-factor	274	2547.42	.61	.57	.14	.16
3. 2-factor	274	1905.19	.72	.69	.12	.10
4. 3-factor	272	1231.49	.83	.82	.09	.07
5. 4-factor	269	751.17	.92	.91	.07	.05
6. 4-factor (final)	181	371.52	.96	.95	.04	.05

Note. *N*= 403, CFI= Comparative fit index, TLI= Tucker Lewis index, RMSEA= Root mean square error of approximation, SRMR= Standardized root mean square residual.

Table 6

Standardized Factor Loadings of the Modified Final Model (Four Factors)

Constructs / items	Factor loadings
Mistreatment (average variance extracted)	(.61)
1. I had to interact with customers who yelled at me.	.74
2. I had to deal with customers who used condescending language (e.g., “You are an idiot”).	.78
3. I interacted with customers or clients who made curt statements toward me.	.83
4. I had to interact with customers who used inappropriate gesture/body language.	.80
5. Customers or clients I interacted with took out their anger or frustration on me.	.80
6. My customers or clients criticized me in front of my colleagues or supervisors.	.75
Gratitude (average variance extracted)	(.53)
1. I interacted with customers or clients who explicitly valued my work effort.	.76
2. Customers or clients I interacted with expressed their gratitude by thanking me.	.76
3. Customers or clients I interacted with expressed compliments about my services.	.79
4. My customers informed my company about the great service they received from me.	.66
5. Customers expressed their willingness to extend or continue services (e.g., “I’ll be using your service again.”)	.67
Problematic demands (average variance extracted)	(.62)
1. My customers demanded services that I could not deliver.	.80
2. Customers or clients I interacted with made demanding or unreasonable requests.	.89
3. Customers’ instructions complicated my work.	.83
4. It was difficult to make arrangements with customers (e.g., making changes, cancelling meetings).	.74
5. My clients made demands that did not follow what was agreed on.	.66
Cooperation (average variance extracted)	(.55)
1. Customers or clients I interacted with did things to make my job easier.	.72

2.	I interacted with customers or clients who adapted to my working process.	.80
3.	Customers or clients I interacted with followed my instructions or recommendations.	.78
4.	I interacted with customers or clients who provided the information necessary for me to do my job.	.75
5.	My customers carefully observed the rules and policies of our business.	.66

Note. All factor loadings are significant at $p < 0.001$.

Table 6 shows the standardized factor loadings of all four factors of the final model, suggesting convergent validity. All factor loadings were quite high and significant (all p values < 0.001), with the exception of four items below .70 but above .65), and the average variance extracted value for each type of interaction with customer was above Fornell and Larcker's (1981) suggested cutoff of .50. Overall, these results provide substantial support for the convergent and discriminant validity of the items and overall scale of interaction with customers.

Tests of Main, Mediating, and Moderating Hypotheses

Table 7 shows the means, standard deviations, correlations, and estimated reliabilities of the variables. In order to account for the non-independent nature of the data, I conducted analyses using multilevel structural equation modeling (MSEM) (Preacher et al., 2010) with a two-level nested model (employee at level-1 and work group or supervisor at level-2). I checked to see if there was variation between supervisors in the predictors, mediators, and outcomes by running null models with no predictors and computing an intraclass correlation coefficient (ICC). The test results show significant between-supervisor variances on mistreatment (ICC1 = .35), problematic demands (ICC1 = .22), gratitude (ICC1 = .20), cooperation (ICC1 = .16), self-efficacy (ICC1 = .10), perceived social worth (ICC1 = .12), emotional exhaustion (ICC1 = .07), job satisfaction (ICC1 = .12), prescribed task performance (ICC1 = .30), proactive customer service performance (ICC1 = .45), employee incivility (ICC1 = .41). These ICCs suggested that difference in work groups is accountable for 35%, 22%, 20%, 16%, 10%, 12%, 7%, 12%, 30%,

45%, and 41% of variances in mistreatment, problematic demands, gratitude, cooperation, self-efficacy, perceived social worth, emotional exhaustion, job satisfaction, prescribed task performance, proactive customer service performance, and customer incivility, respectively.

Results for Main Effects

Hypotheses 2a to 2e posited that mistreatment, gratitude, problematic demands and cooperation would be associated with employees' well-being and behavioral outcomes. To test these hypotheses, I included all four predictors to simultaneously predict outcomes. The model shown in Figure 3 provided the following fit indices; $\chi^2/df = 2.1$, RMSEA = .05, CFI = .92, TLI = .87, SRMR_(within) = .05. As expected, both mistreatment ($\gamma = .59, p < .01$) and problematic demands ($\gamma = .23, p < .05$) were positively related to emotional exhaustion, however, only gratitude ($\gamma = -.20, p < .01$) but not cooperation ($\gamma = -.11, p > .05$), was negatively related to emotional exhaustion, offering partial support for Hypothesis 2a (i.e., not all hypothesized associations were significant). Similarly, both gratitude ($\gamma = .24, p < .01$) and cooperation ($\gamma = .14, p < .01$) were positively related to job satisfaction, while mistreatment ($\gamma = -.29, p < .01$) but not problematic demands ($\gamma = -.13, p > .05$), was negatively related to job satisfaction, offering partial support for Hypothesis 2b.

Hypotheses 2c posited that each type of interaction with customers would be related to employees' prescribed performance. In contrast to predictions, none of mistreatment ($\gamma = .05, p > .05$), problematic demands ($\gamma = -.02, p > .05$), gratitude ($\gamma = .04, p > .05$), and cooperation ($\gamma = .01, p > .05$) were significantly related to prescribed job performance. Therefore, Hypothesis 2c was not supported.

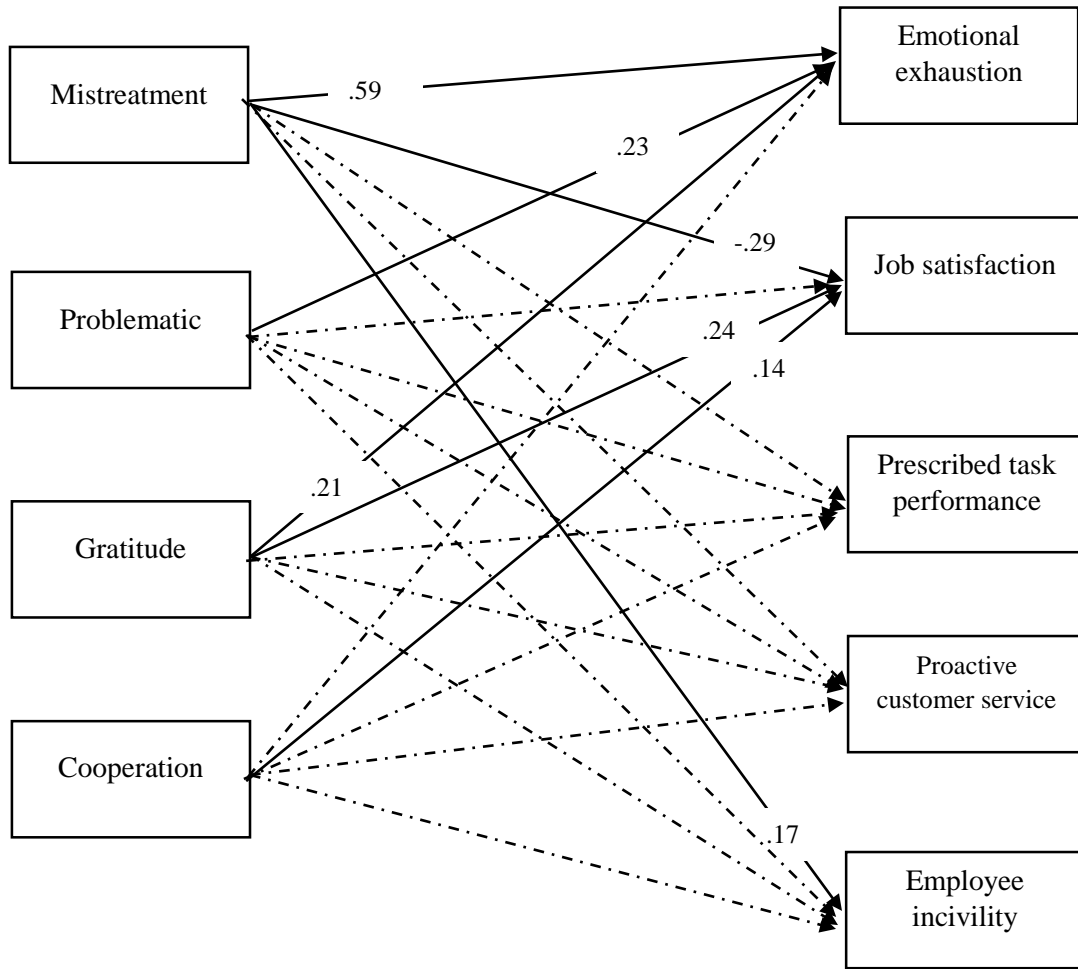
Table 7
Descriptive Statistics and Correlations

Variable	M (SD)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Mistreatment	1.59 (.70)	.90																		
2. Problematic demands	2.01 (.92)	.62	.89																	
3. Gratitude	2.92 (1.10)	.12	.26	.86																
4. Cooperation	2.80 (1.12)	.20	.31	.49	.86															
5. Resilience	5.39 (.81)	-.07	.02	.20	.18	.87														
6. Perspective-taking	5.72 (1.15)	-.31	-.17	.11	.12	.44	.95													
7. Psychological safety	4.99(1.01)	-.11	.01	.18	.21	.35	.26	.73												
8. Self-efficacy	5.00(.99)	-.11	.02	.17	.19	.59	.38	.36	.93											
9. Perceived social worth	5.06(1.12)	-.14	.02	.33	.30	.48	.51	.36	.52	.92										
10. Emotional exhaustion	2.60(1.47)	.34	.27	-.11	-.06	-.19	-.45	-.11	-.18	-.23	.94									
11. Job satisfaction	5.50(1.06)	-.17	-.08	.24	.19	.38	.41	.25	.26	.36	-.52	.92								
12. Job performance	5.40(.99)	-.02	-.03	.03	.05	-.02	.07	.09	.02	.05	-.06	.05	.82							
13. Proactive customer service	5.41 (.98)	-.03	.01	.08	.14	.09	.23	.12	.19	.19	-.20	.12	.58	.85						
14. Employee incivility	1.65 (.74)	.15	.02	-.07	-.08	-.16	-.29	-.10	-.12	-.22	.16	-.12	-.40	-.53	.93					
15. Age	32.55 (8.2)	-.27	-.23	-.12	-.14	-.08	.07	.02	.11	.01	-.17	.05	.09	.07	.06					
16. Gender ^a	1.64 (.48)	-.01	-.09	-.11	.06	.00	.01	.03	-.04	.00	.06	-.03	.02	.01	-.02	-.07				
17. Tenure	5.14 (5.9)	-.19	-.24	-.05	-.07	-.10	.09	.06	.07	.02	-.08	.05	.09	.06	.08	.67	.09			
18. Agreeableness	5.08 (.89)	-.08	-.06	.06	.06	.21	.26	.09	.11	.19	-.20	.23	.15	.11	-.18	.00	.04	-.01	.86	
19. Neuroticism	3.21 (1.40)	.15	.09	-.05	-.01	-.21	-.24	-.03	-.16	-.14	.29	-.25	-.08	-.08	.12	-.09	.02	-.06	-.56	.85

Note. $N = 403$; correlations stronger than or equal to $\pm .10$ are significant at $p < .05$; correlations stronger than or equal to $\pm .13$ are significant at $p < .01$. Internal consistency reliabilities are displayed along the diagonal.

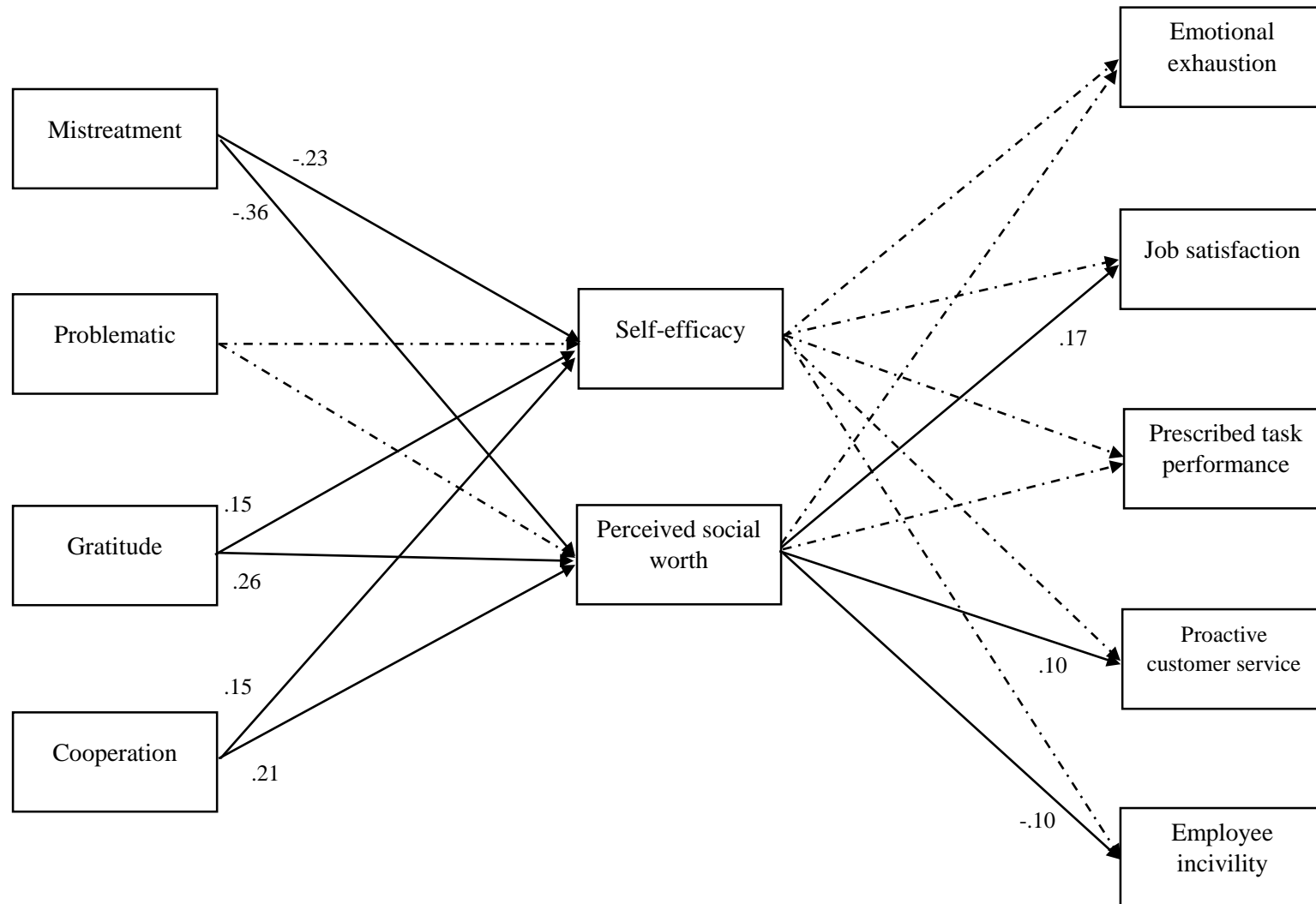
^aCoded: 1 = male, 2 = female.

Figure 3. Structural Model for Main Effects



Note: Unstandardized paths; dashed lines represent $p > .05$

Figure 4. Structural Model for Mediation Effects



Note: Unstandardized paths; dashed lines represent $p > .05$

Hypotheses 2d posited that each type of interaction with customers would be associated with proactive customer service performance. In contrast to predictions, none of mistreatment ($\gamma = -.04, p > .05$), problematic demands ($\gamma = -.02, p > .05$), gratitude ($\gamma = .04, p > .05$), and cooperation ($\gamma = .06, p > .05$) were significantly related to proactive customer service performance. Thus, Hypothesis 2d was not supported.

Hypothesis 2e posited that mistreatment, gratitude, problematic demands and cooperation would be associated with employee incivility. The results show that only mistreatment was positively related to employee incivility ($\gamma = .17, p < .01$), offering partial support for Hypothesis 2e.

Results for Mediating Effects

The result of this analysis that included all predictors, mediators and outcomes as well as control variables provided the following fit indices; $\chi^2/df = 2$, RMSEA = .05, CFI = .92, TLI = .86, SRMR_(within) = .04. Hypotheses 3 (3a – 3e) proposed that self-efficacy would mediate the relationships between each type of interaction with customers and outcomes. For linkages between each type of interaction with customers and self-efficacy, Figure 4 shows that mistreatment ($\gamma = -.23, p < .05$), gratitude ($\gamma = .15, p < .05$) and cooperation ($\gamma = .15, p < .05$) were related to self-efficacy. Exposure to problematic demands was not associated with self-efficacy ($\gamma = .07, p > .05$). It seems that those employees who encounter high levels of positive experiences with customers tend to feel more self-efficacious, whereas only employees who encounter higher levels of mistreatment (but not problematic demands) from customers feel less competent. For linkages between self-efficacy and five employee outcomes, none of the relationships were significant (for emotional exhaustion, $\gamma = -.03, p > .05$; for job satisfaction, $\gamma = .07, p > .05$; for task performance, $\gamma = -.05, p > .05$; for proactive customer service

performance, $\gamma = .05, p > .05$; for employee incivility, $\gamma = -.01, p > .05$). The average indirect effects of all four types of interaction with customers on five employee outcomes through self-efficacy were all non-significant. Thus, Hypotheses 3a – 3e were not supported.

Hypotheses 4 (4a – 4e) proposed that perceived social worth as a resource gained from positive interaction with customers or lost from negative interactions would mediate the relationship between each type of interaction with customers and employee outcomes. For linkages between each type of interaction with customers and perceived social worth, Figure 4 shows that all types of interactions with customers, except of problematic demands ($\gamma = .04, p > .05$), were significantly related to perceived social worth (for mistreatment, $\gamma = -.36, p < .01$; for gratitude, $\gamma = .26, p < .01$; for cooperation, $\gamma = .21, p < .01$). These results suggest that those employees who encounter high levels of positive experiences with customers tend to feel more worthy, while employees who encounter higher levels of mistreatment from customers tend to feel less worthy. Exposure to problematic demands does not make a difference on employees' feeling of social worth. Concerning linkages between perceived social worth and five employee outcomes, perceived social worth was positively related to job satisfaction ($\gamma = .16, p < .05$), proactive customer service performance ($\gamma = .09, p < .05$), and negatively related to employee incivility ($\gamma = -.10, p < .01$). The impacts of perceived social worth on emotional exhaustion ($\gamma = -.11, p > .05$) and prescribed task performance ($\gamma = .07, p > .05$) were not statistically significant.

Using Monte Carlo simulation procedure with 20,000 replications, I found that the average indirect effects of interactions with customers on employee outcomes through perceived social worth were significant for job satisfaction, proactive customer service, and employee incivility. No indirect effects via perceived social worth on emotional exhaustion and prescribed task performance were found, therefore, Hypotheses 4a and 4c were not supported. The indirect

effect of mistreatment (but not problematic demands) via perceived social worth was statistically significant for job satisfaction (estimate = $-.06$, 95% CI $[-.12, -.01]$), for proactive customer service performance (estimate = $-.03$, 95% CI $[-.07, -.01]$), and for employee incivility (estimate = $.04$, 95% CI $[.01, .07]$).

The indirect effect of gratitude via perceived social worth was statistically significant for job satisfaction (estimate = $.04$, 95% CI $[.01, .08]$), proactive customer service performance (estimate = $.03$, 95% CI $[.01, .05]$), and employee incivility (estimate = $-.03$, 95% CI $[-.05, -.01]$). Similarly, the indirect effect of cooperation via perceived social worth was statistically significant for job satisfaction (estimate = $.04$, 95% CI $[.01, .07]$), proactive customer service performance (estimate = $.02$, 95% CI $[.01, .04]$), and employee incivility (estimate = $-.02$, 95% CI $[-.04, -.01]$). Therefore, Hypotheses 4b, 4d, and 4e positing that social worth would mediate the impacts of interactions with customers on job satisfaction, proactive customer service performance, and employee incivility, were partially supported because the indirect effects of problematic demands via perceived social worth on all outcomes were not significant.

Results for Moderating and Moderated Mediation Effects

Hypotheses 5 - 12 posited that moderators, namely resilience, perspective-taking, and psychological safety, accentuate or attenuate the indirect relationships of interactions with customers on employees' work outcomes. I found that perspective-taking moderated the relationships of cooperation (but not gratitude) on self-efficacy ($\gamma = -.17$, $p < .01$), and perceived social worth ($\gamma = -.22$, $p < .01$), offering partial support for Hypothesis 7 and 8. The nature of interaction is presented in Figure 5 and Figure 6. Figure 5 suggests that, for employees who were low in perspective-taking, cooperation was more positively related to self-efficacy (simple slope = $.34$, $p < .01$) than for employees who were high in perspective-taking (simple slope = $-.08$, $p >$

.05). Figure 6 suggests that, for employees who were low on perspective-taking, cooperation was more positively related to perceived social worth (simple slope = .47, $p < .01$) than for employees who were high in perspective-taking (simple slope = -.07, $p > .05$). It is worth noting that employees high in perspective-taking had higher self-efficacy and perceived social worth regardless of the level of cooperation. Perspective-taking did not moderate the impacts of mistreatment and problematic demands on employees' outcomes, therefore Hypothesis 5 and 6 were not supported. Contrary to my predictions, none of the indirect relationships of interactions with the customers on employees' outcomes via self-efficacy and perceived social worth were moderated by perspective-taking. Therefore, hypotheses 5a – 5e, 6a – 6e, 7a – 7e, and 8a – 8e were not supported.

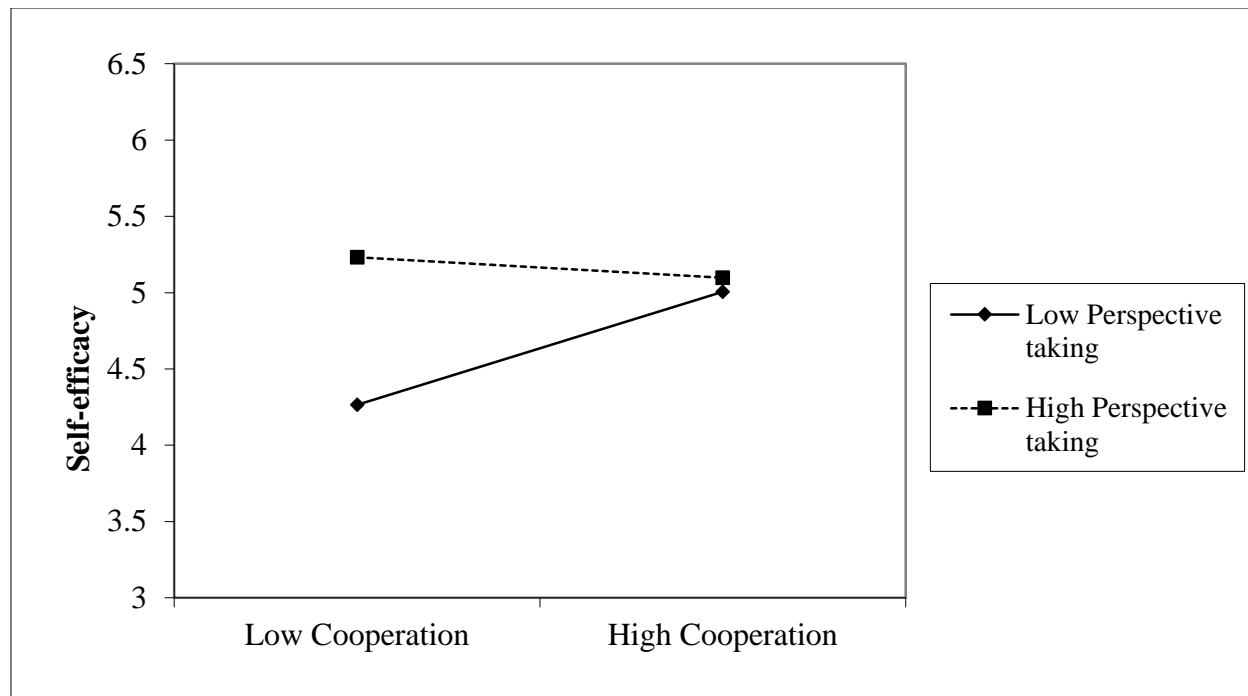


Figure 5. Interaction Plot of Cooperation From the public and Perspective-taking on Self-Efficacy

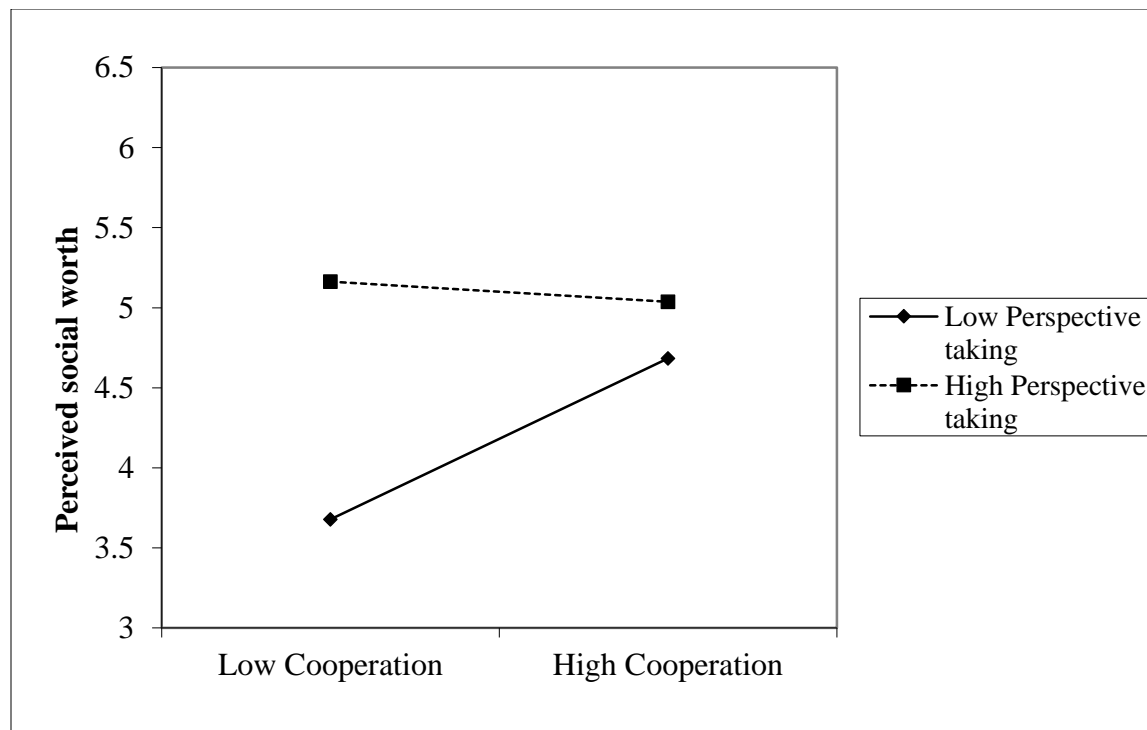


Figure 6. Interaction Plot of Cooperation From the public and Perspective-taking on Perceived Social Worth

Hypothesis 9, 10, 11, and 12 posited that resilience would moderate the relationships of interactions with customers on self-efficacy and perceived social worth. I found that none of these moderating effects were significant. Similarly, none of the moderating mediation hypotheses when resilience was the moderator were significant. Therefore, hypotheses 9a – 9e, 10a – 10e, 11a – 11e, and 12a – 12e were not supported.

I found that psychological safety moderated the effects of negative (i.e., mistreatment and problematic demands) interactions with customers on perceived social worth but not on self-efficacy. Therefore, Hypothesis 13 positing that psychological safety would moderate the negative relationships of mistreatment and problematic demands from the public with self-efficacy was not supported. However, I did find that psychological safety moderated the relationship between mistreatment and perceived social worth ($\gamma = .23, p < .01$).

The nature of the interaction is presented in Figure 7, which suggests that, for employees who reported low psychological safety, mistreatment was negatively related to perceived social worth (simple slope = $-.46$, $p < .01$), whereas for employees who reported high psychological safety, mistreatment was not significantly related to perceived social worth (simple slope = $.09$, $p > .05$). Psychological safety also moderated the relationship between problematic demands and perceived social worth ($\gamma = .17$, $p < .01$). The nature of interaction is presented in Figure 8, which suggests that, for employees who reported low psychological safety, exposure to problematic demands was negatively related to perceived social worth (simple slope = $-.22$, $p < .01$), whereas for employees who reported high psychological safety, exposure to problematic demands was not significantly related to perceived social worth (simple slope = $.17$, $p > .05$). Therefore, Hypothesis 14 was supported.

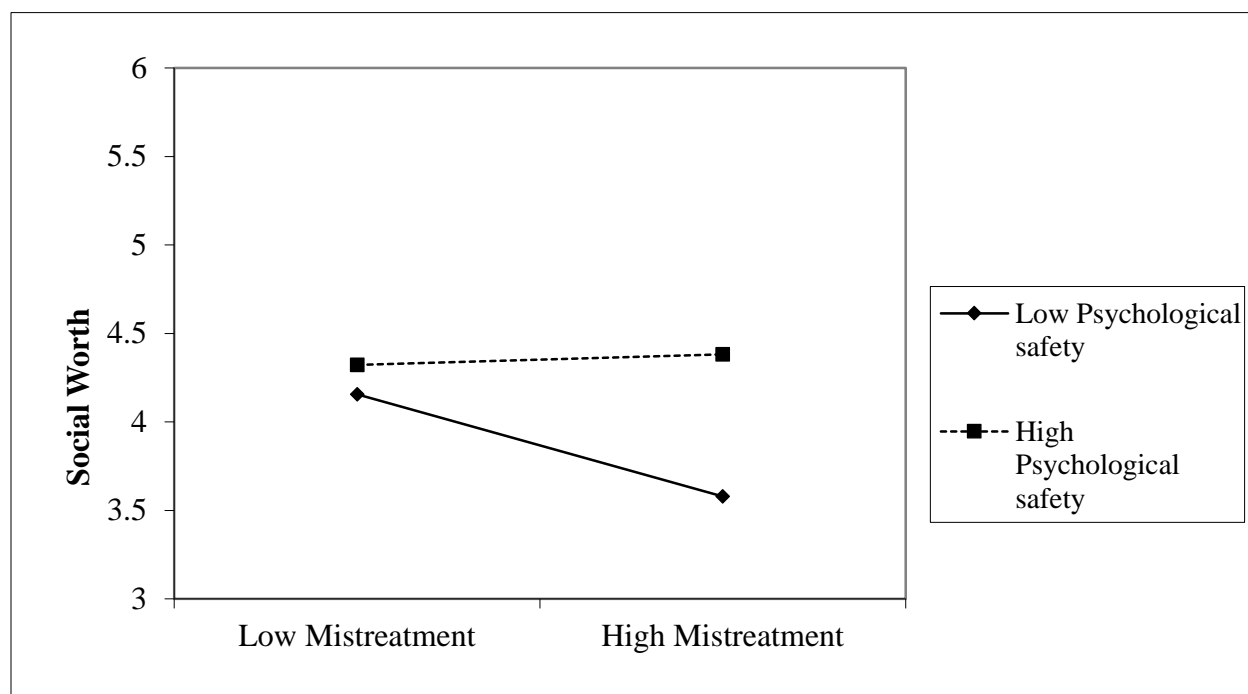


Figure 7. Interaction Plot of Mistreatment and Psychological Safety on Perceived Social Worth

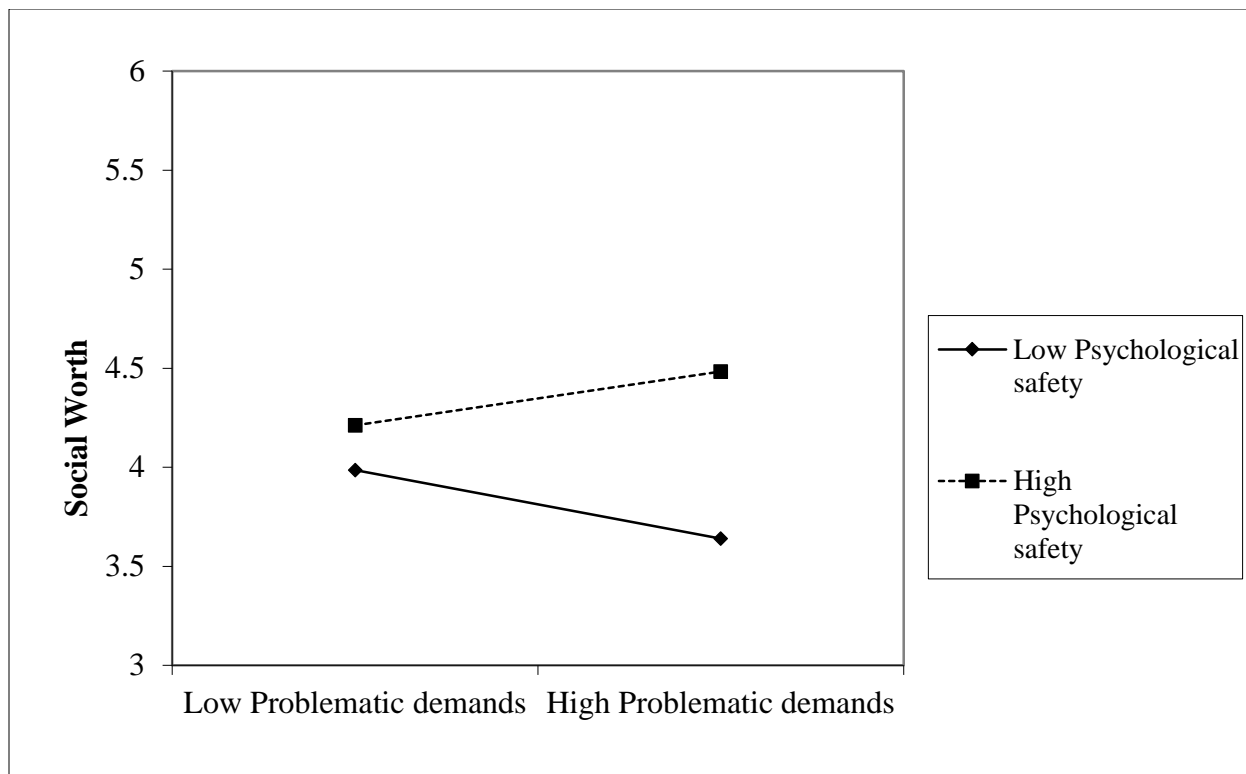


Figure 8. Interaction Plot of Problematic demands and Psychological Safety on Perceived Social Worth

Using Monte Carlo simulation procedure with 20,000 replications, the indirect effects of customer mistreatment via perceived social worth (but not via self-efficacy) on job satisfaction, proactive customer service performance, and employee incivility were higher and significantly different when psychological safety was lower versus higher (job satisfaction, *diff* (difference between conditional indirect effects) = .10, 95% CI [.03, .21]; customer service, *diff* = .06, 95% CI [.02, .12]; incivility, *diff* = -.05, 95% CI [-.10, -.01]). However, the indirect effect of problematic demands interaction via perceived social worth on job satisfaction was not moderated by psychological safety. Therefore, Hypothesis 14b was partially supported.

The indirect effects of problematic demands via perceived social worth on proactive customer service performance and employee incivility were higher and significantly different when psychological safety was lower versus higher (customer service, *diff* = .04, 95% CI [.01,

.09]; incivility, $diff = -.04$, 95% CI $[-.07, -.01]$). Therefore, Hypothesis 14d and 14e were supported. However, Hypotheses 14a (on emotional exhaustion) and 14c (on prescribed task performance) were not supported.

Contrary to my predictions, psychological safety did not moderate the impacts of gratitude and cooperation on self-efficacy or perceived social worth, thus Hypothesis 15 and 16 were not supported. For positive interactions with customers (i.e., gratitude and cooperation), none of the indirect effects via self-efficacy or perceived social worth were moderated by psychological safety, therefore, Hypotheses 15a – 15e and 16a – 16e were not supported. The summary of hypothesis testing results is presented in Table 8.

Table 8

Summary of the Hypothesis Testing Results

Significant results in bold	Results
Dimensions (CFA)	
H1: Distinct dimensions of mistreatment, problematic demands, gratitude and cooperation	Supported
Main effects	
H2a: Mistreatment, problematic demands, gratitude , cooperation → emotional exhaustion	Partially supported
H2b: Mistreatment , problematic demands, gratitude, cooperation → job satisfaction	Partially supported
H2e: Mistreatment , problematic demands, gratitude, cooperation → employee incivility	Partially supported
Mediating effects	
Via perceived social worth	
H4b: Mistreatment , problematic demands, gratitude, cooperation → social worth → job satisfaction	Partially supported
H4d: Mistreatment , problematic demands, gratitude, cooperation → social worth → proactive customer service	Partially supported
H4e: Mistreatment , problematic demands, gratitude, cooperation → social worth → employee incivility	Partially supported
Moderating effects (Perspective-taking)	
H7: Perspective-taking moderates gratitude & cooperation → self-efficacy	Partially supported
H8: Perspective-taking moderates gratitude & cooperation → social worth	Partially supported

Moderating and moderated mediation effect (Psychological safety)	
H14: Psychological safety moderates mistreatment & problematic demands → social worth	Supported
H14b: Psychological safety moderates mistreatment & problematic demands → social worth → job satisfaction	Partially supported
H14d: Psychological safety moderates mistreatment & problematic demands → social worth → proactive customer service	Supported
H14e: Psychological safety moderates mistreatment & problematic demands → social worth → employee incivility	Supported

Non-significant results	
Main effects	
H2c: Mistreatment, problematic demands, gratitude, cooperation → prescribed task performance	Not supported
H2d: Mistreatment, problematic demands, gratitude, cooperation → proactive customer service	Not supported
Mediating effects	
Via self-efficacy	
H3a: Mistreatment, problematic demands, gratitude, cooperation → self-efficacy → emotional exhaustion	Not supported
H3b: Mistreatment, problematic demands, gratitude, cooperation → self-efficacy → job satisfaction	Not supported
H3c: Mistreatment, problematic demands, gratitude, cooperation → self-efficacy → prescribed task performance	Not supported
H3d: Mistreatment, problematic demands, gratitude, cooperation → self-efficacy → proactive customer service	Not supported
H3e: Mistreatment, problematic demands, gratitude, cooperation → self-efficacy → employee incivility	Not supported
Via perceived social worth	
H4a: Mistreatment, problematic demands, gratitude, cooperation → social worth → emotional exhaustion	Not supported
H4c: Mistreatment, problematic demands, gratitude, cooperation → social worth → prescribed task performance	Not supported
Moderating and Moderated mediation effects (Perspective-taking)	
H5: Perspective-taking moderates mistreatment & problematic demands → self-efficacy	Not supported
H5a: Perspective-taking moderates mistreatment & problematic demands → self-efficacy → emotional exhaustion	Not supported
H5b: Perspective-taking moderates mistreatment & problematic demands → self-efficacy → job satisfaction	Not supported
H5c: Perspective-taking moderates mistreatment & problematic demands → self-efficacy → prescribed task performance	Not supported
H5d: Perspective-taking moderates mistreatment & problematic demands → self-efficacy → proactive customer service	Not supported
H5e: Perspective-taking moderates mistreatment & problematic demands → self-efficacy → employee incivility	Not supported
H6: Perspective-taking moderates mistreatment & problematic demands →	Not supported

social worth	
H6a: Perspective-taking moderates mistreatment & problematic demands → social worth → emotional exhaustion	Not supported
H6b: Perspective-taking moderates mistreatment & problematic demands → social worth → job satisfaction	Not supported
H6c: Perspective-taking moderates mistreatment & problematic demands → social worth → prescribed task performance	Not supported
H6d: Perspective-taking moderates mistreatment & problematic demands → social worth → proactive customer service	Not supported
H6e: Perspective-taking moderates mistreatment & problematic demands → social worth → employee incivility	Not supported
H7a: Perspective-taking moderates gratitude & cooperation → self-efficacy → emotional exhaustion	Not supported
H7b: Perspective-taking moderates gratitude & cooperation → self-efficacy → job satisfaction	Not supported
H7c: Perspective-taking moderates gratitude & cooperation → self-efficacy → prescribed task performance	Not supported
H7d: Perspective-taking moderates gratitude & cooperation → self-efficacy → proactive customer service	Not supported
H7e: Perspective-taking moderates gratitude & cooperation → self-efficacy → employee incivility	Not supported
H8a: Perspective-taking moderates gratitude & cooperation → social worth → emotional exhaustion	Not supported
H8b: Perspective-taking moderates gratitude & cooperation → social worth → job satisfaction	Not supported
H8c: Perspective-taking moderates gratitude & cooperation → social worth → prescribed task performance	Not supported
H8d: Perspective-taking moderates gratitude & cooperation → social worth → proactive customer service	Not supported
H8e: Perspective-taking moderates gratitude & cooperation → social worth → employee incivility	Not supported
Moderated mediation effects (Resilience)	
H9: Resilience moderates mistreatment & problematic demands → self-efficacy	Not supported
H9a: Resilience moderates mistreatment & problematic demands → self-efficacy → emotional exhaustion	Not supported
H9b: Resilience moderates mistreatment & problematic demands → self-efficacy → job satisfaction	Not supported
H9c: Resilience moderates mistreatment & problematic demands → self-efficacy → prescribed task performance	Not supported
H9d: Resilience moderates mistreatment & problematic demands → self-efficacy → proactive customer service	Not supported
H9e: Resilience moderates mistreatment & problematic demands → self-efficacy → employee incivility	Not supported
H10: Resilience moderates mistreatment & problematic demands → social worth	Not supported
H10a: Resilience moderates mistreatment & problematic demands → social worth → emotional exhaustion	Not supported
H10b: Resilience moderates mistreatment & problematic demands → social	Not supported

worth →job satisfaction	
H10c: Resilience moderates mistreatment & problematic demands → social worth →prescribed task performance	Not supported
H10d: Resilience moderates mistreatment & problematic demands → social worth →proactive customer service	Not supported
H10e: Resilience moderates mistreatment & problematic demands → social worth →employee incivility	Not supported
H11: Resilience moderates gratitude & cooperation → self-efficacy	Not supported
H11a: Resilience moderates gratitude & cooperation → self-efficacy →emotional exhaustion	Not supported
H11b: Resilience moderates gratitude & cooperation → self-efficacy →job satisfaction	Not supported
H11c: Resilience moderates gratitude & cooperation → self-efficacy →prescribed task performance	Not supported
H11d: Resilience moderates gratitude & cooperation → self-efficacy →proactive customer service	Not supported
H11e: Resilience moderates gratitude & cooperation → self-efficacy →employee incivility	Not supported
H12: Resilience moderates gratitude & cooperation → social worth	Not supported
H12a: Resilience moderates gratitude & cooperation → social worth →emotional exhaustion	Not supported
H12b: Resilience moderates gratitude & cooperation → social worth →job satisfaction	Not supported
H12c: Resilience moderates gratitude & cooperation → social worth →prescribed task performance	Not supported
H12d: Resilience moderates gratitude & cooperation → social worth →proactive customer service	Not supported
H12e: Resilience moderates gratitude & cooperation → social worth →employee incivility	Not supported
Moderated mediation effects (Psychological safety)	
H13: Psychological safety moderates mistreatment & problematic demands → self-efficacy	Not supported
H13a: Psychological safety moderates mistreatment & problematic demands → self-efficacy →emotional exhaustion	Not supported
H13b: Psychological safety moderates mistreatment & problematic demands → self-efficacy →job satisfaction	Not supported
H13c: Psychological safety moderates mistreatment & problematic demands → self-efficacy →prescribed task performance	Not supported
H13d: Psychological safety moderates mistreatment & problematic demands → self-efficacy →proactive customer service	Not supported
H13e: Psychological safety moderates mistreatment & problematic demands → self-efficacy →employee incivility	Not supported
H14a: Psychological safety moderates mistreatment & problematic demands → social worth →emotional exhaustion	Not supported
H14c: Psychological safety moderates mistreatment & problematic demands → social worth →prescribed task performance	Not supported
H15: Psychological safety moderates gratitude & cooperation → self-	Not supported

efficacy	
H15a: Psychological safety moderates gratitude & cooperation → self- efficacy → emotional exhaustion	Not supported
H15b: Psychological safety moderates gratitude & cooperation → self- efficacy → job satisfaction	Not supported
H15c: Psychological safety moderates gratitude & cooperation → self- efficacy → prescribed task performance	Not supported
H15d: Psychological safety moderates gratitude & cooperation → self- efficacy → proactive customer service	Not supported
H15e: Psychological safety moderates gratitude & cooperation → self- efficacy → employee incivility	Not supported
H16: Psychological safety moderates gratitude & cooperation → social worth	Not supported
H16a: Psychological safety moderates gratitude & cooperation → social worth → emotional exhaustion	Not supported
H16b: Psychological safety moderates gratitude & cooperation → social worth → job satisfaction	Not supported
H16c: Psychological safety moderates gratitude & cooperation → social worth → prescribed task performance	Not supported
H16d: Psychological safety moderates gratitude & cooperation → social worth → proactive customer service	Not supported
H16e: Psychological safety moderates gratitude & cooperation → social worth → employee incivility	Not supported

Chapter 5: Discussion, Limitations, and Conclusions

Despite significant growth in the service industry, little is known about the impact of interactions with customers on employees' work outcomes. Most of the service employee research has explored the dark side of interacting with the public. However, research has also suggested that pleasant interactions with the public also exist. Moreover, little is known about the impact of the different dimensions of interactions with customers on employees' work reactions. This present research was intended to a) develop a more expansive framework for interactions with the public; b) develop and validate the measures of employee interactions with customers identified by this framework; and c) explore employee reactions to these experiences with customers, their psychological mechanisms, and the boundary conditions. Applying the COR theory, the main premise of this research was that employees interacting with customers gain or lose personal and social resources, which subsequently enhance or undermine their well-being and performance. To empirically test the research questions proposed, I validated and analyzed the structure of the interactions with the public scales according to the valence and content dimensions. Then, I collected data from 403 service employee-supervisor dyads in organizations from diverse occupations and settings (government, hospitality, retails, health service, and finance) in Thailand, and conducted multilevel analyses. This diverse sample from diverse occupations and settings helps increase our confidence in the validity and generalizability of the findings. In this chapter, I report the overview of the main findings and discuss the theoretical and practical contributions. Strengths, limitations and avenue for future research are discussed.

Theoretical Contributions

The Boundary of Interaction with the public

As indicated in the results of Chapter Four, I found that interaction with the public can be

conceptualized along its valence and content dimensions, resulting in four types of employee experiences with customers (i.e., mistreatment, problematic demands, gratitude, and cooperation). The results from the content validity assessments and the confirmatory factor analyses (as shown in Table 4 and Table 5 in Chapter 4) provided substantial support of content, convergent, and discriminant validities for the proposed four-factor model of interaction with the public, suggesting that those four types of interaction with customers are distinct. These results provide empirical evidence that the expansive conceptualization of interaction with the public is justified. This evidence adds to research regarding employee-customer interaction in two ways. First, while previous research (e.g., Dorman & Zapf, 2004; Gutek, 1999; Grant, 2008; Wang et al., 2011; Zimmerman et al., 2011) has suggested that pleasant interactions with the public exist, current literature mostly restricted the conceptualization of interaction with the public to only negative experiences. Moreover, while scholars (e.g., Grandey & Diamond, 2010; Ryan & Ployhart, 2003; Zimmerman et al., 2011) have acknowledged that employee-customer interactions may involve both affect and task communication, no research to date has integrated this content domain, resulting in unclear understanding of the complex nature of interaction with customers. Thus, the conceptual framework of the different types of interaction with the public provided in this dissertation should help clarify the domain of employee-customer interaction research and encourage future research to explore the neglected side of employee interaction with customers.

Second, although researchers suggest the existence of other types of employee-customer interactions, validated survey measures exist for only customer mistreatment and incivility (Dorman & Zapf, 2004; Shao & Skarlicki, 2014). Moreover, these scales collapsed affect-based and task-based interactions with customers into one scale. This dissertation developed and

validated scales to assess both positive and negative interactions with the public. The scales that capture the different dimensions of employee interactions with customers should facilitate future research in studying different types of employee-customer interactions that have not been integrated into past research.

The Impact of Interaction with the Public on Employees' Work Outcomes

The primary questions that I sought to ask in this dissertation were whether different types of interactions with the public contribute to employees' work outcomes by increasing or decreasing self-efficacy and perceived social worth. Results from the study suggest that most of the interactions with customers when examined simultaneously contribute to several different work outcomes. Specifically, gratitude from the public helps reduce employees' emotional exhaustion. Moreover, gratitude and cooperation interactions with customers increase employees' job satisfaction and proactive customer service behaviors, while also reducing the chance of showing incivility toward customers through increased perceived social worth. Negative interactions with customers also explain various employees' work outcomes. Specifically, mistreatment and problematic demands increase employees' emotional exhaustion. However, exposure to affect-based negative interaction with the public, i.e., mistreatment, decreases employee job satisfaction and proactive customer service behaviors and increases incivility toward customers through decreased perceived social worth. Task-based negative interaction with the public, i.e., problematic demands from the public, does not affect employees' self-efficacy and social worth. Overall, these findings are consistent with the COR theory positing that those who lack resources to meet job demands are more vulnerable to resource loss and less capable of regaining resources, whereas those with greater resources (in this case, those who received positive feedbacks and responses from customers) are less vulnerable to resource

loss and more capable of replenishing and gaining resources (Hobfoll, 1989).

These findings have several important implications for future research. First, differing views regarding the psychological and behavioral impacts of interacting with the public have emerged in the literature (see Grant & Parker, 2009; Grandey & Diamond, 2010). Some scholars from the job design perspective, argue that interaction with the public would result in positive psychological (motivation) and behavioral (feedback, performance) outcomes (e.g., Humphrey et al., 2007). Other scholars, mostly from the emotional labor and burnout perspectives, have argued that interaction with customers is likely to produce negative outcomes, such as emotional dissonance and emotional exhaustion (e.g., Dormann & Zapf, 2004; Grandey, 2000; Maslach, Schaufeli, & Leiter, 2001; Morris & Feldman, 1997). I argue in this dissertation that the conflicting perspectives exist because differing research has focused on different sides of interaction with customers that were explored separately. Also, there was no measure that captures the diverse aspects of employee-customer interaction in the literature. Conflicting views regarding the consequences of employees interacting with the public can be a function of which kind of experiences employees have with customers. Consistent with this argument, this study reveals that not only does negative interaction with the public affect employee work outcomes, but positive interaction with customers also plays an important role in explaining employee well-being and performance. Thus, when exploring the impact that interaction with the public has on employees, future research should consider various types of interactions with the public proposed in this dissertation.

Second, researchers have acknowledged that employees' customer interactions involve emotional communication with customers while trying to achieve task goals such as solving their problems and fulfilling their desires (Dormann & Zapf, 2004; Ryan & Ployhart, 2003; Wang et

al., 2011). However, there was no clear distinction between affective versus task-based interaction with customers in current literature. Given this unclear distinction, it is possible to have a false assumption that all negative experiences with customers would bring about deleterious effects on employees. This study reveals that only mistreatment by customers, not problematic demands, is consistently accountable for negative impacts on employees. Specifically, negative customer interaction targeting emotional outcomes, i.e., mistreatment, seems to play a more important role in affecting employees' well-being and performance. When a negative encounter with customers is central to tasks, as in problematic demands from customers, it is less likely to deplete employees' resources and therefore has a lesser effect on their work outcomes. According to these findings, research regarding customer interaction will have more precise understanding regarding the impacts of interaction with the public.

Third, this dissertation expands the literature regarding customer service performance and customer mistreatment by investigating two important performance outcomes; proactive customer service performance and employee incivility toward customers. Existing research on customer mistreatment and emotional labor have mostly focused on emotional outcomes of interacting with customers (e.g., Grandey et al., 2004; Kern & Grandey, 2009; Rupp & Spencer, 2006; Wang et al., 2013). Recently, researchers have examined the impacts of customer mistreatment on other outcomes such as absenteeism, tardiness, sales performance (Sliter, Sliter, & Jex, 2012), employee sabotage (Skarlicki et al., 2008; van Jaarsveld et al., 2010), employee incivility (Walker et al., 2014), and customer satisfaction (Mayer et al., 2009). One important performance outcome that has been neglected in the literature is proactive customer service behaviors (Rank et al., 2007; Raub & Liao, 2012), which go beyond what the formal service job requires to make sure that customers' needs are anticipated and served. This study reveals that

employees who are mistreated by customers lose their feeling of social worth and in turn are less likely to expend additional resources to engage in effortful proactive customer service behaviors. In contrast, employees who are exposed to gratitude and cooperation from customers gain the feeling of social worth and tend to actively engage in proactive customer service behaviors.

Regarding employee incivility, a group of scholars have explored the impacts of customer mistreatment on employee sabotage (Skarlicki et al., 2008; van Jaarsveld et al., 2010) and employee incivility (Walker et al., 2014). However, these studies have only been restricted in a voice-to-voice setting (a call center). These scholars suggest that employee deviance behaviors of retaliating customers are more likely in a call center since the chances of getting caught and punished are low (Skarlicki et al., 2008). This dissertation found that employees also get even with customers by being uncivil in a face-to-face setting. Specifically, the findings show that those employees mistreated by customers are likely to retaliate by engaging in uncivil behaviors toward customers because the stressful events deplete their feeling of social worth and make them lose self-control. This result is consistent with previous research conducted in the call center (e.g., Skarlicki et al., 2008); I extend existing incivility research by showing that this relationship can also occur in a face-to-face setting. Moreover, employees who experience gratitude and cooperation from customers gain social worth and tend not to engage in uncivil behaviors toward customers. These findings also add to the literature on incivility and counterproductive behaviors in the workplace, suggesting that positive experiences with customers can reduce the likelihood of engaging in counterproductive behaviors of employees.

This dissertation examined the impacts of interaction with customers on both prescribed task performance and proactive customer service performance. However, I found that employees' experiences with customers have effects on proactive customer service performance,

but not on prescribed task performance. It could be the case that proactive customer service performance is more proximal and aligned with customer service tasks employees have to enact, while prescribed task performance measures general task completion (e.g., whether this employee completes all of his/her assigned duties) ; therefore the relationship between interactions with the public and prescribed task performance was not pronounced.

The Relational Mechanism of Perceived Social Worth

This dissertation examined the roles of self-efficacy and perceived social worth as the mediators of the relationship between interactions with the public and employee outcomes. Self-efficacy does not mediate those relationships. One possible explanation for these null findings is that the effect of self-efficacy is attenuated in the presence of other variables such as interactions with the public and personalities. These findings are consistent with a meta-analysis by Judge et al. (2007) who found that the predictive validity of self-efficacy is constrained by the inclusion of individual differences such as general mental ability, agreeableness, conscientiousness and experience. Another explanation concerns methodological issue. This study measured general self-efficacy. It could be the case that domain-specific self-efficacy such as customer service self-efficacy would be a stronger predictor of such customer service work context. Chen, Gully, & Eden (2001) suggested that matching the specificity of the self-efficacy measured to the specificity of the performance predicted is likely to increase predictability (see also Eden, 1996). Therefore, future research in customer service should consider using more specific self-efficacy that is aligned with the behavioral outcomes.

Regarding the role of perceived social worth, the findings from this dissertation show that perceived social worth mediates the impacts of mistreatment, gratitude, and cooperation from the public on job satisfaction, proactive customer service performance, and employee incivility. The

current study's findings of perceived social worth as a mediator in the relationship between employee interactions with customers and work outcomes add to the literature on customer service. Existing research has explored psychological and emotional mechanisms such as anger (Rupp et al., 2008), stress appraisals of the incivility (i.e., appraising the incivility as intentional or unfair) (Kern & Grandey, 2009), emotional labor (Sliter et al., 2010) and emotional exhaustion (van Jaarsveld et al., 2010) between customer mistreatment and employee outcomes. Following Grant (2008) who found perceived social worth mediates the relationship between task significance and job performance, this study identifies the important relational mechanism (i.e., perceived social worth) that explains the effects of interactions with the public on work outcomes. The results also confirm the COR theory that the social resource promoting the positive view about the self (i.e., perceived social worth) plays role in explaining behaviors at work. Therefore, the addition of this relational mechanism extends existing knowledge about the psychological and emotional processes through which interactions with the public influence employees' well-being and performance.

The Boundary Conditions of the Impacts of Interaction with the Public

Previous studies have largely focused on examining the adverse effect of interaction with customers (e.g., Dormann & Zapf, 2004; Grandey et al., 2004; Grandey et al., 2007; Rupp et al., 2008; Sliter et al., 2010; van Jaarsveld et al., 2010) but only a few studies (Walker et al., 2014; Wang et al., 2011) have paid attention to how this negative effect can be attenuated or amplified. Investigating both individual and contextual resources as boundary conditions helps when addressing this gap. All in all, I found that the contextual resource had a significant impact while individual differences did not, suggesting that these two types of resources might play different roles. Specifically, the findings show that the lack of a contextual resource (i.e., psychological

safety) exacerbates the decrease of perceived social worth by exposure to customer mistreatment and problematic demands, which in turn results in poor work outcomes. Interestingly, when employees work in an environment where psychological safety is low, exposure to problematic demands (negatively task-based) decreases employees' social worth, resulting in incivility toward customers and poor customer service performance. Moreover, these findings were obtained from more rigorous empirical analyses than prior works by using integrative multilevel moderated mediation model. The lack of moderating effect of psychological safety in the positive environment of cooperation and gratitude interactions is interesting. It suggests that in the service industry where interaction with the public is key, positive interactions with customers may compensate for a lack of psychological safety climate.

However, the overall null findings of the moderating effects of individual resources (i.e., resilience and perspective-taking) on interactions with the public do not mean that they are not important. One possible reason for non-significant findings could be attributed to a methodological problem. Employees reported their past experiences with customers up to six months, however, the individual moderators (i.e., resilience and perspective-taking) were measured later after the encounters, at the same time as the outcome variables were measured. Even though resilience and perspective-taking are generalized qualities of an individual and do not imply a one-time behavior (Brock & Kremen, 1996), a better approach would be to assess these individual resources at about the same time as the predictors are assessed.

Limitations and Future Research

This study has several limitations. First, it did not explore the antecedents of different experiences with employees' customers. Future research should address this conceptual limitation by considering factors that help explain this customer service exchange. An

organizational factor such as customer service climate, i.e., employees' shared perception of the policies and practices regarding customer service (Schneider, White, & Paul, 1998) may affect employee experiences with customers. By creating a positive service climate such as articulating a vision of excellence in customer service, encouraging customer service initiatives, and rewarding good customer service behaviors, organizations can improve their customer service delivery and help promote positive employee experiences with customers. An attributional style (Seligman & Schulman, 1986), i.e., employees' explanations for success and failure, may affect employees' perceptions of customers' behaviors. Employees who are sensitive to criticism or failure, and who respond with negative attributional style to unfavorable events, may perceive customers as mistreating them.

Second, this study found that some moderators amplify the unfavorable impacts of interaction with customers on employee outcomes. Specifically, low psychological safety reduces employees' social worth when employees are exposed to higher mistreatment and problematic customers. Also, lower perspective-taking reduces employees' self-efficacy and social worth when experiencing with less cooperative customers. However, we still lack knowledge regarding under what conditions the positive impacts of cooperation and gratitude from customers might be decreased. Future research might explore which individual or contextual conditions would decrease the virtue of experiencing gratitude and cooperation from customers. It could be that employees would not benefit from positive feedback from customers if they feel that their jobs do not affect other people and contribute to the higher goal (i.e., low task significance) (Hackman & Oldham, 1976; Morgeson & Humphrey, 2006).

Third, self-report from the same source supplied the measures of the predictors (i.e., employee interactions with the public, self-efficacy, and perceived social worth) and two

outcomes (i.e., emotional exhaustion and job satisfaction), which means a common source bias is possible. Although self-report measures may be most appropriate to assess these variables because they capture personal experiences, feelings, and perceptions of the participants, I tried to reduce the inflation of self-rating responses by assuring the participants that their data would be kept confidential; they returned their responses to me with sealed envelopes.

Fourth, the evidence for the significant effects found in this study do not allow for causal inferences about the relationships between interactions with the public and employee outcomes because of the cross-sectional research design. Future research should employ a longitudinal design in order to facilitate accurate causal relationships. Fifth, various types of validity could be assessed. This dissertation attempted to provide evidence of the distinct constructs of the scale by using expert rating of the items, and by conducting CFAs. However, to gain stronger evidence of construct validity, some other type of validity could be examined. For example, veridical validity is referred to “the extent to which the scores on a scale are correlated with direct manipulations or measures of the phenomenon the scale purports to measure..” (MacKenzie et al., 2011; 318). MacKenzie et al. (2011) suggested that such an assessment can be conducted by constructing a film displaying the behaviors, interpersonal interactions, or emotional displays, showing the film to participants, and having them rate behaviors or interpersonal interactions using a scale. This videotaping manipulation to test veridical validity was used by Maynes & Podsakoff (2013) in their development of the voice behavior scale.

Finally, the study is based on a sample from one Asian country, Thailand. It will be beneficial to replicate and extend the study to other countries and cultures. Individuals from different cultures behave differently and respond differently to others. For example, collectivist

cultures are characterized by cooperation, endurance, obedience, harmony, personalized relationships, and self-control, whereas individualistic cultures emphasize self-glory, competition, and fair exchange (Triandis & Suh, 2002). These among many other cultural differences may change the impacts of interaction with customers on employee outcomes.

Practical Implications

This dissertation offers several contributions for practice. First, this study found that positive encounters such as gratitude and cooperation interactions with customers promote employees' well-being and performance while negative encounters have adverse effects on employees. This suggests that organizations should promote positive customer interactions by providing quality customer service, while reducing negative experiences by training employees to understand customers' perspective. This is important because this research shows that problematic interactions with customers can create unfavorable outcomes when employees lack perspective. Moreover, encouraging employees to reflect and share good events having with customers weekly may give positive experiences prominence and magnify their effects. According to Bono, Glomb, Shen, Kim, & Koch (2012), a positive reflection intervention such as focusing on accomplishments, sharing positive experiences, and expressing gratitude helps reduce employee stress and improve health.

Second, this dissertation shows the potential value of psychological safety. One practical takeaway from this study's findings is that negative interpersonal climates where employees do not feel comfortable taking risks, speaking up with ideas or questions, and where their abilities and talents are not valued, exacerbate the stressful encounters with customers. Therefore, it is imperative for organizations and managers to manage and create a favorable interpersonal climate, which is conducive to higher confidence in dealing with customers and collaboration

among coworkers, particularly in face of stressful events. This way, organizations can reduce the adverse impact of dealing with problematic customers who demand unreasonable or difficult service. This is important because this research shows that problematic demands from customers can translate to unfavorable outcomes if a climate of psychological safety is absent. Since managers and coworkers greatly shape psychological safety climate at work, they should also be trained in how to support customer service employees in their interactions with customers and how to prevent negative consequences, such as employees retaliating customers, from occurring.

Conclusion

Service jobs in which employees have to interact with people outside their organization increasingly dominate organizations worldwide. Unfortunately, the literature on customer service to date has been limited. This article seeks to address these limitations by integrating different perspectives and expanding the domain of employee experiences with the public to gain more complete insights. The findings reported in this study confirm that different types of interactions with the public co-exist and each of them plays an important role in explaining employee well-being and performance. This study also explicates the mechanism of perceived social worth that explain these relationships. Finally, the results of this dissertation support the role of the contextual resource of psychological safety that managers should provide when employees interact with the public.

Appendices

Appendix A: Constructs that Capture Interaction with the Public in Organizational Research

Construct label	Author (s)	Definition	Nature	Authors' suggestions
Customer verbal abuse	Grandey et al. (2007)	“Overt, hostile verbal aggressive behaviors, such as yelling..” (p.64).	Conceptualized as customer-originated behaviors toward employees; the measure adapted from workplace interpersonal conflict scale (Spector & Jex, 1998)	Negative implication; emotion-focused.
Customer incivility	Kern & Grandey (2009)	Conceptualized as low intensity deviant behavior with ambiguous intent to harm the employees by customers.	Conceptualized as customer-originated behaviors toward employees; the measure adapted from Workplace Incivility Scale (Cortina et al., 2001)	Negative implication; related to burnout; emotion-focused.
Customer-related social stressors (CSS)	Dormann & Zapf (2004)	CSS consists of four constructs: - Disproportionate customer expectation defined as “customers’ attitudes and behaviors challenging what is considered reasonable and acceptable from the	Perceived as a characteristic of job.	Negative implication; Related to burnout; both emotion- and task-focused.

Construct label	Author (s)	Definition	Nature	Authors' suggestions
		<p>service provider's point of view" (p.69).</p> <p>- Aggressive customers defined as "verbal aggression by customers as well as customer quarrels and criticisms" (p.70).</p> <p>- Disliked customers defined as "aversions employees have to customers" (p.70).</p> <p>- Ambiguous customer expectation defined as "customer expectations that are ambiguous and unclear" (p.70).</p>		
Customer mistreatment	Wang et al. (2011)	Conceptualized as "low-quality interpersonal treatment employees receive from their customers (Bies, 2001)"	Conceptualized as customer-originated behaviors toward employees; the measure adapted from Dormann & Zapf's (2004) CSS measure and Skarlicki et al.'s (2008) customer injustice measure.	Negative implication; Related to sabotage against customers; both emotion- and task-focused.

Construct label	Author (s)	Definition	Nature	Authors' suggestions
Customer interactional injustice	Skarlicki et al. (2008)	Customer interactional injustice involves the low quality of interpersonal treatment or treating the employee in a disrespectful or demeaning way perceived by the employee.	Conceptualized as customer-originated behaviors toward employees.	Negative implication; Related to sabotage against customers; both emotion- and task-focused.
Customer contact frequency	Mayer et al. (2009)	“It concerns customers’ being physically present in a service delivery system and employees’ interacting with them” (p.1035).	Perceived as a characteristic of job; measured with a single item at a unit level.	Negative relationship with customer satisfaction; task-focused (variability and unpredictability of service production).
Customer citizenship behavior	Groth (2005)	“Voluntary and discretionary behaviors that are not required for the successful production and delivery of the service but that, in the aggregate, help the service organization overall” (p. 11).	Conceptualized as customer-originated behaviors in general toward an organization, employees, and other customers	Positive; task-focused.

Construct label	Author (s)	Definition	Nature	Authors' suggestions
Interaction outside the organization	Morgeson & Humphrey (2006)	“The extent to which the job requires employees to interact and communicate with individuals external to the organization” (p.1324).	Conceptualized as a job characteristic; the scale measuring frequency and duration of interaction with the public.	Positive implication; task-focused. (Humphrey et al., 2007)
Contact with beneficiaries	Grant (2007, 2008)	“The degree to which the job provides opportunities to meet, communicate, and interact with beneficiaries” (2008, p. 21).	Conceptualized as a job characteristic; Measuring frequency, breadth, and depth of interaction with beneficiaries;	Positive effect on affective commitment
Customer-initiated support	Zimmermann et al. (2011)	“Defined as instrumental and emotional behavior that customers direct towards employees during the customer contact, making it easier to cope with service demands” (p.37)	Conceptualized as customer-originated behaviors toward employees.	Positive; both emotion- and task-focused.

Appendix B: Items that Capture Employee-Customer Exchanges

Scale	Items	Perspective (employee versus customer)
Auh, Bell, McLeod & Shih (2007) Customer co- production scale	<ol style="list-style-type: none"> 1. I try to work cooperatively with my doctor. 2. I do things to make my doctor's job easier. 3. I prepare my questions before going to an appointment with my doctor. 4. I openly discuss my needs with my doctor to help him/her deliver the best possible treatment. 	Customer
Bettencourt (1997) Customer voluntary performance scale	<ol style="list-style-type: none"> 1. I try to help keep this store clean (e.g., not leaving plastic bags on produce displays, leaving shelf displays neat). 2. The employees of this store get my full cooperation. 3. I carefully observe the rules and policies of this store. 4. I go out of my way to treat this store's personnel with kindness and respect. 5. When I leave this store, I place my shopping cart in a designated spot, instead of next to my car. 6. I do things to make the cashier's job easier (e.g., bag own groceries, place UPC labels on conveyor facing cashier). 7. If I am writing a check, I fill out the basic information before getting to the front of the check-out line. 8. I let this store know of ways that they can better serve my needs. 9. I make constructive suggestions to this store on how to improve its service. 10. If I have a useful idea on how to improve service, I give it to someone at this store. 11. When I experience a problem at this store, I let someone know so they can improve service. 	Customer

Scale	Items	Perspective (employee versus customer)
Burnfield, Clark, Devendorf & Jex (2004) Customer incivility scale	<p>12. If I notice a problem, I inform an employee of this store even if it does not affect me (e.g., broken glass in aisle, dairy items past expiration date).</p> <p>13. If an employee at this store gives me good service, I let them know It.</p> <p>14. If a price is incorrect to my advantage, I still advise someone at this store.</p> <p>1. Customers take out anger on employees</p> <p>2. Customers have taken out their frustrations on employees at my organization</p> <p>3. Customers make insulting comments to employees</p> <p>4. Customers treat employees as if they were inferior or stupid</p> <p>5. Customers show that they are irritated or impatient</p> <p>6. Customers do not trust the information that I give them and ask to speak with someone of higher authority</p> <p>7. Customers are condescending to me</p> <p>8. Customers make comments that question the competence of employees</p> <p>9. Customers make comments about my job performance</p> <p>10. Customers make personal verbal attacks against me</p> <p>11. Internal or external customers make unreasonable demands</p> <p>12. My customers make rude comments about employees' physical appearance</p> <p>13. Customers make offensive sexual comments to employees</p> <p>14. Customers make insulting comments to other customers</p> <p>15. My coworkers make insensitive comments to customers or clients</p>	Employee

Scale	Items	Perspective (employee versus customer)
Grandey et al. (2007) Customer verbal abuse Adapted from workplace interpersonal conflict scale (Spector & Jex, 1998)	1. How often do customers yell at you at work? 2. How often do you get into arguments at work with your <i>customers</i> ? 3. How often are <i>customers</i> rude to you at work?	Employee
Dormann & Zapf (2004) Customer-related social stressors (CSS)	1. Some customers always demand special treatment 2. Our customers do not recognize when we are very busy 3. Some customers ask us to do things they could do by themselves. 4. Customers vent their bad mood out on us 5. Our customers do not understand that we have to comply with certain rules 6. Complaining without reason is common among our customers 7. Our customers' demands are often exorbitant 8. Our customers are pressed for time 9. Customers often shout at us 10. Customers personally attack us verbally 11. Customers are always complaining about us 12. Customers get angry at us even over minor matters 13. Some customers argue all the time 14. One has to work with hostile customers 15. One has to work together with customers who have no sense of humor 16. Some customers are unpleasant people	Employee

Scale	Items	Perspective (employee versus customer)
Shao & Skarlicki (2014) Customer mistreatment scale	17. Our work rhythm is steadily interrupted by certain customers 18. Customers' wishes are often contradictory 19. It is not clear what customers request from us 20. It is difficult to make arrangements with customers 21. Customers' instructions can complicate our work 1. Said inappropriate things. 2. Yelled at you. 3. Refused to provide information (e.g., photo ID) necessary for you to do your job. 4. Used inappropriate gesture/body language. 5. Criticized you in front of your colleagues or supervisors. 6. Made demanding or unreasonable requests. 7. Blamed you for things beyond your control. 8. Complained to other guests about your service.	Employee
Skarlicki et al. (2008) Customer interactional injustice	1. Refused to listen to you 2. Interrupted you: Cut you off mid-sentence 3. Made demands that you could not deliver 4. Raised irrelevant discussion 5. Doubted your ability 6. Yelled at you 7. Used condescending language (e.g., "you are an idiot") 8. Spoke aggressively to you	Employee
Wang et al. (2011) Customer mistreatment Adapted from Dormann & Zapf	1. Demanded special treatment. 2. Thought they were more important than others. 3. Asked you to do things they could do by themselves. 4. Vented their bad mood out on you.	Employee

Scale	Items	Perspective (employee versus customer)
(2004)'s Customer-related social stressors scale and Skarlicki et al. (2008)'s Customer interactional injustice scale	5. Did not understand that you had to comply with certain rules. 6. Complained without reason. 7. Made exorbitant demands. 8. Were impatient. 9. Yelled at you. 10. Spoke aggressively to you. 11. Got angry at you even over minor matters. 12. Argued with you the whole time throughout the call. 13. Refused to listen to you. 14. Cut you off mid-sentence. 15. Made demands that you could not deliver. 16. Insisted on demands that are irrelevant to your service.	
Kern & Grandey (2009) Customer incivility	1. Put you down or was condescending to you in some way 2. Paid little attention to a statement you made or showed little interest in their opinion 3. Made demeaning, rude or derogatory remarks about you 4. Addressed you in unprofessional terms, either privately or publicly 5. Ignored or excluded you from professional camaraderie (e.g. social conversation) 6. Doubted your judgment in a matter over which you have responsibility 7. Made unwanted attempts to draw you into a discussion of personal matters	Employee
Adapted from the Workplace Incivility Scale (Cortina, Magley, Williams, & Langhout, 2001)		
Lin & Hsieh (2011)	1. The service provider knows a lot about me 2. I have developed a good rapport with the service provider	Customer

Scale	Items	Perspective (employee versus customer)
Service friendship and customer compliance scales	3. There is a friendship between the service provider and me 4. The service provider and I seem to find plenty of things to talk about 5. I always accept advice from the service provider. 6. I follow the service provider's instructions. 7. I return to the service provider based on the schedule he suggests. 8. I always have follow-up services recommended by the service provider. 9. Over a period of time, I follow the instructions from the service provider.	
Walker et al. (2014) Customer incivility	1. Spoke aggressively toward the employee 2. Used a tone when speaking with the employee 3. Asked aggressive questions (e.g., "Really?" "Are you kidding?") 4. Made curt statements toward the employee.	Employee
Groth (2005) Customer citizenship behavior	1. Fill out a customer satisfaction survey. 2. Provide helpful feedback to customer service. 3. Provide information when surveyed by the business. 4. Inform business about the great service received by an individual employee.	Employee
Zimmermann et al. (2011) Customer-initiated support scale	1. The customer adapted my working process. 2. The customer facilitated the service conversation through his/her previous knowledge. 3. The customer trusted in my competencies. 4. The customer explicitly valued my work effort. 5. The customer and I were on the same wavelength.	Employee
Harris (2013)	1. Callers are frequently abusive to me. 2. Most callers are very polite. (r)	Employee

Scale	Items	Perspective (employee versus customer)
Perceived customer phone rage scale	3. Callers often shout at me. 4. Many callers use hostile language towards me. 5. Many callers yell at me. 6. Very angry outbursts by callers are common. 7. Many callers vent their rage on me.	
Harris (2013) Employee perceptions of employee- customer rapport	1. I do not enjoy interacting with customers. 2. Serving customers creates a feeling of “warmth.” 3. Customers relate well to me. 4. I have harmonious relationship with customers. 5. Customers have a good sense of humor. 6. I am comfortable interacting with customers.	Employee
Sliter et al. (2012) Customer incivility scale	1. Customers take out anger on employees 2. Customers have taken out their frustrations on employees at my organization 3. Customers make insulting comments to employees 4. Customers treat employees as if they were inferior or stupid 5. Customers show that they are irritated or impatient 6. Customers do not trust the information that I give them and ask to speak with someone of higher authority 7. Customers are condescending to me 8. Customers make comments that question the competence of employees 9. Customers make comments about my job performance 10. Customers make personal verbal attacks against me 11. Internal or external customers make unreasonable demands	Employee

Appendix C: Responses from Amazon's Mechanical Turk (Mturk) Sample

Gratitude

Mturk1. "...I am a personal banker and felt appreciated recently when I helped a foreign family help set up their first US bank accounts. The next week, they brought me flowers and thanked me."

Mturk2. "...Based off my job duties, customer feedback either makes or breaks my month. Every day I get thanked for helping customers solve their technical issues."

Mturk3. "...Over the past year or so I have received a couple of gifts from my clients. It has been nothing major but a fruit basket, a gift card for dinner and movies, and a night out with them for thanking me for my business."

Mturk4. "...Their responses were very warm and full of gratitude, and I was a little blown away by all the well-wishing and how many people said they'd miss me, thanking me for making them feel welcome and having a smile. I felt very appreciated and wonderful."

Mturk5. "... He noticed me, gave me a wave, and held up his beer so I could see what he was having. That small gesture let me know that I did a good job finding him something he would enjoy and proving that that not all beer was the same."

Mturk6. "...Last client I worked for wrote a very nice letter to my supervisor. Ended up getting some paid time off because of it too. Setting up a network isn't easy and they expressed how much time I actually spent on the project."

Mturk7. "...I had residents at the facility I worked at offer me treats, drinks, etc. in appreciation for the work I did for them and the time I spent chatting with them. It was also nice to see appreciation, and made going out of my way to help them all that more enjoyable."

Mturk8. "...I had a customer known in my department for being difficult personally mail thank you card to my employer."

Mturk9. "...A customer wrote a comment to my employer about the things I did to go out of my way to help them."

Mturk10. "...A customer lost her phone somewhere in my store (of course she left it on silent). I spent about an hour going through all of my products and finally found it. She was very appreciative and even gave me a gift card for my time."

Mturk11. "...I was brought some homemade fudge by a client to thank me for my service. It was much unexpected and very much appreciated."

Mturk12. "...Customers thanked me for information I provided."

Mturk13. "...I drive a university shuttle van and 2 weeks ago a person thanked me with a gift card to Chipotle for driving them home drunk 2 nights prior."

Mturk14. "...I work in the home healthcare field and recently was surprised with a party at one of my patients' home by their family members. The fact that they not only knew my birthday and that they wanted to celebrate it with me brought tears to my eyes."

Mturk15. "...I work with students trying to get financial aid for school. I had one that really just did not understand anything about the process at all, so I took my time and went over everything with her so she knew what to expect and what steps she needed to take. She was very grateful on the phone."

Mturk16. "...I was working on a job for a client and like I usually do, I often go above and beyond in helping people. The person was so impressed and appreciative that I took the time to help with a problem that I didn't need to, she kept thanking me."

Mturk17. "...My clients offered me additional money for my service."

Mturk18. "...My customers left me a nice note saying they appreciated me."

Mturk19. "...I received a thank you message after helping a customer with their problem."

Mturk20. "...I had received a hand written letter from customers expressing how grateful they were for services I provided."

Mturk21. "...There was a disabled customer who needed help taking the stuff she had bought to her car. I walked the purchased belongings out to her car with her and loaded it all in her car for her. She gave me a big hug and told me thanks."

Mturk22. "...My customers told me they were not sure what they would have done had I not been working."

Mturk23. "...When I gave customers or clients good service, they expressed their willingness to extend or continue services."

Cooperation

Mturk24. "...Customers followed my instruction without complaining even if it was not convenient and took out their time."

Mturk25. "...Customers were cooperative even when there was a problem during service encounter."

Mturk26. "...I asked customers to follow me and they did so without complaining. It made me feel like he was cooperative."

Mturk27. "...Normally people are extremely unhappy to come up to the flatbed line only to be turned away if they have a cart and not a flatbed truck. However, this one woman was extremely pleasant and cooperative. She was patient with my service."

Mturk28. "...In one particular incident this passenger was very understanding even though she has been in the airport for over 4 hours looking to find a flight to Chicago, I was able to get the job done and accommodate her. She didn't blame me for any inconvenience."

Mturk29. "...The best customers are the ones that have prepared themselves before making an order. They know exactly what they want. They don't ask a bunch of unnecessary questions. This is very helpful to me, since it enables me to do my job more efficiently."

Mturk30. "...I had a client pay me in advance for the services I was providing."

Mturk31. "...When there was a problem, she provided all of the information I asked of her without questioning me or getting upset."

Mturk32. "...In several recent instances with clients, I have experienced the client himself or herself initiating the offer to make referrals to new clients. My clients were kind and offered help."

Mturk33. "...The customers agreed to switch to a Ribeye for the same special price. They were very nice and understanding about it, smiled and told me no worries."

Mturk34. "...The customer I was making this for had a few of their employees review my video through Facebook and leave a comment. Most of the comments were short and positive, but there were a few people that left constructive criticism that helped the look and feel of what I was trying to portray. I made a few alterations based off of these comments and I feel that the end product was better because of the collaboration by their team."

Problematic demands

Mturk35. "...My clients wanted to have twice as much credit than I was able to provide."

Mturk36. "...My customers asked me to find a house under \$150,000 that has 4 bedrooms in which it was impossible in that city."

Mturk37. "...User wanted me to make their password work. The computer system wouldn't take their short password. Customer demanded I make it work. It was hard to explain to them I cannot force the computer to accept it. They insisted on services that I could not deliver."

Mturk38. "...I dealt with a guest who wanted to make many changes to her order, some of which were pre-made. There was not a way to accommodate changes to the order she wanted, other similar options were given to her; however, none were to her liking."

Mturk39. "...Although we had shown him the mockup of the website beforehand and he had completely approved it. Between the time he approved the mock up to the completion of the site, the client changed his mind. And wanted to go in a new direction. I had to do extra work, free of charge."

Mturk40. "...Customer needed support for an issue that was out of the agreement scope."

Mturk41. "...My customers at Walmart wanted me to load all of their dirt in the trucks with no help. They were both able bodied young men. It wasn't right for them to request that knowing that could do it."

Mturk42. "...I would say I had a customer that wanted her laptop fixed the same day with a broken screen. The problem is that you have to send them back to manufacturer to have them repaired and it could take up to 14 days. She didn't understand that we couldn't just repair it."

Mturk43. "...I were taken advantage of by clients (e.g., doing works free of charge)."

Mturk44. "...the customer's demand changed and became increasingly more demanding and more ambiguous. In the end, the client conceded that they were not ready to pursue to project, but this cost me considerably in time, money, and opportunity costs."

Mturk45. "...I worked with clients who habitually canceled and rescheduled meetings."

Mturk46. "...My clients made last minute changes which made my job difficult."

Mturk47. "...There was miscommunication between me and my clients."

Appendix D: Expert Rating Task (Dimension Assessment)

Instruction: Please rate the following employees' experiences with customers, according to the extent to which they vary along valence and content dimensions.

Valence

Definitions are provided below.

Negative: interaction with customers is negative, unpleasant, or undesirable to employees.

Positive: interaction with customers is positive, pleasant or desirable to employees.

The rating for valence is from -3 (very negative) to + 3 (very positive).

Content

Definitions are provided below.

Affect-based: positive or negative interaction with customers is manifested through emotional routes or targeting emotional outcomes.

Task-based: positive or negative interaction with customers is manifested through behaviors helping or preventing employees to achieve certain tasks.

The rating for content is from (0 = not at all to 6 = to a very great extent).

Appendix D Continued

Item	Task- based	Affect- based	Valence
1. I had to interact with customers or clients who yelled at me.	1.1	6.535	-2.7
2. I had to deal with customers or clients who used condescending language (e.g., "You are an idiot").	1	6.9	-2.7
3. Customers or clients I interacted with spoke aggressively to me.	1.535	6.635	-2.4
4. I interacted with customers or clients who made curt statements toward me.	1.565	5.935	-2.3
5. I had to interact with customers or clients who used inappropriate gesture/body language.	1.165	6.265	-2
6. Customers or clients I interacted with took out their anger or frustration on me.	1.265	6.5	-2.6
7. I interacted with customers or clients who got angry at me even over minor matters.	1.6	6.465	-0.5
8. I got into arguments at work with customers or clients	4.502	5.035	-2.4
9. Customers or clients criticized me in front of my colleagues or supervisors.	1.165	6.8	-2.3
10. Customers or clients I interacted with did not trust the information that I gave them and asked to speak with someone of higher authority.	3.46	3.9	-1.1
11. I interacted with customers or clients who explicitly valued my effort.	2.43	6.321	2.4
12. Customers or clients I interacted with expressed their gratitude by thanking me.	2.01	6.437	2.2
13. When I gave customers or clients good service, they let me know it.	3.4	4.34	2
14. Customers or clients I interacted with expressed their appreciation for my service by giving me gifts (e.g., flowers, gift cards, fruit baskets, etc.)	2.365	6.135	2.4
15. Customers or clients I interacted with expressed compliments about my services.	2.43	5.642	2
16. Customers or clients informed my company about the great service they received from me.	2.645	6.333	2.5
17. Customers or clients were appreciative that I took the time to help with a problem that I didn't need to.	4.678	5.53	1.9
18. Customers or clients expressed their willingness to extend or continue services (e.g., "I'll be using your service again.")	2.865	5.963	2.6
19. Customers or clients I interacted with let me know of ways that I can improve services and better serve their needs.	6.565	1.9	2.4
20. Customers or clients informed me if they noticed a problem even if it did not affect them.	5.635	1.835	0.5

21. Customers or clients I interacted with did things to make my job easier.	6.465	2.165	2.4
22. I interacted with customers or clients who adapted to my working process.	5.765	2.5	2.3
23. Customers or clients I interacted with followed my instructions or recommendations.	6.065	1.365	2.3
24. I interacted with customers or clients who provided the information necessary for me to do my job.	6.665	1.265	2.5
25. Customers or clients came prepared.	6.035	2.1	0.4
26. Customers or clients carefully observed the rules and policies of our business.	6.135	1.4	2.3
27. Customers or clients were cooperative and understanding even when there was a problem during a service encounter.	4.675	3.335	2.5
28. Customers or clients were patient with my service.	4.8	3.1	2.4
29. I had to deal with customers' or clients' requests that were unclear.	4.865	2.565	-1.4
30. Customers or clients demanded services that I could not deliver.	5.3	1.965	-1.8
31. Customers or clients I interacted with made demanding or unreasonable requests.	4.678	2.987	-2.1
32. Customers' or clients' instructions complicated my work.	4.465	2.635	-2
33. Customers or clients I interacted with did not understand that I had to comply with certain rules.	3.835	3.235	-1.4
34. It was difficult to make arrangements with customers or clients (e.g., making changes, cancelling meetings).	5.335	1.1	-1.6
35. Customers or clients asked me to do things they could do by themselves.	5.135	2.665	-0.4
36. Customers or clients made demands that did not follow what was agreed on.	4.535	2.535	-2.1
37. Customers or clients took advantage of me.	3.358	3.847	-1.9
38. There were miscommunications between me and customers or clients.	4.665	2.365	-0.5

Appendix E: Expert Rating Task (Definition Assessment)

Instruction: Please rate the extent to which each survey item captures each conceptual definition.

Rating scale: 1 (the survey item does not capture the conceptual definition at all) to 7 (the survey item completely captures the conceptual definition)

A sample of rating task

	Conceptual Definition			
Scale item	<i>Mistreatment is any interaction in which employees perceive customers as disrespectful and hostile toward them.</i>	<i>Gratitude is any interaction in which employees perceive customers as appreciative of their work.</i>	<i>Cooperation is when employees perceive customers as supporting their achievement of tasks.</i>	<i>Problematic demands are when employees perceive customers as having unclear and difficult demands.</i>
1. My clients made demands that did not follow what was agreed on.				
2. Customers or clients I interacted with let me know of ways that I can improve services and better serve their needs.				

Appendix F: Questionnaire for employees

Dear Respondents,

Please read the statement below before you begin.

My name is Angsuthon Srisuthisa-ard, and I am a PhD student at Whitman School of Management, Syracuse University, the United States of America. I am conducting this study to better understand the impact of interaction with the public on employees' attitudes and performance. You are asked to respond to a 15-minute questionnaire regarding your experiences with the public, the frequency for which you engage in certain behaviors, your attitude and personal characteristics, and demographic information. The content of the survey should cause no more discomfort than you would experience in your everyday life. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty. **Your responses will be held in strict confidence and will be used for the academic purposes only. No individual data will be released to anyone.**

If you have any questions, concerns or complaints about the research please contact Angsuthon Srisuthisa-ard, asrisuth@syr.edu , 092-416-7225

Completion of the survey indicates your willingness to take part in this study and that you are at least 18 years old. By continuing I agree to participate in this research study

Please return the completed questionnaire directly to me in the enclosed envelope provided.

Best,

Ms. Angsuthon Srisuthisa-ard

Appendix F Continued

SECTION 1: Your experiences with customers/clients

During the past 6 months , please indicate how often your interaction with the public (e.g., customers, clients, citizens) could be described as follows;	Never (1)	A few times (2)	Once a month (3)	Once a week (4)	Once a day (5)	A few times a day (6)	More than 3 times a day (7)
1. I had to interact with customers who yelled at me.							
2. I had to deal with customers who used condescending language (e.g., "You are an idiot").							
3. Customers or clients I interacted with spoke aggressively to me.							
4. I interacted with customers or clients who made curt statements toward me.							
5. I had to interact with customers who used inappropriate gesture/body language.							
6. Customers or clients I interacted with took out their anger or frustration on me.							
7. My customers or clients criticized me in front of my colleagues or supervisors.							
8. I interacted with customers or clients who explicitly valued my work effort.							
9. Customers or clients I interacted with expressed their gratitude by thanking me.							
10. Customers or clients I interacted with expressed their appreciation for my service by giving me gifts (e.g., flowers, gift cards, fruit baskets, etc.)							
11. Customers or clients I interacted with expressed compliments about my services.							
12. My customers informed my company about the great service they received from me.							
13. Customers expressed their willingness to extend or continue services (e.g., "I'll be using your service again.")							
14. Customers or clients I interacted with let me know of ways that I can improve services and better serve their needs.							
15. Customers or clients I interacted with did things to make my job easier.							
16. I interacted with customers or clients who adapted to my working process.							
17. Customers or clients I interacted with followed my instructions or recommendations.							
18. I interacted with customers or clients who provided the information necessary for me to do my job.							
19. My customers carefully observed the rules and policies of our business.							
20. I had to deal with customers' requests that were unclear.							
21. My customers demanded services that I could not deliver.							
22. Customers or clients I interacted with made demanding or unreasonable requests.							
23. Customers' instructions complicated my work.							
24. It is difficult to make arrangements with customers (e.g., making changes, cancelling meetings).							
25. My clients made demands that did not follow what was agreed on.							

Appendix F Continued

SECTION 2: Please answer the following questions **about yourself**.

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. I feel valued as a person by customers or clients.							
2. I feel appreciated as an individual by customers or clients.							
3. I feel that I make a positive difference in customers' or clients' lives.							

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. I can always manage to solve difficult problems if I try hard enough.							
2. If someone opposes me, I can find the means and ways to get what I want.							
3. It is easy for me to stick to my aims and accomplish my goals.							
4. I am confident that I could deal efficiently with unexpected events.							
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.							
6. I can solve most problems if I invest the necessary effort.							
7. I can remain calm when facing difficulties because I can rely on my coping abilities.							
8. When I am confronted with a problem, I can usually find several solutions.							
9. If I am in trouble, I can usually think of a solution.							
10. I can usually handle whatever comes my way							

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. On the job, I frequently try to take customers' perspectives.							
2. At work, I often imagine how customers are feeling.							
3. On the job, I make an effort to see the world through customers' eyes.							
4. At work, I regularly seek to understand customers' viewpoints.							

Appendix F Continued

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. I am generous with my friends.							
2. I quickly get over and recover from being startled.							
3. Most of the people I meet are likable.							
4. I enjoy trying new foods I have never tasted before.							
5. I like to take different paths to familiar places.							
6. I am more curious than most people.							
7. I usually think carefully about something before acting.							
8. I like to do new and difficult things.							
9. My daily life is full of things that keep me interested.							
10. I get over my anger at someone reasonably quickly.							

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. I often get into arguments with my family and co-workers.							
2. Some people think I'm selfish and egotistical.							
3. I believe that most people will take advantage of you if you let them.							
4. If necessary, I am willing to manipulate people to get what I want.							
5. I tend to be cynical and skeptical of others' intentions.							
6. Some people think of me as cold and calculating.							
7. I'm hard-headed and tough-minded in my attitudes.							
8. If I don't like people, I let them know it.							
9. I try to be courteous to everyone I meet.							
10. I would rather cooperate with others than compete with them.							
11. Most people I know like me.							
12. I generally try to be thoughtful and considerate.							

Appendix F Continued

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. I have frequent mood swings.							
2. I am relaxed most of the time.							
3. I get upset easily.							
4. I seldom feel blue.							

	Never (1)	A few times a year or less (2)	Once a month or less (3)	A few times a month (4)	Once a week (5)	A few times a week (6)	Everyday (7)
1. I feel emotionally drained from my work.							
2. I feel used up at the end of the workday.							
3. I feel fatigued when I get up in the morning and have to face another day on the job.							
4. Working with people all day is really a strain for me.							
5. I feel burned out from my work.							
6. I feel frustrated by my job.							
7. I feel I'm working too hard on my job.							
8. Working with people directly puts too much stress on me.							
9. I feel like I'm at the end of my rope.							

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. I feel fairly satisfied with my present job.							
2. Most days I am enthusiastic about my work.							
3. Each day seems like it will never end.							
4. I feel real enjoyment in my work.							
5. I consider my job to be rather unpleasant.							

Appendix F Continued

SECTION 3: Please answer the following questions **about your workplace.**

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. In our organization some employees are rejected for being different.							
2. When someone in our organization makes a mistake, it is often held against them.							
3. It is difficult to ask others for help in our organization.							
4. In our organization one is free to take risks.							
5. The people in our organization value others' unique skills and talents.							
6. As an employee in our organization one is able to bring up problems and tough issues.							

SECTION 4: **Personal information**

Your current position: _____ Company _____

For how long have you been in this position? _____ Years _____ Months

How long have you been at this organization? _____ Years _____ Months

Age (in years): _____ Your gender: Male Female

Education: Lower than Bachelor's degree

Bachelor's degree

Master's degree

Doctoral degree

Please return the completed questionnaire directly to me in the enclosed envelope provided.

Thank you for participation! Your response is extremely valuable for our research!

Appendix G: Questionnaire for supervisors

Dear Respondents,

Please read the statement below before you begin.

My name is Angsuthon Srisuthisa-ard, and I am a PhD student at Whitman School of Management, Syracuse University, the United States of America. I am conducting this study to better understand the impact of interaction with the public on employees' attitudes and performance. You are asked to respond to a questionnaire regarding your employee's behaviors and performance. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty. **Your responses will be held in strict confidence and will be used for the academic purposes only. No individual data will be released to anyone.**

If you have any questions, concerns or complaints about the research please contact Angsuthon Srisuthisa-ard, asrisuth@syr.edu , 092-416-7225

Completion of the survey indicates your willingness to take part in this study and that you are at least 18 years old. By continuing I agree to participate in this research study

Please return the completed questionnaire directly to me in the enclosed envelope provided.

Best,

Ms. Angsuthon Srisuthisa-ard

This employee...	Never (0)	Seldom (1)	Sometimes (3)	Often (4)	Very often (5)
1. Treated the customer with respect.					
2. Got blunt with the customer.					
3. Escalated his or her tone of voice.					

This employee..	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. Fulfills all the responsibilities specified in his/her job description.							
2. Consistently meets the formal performance requirements of his/her job.							
3. Conscientiously performs tasks that are expected of him/her.							
4. Adequately completes all of his/her assigned duties.							
5. Sometimes fails to perform essential duties of his/her job.							

Appendix G Continued

This employee..	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Neutral (4)	Slightly Agree (5)	Agree (6)	Strongly Agree (7)
1. Proactively shares information with customers to meet their financial needs.							
2. Anticipates issues or needs customers might have and proactively develops solutions.							
3. Uses own judgment and understanding of risk to determine when to make exceptions or improvise solutions.							
4. Takes ownership by following through with the customer interaction and ensures a smooth transition to other service representatives.							
5. Actively creates partnerships with other service representatives to better serve customers.							
6. Takes initiative to communicate client requirements to other service areas and collaborates in implementing solutions.							
7. Proactively checks with customers to verify that customer expectations have been met or exceeded.							

Personal information

Your current position: _____ Company _____

For how long have you supervised this employee? Years _____ Months _____

How long have you been at this organization? Years _____ Months _____

Age (in years): _____ Your gender: Male Female

**Please return the completed questionnaire directly to me in the enclosed envelope provided.
Thank you for your participation!**

References

- Ackerman, J. M., Goldstein, N. J., Shapiro, J. R., & Bargh, J. A. (2009). You Wear Me Out The Vicarious Depletion of Self-Control. *Psychological Science, 20*(3), 326-332.
- Andersson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *Academy of management review, 24*(3), 452-471.
- Avey, J. B., Luthans, F., & Jensen, S. M. (2009). Psychological capital: A positive resource for combating employee stress and turnover. *Human Resource Management, 48*(5), 677-693.
- Avey, J. B., Luthans, F., Smith, R. M., & Palmer, N. F. (2010). Impact of positive psychological capital on employee well-being over time. *Journal of occupational health psychology, 15*(1), 17.
- Baer, M., & Frese, M. (2003). Innovation is not enough: Climates for initiative and psychological safety, process innovations, and firm performance. *Journal of Organizational Behavior, 24*(1), 45-68.
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human resource management, 43*(1), 83-104.
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of educational psychology, 99*(2), 274.
- Bandura, A. (1981). Self-referent thought: A developmental analysis of self-efficacy. *Social cognitive development: Frontiers and possible futures, 200-239*.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American psychologist, 37*(2), 122.
- Batson, C. D., Early, S., & Salvarani, G. (1997). Perspective taking: Imagining how another feels

- versus imagining how you would feel. *Personality and Social Psychology Bulletin*, 23, 751-758.
- Bauer, D. J., Preacher, K. J., & Gil, K. M. (2006). Conceptualizing and testing random indirect effects and moderated mediation in multilevel models: new procedures and recommendations. *Psychological methods*, 11(2), 142.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497.
- Bettencourt, L. A. (1997). Customer voluntary performance: customers as partners in service delivery. *Journal of retailing*, 73(3), 383-406.
- Bitner, M. J., Booms, B. H., & Mohr, L. A. (1994). Critical service encounters: The employee's viewpoint. *Journal of marketing*, 58(4).
- Block, J., & Kremen, A. M. (1996). IQ and ego-resiliency: conceptual and empirical connections and separateness. *Journal of personality and social psychology*, 70(2), 349.
- Bowen, C. C., Swim, J. K., & Jacobs, R. R. (2000). Evaluating gender biases on actual job performance of real people: A Meta-analysis. *Journal of Applied Social Psychology*, 30(10), 2194-2215.
- Brayfield, A. H., & Rothe, H. F. (1951). An index of job satisfaction. *Journal of applied psychology*, 35(5), 307.
- Brotheridge, C. M., & Grandey, A. A. (2002). Emotional labor and burnout: Comparing two perspectives of "people work". *Journal of vocational behavior*, 60(1), 17-39.
- Brotheridge, C. M., & Lee, R. T. (2003). Development and validation of the emotional labour scale. *Journal of Occupational and Organizational Psychology*, 76(3), 365-379.
- Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to

- job involvement, effort, and performance. *Journal of applied psychology*, 81(4), 358.
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of cross-cultural psychology*, 1(3), 185-216.
- Brown, S. P., Cron, W. L., & Slocum Jr, J. W. (1998). Effects of trait competitiveness and perceived intraorganizational competition on salesperson goal setting and performance. *Journal of Marketing*, 62(4).
- Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of applied psychology*, 81(4), 358.
- Bryk, A., & Raudenbush, S. W. (1992). *Hierarchical Linear Models for Social and Behavioral Research: Applications and Data Analysis Methods*. Newbury Park, CA: Sage.
- Chan, K. W., & Wan, E. W. (2012). How can stressed employees deliver better customer service? The underlying self-regulation depletion mechanism. *Journal of Marketing*, 76(1), 119-137.
- Chen, G., Gully, S. M., & Eden, D. (2004). General self-efficacy and self-esteem: Toward theoretical and empirical distinction between correlated self-evaluations. *Journal of organizational Behavior*, 25(3), 375-395.
- Cheng, S. T., & Hamid, P. N. (1997). Dispositional optimism in Chinese people: what does the life orientation test measure?. *International Journal of Psychology*, 32(4), 221-230.
- Couch, A., & Keniston, K. (1960). Yeasayers and naysayers: agreeing response set as a personality variable. *The Journal of Abnormal and Social Psychology*, 60(2), 151.
- Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of personality and social psychology*, 44(1), 113.
- DeVellis, R. (1991), *Scale Development: Theory and Applications*, Sage Publications, London.

- Dormann, C., & Zapf, D. (2004). Customer-related social stressors and burnout. *Journal of Occupational Health Psychology, 9*(1), 61.
- Duffy, M. K., Ganster, D. C., & Pagon, M. (2002). Social undermining in the workplace. *Academy of management Journal, 45*(2), 331-351.
- Eden, D. (1996, August). *From self-efficacy to means efficacy: Internal and external sources of general and specific efficacy*. Paper presented at the 56th Annual Meeting of the Academy of Management, Cincinnati, OH.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly, 44*(2), 350-383.
- Eiseman, J. W. (1978). Reconciling" incompatible" positions. *The Journal of Applied Behavioral Science, 14*(2), 133-150.
- Emmons, R. A., & Shelton, C. M. (2002). Gratitude and the science of positive psychology. *Handbook of positive psychology, 18*, 459-471.
- Erez, M. (2010). Culture and job design. *Journal of Organizational Behavior, 31*(2-3), 389-400.
- Ferris, D. L., Spence, J. R., Brown, D. J., & Heller, D. (2012). Interpersonal injustice and workplace deviance the role of esteem threat. *Journal of Management, 38*(6), 1788-1811.
- Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organizations. *Journal of Management, 33*(3), 290-320.
- Finch, J. F., Okun, M. A., Barrera, M., Zautra, A. J., & Reich, J. W. (1989). Positive and negative social ties among older adults: Measurement models and the prediction of psychological distress and well-being. *American Journal of Community Psychology, 17*(5), 585-605.
- Fombrun, C. J. (1982). Strategies for network research in organizations. *Academy of Management Review, 7*(2), 280-291.

- Fredrickson, B. L. (1998). What good are positive emotions?. *Review of general psychology*, 2(3), 300.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American psychologist*, 56(3), 218.
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19(3), 313-332.
- Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of personality and social psychology*, 95(5), 1045.
- Frijda, N. H. (1986). *The emotions*. Cambridge University Press.
- Fritz, C., & Sonnentag, S. (2005). Recovery, health, and job performance: effects of weekend experiences. *Journal of occupational health psychology*, 10(3), 187.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, 26(4), 331-362.
- Gilboa, S., Shirom, A., Fried, Y., & Cooper, C. (2008). A meta-analysis of work demand stressors and job performance: examining main and moderating effects. *Personnel Psychology*, 61(2), 227-271.
- Gist, M. E. (1987). Self-efficacy: Implications for organizational behavior and human resource management. *Academy of management review*, 12(3), 472-485.
- Goodwin, C. (1996). Communality as a dimension of service relationships. *Journal of Consumer Psychology*, 5(4), 387-415.
- Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize

- emotional labor. *Journal of Occupational Health Psychology*, 5, 95-110.
- Grandey, A. A. (2003). When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal*, 46(1), 86-96.
- Grandey, A. A., & Cropanzano, R. (1999). The conservation of resources model applied to work–family conflict and strain. *Journal of Vocational Behavior*, 54(2), 350-370.
- Grandey, A. A., & Diamond, J. (2010). Interactions with the public: Bridging job design and emotional labor perspectives. *Journal of Organizational Behavior*, 31, 338-350.
- Grandey, A. A., Dickter, D. N., & Sin, H. P. (2004). The customer is not always right: Customer aggression and emotion regulation of service employees. *Journal of Organizational Behavior*, 25(3), 397-418.
- Grandey, A., Foo, S. C., Groth, M., & Goodwin, R. E. (2012). Free to be you and me: A climate of authenticity alleviates burnout from emotional labor. *Journal of Occupational Health Psychology*, 17(1), 1-14.
- Grandey, A. A., Kern, J. H., & Frone, M. R. (2007). Verbal abuse from outsiders versus insiders: Comparing frequency, impact on emotional exhaustion, and the role of emotional labor. *Journal of Occupational Health Psychology*, 12, 63-79.
- Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32, 393-417.
- Grant, A. M. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *Journal of Applied Psychology*, 93, 108-124.
- Grant, A. M., & Berry, J. W. (2011). The necessity of others is the mother of invention: Intrinsic and prosocial motivations, perspective taking, and creativity. *Academy of Management*

- Journal*, 54(1), 73-96.
- Grant, A. M., Campbell, E. M., Chen, G., Cottone, K., Lapedis, D., & Lee, K. (2007). Impact and the art of motivation maintenance: The effects of contact with beneficiaries on persistence behavior. *Organizational Behavior and Human Decision Processes*, 103, 53- 67.
- Grant, A. M., Fried, Y., & Juillerat, T. (2010). Work matters: Job design in classic and contemporary perspectives. In S. Zedeck (Ed.), *APA Handbook of Industrial and Organizational Psychology*, I: 417 - 453.
- Grant, A. M., & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of personality and social psychology*, 98(6), 946.
- Grant, A. & Parker, S. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. *The Academy of Management Annals*, 3,1,317-375.
- Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327-347.
- Groth, M. (2005). Customers as good soldiers: examining citizenship behaviors in internet service deliveries. *Journal of Management*, 31(1), 7-27.
- Groth, M., & Grandey, A. (2012). From bad to worse negative exchange spirals in employee–customer service interactions. *Organizational Psychology Review*, 2(3), 208-233.
- Gutek, B.A. (1997). Dyadic interaction in organizations. In C. L. Cooper & S. E. Jackson (Eds.), *Creating Tomorrow's Organizations*, Chichester, UK: John Wiley & Sons Ltd.
- Gutek, B. A. (1999). The social psychology of service interactions. *Journal of Social Issues*, 55(3), 603-617.

- Gutek, B. A., A. D. Bhappu, M. A. Liao-Troth and B. Cherry. (1999). Distinguishing between Service Relationships and Encounters. *Journal of Applied Psychology*, 84(2), 218-233.
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.
- Hakanen, J. J., Perhoniemi, R., & Toppinen-Tanner, S. (2008). Positive gain spirals at work: From job resources to work engagement, personal initiative and work-unit innovativeness. *Journal of Vocational Behavior*, 73(1), 78-91.
- Halbesleben, J. R. (2006). Sources of social support and burnout: a meta-analytic test of the conservation of resources model. *Journal of applied Psychology*, 91(5), 1134.
- Halbesleben, J. R., & Bowler, W. M. (2007). Emotional exhaustion and job performance: the mediating role of motivation. *Journal of Applied Psychology*, 92(1), 93.
- Harris, K. J., Kacmar, K. M., & Zivnuska, S. (2007). An investigation of abusive supervision as a predictor of performance and the meaning of work as a moderator of the relationship. *The Leadership Quarterly*, 18(3), 252-263.
- Hayes, A. F. (2008). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Press.
- Hershcovis, M. S., & Barling, J. (2010). Towards a multi-foci approach to workplace aggression: A meta-analytic review of outcomes from different perpetrators. *Journal of Organizational Behavior*, 31(1), 24-44.
- Hinkin, T. R. (1995). A review of scale development practices in the study of organizations. *Journal of management*, 21(5), 967-988.
- Hinkin, T. R., & Tracey, J. B. (1999). An analysis of variance approach to content validation. *Organizational Research Methods*, 2(2), 175-186.
- Hobfoll, S. E. (Ed.). (1988). *The ecology of stress*. Taylor & Francis.

- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American psychologist, 44*(3), 513.
- Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: advancing conservation of resources theory. *Applied Psychology, 50*(3), 337-421.
- Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of general psychology, 6*(4), 307.
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley, CA: University of California Press.
- Hochschild, A. (1989). *The second shift*. New York: Viking.
- Hochwarter, W. A., Witt, L. A., Treadway, D. C., & Ferris, G. R. (2006). The interaction of social skill and organizational support on job performance. *Journal of Applied Psychology, 91*(2), 482.
- Hoffman, M. L. (1975). Developmental synthesis of affect and cognition and its implications for altruistic motivation. *Developmental Psychology, 11*(5), 607.
- House, J. S. (1981). *Work stress and social support*. Reading, MA: Addison-Wesley.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal, 6*(1), 1-55.
- Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology, 92*, 1332-1356.
- Ibarra, H. (1995). Race, opportunity, and diversity of social circles in managerial networks. *Academy of management journal, 38*(3), 673-703.

- Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of personality and social psychology*, 52(6), 1122.
- Jex, S. M., Bliese, P. D., Buzzell, S., & Primeau, J. (2001). The impact of self-efficacy on stressor–strain relations: Coping style as an explanatory mechanism. *Journal of Applied Psychology*, 86(3), 401.
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of applied Psychology*, 86(1), 80.
- Judge, T. A., & Ilies, R. (2002). Relationship of personality to performance motivation: a meta-analytic review. *Journal of Applied Psychology*, 87(4), 797.
- Judge, T. A., Jackson, C. L., Shaw, J. C., Scott, B. A., & Rich, B. L. (2007). Self-efficacy and work-related performance: the integral role of individual differences. *Journal of Applied Psychology*, 92(1), 107.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological bulletin*, 127(3), 376.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 33(4), 692-724.
- Kahn, W. A. (1993). Caring for the caregivers: Patterns of organizational caregiving. *Administrative Science Quarterly*, 539-563.
- Karasek Jr, R. A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative science quarterly*, 285-308.
- Keh, H. T., & Teo, C. W. (2001). Retail customers as partial employees in service provision: a

- conceptual framework. *International Journal of Retail & Distribution Management*, 29(8), 370-378.
- Kern, J. H., & Grandey, A. A. (2009). Customer incivility as a social stressor: the role of race and racial identity for service employees. *Journal of Occupational Health Psychology*, 14(1), 46.
- Labianca, G., Brass, D. J., & Gray, B. (1998). Social networks and perceptions of intergroup conflict: The role of negative relationships and third parties. *Academy of Management journal*, 41(1), 55-67.
- Lai, J. C., & Yue, X. (2000). Measuring optimism in Hong Kong and mainland Chinese with the revised Life Orientation Test. *Personality and Individual Differences*, 28(4), 781-796.
- Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of applied Psychology*, 81(2), 123.
- Lengnick-Hall, C. A. (1996). Customer contributions to quality: a different view of the customer-oriented firm. *Academy of Management review*, 21(3), 791-824.
- LePine, J. A., Podsakoff, N. P., & LePine, M. A. (2005). A meta-analytic test of the challenge stressor-hindrance stressor framework: An explanation for inconsistent relationships among stressors and performance. *Academy of Management Journal*, 48(5), 764-775.
- Lepore, S. J. (1992). Social conflict, social support, and psychological distress: evidence of cross-domain buffering effects. *Journal of personality and social psychology*, 63(5), 857.
- Liao, H., Liu, D., & Loi, R. (2010). Looking at both sides of the social exchange coin: A social cognitive perspective on the joint effects of relationship quality and differentiation on creativity. *Academy of Management Journal*, 53(5), 1090-1109.
- Lilius, J. M. (2012). Recovery at work: Understanding the restorative side of “depleting” client

- interactions. *Academy of Management Review*, 37(4), 569-588.
- Liu, D., Zhang, Z., & Wang, M. (2012). Mono-level and multilevel mediated moderation and moderated mediation: Theorization and test. *Management research methods (2nd edn, in Chinese)*, 545-579.
- Llorens, S., Schaufeli, W., Bakker, A., & Salanova, M. (2007). Does a positive gain spiral of resources, efficacy beliefs and engagement exist?. *Computers in Human Behavior*, 23(1), 825-841.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1293-1349). Chicago: Rand McNally.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting & task performance*. Prentice-Hall, Inc.
- Lovelock, C. (1994). *Product plus: How product+ service= competitive advantage*. New York.
- Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23(6), 695-706.
- Luthans, F., Avolio, B. J., Walumbwa, F. O., & Li, W. (2005). The psychological capital of Chinese workers: Exploring the relationship with performance. *Management and Organization Review*, 1(2), 249-271.
- Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. *Human Resource Development Review*, 5(1), 25-44.
- MacKenzie, S. B., Podsakoff, P. M., & Podsakoff, N. P. (2011). Construct measurement and validation procedures in MIS and behavioral research: Integrating new and existing techniques. *MIS quarterly*, 35(2), 293-334.
- Madjar, N., & Ortiz-Walters, R. (2009). Trust in supervisors and trust in customers: Their

- independent, relative, and joint effects on employee performance and creativity. *Human Performance*, 22(2), 128-142.
- Maslach, C. & Jackson, S.E. (1986). *Maslach Burnout Inventory: Second Edition*. Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422. <http://dx.doi.org/10.1146/annurev.psych.52.1.397>
- May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of occupational and organizational psychology*, 77(1), 11-37.
- Maynes, T. D., & Podsakoff, P. M. (2014). Speaking more broadly: An examination of the nature, antecedents, and consequences of an expanded set of employee voice behaviors. *Journal of Applied Psychology*, 99(1), 87.
- Mayer, D. M., Ehrhart, M. G., & Schneider, B. (2009). Service attribute boundary conditions of the service climate–customer satisfaction link. *Academy of Management Journal*, 52(5), 1034-1050.
- Molinsky, A., & Margolis, J. (2005). Necessary evils and interpersonal sensitivity in organizations. *Academy of Management Review*, 30(2), 245-268.
- Moorman, R. H. (1993). The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior. *Human relations*, 46(6), 759-776.
- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of applied psychology*, 91(6), 1321.

- Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of Management Review*, 21, 986-1010.
- Morris, J. A., & Feldman, D. C. (1997). Managing emotions in the workplace. *Journal of Managerial Issues*, 257-274.
- Nelson, D. L. and Simmons, B. L. (2003). 'Health psychology and work stress: a more positive approach'. In Quick, J. C. and Tetrick, L. E. (Eds), *Handbook of Occupational Health Psychology*. Washington, DC:American Psychological Association, 97-119.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (3) McGraw-Hill. New York.
- Parker, S. K., & Axtell, C. M. (2001). Seeing another viewpoint: Antecedents and outcomes of employee perspective taking. *Academy of Management Journal*, 44(6), 1085-1100.
- Parker, S. K., Bindl, U. K., & Strauss, K. (2010). Making things happen: A model of proactive motivation. *Journal of management*.
- Phillips, J. M., & Gully, S. M. (1997). Role of goal orientation, ability, need for achievement, and locus of control in the self-efficacy and goal--setting process. *Journal of Applied Psychology*, 82(5), 792.
- Podolny, J. M., & Baron, J. N. (1997). Resources and relationships: Social networks and mobility in the workplace. *American sociological review*, 673-693.
- Pratt, M. G., & Ashforth, B. E. (2003). Fostering meaningfulness in working and at work. *Positive organizational scholarship: Foundations of a new discipline*, 309-327.
- Preacher, K. J., & Selig, J. P. (2012). Advantages of Monte Carlo confidence intervals for indirect effects. *Communication Methods and Measures*, 6(2), 77-98.
- Preacher, K. J., Zhang, Z., & Zyphur, M. J. (2011). Alternative methods for assessing mediation in multilevel data: The advantages of multilevel SEM. *Structural Equation Modeling*,

18(2), 161-182.

- Preacher, K. J., Zyphur, M. J., & Zhang, Z. (2010). A general multilevel SEM framework for assessing multilevel mediation. *Psychological methods, 15*(3), 209.
- Rafaeli, A. (1989). When clerks meet customers: A test of variables related to emotional expressions on the job. *Journal of Applied Psychology, 74*(3), 385.
- Rafaeli, A., Erez, A., Ravid, S., Derfler-Rozin, R., Treister, D. E., & Scheyer, R. (2012). When customers exhibit verbal aggression, employees pay cognitive costs. *Journal of applied psychology, 97*(5), 931.
- Rank, J., Carsten, J. M., Unger, J. M., & Spector, P. E. (2007). Proactive customer service performance: Relationships with individual, task, and leadership variables. *Human Performance, 20*(4), 363-390.
- Raub, S., & Liao, H. (2012). Doing the right thing without being told: joint effects of initiative climate and general self-efficacy on employee proactive customer service performance. *Journal of Applied Psychology, 97*(3), 651.
- Redmond, M. R., Mumford, M. D., & Teach, R. (1993). Putting creativity to work: Effects of leader behavior on subordinate creativity. *Organizational behavior and human decision processes, 55*(1), 120-151.
- Rook, K. S. (1984). The negative side of social interaction: impact on psychological well-being. *Journal of personality and social psychology, 46*(5), 1097.
- Rousseau, D. M., & Fried, Y. (2001). Location, location, location: contextualizing organizational research. *Journal of organizational Behavior, 22*(1), 1-13.

- Rupp, D. E., McCance, A. S., Spencer, S., & Sonntag, K. (2008). Customer (in) justice and emotional labor: The role of perspective taking, anger, and emotional regulation. *Journal of Management*.
- Rupp, D. E., & Spencer, S. (2006). When customers lash out: the effects of customer interactional injustice on emotional labor and the mediating role of discrete emotions. *Journal of Applied Psychology, 91*(4), 971.
- Ryan, A. M., & Ployhart, R. E. (2003). Customer service behavior. *Handbook of psychology*.
- Schaubroeck, J., Lam, S. S., & Xie, J. L. (2000). Collective efficacy versus self-efficacy in coping responses to stressors and control: a cross-cultural study. *Journal of Applied Psychology, 85*(4), 512.
- Schneider, B., White, S. S., & Paul, M. C. (1998). Linking service climate and customer perceptions of service quality: Tests of a causal model. *Journal of applied Psychology, 83*(2), 150.
- Schriesheim, C. A., Coglisier, C. C., Scandura, T. A., Lankau, M. J., & Powers, K. J. (1999). An empirical comparison of approaches for quantitatively assessing the content adequacy of paper-and-pencil measurement instruments. *Organizational Research Methods, 2*(2), 140-156.
- Schriesheim, C. A., Powers, K. J., Scandura, T. A., Gardiner, C. C., & Lankau, M. J. (1993). Improving construct measurement in management research: Comments and a quantitative approach for assessing the theoretical content adequacy of paper-and-pencil survey-type instruments. *Journal of Management, 19*(2), 385-417.

- Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. *Measures in health psychology: A user's portfolio. Causal and control beliefs, 1*, 35-37.
- Shao, R., & Skarlicki, D. P. (2014). Service employees' reactions to mistreatment by customers: A comparison between North America and East Asia. *Personnel Psychology, 67*(1), 23-59.
- Shea, C. M., & Howell, J. M. (2000). Efficacy-performance spirals: An empirical test. *Journal of Management, 26*(4), 791-812.
- Sherman, D. K., & Cohen, G. L. (2006). The psychology of self-defense: Self-affirmation theory. *Advances in experimental social psychology, 38*, 183.
- Skarlicki, D. P., van Jaarsveld, D. D., & Walker, D. D. (2008). Getting even for customer mistreatment: the role of moral identity in the relationship between customer interpersonal injustice and employee sabotage. *Journal of Applied Psychology, 93*(6), 1335.
- Sliter, M., Jex, S., Wolford, K., & McInnerney, J. (2010). How rude! Emotional labor as a mediator between customer incivility and employee outcomes. *Journal of occupational health psychology, 15*(4), 468.
- Sliter, M., Sliter, K., & Jex, S. (2012). The employee as a punching bag: The effect of multiple sources of incivility on employee withdrawal behavior and sales performance. *Journal of Organizational Behavior, 33*(1), 121-139.

- Speier, C., & Frese, M. (1997). Generalized self efficacy as a mediator and moderator between control and complexity at work and personal initiative: A longitudinal field study in East Germany. *Human Performance*, *10*(2), 171-192.
- Suzuki, T., Tsukamoto, K., & Abe, K. (2000). Characteristic factor structures of the Japanese version of the State-Trait Anxiety Inventory: Coexistence of positive-negative and state-trait factor structures. *Journal of Personality Assessment*, *74*(3), 447-458.
- Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of management journal*, *43*(2), 178-190.
- Tierney, P., & Farmer, S. M. (2004). The Pygmalion process and employee creativity. *Journal of Management*, *30*(3), 413-432.
- Triandis, H. C., & Suh, E. M. (2002). Cultural influences on personality. *Annual review of psychology*, *53*(1), 133-160.
- Umphress, E. E., Labianca, G., Brass, D. J., Kass, E., & Scholten, L. (2003). The role of instrumental and expressive social ties in employees' perceptions of organizational justice. *Organization science*, *14*(6), 738-753.
- Utsey, S. O., Giesbrecht, N., Hook, J., & Stanard, P. M. (2008). Cultural, sociofamilial, and psychological resources that inhibit psychological distress in African Americans exposed to stressful life events and race-related stress. *Journal of Counseling Psychology*, *55*(1), 49.

- van Jaarsveld, D. D., Walker, D. D., & Skarlicki, D. P. (2010). The role of job demands and emotional exhaustion in the relationship between customer and employee incivility. *Journal of Management*.
- Vinokur, A. D., Price, R. H., & Caplan, R. D. (1996). Hard times and hurtful partners: how financial strain affects depression and relationship satisfaction of unemployed persons and their spouses. *Journal of personality and social psychology*, *71*(1), 166.
- Vinokur, A. D., & Van Ryn, M. (1993). Social support and undermining in close relationships: their independent effects on the mental health of unemployed persons. *Journal of personality and social psychology*, *65*(2), 350.
- Waldman, D. A., & Avolio, B. J. (1986). A meta-analysis of age differences in job performance. *Journal of Applied Psychology*, *71*(1), 33.
- Walker, D. D., van Jaarsveld, D. D., & Skarlicki, D. P. (2014). Exploring the effects of individual customer incivility encounters on employee incivility: The moderating roles of entity (in) civility and negative affectivity. *Journal of Applied Psychology*, *99*(1), 151.
- Wang, M., Liao, H., Zhan, Y., & Shi, J. (2011). Daily customer mistreatment and employee sabotage against customers: Examining emotion and resource perspectives. *Academy of Management Journal*, *54*(2), 312-334.
- Wang, M., Liu, S., Liao, H., Gong, Y., Kammeyer-Mueller, J., & Shi, J. (2014). Can't get it out of my mind: Employee rumination after customer mistreatment and negative mood in the next morning. *Journal of Applied Psychology*, *98*(6), 989.

- Warren, D. E. (2003). Constructive and Destructive Deviance in Organizations. *Academy of Management Review*, 28(4), 622-632.
- Williams, L. J., & Anderson, S. E. 1991. Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17: 601–617.
- Wish, M., Deutsch, M., & Kaplan, S. J. (1976). Perceived dimensions of interpersonal relations. *Journal of Personality and Social Psychology*, 33(4), 409.
- Wong, N., Rindfleisch, A., & Burroughs, J. E. (2003). Do reverse-worded items confound measures in cross-cultural consumer research? The case of the Material Values Scale. *Journal of consumer research*, 30(1), 72-91.
- Wood, R. E., George-Falvy, J., & Debowski, S. (2001). *Motivation and information search on complex tasks*. Lawrence Erlbaum Associates Publishers.
- Wright, T. A., & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of Applied Psychology*, 83(3), 486.
- Wrzesniewski, A., Dutton, J. E., & Debebe, G. (2003). Interpersonal sensemaking and the meaning of work. *Research in organizational behavior*, 25, 93-135.
- Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of research in personality*, 31(1), 21-33.
- Yagil, D., Luria, G., & Gal, I. (2008). Stressors and resources in customer service roles: Exploring the relationship between core self-evaluations and burnout. *International Journal of Service Industry Management*, 19(5), 575-595.

Youssef, C. M., & Luthans, F. (2007). Positive Organizational Behavior in the Workplace The Impact of Hope, Optimism, and Resilience. *Journal of Management*, 33(5), 774-800.

Zellars, K. L., & Perrewé, P. L. (2001). Affective personality and the content of emotional social support: coping in organizations. *Journal of Applied Psychology*, 86(3), 459.

Zimmermann, B. K., Dormann, C., & Dollard, M. F. (2011). On the positive aspects of customers: Customer-initiated support and affective crossover in employee–customer dyads. *Journal of Occupational and Organizational Psychology*, 84(1), 31-57.

VITA

NAME OF AUTHOR: Angsuthon Srisuthisa-ard

PLACE OF BIRTH: Thailand

GRADUATE AND UNDERGRADUATE SCHOOLS ATTENDED:

The Johns Hopkins University, Baltimore, Maryland
Chulalongkorn University, Bangkok, Thailand

DEGREES AWARDED:

M.S. in Organizational Development and Human Resources, 2007,
The Johns Hopkins University
B.A. in International Relations, 1999, Chulalongkorn University

PROFESSIONAL EXPERIENCE:

Human Resource Professional, Ministry of Interior, Thailand (2007- 2011)
Policy and Plan Analyst, Ministry of Interior, Thailand (2003- 2005)
Deputy District Chief, Phichit Province, Thailand (2001-2003)