

2014-01-01

A Social Exchange Perspective: The Mediating Effect Of Customers' Perceived Overall Justice And Affect In The Relationship Between Employee Performance And Customer Satisfaction

Si Hyun Kim

University of Texas at El Paso, skim4@utep.edu

Follow this and additional works at: https://digitalcommons.utep.edu/open_etd



Part of the [Business Administration, Management, and Operations Commons](#), and the [Management Sciences and Quantitative Methods Commons](#)

Recommended Citation

Kim, Si Hyun, "A Social Exchange Perspective: The Mediating Effect Of Customers' Perceived Overall Justice And Affect In The Relationship Between Employee Performance And Customer Satisfaction" (2014). *Open Access Theses & Dissertations*. 1656.
https://digitalcommons.utep.edu/open_etd/1656

This is brought to you for free and open access by DigitalCommons@UTEP. It has been accepted for inclusion in Open Access Theses & Dissertations by an authorized administrator of DigitalCommons@UTEP. For more information, please contact lweber@utep.edu.

A SOCIAL EXCHANGE PERSPECTIVE: THE MEDIATING EFFECT OF
CUSTOMERS' PERCEIVED OVERALL JUSTICE AND AFFECT IN THE
RELATIONSHIP BETWEEN EMPLOYEE PERFORMANCE AND
CUSTOMER SATISFACTION

SI HYUN KIM

International Business

APPROVED:

Maria Fernanda Wagstaff, Ph.D., Chair

Santiago Ibarreche, Ph.D.

Guillermo Dabos, Ph.D.

John Hadjimarcou, Ph.D.

Bess Sirmon-Taylor, Ph.D.
Interim Dean of the Graduate School

Copyright ©

By

SI HYUN KIM

2014

Dedication

“My father was a refugee Aramean who went down to Egypt with a small household and lived there as a resident alien. But there he became a nation great, strong and numerous. When the Egyptians maltreated and oppressed us, imposing harsh servitude upon us, we cried to the LORD, the God of our ancestors, and the LORD heard our cry and saw our affliction, our toil and our oppression. Then the LORD brought us out of Egypt with a strong hand and outstretched arm, with terrifying power, with signs and wonders, and brought us to this place, and gave us this land, a land flowing with milk and honey. Now, therefore, I have brought the first fruits of the products of the soil which you, LORD, have given me.” Deuteronomy 26:5-10.

“저희 조상은 떠돌아다니는 아람인이었습니다. 그는 몇 안되는 사람들과 이집트로 내려가 이방인으로 살다가, 거기에서 크고 강하고 수가 많은 민족이 되었습니다.

그러자 이집트인들이 저희를 학대하고 괴롭히며 저희에게 심한 노역을 시켰습니다. 그래서 저희가 주 저희 조상들의 하느님께 부르짖자, 주님께서서는 저희의 소리를 들으시고, 저희의 고통과 불행 그리고 저희가 억압 당하는 것을 보셨습니다.

주님께서서는 강한 손과 뻗은 팔로, 큰 공포와 표징과 기적으로 저희를 이집트에서 이끌어내셨습니다. 그리고 저희를 이곳으로 데리고 오시어 저희에게 이 땅, 곧 젖과 꿀이 흐르는 땅을 주셨습니다. 주님, 그래서 이제 저희가 주님께서 저희에게 주신 땅에서 거둔 수확의 만물을 가져왔습니다.” 신명기 26장 5절~10절.

A SOCIAL EXCHANGE PERSPECTIVE: THE MEDIATING EFFECT OF
CUSTOMERS' PERCEIVED OVERALL JUSTICE AND AFFECT IN THE
RELATIONSHIP BETWEEN EMPLOYEE PERFORMANCE AND
CUSTOMER SATISFACTION

by

SI HYUN KIM, M.S., B.B.A.

DISSERTATION

Presented to the Faculty of the Graduate School of
The University of Texas at El Paso
in Partial Fulfillment
of the Requirements
for the Degree of

DOCTOR OF PHILOSOPHY

International Business Doctoral Program
THE UNIVERSITY OF TEXAS AT EL PASO

May 2014

Acknowledgements

I would like to take this opportunity to thank some of the extraordinary people who guided me through my doctoral experience.

I would like to thank my advisor and committee chair, Dr. Maria Fernanda Wagstaff. Her excellent guidance, support, patient, and motivation throughout the process are appreciated. I am most grateful for her inspiration to me as a doctoral student and professorial in our academic field.

I specially thank to those on my doctoral committee—Dr. John Hadjimarcou, Dr. Guillermo Dabos, and Dr. Santiago Ibarreche—for their advice and support throughout this long and difficult process. I would also like to thank you to Dr. Kang-Ok Lee for his guidance and encouragement over the years.

Last, but certainly not least, I would like to thank my family, Lucy Lucia Kim, Kang-Soon Joachim Kim, and Giacomo Laffranchini for their unconditional love and support. I specially dedicate this work to my mother, Soon-Ok Anna Han, who never failed to be there when I needed her and always made me smile. When I decided to pursue an academic career, she was the only one who fully supported my decision. I thank to my family for their endless patience, thoughtfulness, and encouragement, and there are not enough words to convey the depth of my gratitude to them for all they have done.

Abstract

Drawing from social exchange theory (Blau, 1964) and affective event theory (Weiss & Cropanzano, 1996), this paper provides insight into how customers' perceived overall justice and customers' affect mediate the relationship between employee performance and customer satisfaction. The primary research question of the study was how employees' performance (task performance and organizational citizenship behaviors) indirectly influences customers' satisfaction. In addition, this study examined the moderating effect of types of exchange in the relationship between employee performance and customers' perceived overall justice. 151 dyadic surveys were collected from both customers and stylists in 5 beauty/hair salons. As expected, customers' positive affect mediated the relationship between organizational citizenship behavior and customer satisfaction. Also, social and economic exchange moderated the relationship between customers' perceived overall justice and customer satisfaction. Implications for theory and practice are discussed.

Table of Contents

Acknowledgements	v
Abstract	vi
Table of Contents	viii
List of Tables	ix
List of Figures	xi
Chapter 1: Introduction	1
1.1 Purpose of statement	2
1.2 Research questions.....	2
1.3 Definitions of key terms.....	3
1.4 Organization of study.....	5
Chapter 2: Literature Review	6
2.1 Social exchange theory	6
2.2 Affective event theory.....	11
2.3 Employee performance	16
2.4 Customers' perceived overall justice.....	26
2.5 Customer satisfaction, customers' perceived justice, and service quality	31
2.6 Affect	35
2.7 Types of exchange	38
2.8 The overview of the relationship between service-providers and customers.....	41
2.9 A summary of chapter 2.....	47
Chapter 3: Hypotheses Development.....	49
3.1 Employee performance and customers' perceived overall justice.....	50
3.2 Customers' perceived overall justice and customer satisfaction	52
3.3 Customers' perceived overall justice as a mediator	54
3.4 Types of exchange as a moderator.....	56
3.5 Affect as a mediator	59
Chapter 4: Methods	61
4.1 Study setting and participants	61

4.2	Study design and sample size	62
4.3	Procedures	64
4.4	Measures	65
Chapter 5: Results		72
5.1	Correlation analyses and statistical assumptions	72
5.2	Outlier tests	72
5.3	Preliminary analyses	74
5.4	Convergent and discriminant validity	76
5.5	Test of hypotheses	78
5.6	Post-Hoc analyses	87
Chapter 6: Discussion		92
6.1	Contributions and implications	92
6.2	Limitation and future directions of research	94
6.3	Conclusion	96
References		97
Appendix A.1: Measures for Service Providers		114
Appendix A.2: Measures for Customers		118
Appendix B: Customer-Service Provider Relationships		126
Appendix C.1: A Institutional Review Board Approval Letter		136
Appendix C.2: A Consent Form for Service Providers		138
Appendix C.3: A Consent Form for Customers		140
Appendix C.4: A One-Time Survey for Service Providers		142
Appendix C.5: A Survey for Meetings by Service Providers		151
Appendix C.6: A Survey for Customers		152
Appendix D: Tables		160
Appendix E: Figures		192
Curriculum Vita		201

List of Tables

Table 4.1: Customer Charactersitics	160
Table 4.2: A Review of Task Performance Measures.	161
Table 4.3: A Review of Organizational Citizenship Behavior Measures.....	162
Table 4.4: A Review of Key OCBs and Contextual Performance Measures	164
Table 4.5: A Review of Contextual Performance and Extra-Role Behavior Measures.....	165
Table 5.1: Means, Standard Deviations, and Correlations.....	166
Table 5.2: Outliers	169
Table 5.3: Confirmatory Factor Analysesof Customer Perceived Justice	170
Table 5.4: Confirmatory Factor Analyses of Customers’ Perceived Overall Justice and Four Types of Customers’ Perceived Justice	171
Table 5.5: Confirmatory Factor Analyses of All Variables	172
Table 5.6: Multilevel Modeling of Customer Perceived Overall Justice on Employee Performance and Types of Exchange	173
Table 5.7: Multilevel Modeling of Customer Satisfaction on Customer Affect and Types of Exchange	174
Table 5.8: Multilevel Modeling of Customer Positive affect on Employee Performance and Types of Exchange	175
Table 5.9: Multilevel Modeling of Customer Negative affect on Employee Performance and Types of Exchange	176
Table 5.10: Multilevel Modeling of Customer Satisfaction on Customer Perceived Overall Justice and Employee Task Performance	177
Table 5.11: Multilevel Modeling of Customer Satisfaction on Employee Task Performance and Customer Positive Affect	178
Table 5.12: Multilevel Modeling of Customer Satisfaction on Employee Task Performance and Customer Negative Affect	179
Table 5.13: Multilevel Modeling of Customer Satisfaction on Customers’ Perceived Overall Justice and Employee Organizational Citizenship Behavior	180

Table 5.14: Multilevel Modeling of Customer Satisfaction on Employee Organizational Citizenship Behavior and Customer Positive Affect	181
Table 5.15: Multilevel Modeling of Customer Satisfaction on Employee Organizational Citizenship Behavior and Customer Negative Affect	182
Table 5.16: Multilevel Modeling of Customers' Perceived Overall Justice on Employee Task Performance and Social Exchange	183
Table 5.17: Multilevel Modeling of Customers' Perceived Overall Justice on Employee Task Performance and Economic Exchange	184
Table 5.18: Multilevel Modeling of Customers' Perceived Overall Justice on Employee Organizational Citizenship Behavior and Social Exchange	185
Table 5.19: The Results of Hypothesis Tests.....	186
Table 5.20: Multilevel Modeling of Customer Satisfaction on Customers' Perceived Overall Justice and Social Exchange	187
Table 5.21: Multilevel Modeling of Customer Satisfaction on Customers' Perceived Overall Justice and Economic Exchange	188
Table 5.22: The Results of Alternative Model Hypothesis Tests	189
Table 5.23: The Average Variance Extracted (AVE) and Composite Reliability (CR)	190
Table 5.24: The Squared Inter-Construct Correlations	191

List of Figures

Figure 3.1: A Research Model.....	192
Figure 5.1: The Mediating Effect of Customers' Perceived Overall Justice on the Relationship between Task Performance and Customer Satisfaction.....	193
Figure 5.2: The Mediating Effect of Customers' Positive Affect on the Relationship between Task Performance and Customer Satisfaction.....	194
Figure 5.3: The Mediating Effect of Customers' Negative Affect on the Relationship between Task Performance and Customer Satisfaction.....	195
Figure 5.4: The Mediating Effect of Customers' Positive Affect on the Relationship between Organizational Citizenship Behavior and Customer Satisfaction	196
Figure 5.5: The Moderating Effect of Social Exchange in the Relationship between Organizational Citizenship Behavior and Customers' Perceived Overall Justice	197
Figure 5.6: Alternative Model	198
Figure 5.7: The Moderating Effect of Social Exchange in the Relationship between Customers' Perceived Overall Justice and Customer Satisfaction	199
Figure 5.8: The Moderating Effect of Economic Exchange in the Relationship between Customers' Perceived Overall Justice and Customer Satisfaction	200

Chapter 1: Introduction

The service sector made up 79.7% of the Gross Domestic Product (GDP) of the United States in 2012, and was approximately 41.8% larger than the total labor force as service-related jobs (CIA, 2013). Ohmae (1999) also stated that almost 70% of the total number of employees works in the service sector in the U.S., which is higher than Japan (60%). Because the service sector is highly influential to the U.S. economy, it is necessary to better understand how a service is transferred from a service provider to customers. Since most services are based on direct interactions with customers, human resources in the service sector are critical factors to improving the service sector's future growth and profits. Some studies have examined the relationship between customer satisfaction and spending growth (e.g., Fornell, Rust, & Dekimpe, 2010) and the relationship between customer satisfaction and long-term profitability (e.g., Anderson, Fornell, & Rust, 1997; Bolton, 1998; Mittal, Anderson, Sayrak, & Tadikamalla, 2005). Fornell et al. (2010) found that customer satisfaction explains approximately one fourth of the variation in consumer spending growth and that customer satisfaction is positively associated with consumer spending growth. Mittal et al. (2005) found that customer satisfaction is positively related to long-term financial performance in 77 U.S. firms. In summary, the service sector is critical to the U.S. economy, and customer satisfaction is critical in the service sector.

However, what is not well known are the processes affecting the interactions between a service provider and customers, which help understand how customers are satisfied. The dyadic relationship between a service employee and a customer has rarely been studied. Relatively few scholars have tried to examine the relationship between employee attitudes and customer satisfaction (Homburg & Stock, 2004; Schmit & Allscheid, 2006). Only a few studies focus on the influence of employee organizational citizenship behavior on either customer loyalty (Castro, Armario, & Ruiz, 2004) or customer satisfaction at the group level (Nishii, Lepak, & Schneider, 2008). Because these studies only focused on an employee's specific form of organizational citizenship behaviors, these studies are not enough to explain why individual customers may

increase their satisfaction as a function of an employee's task performance and organizational citizenship behavior. Therefore, this paper focuses on why an employee's behavior indirectly influences customers' satisfaction.

1.1 Purpose of statement

The primary purpose of the study is to investigate the mediating effect of customers' perceived overall justice on the relationship between employee performance and customer satisfaction, building on social exchange theory (Blau, 1964) and affective event theory (Weiss & Cropanzano, 1996). The present study examines (a) the direct effect of employee performance on customers' perceived overall justice, (b) the direct effect of customers' perceived overall justice on customer satisfaction, (c) the mediating effect of customers' perceived overall justice in the relationship between employee performance and customer satisfaction, (d) the direct effect of employee performance on customers' affect, (e) the direct effect of customers' affect on customer satisfaction, (f) the mediating effect of a customer's affect in the relationship between employee performance and customer satisfaction, and (g) the moderating effect of types of exchange on the relationship between employee performance and customers' perceived overall justice.

1.2 Research question

In the service context, customer satisfaction is important to determine both customers' spending growth (Fornell et al., 2010) and firms' financial performance (Mittal et al., 2005). To better understand how customers are satisfied, this study focuses on the processes affecting the interactions between a service provider and customers. The overall research question is "what are the processes that affect the relationship between employee performance and customer satisfaction?" The overall research question is divided into two questions.

The first research question is "how do customers' perceived overall justice and customers' affect influence the relationship between employees' behaviors and customer satisfaction?" In other words, customers' perceived overall justice and their affect are critical to

explaining why some customers are satisfied while other are not although they are provided service by the same service provider.

The second research question is “how do types of exchange affect the relationship between employees’ behaviors and customers’ perceived overall justice?” Depending on which type of exchange relationship customers have with their service provider, the interacting effect between types of exchange and employees’ behaviors on customers’ perceived overall justice will be different.

1.3 Definitions of key terms

There are some key terms which are important and should be clearly defined in this study.

Affect. It refers to “an umbrella term that encompasses various affective traits and states; emotions, mood, drive states (hunger, thirst ... etc.), and affective disposition” (Russell & Eisenberg, 2012, p.208). This study defines affect as an overall extent to an individual’s affectivity, states, emotion, mood, and affect.

Affective event. It refers to “an incident that stimulates appraisal of an emotional reaction to a transitory or ongoing job-related agent, object, or event” (Basch & Fisher, 2000, p.37). In this study, employees’ task performance and organizational citizenship behavior are affective events because they generate customers’ appraisal of an emotional reaction.

Event. It refers to “a happening, especially an important happening” and “something that occurs in a certain place during a particular period of time” (Weiss & Cropanzano, 1996, p.31). In the service context, employees’ behaviors are happenings to customers while a service is being delivered.

Task performance. It refers to “the proficiency with which job incumbents perform activities that are formally recognized as part of their jobs, activities that contribute to the organization’s technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services” (Borman & Motowidlo, 1993,

p.73). Therefore, task performance refers to the proficiency with which service providers perform activities to meet customers' needs and expectations and those activities are directly rewarded by their service organization because they contribute to the service organization's technical core of service providers' job.

Organizational citizenship behavior. It refers to an employee's behavior which does not directly contribute to the technical core of the job and is not directly rewarded by the organization (Organ, 1997). In this study, organizational citizenship behavior refers to service providers' discretionary behavior, which is not directly rewarded by the service organization in the service provider-customer context.

Economic exchange. It refers to material transactions among individuals, and its exchange outcomes are pre-determined by formal contracts (Blau, 1964, Coyle-Shapiro & Conway, 2004). In this study, economic exchange is defined as monetary transaction exchange activities between employees and customers that are based on financial reciprocity and short-term relationships in the service provider-customer context.

Social exchange. It refers to "voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others" (Blau, 1964, p.91). Therefore, social exchange refers to voluntary exchange activities between employees and customers that are based on reciprocity, trust, long-term relationships, and socio-emotional investment.

Customer satisfaction. It refers to "a judgment that a product or service feature, or the product or service itself, provides (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment" (Oliver, 1997, p.13). In this study, customer satisfaction refers to customers' pleasure level of service provided by a service provider.

Customers' perceived overall justice. It refers to the customers' perception of fairness of "whether service providers have fulfilled their obligation to provide the results and benefits

which had been promised” (Yi & Gong, 2008, p.770). Customers’ perceived overall justice is defined as the extent to which a customer feels he/she has been treated fairly by a service provider during the service delivery process.

1.4 Organization of study

In Chapter 1, the introduction provides an overview of the study’s purpose, and an overall research question is introduced. The remainder of the present study consists of five additional chapters, a reference section, and appendices.

Chapter 2 provides the review of literature related to (a) social exchange theory, (b) affective event theory, (c) employee performance, (d) customers’ perceived overall justice, (e) customer satisfaction, (f) types of exchange, and (g) affect. The literature reviewed in chapter 2 provides the historical and theoretical foundation upon which this study is based.

Chapter 3 presents a model of the hypothesized relationships among the variables, based upon the literature review.

Chapter 4 describes the methods, which include the research setting, study design and sample size, participants, measures, and procedures that are used to collect the data.

Chapter 5 describes the statistical analyses to test the hypotheses. It consists of six parts: correlation analyses and statistical assumption tests, outlier tests, preliminary analyses, convergent and discriminant validity test, tests of the hypotheses, and Post-Hoc analyses.

In chapter 6, the findings of this study, the theoretical and applied implications, limitations of the study, and suggestions for future research are discussed.

Chapter 2: Literature Review

Chapter 2 is organized as follows. First, the literature of social exchange theory and affective event theory are reviewed. Second, employee performance (i.e., task performance and organizational citizenship behaviors) is reviewed. Third, four types of customers' perceived overall justice and overall justice are reviewed. Fourth, customer satisfaction is discussed. Fifth, the literature of different types of exchange (i.e., social exchange and economic exchange) and affect (i.e., positive affect and negative affect) are reviewed. This literature review provides the historical and theoretical background upon which this study is based.

2.1 Social exchange theory

This section discusses the basic tenets, theoretical background, criticisms and limitations of social exchange theory. In order to better understand the mediating effect of both customers' perceived overall justice and affect in the relationship between employee performance and customer satisfaction, this present study employs social exchange theory proposed by Homans (1958) and Blau (1964). Social exchange theory is one of the most influential theories to understand individuals' behaviors in workplaces (Cropanzano & Mitchell, 2005). Social exchange theory is appropriate to explain how a customer feels obligated to reciprocate to a service provider when the customer perceives service fairness. According to social exchange theory, social exchange refers to "voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others" (Blau, 1994, p.91). Economic exchange refers to material transactions among individuals, and its exchange outcomes are pre-determined by formal contracts (Blau, 1964, Coyle-Shapiro & Conway, 2004). Reward forms, which customers are implicitly obligated to pay back to the service provider in service contexts, are not particular. The customers more likely reward to their service provider by providing positive feedback to the service provider and recommending the same service provider to their friends.

2.1.1 The Basic Tenets of Social Exchange Theory

To better understand the tenets of social exchange theory, this section first reviews the key terms of social exchange theory and later reviews its basic tenets. First, profit, cost, rewards, and reciprocity require definitions. In social exchange theory, profits refer to differences between rewards and costs. Costs are factors which cause negative value in relationships such as time or effort, and rewards are factors which cause positive value in relationships, such as support, pleasure, or friendship (West & Turner, 2007). Both rewards and costs can be tangible, intangible, or internal (Blau, 1964). Second, satisfaction and dependence also need to be defined. Individuals compare their profits to their own profit expectations. Satisfaction occurs when profits ($= \text{rewards} - \text{costs}$) are greater than individuals' profit expectations. Dissatisfaction occurs when profits are less than individuals' profit expectations. When both parties are satisfied by their relationship, the relationship continues. Dependence is based on differences between profits and costs of creating alternative exchange relationships with a new party (Emerson, 1969). While profits are based on differences between rewards and costs, dependence is based on differences between profits from a current exchange relationship and costs of creating alternative exchange relationships. Because switching counterparty generates additional costs, reciprocal dependence, which refers to a similar level of dependence, is desirable between two parties.

There are several tenets of social exchange theory. The first tenet of social exchange theory is that individuals seek to maximize profits and minimize cost (Blau, 1964). Social exchange theory assumes that individuals are rational, and individuals evaluate rewards and costs to determine whether or not they involve in exchange relationships from counterparty to counterparty. The second tenet of social exchange theory is that one party's profits must be approximately equal to a counterparty's profit in order to motivate two parties to keep their social exchange relationship. Social exchange relationships either evolve into trust and commitment towards counterparty or cease their relationships (Cropanzano & Mitchell, 2005). The third tenet of social exchange theory is that a relationship should be better than alternative relationships to motivate two parties to keep their relationships. If an involvement in alternative

relationships generates higher profits than the current relationships, individuals will pursue the creation of alternative relationships with a new counterparty.

2.1.2 The Overview of Social Exchange Theory

Social exchange theory has its main origins in rational choice theory and sociology. It assumes that individuals are rational beings and are motivated to maximize their rewards and minimize their costs over time (Homans, 1958; Sabatelli & Shehan, 1993). Generally speaking, an employee might have several social exchange relationships with their colleagues, supervisors, organizations, and customers in a workplace (Cropanzano & Mitchell, 2005). In those relationships, mutual reciprocity between two exchange parties is critical to motivating two parties in the exchange. In social exchange theory, individuals calculate their cost and benefit before starting exchanges with their counterpart. Interestingly, an individual has different social exchange relationships depending on who his/her counterpart is. For example, an employee is involved in several social exchange relationships in the workplace. However, the employee has mutual reciprocal social relationships with his/her coworkers while the employee has a power imbalanced social exchange relationship with his/her supervisor. In addition, the employee might have even different exchangeable objects in the social exchange relationships depending on who his/her counterpart is. Depending on how the employee perceives what type of exchange relationship he/she has with his/her counterpart, the employee might exchange symbolic value (e.g., love or psychological attachment) with one counterpart, whereas the employee mainly exchanges information and money with another counterpart in exchange relationships (Cropanzano & Mitchell, 2005). Therefore, social exchange relationships include various exchangeable objects (e.g., tangible goods, symbolic value, or emotional attachment) in their social exchange relationships depending on who the counterpart is (Cropanzano & Mitchell, 2005; Homans, 1958).

Social exchange relationships occur between self-interested parties that want to be involved with one another. When self-interested parties are not satisfied with their exchanged

outcomes, the exchange relationship is more likely ended by the two parties themselves because the self-interested parties' expectations are not achieved (Blau, 1994; Lawler & Thye, 1999). The interesting characteristic of the social exchange is that it creates power dependence between two parties; that is, the exchange happens when one part has something which the counterpart wants to gain (Emerson, 1962; Homans, 1961). When the power of the two parts is not balanced, it leads either to rewards or costs as an outcome; moreover, the two parties' standards to evaluate both rewards and cost change over time (Sabatelli & Shehan, 1993). The two parties should trust and commit to their counterpart when they perceive reciprocity and balanced power from their social exchange.

2.1.3 Criticisms and limitations of Social Exchange Theory

Several criticisms and limitations exist in the social exchange theory literature. First, social exchange is difficult to test (Sabatelli & Shehan, 1993). The basic assumption of social exchange theory is that individuals seek rewards and avoid punishments and costs. However, the operationalization of how individuals calculate their rewards and costs is ambiguous. In addition, there is a lack of understanding as to individuals who are not self-motivated to get involved in social exchange relationships, even though those relationships are beneficial to them. There are limited agreements regarding how to operationalize key concepts (e.g., exchanges or relationships), and there is a lack of explanations as to when each party is self-interested to be involved in social exchanges (Cropanzano & Mitchell, 2005). One of the basic assumptions of social exchange theory is that individuals are rational, and individuals are committed to social exchange because they want to be committed. However, individuals cannot have all the information that they need to calculate the differences between their rewards and costs because of limited information (Sabatelli & Shehan, 1993). Social exchange actors make decisions with limited information as to whether they should establish a social exchange relationship with a counterpart or not.

Second, there are ambiguities in defining what kinds of individual relationships are social exchange relationships and in determining whether exchanges happen first and relationships follow later or vice versa (Cropanzano & Mitchell, 2005). The first ambiguity is that some scholars consider all types of individual relationships suitable to be called social exchange relationships, while other scholars consider only a specific type of individual exchange as social exchange (Burgess & Neilsen, 1974; Molm, Peterson, & Takahashi, 2003). For example, Tsui, Pearce, Porter, and Tripoli (1997) proposed four types of relationships which are quasi-spot, underinvestment, mutual investment, and overinvestment. A quasi-spot relationship is an economic exchange relationship, while a mutual investment relationship is a social exchange relationship. They claimed that underinvestment and overinvestment are unbalanced exchange relationships, and those exchange relationships happen when one party invests more than its counterparty. When an exchange relationship is an underinvestment relationship to one party, the exchange relationship becomes an overinvestment to its counterparty. However, Zafirovski (2005) claims that social exchange is “an extension of economic exchange” (p. 3). Therefore, there is a need to clarify whether social exchanges have different characteristics, logics, or principles to calculate its rewards and cost from economic transactions. The second ambiguity is related to determine what happens first, the exchange or the relationship. There is a lack of understanding as to whether exchanges happen first and relationships are later created between two parties, or relationships happen first and exchanges are later created between two parties. Cropanzano and Mitchell (2005) assumed that exchanges occur first between two parties, and then it later leads to relationships. However, there is still a lack of understanding whether or not exchanges occur first and relationships are later established.

Third, it is difficult to understand why some power imbalanced social exchange relationships still exist between parties. Social exchange is expected to be ended when two parties have a power imbalance (Blau, 1994; Lawler & Thye, 1999). However, social exchanges between an employee (i.e., a service provider) and his/her customers always exist although the

customers likely have much more power than the employee in their exchange (Cropanzano & Mitchell, 2005). For example, a hair stylist more likely has social exchange relationships with his/her customers, but the customers have much more power to determine whether they will use the same service from their hair stylist or try a new hair stylist to receive the same service. In this case, the customers derive more power if they can receive the same quality of service from another hair stylist because switching costs to an alternative relationship are low. However, although the hair stylist is aware of the power imbalance, he/she less likely wants to end his/her exchange with the customers. Thus, there is a lack of understanding as to when and why two parties want to keep their social exchange in a power imbalanced condition.

Fourth, there are some ambiguities in determining which party first puts efforts into establishing social exchange relationships. Because social exchange theory is appropriate to explaining mutual relationships, it is difficult to determine which actor first behaves to establish their exchange. For instance, there are some ambiguities as to whether customers involve themselves in a certain type of behavior as a reaction to employees' behaviors or whether customers engage in certain behaviors and then employees react to those behaviors. Therefore, social exchange theory provides a limited casual direction for the social exchange relationship between the employee and customers.

In summary, social exchange theory has some limitations, which are a) operationalizations of its key concepts such as profit and reward, b) a lack of clarity of the casual direction of the relationship between exchange and relationship and of the relationship between two parties to determine which party first put efforts into establishing the relationship, 3) an ambiguous boundary to define which exchange is social exchange, and 4) a lack of explanation of why some power imbalanced social exchanges keep existing.

2.2 Affective event theory

Affective event theory focuses on understanding employees' work attitudes and behaviors (Ashkanasy, Härtel, & Daus, 2002). Affective event theory emphasizes importance of

causes and effects of an employee's affective experience, which is also called an affective event. This theoretical framework helps create a better understanding of how employee performance indirectly relates to customer satisfaction when employee performance is an affective experience for customers. Therefore, this section discusses the tenets, theoretical background, and criticisms and limitations of affective event theory.

2.2.1 The Key Terms and Basic Tenets of Affective Event Theory

To better understand affective event theory, this section first reviews the key terms of affective event theory and later reviews two main tenets of affective event theory. First, an event and affective event, as key terms, need to be defined. Weiss and Cropanzano (1996) narrowly defined an event as “a happening, especially an important happening” and “something that occurs in a certain place during a particular period of time”. Weiss and Cropanzano (1996) emphasized that affective events generate “affective significance,” which in turn influences individuals' affect. However, Weiss and Cropanzano (1996) do not specify how an affective event is different from a work event. Although a work event is an important happening during a particular time and place, the work event eventually becomes an affective event depending on how an individual appraises a work event (Weiss & Cropanzano, 1996). That is, when the work event generates an individual's affect, the work event is sufficient to be considered an affective event. However, affective event theory does not specify which types of events are related to an individual's positive and negative affect (Wegge, van Dick, Fisher, West, & Dawson, 2006). Because a routine work event is not enough to generate an individual's affect, a routine work event, which is not an important happening, is more likely associated with the individual's neutral affect. The individual's neutral affect will not generate affective significance. Therefore, there is a need to define which types of events are affective events.

There are a few scholars who proposed ways to define which types of events are affective events. Brief and Weiss (2002) proposed five types of affective events: “a) stressful event, b) aversive conditions at work, leaders, interpersonal, and group characteristics, c) physical setting,

d) organizational rewards, and e) punishment.” Among the five types of affective events, stress-related work events have been studied, which could be interpersonal or emotional (Ashton-James & Ashkanasy, 2005; Brief & Weiss, 2002). Later, Ashkanasy and Ashton-James (2005) broadly defined affective events as either internally or externally occurring from both within and without the workplace. Because Ashkanasy and Ashton-James (2005) included external events in types of affective events in a workplace, they considered legal regulation change, political change, or economic transactions as affective events. While affective event theory scholars frequently provide examples of affective events in a workplace instead of its definition, Basch and Fischer (2000) defined affective event as “any incident that stimulates appraisal of and emotional reaction to a transitory or ongoing job-related agent, object or event” (p. 37). Basch and Fischer’s (2000) definition emphasizes the importance of how individuals perceive the events rather than the event itself (Håkonsson, Obel, & Burton, 2008). Therefore, the present study defines affective events as incidents that stimulate appraisal of and emotional reaction to employee performance (i.e., task performance and organizational citizenship behavior).

Second, there are the two main tenets of affective event theory, which have been widely supported (Ashkanasy et al., 2002). The first tenet of affective event theory is that individuals’ affects and emotions are causes of how they behave and think at a workplace (Fisher & Ashkanasy, 2000; Weiss & Cropanzano, 1996; Weiss, Nicholas, & Daus, 1999). In other words, individuals’ positive and negative affects are related to individuals’ attitudes and behaviors. The second tenet of affective event theory is that affective events are indirectly related to individuals’ behavioral reactions and attitudes (e.g., satisfaction or a desire to leave) (Weiss & Cropanzano, 1996). According to affective event theory, affective events are directly related to individuals’ affective reactions, and then those affective reactions are directly related to individuals’ attitudes and affect-driven behavior.

2.2.2 The Overview of Affective Event Theory

Affective event theory, which was introduced by Weiss and Cropanzano (1996), states that an event in a work place is a cause of individuals' emotions, and the emotions cause attitudinal or behavioral reactions. Affective event theory is appropriate to explain how an employee thinks and behaves in a workplace (Fisher & Ashkanasy, 2000; Weiss et al., 1999). When an employee experiences a certain workplace event, the event influences employees' job attitudes and behaviors through their emotions. For example, job satisfaction is considered an attitudinal reaction, which is directly influenced by affective reactions. Behavior reactions can be divided into two categories, which are judgment-driven behaviors and affect-driven behaviors (Weiss & Cropanzano, 1996). Affect-driven behaviors are directly influenced by affective reactions, whereas attitude mediates the relationship between affective reactions and judgment-driven behaviors (Weiss & Cropanzano, 1996). The main difference between affect-driven behaviors and judgment-driven behaviors is that an employee's attitude mediates the relationship between affective reactions and judgment-driven behaviors. Individuals' attitudes can be directly related to perceptions of the environment or affective reactions.

2.2.3 Criticisms and Limitations of Affective Event Theory

Although affective event theory is useful to understand individuals' emotional reactions and the causes of individuals' job attitudes, there are some limitations.

First, there is a lack of clarity regarding what constitutes an event, how many times events need to occur, and what types of events need to occur to influence individuals' attitudes and reactions. As mentioned earlier, Weiss and Cropanzano (1996) utilized a dictionary definition of an event to define that term as "a happening, especially an important happening" and "something that occurs in a certain place during a particular period of time." However, their definition does not clearly define what an important happening in a work place is. Although Basch and Fisher (2000) later suggested that an affective event refers to "an incident that stimulates appraisal of an emotional reaction to a transitory or ongoing job-related agent, object,

or event” (p. 37), their definition was not enough to explain how many times and what types of events need to occur. Judge and Kammeyer-Muller (2008) suggested that interpersonal events are distinguishable from task events. Task-based affective events refer to affective events in which individuals’ emotions are based on a particular job oriented task (e.g., having to submit an urgent deadline for a customer trend report), and interpersonally-based events refer to affective events wherein individuals’ emotions are based on social interactions (e.g., having a free-rider in a work team). However, there is a lack of understanding regarding the relationship between the types of events and individuals’ affective reaction.

Second, there are some ambiguities when distinguishing how affective reactions directly relate to affect-driven behavior, while work attitudes mediate the relationship between affective reactions and judgment-driven behaviors (Russell & Eisenberg, 2012). Russell and Eisenberg (2012) revised Weiss and Cropanzano’s (1996) original model that attitudes mediate only the relationship between affective reactions and affect-driven behaviors, not the relationship between affective reaction and judgment-driven behaviors. The main difference of the revised model is that affective reaction is more likely related to attitudes rather than either affect-driven or judgment-driven behaviors. However, they did not claim that affective reactions do not directly influence affect-driven behavior. They argued that there is a lack of understanding as to whether an affective reaction is directly related to affect-driven behaviors. Therefore, there is a need to understand potential moderators in the relationship between affective reactions and affect-driven behaviors because the characteristics and types of affective reactions could explain when affective reactions are directly related to affect-driven behaviors.

Third, there is a lack of research of the effects of work environment characteristics on individuals’ attitudes. Weiss and Cropanzano (1996) initially claimed that work environmental characteristics are directly related to both individuals’ attitudes and affective event itself. However, Russell and Eisenberg (2012) currently claimed that work environment characteristics are directly related to affective events but are not directly related to individuals’ attitudes.

Therefore, there is a need to understand when a certain type of work environment characteristic directly relates to individuals' attitudes.

In summary, affective event theory has some limitations which are a) a lack of clarity regarding what constitutes an event, how often events need to occur, and what types of events need to occur to influence employees' attitudes and reactions, b) some ambiguities both when affective reactions directly relate to affect-driven behavior rather than individuals' attitudes and when individuals' attitudes mediate the relationship between affective reactions and affect-driven behaviors.

2.3 Employee performance

The research developed on employee performance indicates that employee performance can be divided into three categories: task performance, organizational citizenship behavior, and counterproductive work behavior (Roundo & Sackett, 2002). An employee's job performance refers to "the aggregated value to the organization of the discrete behavior episodes that an individual performs over a standard interval of time" (Motowidlo, Borman, & Schmit, 1997, p.72). Campbell, McCloy, Oppler and Sager (1993) and Motowidlo et al. (1997) argued that a performance model needs to focus on work behavior and not directly on employees' goal accomplishment because organizational goals might not be agreed upon by all employees, and that someone's goal accomplishments could not be related to another's goal accomplishments. The present study follows Campbell et al.'s (1993) and Motowidlo et al.'s (1997) perspective by focusing on an employee's performance behavior because focusing on individuals easily brings to light whether a particular performance behavior is functional or dysfunctional based on their judgments, and individuals better differentiate the degree of desirable (i.e., functional) behavior in the organization.

As proposed by Motowidlo et al. (1997), there are four main assumptions of employee performance, which claim that employee performance is "behavioral, episodic, evaluative, and multidimensional." First, employee performance is a behavioral construct with an evaluative

component. Although individuals' goal accomplishments are important, the goal accomplishment could be influenced by other organizational/environmental factors (e.g., interpersonal conflicts among other work team members). Second, performance behavior is episodic. Employees exhibit certain types of behaviors during work hours (e.g., drinking a cup of coffee) that do not contribute to achieving organizational goals. Thus, performance behavior is transient. Third, performance behaviors can also be evaluated. For instance, an employee's behavior can be easily evaluated by other organizational members as to whether the behavior was a functional work behavior or dysfunctional work behavior. Fourth, performance behaviors are multidimensional. Although there are many different types of performance behaviors that exist in a workplace, those performance behaviors could be categorized by a certain standard to distinguish from one group of behaviors to another group of behaviors. Following the four assumptions of Motowidlo et al. (1997), the present study assumes that employee performance is an evaluative episodic multidimensional behavior construct.

Employee performance can be categorized based on whether or not an employee's performance is related to the technical core activities of his/her job (e.g., Motowidlo & Van Scotter, 1994 or Organ, 1997). Based on this standard, employee performance can be divided into two categories: employee behaviors that directly contribute to the technical core of the job (i.e., task performance) and employee behaviors, which do not directly contribute to the technical core of the job (i.e., organizational citizenship behavior). Although organizational citizenship behavior is not directly related to the technical core of the job, it is closely related to overall job performance (Motowidlo & Van Scotter, 1994; Rotundo & Sackett, 2002). Depending on the scholar, task performance is sometimes called in-role behavior, while organizational citizenship behavior is often called contextual performance. In the present study, task performance and in-role behavior are interchangeable terms, and organizational citizenship behavior and contextual performance are interchangeable terms; however, task performance and organizational citizenship behavior are preferred terms because these terms are frequently used by

organizational behavior scholars. Therefore, the next sections review task performance and organizational citizenship behavior and compares and contrasts how the two types of employee performance are distinguishable from each other and from similar concepts.

2.3.1 Task Performance

There is a wealth of theoretical literature to support the importance of task performance in the workplace. Task performance is defined as “the proficiency with which job incumbents perform activities that are formally recognized as part of their jobs, activities that contribute to the organization’s technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services” (Borman & Motowidlo, 1993, p.73). In other words, task performance refers to activities that transform raw material to products while maintaining the transformation and other functions directly related to a company’s products. Borman and Motowidlo’s (1993) definition is consistent with Campbell (1990) and Murphy (1989). Task performance is sometimes called an in-role behavior (Organ, 1997). However, Rotundo and Sackett (2002) argued that task performance is not limited to an employee’s job description because task performance is not always similar from one company to another company. Moreover, task performance is very different from one task to another task, but contextual performance is more than likely similar across multiple employees’ jobs (Borman & Motowidlo, 1993; 1997).

Generally speaking, researchers agree that task performance and contextual performance are distinguishable from one another, and its antecedents are also different (Borman & Motowidlo, 1993; Motowidlo & Van Scotter, 1994; Organ, 1988). For instance, cognitive ability relates to task performance while personality (i.e., extraversion, agreeableness, and conscientiousness) relates to contextual performance (Motowidlo et al., 1997). In addition, Motowidlo and Van Scotter (1994) found that knowledge, ability, skills, and experience are strongly related to task performance whereas personality (i.e., work orientation dominance, dependability, adjustment, cooperativeness, and internal control) is strongly related to contextual

performance. Later, Borman and Motowidlo (1997) found that personality (i.e., adjustment, dominance, dependability, cooperativeness, internal locus of control, and work orientation) is positively related to contextual performance.

Task performance in the service provider-customer context differs from task performance in a manufacturing context. Stajkovic and Luthans (1997) claimed that employees' task performance includes service delivery processes, which is focused on how to meet customers' needs. On the other hand, task performance in manufacturing context is well-defined, specific, and directly measureable (Stajkovic & Luthans, 1997). Therefore, in this study task performance refers to the proficiency with which service providers perform activities to meet customers' needs and expectations and those activities are directly rewarded by their service organization because those activities contribute to the service organization's technical core of service providers' job.

2.3.2 Organizational Citizenship Behavior

Employees' organizational citizenship behaviors have long been of interest to researchers and practitioners. Employees' organizational citizenship behavior is distinguishable from employees' task performance. An employee's organizational citizenship behavior is not a required behavior in an organization, based upon his/her job description. The most popular definition of organizational citizenship behaviors was proposed by Organ (1988). He defined organizational citizenship behaviors as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (4). Organ's definition demonstrates that organizational citizenship behavior is different from customer orientation because organizational citizenship behavior is an employee's voluntarily behavior to their own organization, whereas customer orientation is an employee's set of personality traits aimed at satisfying their customers' needs (Brown, Mowen, Donavan, & Licata, 2002). Moreover, Borman and Motowidlo (1993) proposed that organizational citizenship behavior is contextual performance,

so it is different from task performance, which relates to a set of behaviors or duties of employees in a job description. They defined contextual performance as activities, which do not directly relate to technical core activities such as helping a new worker in the work place. Moreover, Borman and Motowidlo (1997) included employees' helping behaviors toward customers in the contextual performance domain, and it is consistent with Brief and Motowidlo (1986). Although organizational citizenship behavior and contextual performance are interchangeable terms in the organizational citizenship behavior literature, the present study employs organizational citizenship behavior because the definition of contextual performance is "too vague or diffuse" (Organ, 1997, p.90) and the term "organization citizenship behavior" is used more broadly than contextual performance (see Table 4.3 and Table 4.4). Therefore, in this study, organizational citizenship behavior generally refers to service providers' discretionary behavior, which is not directly rewarded by the service organization in the service provider-customer context.

Typology of Organizational Citizenship Behavior

Organizational citizenship behavior can be categorized based on either its target or its dimensional behaviors. There are two popular typologies of organizational citizenship behaviors: Organ's (1988) organizational citizenship behavior, which focused on its main dimensions, and Williams and Anderson's (1991) organizational citizenship behavior, which focused on its target. Organ (1988) posited five dimensions of organizational citizenship behavior: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. His dimensions were based on the work of Smith, Organ, and Near (1983). The first dimension, altruism, refers to a set of helping behaviors for coworkers, specifically when they have a problem and the problem is related to their task. Conscientiousness, the second dimension consists of behaviors that accept organizational rules and regulations. The third dimension, sportsmanship, aims to accept a less preferable organizational environment without complaining. The fourth dimension, courtesy, includes intentional behaviors to prevent work conflict. Civic virtue, the final dimension, refers

to behaviors with constructive involvement and commitment to organization and reflects the intention to support the organization's policies when the policies are challenged by others. The five dimensions are still valid (LePine, Erez, & Johnson, 2002); therefore, it is appropriate to treat organizational citizenship behavior as a multi-dimensional construct.

Similar to Organ's (1988) organizational citizenship behavior typology, Borman and Motowidlo (1997) proposed focused multi-dimensional contextual performance. They posited the five dimensions of contextual performance as a) "persisting with enthusiasm and extra effort as necessary to complete the task activities successfully," b) "volunteering to carry out task activities that are not formally part of the job," c) "helping and cooperating with others," d) "following organizational rules and procedures," and e) "endorsing, supporting, and defending organizational objectives" (p.102). Borman and Motowidlo (1997) included only two dimensions (i.e., courtesy and sportsmanship) of Organ's (1988) typology, which also included assisting and helping behaviors for customers in the contextual performance boundary.

In the service provider-customer context, Bettencourt, Gwinner, and Meuter (2001) introduced service-oriented organizational citizenship behavior. Service-oriented organizational citizenship behavior has three dimensions: loyalty, participation (i.e., civic virtue), and service delivery. Bettencourt et al. (2001) followed Borman and Motowidlo's (1993) claim that some types of organizational citizenship behavior are "appropriate for certain types of organizations than others" (p.90). The first dimension, loyalty, includes representative behaviors of the service organization to customers. The second dimension, which is participation, consists of behaviors taking service providers' initiative to enhance service delivery. The third dimension, service delivery, refers to service providers' conscientious behaviors during the service delivery process. Later, Payne and Webber (2006) adapted Bettencourt et al.'s (2001) typology, but Payne and Webber (2006) dropped participation, which was the second dimension, from the original typology and added altruism in the typology. Payne and Webber (2006) found that service-

oriented organizational citizenship behavior is positively related to service providers' job satisfaction.

Another popular typology of organizational citizenship behavior was developed based on the target of helping behaviors. Williams and Anderson (1991) introduced two types of organizational citizenship behavior based on their targets, which are organizational citizenship behavior toward organizations (which is called organizational OCB) and organizational citizenship behavior towards a person such as a coworker, supervisor, or subordinates (which is called interpersonal OCB). These two types of organizational citizenship behaviors are consistent with Organ and Konovsky (1989) and Smith et al. (1983). Williams and Anderson (1991) found that in-role behavior, organizational OCB, and interpersonal OCB are distinguishable from one another. In detail, organizational OCB consists of behaviors that help the organization and indirectly and positively influence individuals. On the other hand, interpersonal OCB is a set of behaviors that are beneficial for individuals (e.g., coworkers or customers) in the workplace, so it is indirectly beneficial for the organization. Organizational OCB is similar to a combination of altruism and courtesy, and interpersonal OCB is similar to a combination of conscientiousness, civic virtue, and sportsmanship. To sum up, the present paper defines organizational behaviors as an employee's voluntarily behavior to help their organization (i.e., organizational OCB) and to help others including supervisors, coworkers, and customers (i.e., interpersonal OCB) (William & Anderson, 1991).

Related Concepts of Organizational Citizenship Behavior

There are several concepts which are similar to organizational citizenship behavior and clarification is required as to how those concepts are similar and different from one another. Building on Barnard (1938), Katz (1964), and Katz and Kahn (1978), Organ (1988) proposed the notion of organizational citizenship behavior. However, there are a number of theoretically related constructs: contextual performance, extra-role behavior, prosocial organizational behavior and proactive work behavior.

First, organizational citizenship behavior and contextual performance have become more similar to each other over time. LePine et al. (2002) found, in their meta-analytic study, that contextual performance overlapped with organizational citizenship behavior. At the beginning stage of the development of the organizational citizenship behavior concept, Organ (1988) emphasized organizational citizenship behavior as a discretionary behavior with no direct rewards from organizations and further argued that contextual performance was more likely related to direct rewards from organizations. Later, Organ (1997) further clarified that certain characteristics can be posited as organizational citizenship behavior without the requirement of discretionary behavior with no direct rewards. He defined organizational citizenship behavior as “contributions to maintenance and enhancement of the social and psychological context that supports task performance” (p. 91). Based on his revised definition of organizational citizenship behavior, organizational citizenship behavior has become much closer to the definition of contextual performance proposed by Borman and Motowidlo (1993, 1997). Borman and Motowidlo (1993) defined contextual performance as “behaviors that do not support the technical core itself so much as they support the broader organizational, social, and psychological environment in which the technical core must function (p. 73)”. The definition of contextual performance was consistent with the definition of extra-role behavior and organizational citizenship behavior (Organ, 1997).

However, the definition of contextual performance does not necessarily include discretionary or indirect formal rewards from an organization. Moreover, Motowidlo and Schmit (1999) proposed that contextual performances have five different dimensions based on how to define contextual performance, which are “persisting with enthusiasm and extra-effort as necessary to complete tasks successfully, volunteering to carry out tasks that are not formally part of one’s own job, helping and cooperating with others, following organizational rules and procedures, and endorsing, supporting, and defending organizational objectives.” Because of the vague boundaries of the definition of contextual performance, the concept is occasionally

criticized for its ambiguities as to what the supporting technical core behaviors are or are not. For instance, Organ (1997) emphasized that the definition of contextual performance is “too vague or diffuse” (p. 90), while proposing that performance could be divided into two categories: organizational citizenship behavior and task performance. Therefore, following Organ’s (1997) suggestions, the present study considers that organizational citizenship behavior and contextual performance are interchangeable terms, but organizational citizenship behavior is preferred to avoid vagueness and diffusion in the definition of contextual performance.

Second, organizational citizenship behavior has become more similar to extra-role behaviors as introduced by Van Dyne, Cummings, and Parks (1995). Van Dyne, et al. (1995) defined extra-role behavior as “behavior which benefits the organization and/or is intended to benefit the organization, which is discretionary and which goes beyond existing role expectations (p. 218). There are ambiguities in defining which behaviors are directly required by role expectations, while role expectation refers to required behaviors for job performance. For example, a supervisor more than likely has different role expectations for his/her subordinates while the subordinates themselves consider that certain types of behaviors are unexpected behaviors. When an employee provides additional information to customers, he/she could consider that providing the information as a behavior goes beyond his/her role expectation. However, the supervisor might expect that providing additional information to customers is in fact his/her subordinates’ role. In this case, the supervisor will more than likely evaluate his/her subordinates’ performance based on his/her role expectation for their subordinates, and subordinates’ extra-role behavior directly influences their performance. Although the definition of extra-role behaviors is consistent with the definition of organizational citizenship behavior (Organ, 1997), there is a need to reach agreement as to which behaviors go beyond an employee’s role expectation and whether those behaviors are reflected in his/her performance by the supervisor. Therefore, the present study prefers the use of the term “organizational

citizenship behavior” to indicate an employee’s behavior, which does not directly contribute to the technical core of the job and is not directly rewarded by the organization.

Third, organizational citizenship behavior is also close to prosocial organizational behavior, which was proposed by Brief and Motowidlo (1986). They defined prosocial organizational behavior as “behavior that is a) performed by a member of an organization, b) directed toward an individual, group, or organization with whom he or she interacts while carrying out his or her organizational role, and c) performed with the intention of promoting the welfare of the individual, group, or organization toward which it is directed” (p. 711). The definition of prosocial organizational behavior is broader than the definition of organizational citizenship behavior, and some prosocial organizational behaviors (e.g., cooperating with coworkers and sharing knowledge/information) are closer to task performance than to organizational citizenship behavior (Organ, 1988, 1997). Furthermore, Brief and Motowidlo’s (1986) definition of organizational citizenship behavior is also not free from the problems related to defining what an organizational role is and which behaviors promote the welfare of the organization. Lee’s (1995) study, which is one of the few articles examining the effect of prosocial organizational behavior (except for meta-analytical studies), claimed that prosocial organizational behavior can be divided into in-role behavior and extra-role behavior. Therefore, the present study prefers the term “organizational citizenship behavior” rather than prosocial organizational behavior.

2.3.3 Employee Performance as an Affective Event

According to affective event theory, an affective event refers to an event which generates individuals’ affect (i.e., positive and negative affect). When employee performance influences customers’ affect, employee performance can be considered an affective event in the service provider-customer context. Many scholars (e.g., Masterson, 2001; Maxham & Netemeyer, 2003) claimed that employee performance is an antecedent of customers’ perceived overall justice. In addition, Weiss, Suckow, and Cropanzano (1999) argued that “the typical justice situation can be

seen as an affective event” (p. 787). In the service provider-customer context, a customer perceives justice by how they evaluate employee performance (i.e., task performance and organizational citizenship behavior). Therefore, employee performance can be considered an affective event because it is a situation in which customers evaluate justice.

2.4 Customers’ perceived overall justice

Customers’ perceived justice, which refers to the extent to which a customer feels he/she has been treated fairly by a service provider during the service delivery process, has been studied to understand customers’ reactions to conflict situations (Gilliland, 1993; Lind & Tyler, 1988). In the marketing literature, customers’ perceived justice is critical to explaining how a customer forms their own reaction to a provided service by a particular company (Hoffman & Kelley, 2000; Shapiro & Nieman-Gonder, 2006; del Río-Lanza, Vázquez-Casielles, & Díaz-Martín, 2009). Customers’ perceived justice theoretically overlaps with organizational justice. Therefore, the present study will review organizational justice and customers’ perceived justice together.

2.4.1 Dimensions of Perceived Justice

Organizational justice is defined as an employee’s perception of fairness and is a multifaceted construct. Because organizational justice is closely related to individuals’ positive attitudes and behaviors (Greenberg, 1990), numerous studies have been conducted to examine the effect of perceived justice in an organization. Depending on the researchers, organizational justice has been divided into two (Greenberg, 1990), three (Bies & Moag, 1986), or four types of justice (Bies, 2001). The most historically studied concept is distributive justice, which refers to the perceived fairness of outcomes (Adams, 1965). The second dimension is procedural justice which indicates perceived fairness of procedures that influence individuals’ outcomes (Leventhal, 1980). The third dimension is interactional justice, which is defined as the perceived fairness of interactions focusing on social aspects of fairness (Bies & Mog, 1986). In addition, interactional justice is divided into two sub-dimensions, informational justice and interpersonal justice (Greenberg, 1993). A debate regarding whether interpersonal justice and informational

justice are distinguishable from one another has continued for almost a decade, inspiring Colquitt (2001) to examine whether all four dimensions of justice (i.e., distributive, procedural, interpersonal, and informational justice) are distinguishable. He found that the four dimensions have their own characteristics when compared to organizational justice, although interpersonal justice and informational justice are highly correlated.

In marketing, customers' perceived justice has been divided into four dimensions, and each dimension has its own antecedents and consequences (Liao, 2007). Customers' perceived justice is the extent to which a customer feels fairness from a service provider, service policy, or the final service outcomes during the service delivery process. Customers' perceived distributive justice is the extent to which customers' felt degrees of fairness in outcomes (Homburg & Fürst, 2005; Maxham & Netemeyer, 2002). Customers' perceived procedural justice refers to the extent of fairness of a company's policies and procedures, and customers' perceived interactional justice means the fairness of how employees treat customers and the extent of their interactions (Blodgett, Hill, & Tax, 1997). When a customer is provided a particular type of service, he/she normally perceives the extent of fairness based on comparing what he/she expects and what he/she actually is provided by a service provider. When customers perceive fairness, the customers are satisfied (Schoefer & Ennew, 2005).

2.4.2 Relative Effects of Different Dimensions of Perceived Justice

The effects of the different dimensions of customers' perceived justice on customer satisfaction has been broadly studied (Homburg & Fürst, 2005; Maxham & Netemeyer, 2002; Tax, Brown, & Chandrashekar, 1998). However, the different effects of each dimension of perceived justice have not been fully answered as of yet (Varela-Neira, Vázquez-Casielles, & Iglesias-Argüelles, 2008). Therefore, this section reviews the effects of each dimension of customers' perceived justice on customers' behavior.

The relative effect of each type of justice has been normally studied in the organizational behavior and marketing literature. There are some inconsistencies as to the relationship between

customers' perceived justice and customer satisfaction. Schoefer (2008) found that customers' perceived distributive justice, procedural justice, and interactional justice are positively related to customer satisfaction. Kim, Kim and Kim (2009) also found that all three types of customers' perceived justice were significantly related to customer satisfaction concerning service recovery. Kim et al. (2009) also found that distributive justice ($r = .49$) was strongly related to customer satisfaction rather than procedural justice ($r = .17$) and interactional justice ($r = .24$). With consistency, Tax et al. (1998) found that all distributive, procedural, and interactional justice are significantly related to customer satisfaction. Interestingly, Tax et al. (1998) also found that all possibilities of two-way interaction of those three dimensions of justice significantly influence customer satisfaction. Blodgett et al. (1997) found a significant interaction effect between interaction justice and distributive justice on customer behavior. McCollough, Berry and Yadav (2000) found that distributive justice and interactional justice (which they called the "interactional justice aspects of procedural justice") are related to customer satisfaction. However, Maxham and Netemeyer (2002) failed to find the effect of customers' perceived procedural justice on customer satisfaction in both bank and home construction sectors and found mixed results of the effect of customers' perceived interactional justice on customer satisfaction, while customers' perceived distributive justice was significantly related to customer satisfaction. In addition, customers' perceived procedural justice was closely related to customers' overall firm satisfaction, not general customer satisfaction towards service (Maxham & Netemeyer, 2002).

2.4.3 Customers' Perceived Overall Justice versus Dimensions of Perceived Justice

There is a controversial argument to determine whether a customer perceives justice is a holistic construct or a multi-dimensional construct. Recent studies have proposed a "monistic" or sometimes "holistic" perspective of perceived justice by either employees or customers (Ambrose & Arnaud, 2005; Ambrose & Schminke, 2009; Colquitt, Greenberg, & Scott, 2005; Colquitt & Shaw, 2005; Scott, Colquitt & Zepata-Phelan, 2007; Cropanzano & Ambrose, 2001;

Cropanzano, Byrne, Bobocel, & Rupp, 2001; Lind, 2001). Cropanzano et al. (2001) even argued that all three dimensions (distributive, procedural, and interactional justice) of justice are highly correlated, and “an unfair event has the potential to create a series of ripples” (p.179). However, whether a customer perceives all types of justice as one or as separated types needs to be examined.

The holistic perspective of justice has been empirically supported in some studies (Ambrose & Schminke, 2009; Liao, 2007). Ambrose and Schminke (2009) argued and found support for the full mediating effect of overall justice in the relationship between three dimensions of organizational justice (distributive, procedural, and interactional justice) and outcomes (job satisfaction, commitment, and intention to turnover). They claimed that informational and interpersonal justice were highly interrelated ($r = .79$), so they decided to aggregate informational justice and interpersonal justice to create interactional justice. The aggregation of two justice constructs follows Colquitt and Shaw’s (2005) suggestion that the guideline for the aggregation of justice constructs is .70. The high correlation between informational and interpersonal justice in the Ambrose and Schminke’s (2009) study is consistent with Liao’s findings ($r = .78$). Moreover, these two empirical studies similarly defined overall justice. Ambrose and Schminke (2009) define overall justice as “the entity judgment of fairness as a whole of both individuals’ experience and the organization (p. 493),” and Liao (2007) defines customers’ overall justice as “a latent, higher order factor driving the four first-order dimensions of procedural, distributive, informational, and interpersonal justice” (p.477). However, there is a critical difference between Liao (2007) and Ambrose and Schminke (2009) as to how overall justice should be measured. Ambrose and Schminke (2009) developed a new method to measure overall justice, which is called “the Perceived Overall Justice scale” whereas Liao (2007) aggregated four dimensions of justice and used a mean to present customers’ perceived overall justice.

There are two ways of operationalizing overall justice: fairness of personal experience (Lind, 2001) and general fairness of organization (Colquitt & Shaw, 2005). The first way to operationalized overall justice, focused on fairness of personal experience, asks “Overall, how fairly treated am I?” (Lind, 2001, p.85) or “In general, I can count on this organization to be fair” (Ambrose & Schminke, 2009, p. 493). The second way to operationalized overall justice, focused on general fairness of an organization, asks “For the most part, this organization treats its employee fairly” (Ambrose & Schminke, 2009, p.493). These two ways of operationalizing overall justice do not use an aggregated value of the different dimensions of justice.

There is an inconsistency as to whether customers distinguish four dimensions of justice (distributive, procedural, interpersonal, and informational). There are some empirical findings to support that customers may not distinguish procedural justice from other types of justice. For example, procedural justice was highly correlated to distributive justice ($r = .73$) and informational justice ($r = .80$) in Ambrose et al.’s (2007) study. Liao (2007) also found that customers’ perceived procedural justice was highly correlated to distributive justice ($r = .75$), interpersonal justice ($r = .73$), and informational justice ($r = .70$). Moreover, four dimensions (distributive, procedural, interpersonal, and informational justice) of customers’ perceived justice were highly inter-correlated in Liao’s (2007) study and Ambrose et al.’s (2007) study. The inter-correlations among those four dimensions were $r = .71$ in Liao’s (2007) study and $r = .68$ in Ambrose et al.’s (2007) study. Moreover, Liao (2007) failed to distinguish those four dimensions of justice because of high-inter-correlations among them. Yi and Gong (2008) also found that three dimensions (distributive, procedural, and interactional justice) of customers’ perceived justice were highly correlated (average inter-correlation was $r = .69$ in study 1 and $r = .73$ in study 2).

Moreover, some scholars (e.g., Greenberg, 2001; Lind, 2001) argue that individuals perceive overall justice, rather than different types of justice. Although individuals can distinguish between types of justice, their perceived overall justice is closely related to their

attitudes and behaviors, rather than particular types of justice (Lind, 2001). In addition, individuals perceive overall justice, while overall justice is distinguishable from four types—distributive, procedural, information, and interpersonal justice—of justice (Ambrose & Schminke, 2009; Greenberg, 2001). In the service provider-customer context, customers are more likely to have short and infrequent exchange relationships with their service provider. Therefore, customers are more likely to perceive overall justice because customers could have difficulty recognizing different types of justice while the service is being delivered.

In summary, there is an inconsistency as to whether overall justice represents the aggregated concepts of all four dimensions of justice (e.g., Liao, 2007) or represents the unique portions of justice, which is distinguished from all other four dimensions of justice (Ambrose & Schminke, 2009). It might be necessary to examine whether customers' perceived overall justice is distinguishable from four dimensions of justice to understand customers' perceived overall justice as the fifth dimension of justice.

2.5 Customer satisfaction, customers' perceived justice, and service quality

Customer satisfaction as an essential attitude has been studied as critical to customers' well-being and to corporate profit (Anderson & Sullivan, 1993; Oliver, 1997; Zeithmal, Parasuraman, & Berry, 1996). Several scholars have tried to define customer satisfaction since it was first introduced (Hunt, 1977; Locke, 1967; Oliver, 1997). Hunt (1977) defined customer satisfaction as a cognitive process to evaluate a customer's experience, whereas Locke (1967) defined it as an affective response to a personal experience. Later, Westbrook and Oliver (1991) proposed that customer satisfaction has affective and cognitive dimensions. The most commonly used definition of customer satisfaction was proposed by Olive (1997). Customer satisfaction is defined as "a judgment that a product or service feature, or the product or service itself, provides (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment" (Oliver, 1997, p.13). In summary, several scholars (e.g., Hunt, 1977; Locke, 1967; Oliver, 1997) have tried to define customer satisfaction because customer

satisfaction is directly related to firm financial performance and customers' well-being (Anderson & Sullivan, 1993; Oliver, 1997; Zeithmal et al., 1996). In this study, customer satisfaction refers to customers' judgment of the level of pleasure in the service provided by service-providers.

For better understanding, marketing scholars have studied antecedents of customer satisfaction, and customers' perceived justice has been frequently studied as antecedents of it (Blodgett et al., 1997; Bowen, Gilliland, & Folger, 1999; McCollough et al., 2000; Schoefer, 2008; Tax et al., 1998). In the customers' perceived justice literature, findings on the relationship between perceived justice and customer satisfaction are consistent across studies. Schoefer (2008) found that distributive, procedural and interactional justice are positively related to customer satisfaction. Perceived distributive justice is strongly associated with customer satisfaction and intention to purchase (Bowen et al., 1999). However, there is still a need to understand the relative effect of each dimension of perceived justice (Martínez-Tur, Peiró, Ramos, & Moliner, 2006). Martínez-Tur et al. (2006) found that distributive justice is more strongly associated with customer satisfaction than procedural and interactional justice. Consistent with Martínez-Tur et al. (2006), Clemmer and Schneider (1996) also found that distributive justice is more strongly related to customer satisfaction than procedural and interactional justice across industry sectors (physicians, restaurants, banks, and fast-food industry). However, many scholars still assume that relationship oriented justice (i.e., procedural justice and interactional justice) is strongly associated with customer satisfaction (Hartline & Ferrell, 1996; Price & Arnould, 1999).

In summary, many scholars have tried to define customer satisfaction, and there is a good deal of empirical evidence to support that customers' perceived justice is positively related to customer satisfaction. However, there is still an inconsistent argument as to whether relationship oriented perceived justice is more strongly related to customer satisfaction than other types of

customers' perceived justice; moreover, there is a need to understand how customers' perceived overall justice relates to customers satisfaction.

2.5.1 The Relationship between Customer Satisfaction and Service Quality

The service quality literature has been enriched for three decades (Carrillat, Jaramilo, & Mulki, 2009). Depending on how a customer perceives the profits of the service which is provided by his/her service provider, the customer decides whether the exchange relationship with the service provider will continue or cease (Carrillat et al., 2009; Patterson et al., 2006; Sirdeshmukh, Singh, & Sabol 2002). Parasuraman et al. (1988) suggested that service quality is critical to achieving a service organization's competitive advantage. There are many scholars who proposed a definition of service, and the present study adapts from Lovelock and Wright's (1999) definition that it is "an act or performance offered by one party to another although the process is tied to a physical product, the performance is essentially intangible and does not normally result in ownership of any of the factors of production" (p. 6). Their definition of service emphasizes the importance of customers' involvement and intangible performance. This section reviews a definition of service quality and the relationship between customer satisfaction and service quality.

The Definition of Service Quality

Many scholars have tried to define service quality. Zeithaml claimed that "perceived quality is the customer's judgment about an entity's overall excellence or superiority" (as cited in Parasuraman et al., 1988, p.15). Oliver (1997) proposed that service quality is a cognitive response while customer satisfaction is an affective response. Parasuraman et al. (1988) theorize that perceived quality is based on how a customer compares his/her expectation and her perceived delivered service by his/her service provider. Brady and Cronin (2001) claim that service quality is a customer's perception which meets at least one of three conditions: "(1) an organization's technical and functional quality; (2) the service product, service delivery, and service environment; or (3) the reliability, responsiveness, empathy, assurances, and tangibles

associated with a service experience” (p. 36). On the other hand, Bitner and Hubbert (1994) argued that service quality refers to “the consumer’s overall impression of the relative inferiority/superiority of the organization and its services (p. 77). Service quality is closely related to how a customer evaluates differences between his/her service expectations and the actual service performance by a service provider (Grönroos, 1984). However, perceived service quality is based on how a customer compares his/her expectation toward a service providers’ service with performance. Therefore, perceived service quality is a comparison of a customer’s expectation with a service provider’s performance, while perceived justice is a comparison of a customer’s input (e.g., time, effort, or money) with a service provider’s performance.

Service Quality and Customer Satisfaction

There is an inconsistent argument to understand the relationship between service quality and customer satisfaction. Oliver (1997) claimed that “satisfaction is the consumer’s fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment” (p. 13). The relationship between service quality and customer satisfaction has been studied to understand its causal relationship between service quality and customer satisfaction. Although there are some scholars (e.g. Bitner, 1990; McAlexander et al., 1994) who challenged the causal relationship, generally speaking, service quality causes customer satisfaction (Cronin & Taylor, 1992).

The first argument is that customer satisfaction causes service quality. For instance, Bitner (1990) argued that customer satisfaction causes customers’ perceived service quality, and perceived service quality mediates the relationship between customer satisfaction and customers’ behavioral intention. However, Bolton and Drew (1991) failed to support Bitner’s (1990) argument that customer satisfaction leads service quality. Later, Bitner and Hubbert (1994) suggested two types of customer satisfaction, which are encounter satisfaction and global satisfaction. They claimed that customer’s perceived service quality influences customer

satisfaction at an encounter stage (i.e. encounter satisfaction). When customers accumulate their encounter satisfaction which eventually becomes global satisfaction, customers' global satisfaction influences their perceived service quality. Moreover, McAlexander et al. (1994) argued that a customer might have difficulty in distinguishing between service quality and customer satisfaction.

The second argument is related to service quality that causes customer satisfaction. Cronin and Taylor (1992) argue that service quality leads customer satisfaction and found that service quality is a cause of customer satisfaction. Consistent with Cronin and Taylor's (1992) findings, there are many scholars (e.g. Brady, Cronin, & Brand, 2002; Anderson, Fornell, & Lehmann, 1994; Gotlieb, Grewal, & Brown, 1994) who supports the theory that service quality is antecedent of customer satisfaction across industries. For example, Gotlieb et al. (1994) found that service quality leads both customer satisfaction and also indirectly influences customers' purchase behavior. In addition, Anderson et al. (1994) found that service quality is directly related to customer satisfaction and indirectly related to firm profitability.

In conclusion, there is an inconsistency in the understanding of the causality between service quality and customer satisfaction. Also, it might be necessary to determine whether a customer distinguishes customers' perceived overall justice from service quality to better understand how customers' perceived overall justice relates to customers satisfaction.

2.6 Affect

Building on affective event theory (Weiss & Cropanzano, 1996), an employee has a positive affective reaction or negative affective reaction in a workplace when a certain work event occurs. Because employees' attitudes and behaviors are closely related to their affective reaction, employees' affective reactions have been broadly studied in the management and marketing literature. Although there is a debate as to whether positive and negative affective reactions are opposite points in the same continuum, many scholars argued that positive affect and negative affect are distinguishable from one another (Cropanzano, James, & Konovsky,

1993; Watson & Clark, 1984, 1997). In this section, first, differences among affect, affectivity, and emotion are discussed. Positive affect and negative affect are discussed later.

First, some confusion remains as to the definitions of affect, affectivity, and emotion, leading these terms to be used interchangeably. However, there are different standards to define these constructs depending upon the scholar. For example, Burke, Brief and George (1993) posited affect as a state and affectivity as an individual's trait. Russell and Eisenberg (2012) defined affect as "an umbrella term that encompasses various affective traits and states; emotions, mood, drive states (hunger, thirst ... etc.), and affective disposition" (p. 208). Affective disposition is referred to as affectivity, which refers to stable traits. Emotion refers to "intense, short-lived and usually have a definite cause and clear cognitive content" (Forgas, 1992, p.230). That is, emotion, generally speaking, has a relatively clear target or cause while affectivity is an individual's trait. Therefore, the present study adapts the definition of affect from Russell and Eisenberg (2012) because their definition involves affectivity, emotion, mood, and affect.

Second, there are many studies to understand the relative effects among individual's positive affect, negative affect, and neutral affect (e.g., Kaufmann & Vosburg, 1997; Mitchell & Madigan, 1984); however, there are a few studies (e.g., Watson & Tellegen, 1985) which focus on three types of affect in the management literature. Watson and Tellegen (1985) defined positive affect as "the extent to which a person avows a zest for life" and negative affect as "the extent to which a person reports feeling upset or unpleasantly aroused" (p. 221). They proposed "the two-factor structure of affect" and suggested that an individual has neutral affect (e.g., quiet and still) either when positive affect and negative affect are low or when positive affect and negative affect are moderate. Therefore, many scholars focus on both positive affect and negative affect because individuals' neutral affect is closely related to the extent of the comparative level between positive affect and negative affect. Later, Watson, Clark, and Tellegen (1988) followed Watson and Tellegen's (1985) "two-factor structure of affect" to

develop affect measures (i.e., the PANAS scales) in their study, which has been cited by more than 2,000 scholarly papers (Thompson, 2007).

The influences of affect on an individual's attitudes and behaviors have been studied in affective event theory. An employee's judgment-driven behaviors (e.g., absenteeism) and affect-driven behaviors (e.g., helping behavior) are related to his/her affective reaction from what they experience in a certain workplace event (Weiss & Cropanzano, 1996). Russell and Eisenberg (2012) used emotion as an affective reaction to suggest that emotion will mediate the relationship between work events and employees' attitudes. They also claimed that an individual's attitude mediates both the relationship between emotion and judgment-driven behavior and the relationship between emotion and affect-driven behavior. However, Russell and Eisenberg (2012) provided a limited explanation as to when affective reaction directly leads to affect-driven behavior. In the original framework of affective event theory proposed by Weiss and Cropanzano (1996), affect-driven behaviors are directly influenced by the affective reaction, whereas work attitude mediates the relationship between affective reaction and judgment-driven behaviors. In summary, there is a lack of agreement on the relationship between individuals' attitudes and affect-driven behavior between two studies (i.e., Weiss & Cropanzano, 1996; Russell & Eisenberg, 2012). Therefore, the present study only focuses on the relationship between individuals' affect and attitude because it is consistently argued by Weiss and Cropanzano (1996), as well as Russell and Eisenberg (2012).

There are many empirical studies (e.g., Czajka, 1990; George, 1991; Schoefer, 2008; Szymanski & Henard, 2001) that examine the effect of individuals' affect on their attitudes and behaviors. An employee's positive affectivity is positively associated with their organizational citizenship behaviors (George, 1991; Isen & Baron, 1991; Williams & Shiaw, 1999). Also, an employee's organizational citizenship behavior is more strongly associated with the employee's positive affectivity than negative affectivity (Williams & Shiaw, 1999). Organ and Ryan (1995) also found that positive and negative affectivity are weakly related to organizational citizenship

behavior in their meta-analysis. Adams, King, and King (1996) and Williams, Gavin, and Williams (1996) found that positive affectivity relates more to job satisfaction than to negative affectivity. However, Czajka (1990) found that positive affectivity and negative affectivity are strongly related to job satisfaction ($r = .43$ for positive affectivity, $r = -.46$ for negative affectivity). In the marketing literature, Schoefer (2008) found that positive and negative emotions partially mediate the relationship between all three types of customers' perceived justice and customer satisfaction. In a meta-analysis, Szymanski and Henard (2001) found that affect and customer satisfaction are modestly correlated ($r = .27$).

In summary, many scholars (e.g., Burke et al., 1993, Forgas, 1992, Russell & Eisenberg, 2012; and Weiss & Cropanzano, 1996) have tried to distinguish among affect, affectivity, and emotion. There are many empirical findings to support that individuals' affect relates to their attitudes and behaviors; however, there is a need to understand how individuals' affective experience relates to their affect, which in turn influences their attitudes.

2.7 Types of exchange

Social exchange theory (Blau, 1964) helps better explain how an individual evaluates a counterparty's fulfillment of obligation in an exchange relationship. When the individual appraises the fulfillment, the individual's perception of type of exchange relationship he/she has with the counterparty is important. The perception of types of exchange relationship can be divided into two types, social exchange and economic exchange. Blau (1994) stated that social exchange is a voluntary exchange activity by two self-motivated parties, and its exchange objects and outcomes are more likely intangible and not-predetermined. Economic exchange is a financial transactional relationship by two parties, and its exchange objects and outcomes are more likely tangible and predetermined (Blau, 1964). Although both exchanges are closely related to reciprocity between two parties, social exchange and economic exchange are distinguishable from one another (Blau, 1964). Economic exchange is more likely based on tangible material or goods, so a party expects to receive tangible outcomes from the counterparty

while social exchange is more likely based on intangible ones. Moreover, the responsibilities of the two parties are limited in an economic exchange (Organ, 1990).

Some researchers (e.g., Shore, Tetrick, Lynch, & Barksdale, 2006) have tried to further distinguish social exchange from economic exchange. Shore et al. (2006) suggested four main differences between social exchange and economic exchange, which are: trust, investment, duration, and financial obligation. First, trust is a critical factor for parties maintaining a social exchange relationship (Blau, 1964; Shore et al., 2006). However, trust is not critical in an economic exchange relationship. Second, investment to keep the relationships is needed from both parties because both parties believe each other (Rousseau, 1995; Shore et al., 2006). In economic exchange relationships, two parties' investment could be different from the patterns of investment in a social exchange relationship because two parties do not need to believe in each other. Third, a social exchange relationship is a long-term relationship (Blau, 1964; Shore et al., 2006). Because social exchange relationships are based on reciprocity, trust, and the investment of both parties, both parties tend to pursue a long-term relationship. Economic exchange relationships are more likely focused on monetary reciprocity of two parties (Shore et al., 2006). Fourth, two parties are involved in a social exchange relationship for socio-emotional reasons whereas two parties are more likely involved in an economic exchange relationship for financial reasons (Shore et al., 2006). In the organizational behavior literature, there are few studies that examine the effects of employees' perception of their exchange (i.e., social exchange and economic exchange) on the relationship between employees and their organization (Coyle-Shapiro & Conway, 2004).

An individual's perception of type of exchange relationship can be applied in the employee-customers relationships. Regarding the relationship between employees and their customers, customers are more likely to repay their debt when they perceive higher levels of fairness from service providers. Because employees create feelings of customer obligation, the obligation is positively related to customers' satisfaction and positive behavior (Payne &

Webber, 2006). However, there is no study which focuses on customers' perception of types of exchange relationships. There are few studies (Shore et al., 2006; Shore & Wayne, 1993; Wayne, Shore, Bommer, & Tetrick, 2002; Wu, Hom, Tetrick, Shore, Jia, & Li, 2006) that examine the effect of employees' perception of types of exchange relationships with their organization. Shore and her colleagues (Shore et al., 2006; Shore & Wayne, 1993; Wayne et al., 2002) found that an employee's perception of social exchange with his/her organization is positively related to employees' organizational citizenship behavior. The interesting findings in Shore et al.'s (2006) study was that an employee's perception of social exchange was significantly and negatively associated with employees' dysfunctional behaviors (i.e., absence and tardiness) while the perception of economic exchange was not significantly associated with employees' dysfunctional behaviors. Moreover, Shore et al. (2006) found that an employee's perception of economic exchange with his/her organization was not significantly related to either employees' overall performance or organizational citizenship behavior.

Similar to Shore et al.'s (2006) study, Wu et al. (2006) developed a measure of Sahlins's (1972) three types of reciprocity which are generalized reciprocity, balanced reciprocity, and negative reciprocity. They examined the relationship between these three reciprocity types and outcomes (i.e., empowerment, commitment, trust, and intention to leave) in a Chinese context with two exchange parties who are an employee and his/her organization. Wu et al. (2006) found that both generalized reciprocity and balanced reciprocity were highly correlated to social exchange ($r = .65$ for generalized reciprocity, $r = .87$ for balanced reciprocity), and negative reciprocity was highly correlated to economic exchange ($r = .70$). Moreover, they examined Sahlins's main assumption related to the reciprocity typology that all three reciprocities are distinguishable from one another. Wu et al. (2006) found that both generalized reciprocity and balanced reciprocity are positively associated with empowerment, commitment, and trust, while those two types of reciprocity were negatively associated with the intention to leave. However, they failed to support Sahlins's main assumption that all three types of reciprocity are

distinguishable from one another. Wu et al. (2006) found that balanced reciprocity was not distinguishable from generalized reciprocity, and balanced reciprocity ($r = .63$, $r = .62$, $r = .69$, and $r = -.42$) had similar correlational strengths with empowerment, commitment, trust and intention to leave, compared to generalized reciprocity ($r = .66$, $r = .68$, $r = .65$, and $r = -.41$). In summary, Shore et al.'s (2006) typology and Wu et al.'s (2006) typology are similar, but Shore et al.'s (2006) typology works better to understand customers' perception of types of exchange because Wu et al. (2006) failed to differentiate balanced reciprocity from generalized reciprocity.

In summary, type of exchange is critical in the social exchange relationships (Shore et al., 2006; Wu et al., 2006). However, there is a lack of understanding about how customers' perception of types of exchange influences their exchange relationship with their service providers. To understand type of exchange with a customer perspective, social exchange refers to voluntary exchange activities between employees and customers that are based on reciprocity, trust, long-term relationships, and socio-emotional investment. Economic exchange is defined as monetary transaction exchange activities between employees and customers that are based on financial reciprocity and short-term relationships in this study.

2.8 The Overview of the Relationship between Service-Providers and Customers

There are four research streams in the relationship between service providers and customers: a) the interacting effect between service providers and customers, b) customers' attitudes or behaviors as antecedents of either service-providers' attitudes or behaviors, c) employees' attitudes or behaviors as antecedents of customers' attitudes or behaviors, and d) effects of store, organization, and unit on customers' attitudes or behavior.

The first research stream is related to the interacting effect between service providers and customers. For example, Netemeyer, Heilman, and Maxham (2012) found that the positive effect of customer perceived employee similarity on the total annual customer spending is stronger when employees' organizational identification is higher rather than lower. Gutek, Bhappu, Liao-Troth, and Bennett (1999) found that a customer, who has a service relationship with a service

provider, is more satisfied than others who do not have it. A service relationship is established when the customer is provided service by the same service provider over time. In addition, Kim and Yoon (2012) found that customer's personality (agreeableness and emotional stability) moderates the relationship between service provider's display of emotions and customers' display of emotions. Customers' display of emotion fully mediates the relationship between employees' display of emotion and employees' mood. These studies, which are included in the first research stream, emphasize the importance of a reciprocal relationship between service providers and customers.

The second research stream is related to customers' attitudes or behaviors as antecedents of either service-providers' attitudes or behaviors. Several studies examine how customers affect employees' attitudes and behaviors. For example, Rafaeli, Erez, Ravid, Derfler-Rozin, Treister, and Scheyer (2012) found that customer aggression was negatively related to service-providers' cognitive performance and task performance. Employees' organizational citizenship behavior is positively related to shame by customer (Bagozzi, Verbeke, & Gavino, 2003). In other words, employees are involved in organizational citizenship behavior to recover the damage to their organizations and coworkers from their experience of shame by customers. In addition, client sexual harassment is negatively related to job satisfaction and health satisfaction, and positively related to psychological distress (Gettman & Gelfand, 2007).

In the same stream of research, there are studies that focus on physical characteristics of customers. Pregnant women were treated rudely by employees when they were job applicants, while they were treated in a more friendly way by employees when they were customers (Hebl, King, Glick, Singletary, & Kazama, 2007). King, Shapiro, Hebl, Singletary, and Turner (2006) found that obese customers experience a greater degree of interpersonal discrimination by service providers, compared with average-weight customers. The interpersonal discrimination experience is negatively related to customers' buying behavior. Miron-Spektor, Efrat-Treister, Rafaeli, and Schwarz-Cohen (2011) found that observing customers' anger is negatively related

to employees' cognitive complexity. Employees' prevention orientation (felt threat and prevention focus) mediates the relationship between observing customers' anger and cognitive complexity.

In the second research stream, there are several studies that focused on the results of employees' perceived unfairness from customers. For example, Rupp and Spencer (2006) found that customers' unfair treatment is directly related to employee's interactional justice. Anger mediates the relationship between employees' interaction justice perception and level of emotional labor. Skarlicki, van Jaarsveld, and Walker (2008) found that customers' unfair treatment towards employees is related to employee sabotage. Employee's moral identity (symbolization and internalization) moderates the relationship between customer injustice and employee sabotage. Spencer and Rupp (2009) found that employees who are unfairly treated by customers (customer interactional injustice) increase their efforts to express organizationally desirable emotion. In addition, they found that the positive relationship between customer interactional injustice and employees' efforts to express organizationally desirable emotions are stronger when coworker-directed customer interactional injustice is higher rather than lower.

The third research stream is related to employees' attitudes or behaviors as antecedents of customers' attitudes or behaviors. For instance, Chi, Grandey, Diamond, and Krimmel (2011) found that employees' deep acting (i.e., modifying inside feelings) is positively related to tips paid by customers when employees are extraverted. Liao and Chuang (2007) found that service providers' service performance is positively related to customers' intentions to maintain a long-term relationship with a particular service provider in their longitudinal study. In addition, Liao (2007) found that employees' service performance (making an apology, problem solving, being courteous, providing an explanation, and prompt handling) are related to perceived justice, and customers' satisfaction of employee service performance mediates the relationship between perceived justice and intention to repurchase. Salanova, Agut, and Peiro (2005) found that employee performance mediates the relationship between service climate and customer loyalty.

However, they pointed out that customer loyalty is reciprocally related to service climate. Tsai, Pearce, Porter, and Tripoli (2002) found that employee affective delivery is positively related to both customers' perceived friendliness and customer in-store positive moods, while employee affective delivery refers to employees' behaviors to express organizationally desirable emotion while a service is being delivered. Those positive moods and perceived friendliness are positively related to customer behavioral intentions (return to the store and recommendation). Lastly, Vandenberghe, Bentein, Michon, Tremblay, and Fils (2007) found that an employee's affective commitment to customers is positively related to service quality reported by customers.

Among studies included in the third research stream, there are many which focused on customers' perceived justice. For example, Humphrey, Ellis, Conlon, and Tinsley (2004) focused on the importance of justice which is perceived by customers. They found that distributive justice and informational justice mediate the relationship between the transaction structure to make a bid (i.e., negotiation conditions versus ultimatum condition) and customer recommendation. Moreover, procedural, interpersonal, and information justice mediate the relationship between waiting time and customer recommendations. All four justices (distributive, procedural, informational, and interpersonal justice) mediate the relationship between intermediary response (acceptance) and customer recommendation. Lastly, employee morale, which is employees' collective attitude, is positively related to customer satisfaction (Subramony, Krause, Norton, & Burns, 2008).

Furthermore, there are many studies that focused on customer satisfaction in the third research stream. For instance, Raub and Liao (2012) found the effect of service providers' proactive service performance on customer satisfaction. Their results were consistent while four national cultural dimensions (power distance, individualism, masculinity, and uncertainty avoidance) were controlled. Ahearne, Bhattacharya and Gruen (2005) found the effect of employee's adaptability on customer satisfaction. Masterson (2001) found that employee's organizational commitment is positively related to customers' perception of employee's effort

and customers' perception of prosocial behaviors. In addition, customers' perceptions of employee's fairness are positively related to customers' satisfaction with regard to the employee. Netemeyer, Maxham, and Lichtenstein (2010) found that manager satisfaction is positively related to customer satisfaction, and the interaction between manager performance and manager satisfaction is positively related to both customer satisfaction and store performance. Payne and Webber (2006) found that employee satisfaction is positively related to both customer satisfaction and customer loyalty. Simons and Roberson (2003) found that employee commitment is directly related customers' service satisfaction. Employees' discretionary service behavior partially mediates the relationship between employee commitment and customer service satisfaction. Susskind, Kacmar, and Borchgrevink (2003) found that an employee's customer orientation is positively related to customer satisfaction.

The last research stream is related to the effects of store, organization, and unit on customers' attitudes or behavior. At a branch level, Ehrhart, Witt, Schneider, and Perry (2011) found the interacting effect of service climate and internal service on service quality reported by customers at the branch level. Liao, Toya, Lepak and Hong (2009) found that overall knowledge-intensive service performance at a branch level is positively related to customers' overall satisfaction at the branch level. Also, Harter, Schmidt, and Hayes (2002) found that employee satisfaction at a business unit level is positively related to customer satisfaction in their meta-analysis. Lastly, Hausknecht, Trevor, and Howard (2009) found that voluntary turnover rate at a unit-level is negatively related to customer service quality. When newcomer concentration is high or when unit size is large, the relationship between voluntary turnover rate and customer service quality becomes highly negative.

There are some studies which focused on the team level. For instance, Kirkman, Tesluk, and Gibson (2006) found that the interaction between a team's average training proficiency and trust among team members was related to customer satisfaction. Gibson, Porath, Benson, and Lawler (2007) found that a boundary-setting practice is positively related to customer service,

while an information-sharing and team-enabling practice is not related to customer service. The boundary-setting practice and the information-sharing and team-enabling practices take place at the firm level. Mathieu, Gilson, and Ruddy (2006) found that team processes are positively related to customer satisfaction.

Moreover, some studies (Munichor & Rafaeli, 2007; Raub & Liao, 2012; Schneider & Bowen, 1985; Schnieder, White, & Paul 1998; Schnieder, Salvaggio, & Subirats, 2002; Smith & Curnow, 1966) are conducted at the store, establishment, or firm level. Munichor and Rafaeli (2007) found that the sense of progress perceived by customers is strongly related to customer satisfaction, and location information has a stronger effect on customer satisfaction rather than apology messages provided by employees (e.g., we apologize for the inconvenience.). In addition, they found that playing music and playing apology messages, while customers are waiting for their turn, have indifferent effects. Schneider and Bowen (1985) found that employees' service climate and perception of their company's human resource practice are positively related to customers' perceived service quality. Schnieder et al. (1998) found that service climate and customers' perceived service quality are positively related. Schneider et al. (2002) found that employees' perception of service climate is positively related to customer satisfaction. Smith and Curnow (1966) found that the volume of music in a store is not related to the amount of sales and customer satisfaction.

In conclusion, there are four research streams in the relationship between service providers and customers. Although all four research streams are important, this paper follows the third research stream, which focuses on employees' behaviors as antecedents of customers' attitudes. According to social exchange theory (Blau, 1964), satisfaction occurs when individuals' profits are higher than their profit expectations. In the employee-customer relationships, customers are satisfied when their profits are higher than their profit expectations, and customers' profit is generated by employee performance. In other words, employee performance is crucial to customers, rather than vice versa, to explain how customers are

satisfied because customers need to compare their profit generated by employee performance to their profit expectation. Therefore, this paper focuses on employees' behaviors as antecedents of customer satisfaction. Liao (2007) examined the relationship between employees' service performance and customer satisfaction, but she only focused on particular types of employee performance to handle customers' complaints. Moreover, the concept of employees' service behaviors closely represents employees' task performance in a customer service center, so Liao's (2007) research samples were U.S. residents who experienced service problems and complained to a service company. Therefore, there is a need to know how service providers' task performance and organizational citizenship behavior influence customers' perception, and in turn their attitude in other service contexts.

2.9 A summary of chapter 2

Chapter 2 reviewed literature related to social exchange theory, affective event theory, employee performance, customers' perceived justice, customer satisfaction, types of exchange, affect, and the research streams of the relationship between service providers and customers. As discussed earlier, the present study employs affective event theory (Weiss & Cropanzano, 1996) and social exchange theory (Blau, 1964) to explain how employees' performance is indirectly related to customer satisfaction and how perceptions of types of exchange moderate the relationship between employees' performance and customers' perceived overall justice. In the present study, an employee's performance is an affective event to customers, customer satisfaction is an attitude, and customers' positive affect and negative affect are affective reactions. The premise that an employees' performance is considered an affective event based on affective event theory, allows an explanation for why employees need to put effort into establishing relationships with customers. The present study also adapted Cropanzano and Mitchell's (2005) assumption that exchanges first occur and relationships follow later. This assumption applies to the employee-customer relationships in which exchanges first happen and relationships are later established between the employee and customers. In addition, individuals'

perception of types of exchange is critical in social exchange relationships (Shore et al., 2006; Wu et al., 2006); therefore, there is a need to better understand how customers' perception of types of exchange influences their exchange relationships with their service providers.

Chapter 3: Hypotheses Development

The research model is shown in Figure 3.1, and the present study hypothesizes a) the main effect of employees' performance (i.e., task performance and organizational citizenship behavior) on customers' perceived overall justice and affect, b) the main effect of customers' perceived overall justice and customers' affect (i.e., positive affect and negative affect) on customer satisfaction, c) the moderating effect of types of exchange (i.e., social exchange and economic exchange) on the relationship between employee performance and customers' perceived overall justice, and d) the mediating effect of customers' perceived overall justice and customers' affect in the relationship between employee performance and customer satisfaction. The hypothesized research model is theoretically grounded in social exchange theory (Blau, 1964) and affective event theory (Weiss & Cropanzano, 1996). The present research provides insights into how customers' perceived overall justice mediates the relationship between employee performance and customer satisfaction.

The research model is based on the premise that employee performance is an affective event for customers. In the service provider-customer context, a customer perceives justice from the way they are treated by their service providers. According to Weiss et al.'s (1999) argument, a justice situation is sufficient to be considered an affective event. Because employee performance is a cause of customers' perceived overall justice, employee performance (i.e., task performance and organizational citizenship behavior) could be considered an affective event for customers. Moreover, there are many empirical findings to support that employee performance influences customers' perceived overall justice (e.g., Clemmer & Schneider, 1996; Masterson, 2001; Maxham & Netemeyer, 2003).

To sum it up then, there are four main sets of hypotheses in the research model. First, employee performance, which is an affective event to customers, is positively related to customers' perceived overall justice. In addition, employee performance is positively related to customers' positive affect while employee performance is negatively related to customers'

negative affect. Second, customers' perceived overall justice is positively related to customer satisfaction, and customers' perceived overall justice mediates the relationship between employee performance and customer satisfaction. Third, customers' positive affect is positively related to customer satisfaction while customers' negative affect is negatively related to customer satisfaction. Also, customers' positive affect and negative affect mediate the relationship between employee performance and customer satisfaction. Fourth, types of exchange moderate the relationship between employee performance and customers' perceived overall justice. The relationship between employee performance and customers' perceived overall justice will be stronger in a social exchange than in an economic exchange.

3.1 Employee performance and customers' perceived overall justice

According to affective event theory, employee performance can be an affective event to customers because employee performance generates customers' subjective appraisals of an emotional reaction (Basch & Fisher, 2000; Weiss & Cropanzano, 1996). In the service sector, service providers' performance could be different from general employee performance in the manufacturing sector because employees' performance is focused on how to meet customers' needs (Stajkovic & Luthans, 1997). A service provider's performance can be categorized based on whether or not his/her performance is related to the technical core activities of his/her job (e.g., Motowidlo & Van Scotter, 1994 or Organ, 1997). Based on this standard, a service provider's performance can be divided in two categories: a service provider's behaviors, which directly contribute to the technical core of the job (i.e. task performance) and a service provider's behaviors, which do not directly contribute to the technical core of the job (i.e., organizational citizenship behavior). These two types of service providers' performance are closely related to an affective experience for customers in the service provider-customer context (Bateman & Organ, 1983; Clark & Isen, 1982; Judge & Kammerer-Muller, 2008). In addition, individuals' affective experience is closely related to their personal evaluations (Russell & Eisenberg, 2012). Depending on how an individual evaluates whether or not an affective event is beneficial, the

affective event is associated with either positive affect or negative affect. Therefore, building on affective event theory, service providers' performance is closely related to customers' evaluation towards service providers' performance.

When customers evaluate how they are treated by service providers, their evaluation is based on employees' performance (i.e., task performance and organizational citizenship behavior) and employees' level of reciprocity. According to social exchange theory (Blau, 1964), customers evaluate whether or not their investment in an exchange relationship is higher than their service provider's service. When customers perceive that their investment is higher than the service provided, they perceive low level of fairness from the service provider. Applying the same logic, when customers' investment in an exchange relationship is lower than the service provided, they perceive high level of fairness. In other words, customers expect to be rewarded with a similar level of reciprocity from service providers, compared to their level of reciprocity. Therefore, building on social exchange theory, customers perceive a high level of fairness when the difference between their level of reciprocity and service providers' level of reciprocity is lower rather than greater.

Recent research proposed that servicescape characteristics (which include layout of design, atmospherics, exterior environment, and fellow customer) influence customers' perceived equality (Fan, Ma, Liu, & Hao, 2012). Masterson (2001) found that employees' efforts and prosocial behavior, as perceived by customers, were positively related to customers' perceived justice. Masterson's findings (2001) are consistent with Clemmer and Schneider's (1996) studies, which found a positive relationship between an employee's helping and prosocial behaviors and customers' perceived interaction justice. Later, Maxham and Netemeyer (2003) found that employees' organizational citizenship behavior is positively associated with three types of customers' perceived justice (distributive, procedural, and interactional justice), and they asked customers to rate their service provider's behaviors. They found that the customer rated employees' organizational citizenship behavior was highly correlated to customers'

perceived interactional justice ($r = .69$). That is, their findings could be influenced by common method variance, and they did not examine the effects of employees' task performance on customers' perceived overall justice. Therefore, drawing from affective event theory, social exchange theory, and empirical evidence, the present study hypothesizes that:

Hypothesis 1: Employees' task performance is positively related to customers' perceived overall justice.

Hypothesis 2: Employees' organizational citizenship behavior toward customers is positively related to customers' perceived overall justice.

3.2 Customers' perceived overall justice and customer satisfaction

Customers' perceived overall justice has been broadly studied in the marketing literature. To better understand the relationship between customers and service providers, the present study reviews all articles that were either theoretically or empirically focused on the customer-service provider relationship, particularly those that were published in the *Journal of Applied Psychology* (see Appendix B). As shown in Appendix B, there are many studies which show that customers' perceived overall justice is significantly associated with customer attitudes and behaviors.

According to social exchange theory (Blau, 1964), individuals are satisfied when they perceive a high level of the counterparty's reciprocity, which is based on differences between their level of reciprocity and their counterparty's level of reciprocity. In other words, customers are satisfied when they perceive a high level of reciprocity from their service providers in the service provider-customer relationship. The relationship between customers' perceived justice and customers' attitudes is also theoretically supported by affective event theory scholars (e.g., Weiss & Cropanzano, 1996; Russell & Eisenberg, 2012). According to affective event theory, individuals' appraisal toward an affective experience is closely related to their attitudes, such as satisfaction (Russell & Eisenberg, 2012). In the service provider-customer context, customers' perceived justice is closely related to customers' attitudes (Ambrose, Hess, & Ganesan, 2007).

Therefore, customers are more likely satisfied from their exchange when they feel a high level of the service provider's obligations and reciprocity during service delivery.

In examining the relationship between customers' perceived justice and customer satisfaction, the present study focuses on overall justice instead of the different types of justice. According to social exchange theory, customers should evaluate whether their investment in their exchange relationship is higher than their service provider's service. Although customers might distinguish between types of perceived justice, they are more likely to use their perceived overall justice to respond to their justice experience (Ambrose & Schminke, 2009; Lind, 2001). In addition, an individual's attitude, which is generated in response to an affective event, is closely related to their perceived overall justice, rather than four types (i.e., distributive, procedural, information, and interpersonal) of justice (Ambrose & Schminke, 2009; Greenberg, 2001). In the service provider-customer context, customers are more likely to have short and infrequent exchange relationships with their service provider. Particularly, when customers have short and infrequent exchange relationships, they are more likely to perceive overall justice. Therefore, this study focuses on customers' overall justice because customers may have difficulties distinguishing the source of justice, such as their outcomes (distributive justice), procedure (procedural justice), interpersonal relationships (interpersonal justice), and information (informational justice).

There are a few empirical studies which support the claim that customers are satisfied when they perceive fair treatment from a service provider. Schoefer (2008) found that customers' perceived distributive, procedural, and interactional justices are positively related to customer satisfaction, and Szymanski and Henard (2001), in their meta-analysis, found that customers' perceived equity is strongly correlated with customer satisfaction ($r = .50$). However, Maxham and Netemeyer (2002) found that customers' perceived distributive justice is more strongly related to customer satisfaction than customers' perceived procedural and interactional justice, whereas customers' perceived procedural justice is more strongly related to overall company

satisfaction than customers' perceived distributive and interactional justice. In addition, Bowen et al. (1999) proposed that customers' perceived distributive justice is strongly associated with customer satisfaction while customers' perceived distributive, procedural, and interactional justice influence customer satisfaction. Martínez-Tur et al. (2006) found that distributive justice is more strongly associated with customer satisfaction than procedural and interactional justice. Recent research found that four dimensions (distributive, procedural, interpersonal, and informational justice) of customers' perceived justice have a better overall measurement fit than three dimensions (distributive, procedural, and interactional justice) of justice (Hess & Ambrose, 2005). All four dimensions (distributive, procedural, interpersonal, and informational) of customers' perceived justice were significantly associated with customer satisfaction (Ambrose et al., 2007). However, Liao (2007) failed to distinguish those four dimensions of justice because of high-inter-correlations among them. In addition, three dimensions (distributive, procedural, and interactional justice) of customers' perceived justice were highly correlated (average inter-correlation was $\alpha = .69$ in study 1 and $\alpha = .73$ in study 2) in Yi and Gong's (2008) study. Therefore, the present study focuses on customers' perceived overall justice; drawing from theory and empirical evidence, the present study hypothesizes the following:

Hypothesis 3: Customers' perceived overall justice is positively related to customer satisfaction.

3.3 Customers' perceived overall justice as a mediator

According to social exchange theory (Blau, 1964), customers are satisfied when they perceive fairness from employee performance (i.e., task performance and organizational citizenship behavior), because employee performance is used to determine whether customers' investments are greater than their costs. On the other hand, customers are unsatisfied when customers' perceived justice, which is the difference between the services provided to customers and the customers' investments, are negative. The customers' investment could represent the amount of effort put into a series of behaviors to receive a service from a service provider (Mohr

& Bitner, 1995). Also, customers' investment could involve not only actual amounts of money invested, but also their effort to have better social interactions with service providers, such as smiling, kindness, and waiting in long lines. When customers are fairly treated by the service provider, customers perceive a higher level of fulfillment of obligation from the service provider during service delivery.

According to affective event theory, an individual's perception toward affective events is important because his/her perception, generated by affective events, can be considered a part of an affective reaction (Ashkanasy, Ashton-James, & Jordan, 2004; Ashforth & Saks, 2002). Because individuals' perception toward an affective event is part of an affective reaction, individuals' perceptions are related to their attitudes toward affective events. Moreover, affective event theory predicts the mediating effect of individuals' perceptions in the relationship between their affective experience and their attitude toward that affective experience. This is based on one of the basic premises of affective event theory, which individuals' affective reactions mediate the relationship between affective events and their attitude (Weiss & Cropanzano, 1996; Russell & Eisenberg, 2012). Therefore, customers' perceived overall justice mediates the relationship between customers' affective experience (i.e., service providers' performance) and customer satisfaction.

Empirical studies have revealed that customers' perceived justice mediates the relationship between employee performance and customer satisfaction. For example, Masterson (2001) argued that customers' perceived overall justice mediates the relationship between customers' perception toward employees' organizational citizenship behavior and customer satisfaction toward their service provider. In addition, Masterson (2001) found the direct effect of customers' perceived overall justice, which was mainly interactional justice, on customer satisfaction and the direct effect of customers' perception of employees' organizational citizenship behavior on customers' perceived fairness. However, Masterson (2001) does not examine the mediating effect of customers' perceived justice on the relationship between

customers' prosocial behavior and customer satisfaction. On the other hand, Liao (2007) found that customers' perceived justice mediates the relationship between employees' complaint handling behaviors (e.g., being courteous or providing an explanation) and customer satisfaction. However, Liao (2007) aggregated all four dimension (distributive, procedural, interpersonal, and informational justice) of customers' perceived justice because the four dimensions were highly inter-correlated (average inter-correlation was $\alpha = .71$). Furthermore, Ambrose et al. (2007) found that customers' perceived justice was significantly related to customer satisfaction. These findings (Ambrose et al., 2007; Liao, 2007; Masterson, 2001) imply that customers' perceived overall justice mediates the relationship between employee performance and customer satisfaction. Therefore, drawing from affective event theory, social exchange theory, and empirical evidence, the present study hypothesizes the following:

Hypothesis 4: Customers' perceived overall justice mediates the relationship between employees' task performance and customer satisfaction.

Hypothesis 5: Customers' perceived overall justice mediates the relationship between employees' organizational citizenship behavior and customer satisfaction.

3.4 Types of exchange as a moderator

The relative influences between social exchange and economic exchange on individuals' perception have been emphasized in social exchange theory (Blau, 1964; Shore et al., 2006). A social exchange is a voluntary exchange activity by two self-motivated parties, whereas an economic exchange is a financial transactional relationship by two parties (Blau, 1964; Shore et al., 2006). In the relationship between a service provider and their customers, how those customers think about the type of exchange they have with the service provider is critical in the relationship between a service provider's performance and customers' perceived justice. When customers perceive that they have a social exchange relationship with service providers, customers expect trust, investment, a long-term relationship, and socio-emotional obligation from their service providers.

Moreover, customers' expectation toward the service provided will be higher when customers are in a social exchange relationship, more so than when customers are in an economic exchange relationship—because social exchange relationships involve two parties' high levels of reciprocity. According to social exchange theory (Blau, 1964), individuals are satisfied when their exchange profit is higher than their profit expectations in exchange relationships. In the service provider-customer context, customers' exchange profit is based on the service provider's level of reciprocity. In other words, customers are satisfied when they perceive high level of reciprocity in the exchange relationship. Therefore, they perceive a high level of justice from service providers' performance (i.e., task performance and organizational citizenship behavior) because they will perceive the high level of reciprocity from employees' extra-investment in their social exchange relationship. Customers' expectation towards service provider's reciprocity in high social exchange relationships might be higher than customers' expectation in low social exchange relationships. Therefore, customers are more likely to perceive a higher level of justice from employee performance when social exchange is high, rather than when social exchange is low.

According to social exchange theory, individuals in economic exchange relationships focus on financial reciprocity because they consider their exchange relationship with the service provider as a short-term exchange relationship. In other words, individuals in economic exchange relationships do not focus on social-emotional reciprocity, mutual trust, or investment in the exchange relationship. Therefore, customers, who are in economic exchange relationships with their service provider, are more likely to perceive lower levels of fairness from both employees' task performance and organizational citizenship behavior. Because customers in economic exchange relationships focus on financial reciprocity, mutual trust or extra-investment in exchange relationships are not important. Although service providers' organizational citizenship behavior is extra-investment in the service providers' view, the extra-investment is less likely related to customers' perceived justice in economic exchange relationships. In

summary, customers are more likely to perceive a higher level of justice from when both employees' task performance and economic exchange are high, rather than when employees' task performance is low and economic exchange is high while the relationship between employees' organizational citizenship behavior and customers' perceived justice is indifferent between when economic exchange is high and when economic exchange is low.

There is no empirical evidence of the relationship between types of exchange in the various service provider-customer contexts. However, there are studies that examined the effects of types of exchange in the relationships between employees and organizations (Coyle-Shapiro & Conway, 2004). Shore et al. (2006) found that employees' perception of social exchange with their organization is positively associated with their organizational citizenship behavior, whereas employees' perception of economic exchange is not significantly related to their organizational citizenship behavior. Wu et al. (2006) found that social exchange is positively related to commitment, trust, and empowerment when an employee considers that his/her relationship with a company is a social exchange relationship. Inconsistent with Shore et al.'s (2006) findings, Wu et al. (2006) found that employees' perception of economic exchange is negatively related to employees' commitment, trust, and empowerment. Therefore, based on theory and empirical evidence, this study hypothesizes the following:

Hypothesis 6a: Social exchange moderates the positive relationship between employee performance (task performance and organizational citizenship behavior) and customers' perceived overall justice, such that customers' perceived overall justice is higher when social exchange is high and employee performance is high than when social exchange is low and employee performance is low.

Hypothesis 6b: Economic exchange moderates the positive relationship between task performance and customers' perceived overall justice such that customers' perceived overall justice is higher when both task performance and economic exchange are high, rather than when task performance is low and economic exchange is high.

3.5 Affect as a mediator

Affective event theory (Weiss & Cropanzano, 1996) emphasizes the importance of individuals' affect on their attitudes toward an affective experience. One of the premises in affective event theory is that individuals' affect (i.e., positive affect and negative affect) is generated when an affective event happens and mediates the relationship between affective events and their attitudes (Russell & Eisenberg, 2012; Weiss & Cropanzano, 1996). In the service provider-customer context, employee performance towards the customers can be an affective experience for customers. In other words, a service provider's performance causes customers' positive and/or negative affect, which eventually influences customer satisfaction.

However, there is lack of theoretical development for the relationship between types of affective events and distinct individuals' affect. Affective event theory does not specify which types of individuals' affective events are closely related to their positive affect rather than negative affect (Wegge et al., 2006). That is, affective event theory does not provide an explanation of the relative effects of different types of affective events on individuals' affect. Interestingly, affective event theory scholars (David, Green, Martin, & Suls, 1997; Watson, 2000) provide some empirical evidence to propose the relative effects of affective events on individuals' attitudes. David et al. (1997) found that positive affect is positively related to desirable affective events while individuals' negative affect is not significantly related to desirable affective events. Watson (2000) also found that positive affect is strongly related to social interaction related affective events.

To examine whether or not individuals' both negative and positive affect is related to individuals' affective experience, the present study focuses on employees' task performance and organizational citizenship behavior. From the customers' perspective, employees' organizational citizenship behavior will be a more desirable affective experience because customers perceive employees' extra-investment in their exchange relationships. Moreover, many scholars (e.g., Morrison, 1994; Williams, Pitre, & Zainuba, 2002) have claimed that organizational citizenship behavior is a set of desirable and beneficial behaviors. Although some empirical evidence

suggests that employees' organizational citizenship behavior is strongly related to customers' positive affect than customers' negative affect, there is a lack of theoretical support to explain the relative effect of employee performance (task performance and organizational citizenship behavior) on customers' affect. Therefore, the present study only focuses on the direct effect of employee performance on customers' affect and the mediating effect of customers' affect, which are theoretically supported by affective event theory.

Empirically, Czajka (1990) found that employees' positive and negative affectivity explain almost 29% of variance in employees' job satisfaction. Homburg, Koschate, and Hoyer (2006) also found that customers' positive and negative affect are important for customer satisfaction. In a meta-analysis, Szymanski and Henard (2001) found that customers' affect and customer satisfaction are significantly related, but they do not distinguish between positive affect and negative affect. Schoefer (2008) found that customers' positive and negative emotions are significantly related to customer satisfaction. Therefore, drawing from theory and empirical evidence, the present study hypothesizes the following:

Hypothesis 7a: An employee's performance (task performance and organizational citizenship behavior) is positively related to customers' positive affect.

Hypothesis 7b: An employee's performance (task performance and organizational citizenship behavior) is negatively related to customers' negative affect.

Hypothesis 8a: Customers' positive affect mediates the relationship between an employee's task performance and customer satisfaction.

Hypothesis 8b: Customers' negative affect mediates the relationship between an employee's task performance and customer satisfaction.

Hypothesis 9a: Customers' positive affect mediates the relationship between an employee's organizational citizenship behavior and customer satisfaction.

Hypothesis 9b: Customers' negative affect mediates the relationship between an employee's organizational citizenship behavior and customer satisfaction.

Chapter 4: Methods

Chapter 4 describes the methods of the study, which include the research setting and design, sample size, participants, measures, and procedures that are used to collect data.

4.1 Study setting and participants

4.1.1 Study Setting

There are many service segments, such as finance, tourism, beauty salon, education, and transportation. The beauty/hair care service industry held approximately 663,300 employments, and the average growth rate of the industry was 13 percent, which was slightly higher than the average growth rate of all industry (11%) in 2012 (Bureau of Labor Statistics, 2014). The median wage per hour was \$10.95, and many beauty/hair stylists are part-time workers (Bureau of Labor Statistics, 2014). Beauty/hair stylists in hair/beauty salons frequently use a commission-based salary plus tips system.

The beauty/hair care service industry is selected as a research setting in this study for three main reasons. First, service providers, who work in the beauty/hair care service industry, are more likely to have a long-term dyadic relationship with their customers (Gutek, 1995). That is, the relationship between service providers and customers provides an opportunity to better understand the influences of service providers' performance on customer satisfaction. Haircut and styling hair requires close physical contact to deliver beauty/hair care service; thus, service providers are more likely to remember their customers' preferences and personal conversations (Van Dyne, Jehn, & Cummings, 2002). Second, customers are more likely to perceive a high level of switching cost for changing from one beauty/hair stylist to another—switching cost refers to “the perceived economic and psychological costs associated with changing from one alternative to another” (Jones, Mothersbaugh, & Beatty, 2002). John et al. (2002) found that customers perceive higher levels of switching cost for beauty/hair salons than for banks. Third, beauty/hair care service is less likely to be standardized across beauty/hair stylists and even across service days from the same stylist (John et al., 2002). In addition, customers often find

that it is difficult to evaluate the service provider's service before they consume the service, so customers are very sensitive for beauty/hair care service, which influence their service experience. Therefore, this study focuses on the relationship between beauty/hair stylists and their customers to understand customer satisfaction.

4.1.2 Study Participants

The present study focuses on the relationship between service providers and customers in hair salons, which can be categorized into a dyad relationship: beauty/hair stylist-customer. The data of the dyad relationship between a beauty/hair stylist and his/her customers were collected after beauty/hair care service was completely delivered. When a customer wanted to purchase the beauty/hair care service towards a particular stylist, the customer can receive the beauty/hair service from their preferred stylist. Otherwise, customers were assigned to beauty/hair stylists on a rotating basis.

The researcher contacted beauty/hair salon managers and/or owners to invite their beauty/hair stylists to participate in this study. When salon managers and/or owners agreed to participate in the study, the researcher made an appointment to explain the study's purpose and data collection in procedures in each of five beauty/hair salons. All stylists were aware that participation was voluntary, and 14 stylists in 5 out of the 10 beauty/hair salons voluntarily participated.

4.2 Study design and sample size

4.2.1 Study Design

The present study employed a non-experimental design, and the data were collected from both employees and customers. Schmitt (1994) and Singleton and Straits (2009) suggested that a survey method is less expensive than interviews, requires less office space, and is less obtrusive to the participants. Self-report questionnaires have been the predominant choice of data collection methods for researchers in the service provider-customer context (see Appendix B).

The researcher can administer the surveys to ensure consistency and confidentiality in an attempt to protect the validity of the data.

There are many studies which focus on the relationship between customer-service provider relationships; however, few recent studies collected data from both service providers and customers (e.g., Netemeyer et al., 2012; Rafaeli et al., 2012; Raub & Liao, 2012; see Appendix B). Therefore, in the present study I collected data from both beauty/hair stylists and customers, at the individual level, to examine the hypotheses.

4.2.2 Sample Size

To collect a desired sample size, the present study followed several scholars' suggestions to have a high level of validity. The validity of empirical findings should be high if a result of a confirmatory factor analysis does not show serious misspecifications (MacCallum, Widaman, Preacher & Hong, 2001). Therefore a potentially desirable sample size was calculated before collecting data.

There were two ways to calculate a minimum sample size to test the hypotheses. First, there are many scholars (Cattell, 1978; Comrey & Lee, 1992; Everitt, 1975; Gorsuch, 1983; Hatcher, 1994; Kline, 1979; Nunnally, 1978) who have proposed guidelines for the minimum sample size to conduct either an exploratory factor analysis or a confirmatory factor analysis. Comrey and Lee (1992) suggested that sample sizes of 50 are very poor, 100 are poor, 200 are fair, 300 are good, 500 are very good, and 1000 are excellent when conducting a factor analysis. Gorsuch (1983) and Kline (1979) argued that a sample size should be greater than 100, and their argument is consistent with Hatcher's (1994) suggestion that the sample size should be greater than 100 or at least 5 times that of the total number of variables. Moreover, there are some scholars who emphasized the importance of a subjects-to-variables ratio (Cattell, 1978; Everitt, 1975; Gorsuch, 1983; Kline, 1979; Nunnally, 1978). Everitt (1975) and Nunnally (1978) suggested that each variable has to have greater than 10 cases. On the other hand, Cattell (1978) posited that a subjects-to-variables ratio is acceptable from 3 to 6. Therefore, the present study

needed to collect greater than 10 times that of the total number of variables to meet the minimum requirements of the subject-to-variables ratio.

Second, this study used Soper's (2013) calculators to calculate an a priori sample size for structural equation models. Soper's (2013) calculators were developed based on Cohen (1988) and Westland (2010) for structural equation models. This study used Cohen's (1988) guidelines for acceptable levels of statistical power level (0.8), effect size (0.2), and alpha level (0.05). Cohen's (1988) guidelines are consistent with Hair, Black, Babin, and Anderson's (2010) suggestion that the effect size, the alpha (α) level, and sample size are important to statistical power. This study employed a small effect size (0.2) because the small effect size is needed for larger sample sizes, rather than a moderate effect size (0.5) or a large effect size (0.8), to achieve the acceptable power level (Cohen, 1988; Hair et al., 2010). The minimum sample size for hypothesis tests was 100 from Soper's (2013) structural equation model calculator (when the number of latent variables was 2 and the total number of observed variables was 8).

In summary, this study needed to collect greater than 150 respondents for the service provider-customer sample group to achieve the requirements of confirmatory factor analyses and structural equation modeling analyses. To collect at least 150 surveys, more than 250 surveys were expected to be distributed in order to side step the threatening effects of either non-return or incompleteness of questionnaires. Finally, this study collected 151 dyadic surveys from both beauty/hair stylists and customers in 5 beauty/hair salons. Table 4.1 shows customer characteristics.

4.3 Procedures

The data between beauty/hair stylists and customers were collected in five beauty/hair salons. An event between a stylist and his/her customer started the moment that a beauty/hair stylist was ready to provide beauty/hair service to the customer, and the event ended when the beauty/hair stylist finished his/her service delivery to the customer. Service providers who agreed to voluntarily participate in this study were informed that their identities would be kept

confidential. This study did not include any harm or risk for the service providers and their customers, and the University of Texas at El Paso Institutional Review Board approved this study (see Appendix C.1).

The procedures were based on survey methods, and the procedures for survey methods were focused on how to collect data from beauty/hair stylists and their customers. Before starting beauty/hair care service delivery, the researcher asked whether or not the customer voluntarily wanted to take a survey as soon as his/her beauty/hair care service was completely delivered. For customers who agreed to participate in this study, the researcher distributed a cover letter and survey to each customer and their service provider when the beauty/hair service was over. Upon completion, the researcher collected all responses and inquiries.

The data were transferred to a digital format using Microsoft Excel, AMOS 18, and SPSS Version 19 statistical software for analyses.

4.4 Measures

Employee performance (i.e., task performance and organizational citizenship behavior), types of exchange, and control variables were collected from service providers (see Appendix C.2, C.4, and C.5). Employee performance as perceived by customers, customers' perceived overall justice, customers' affect, types of exchange, customer satisfaction, and the control variables were also collected from customers (see Appendix C.3 and C.6). Cronbach's alpha reliabilities of variables in this study are given in italics on the diagonals in Table 5.1.

4.4.1 Task Performance

Task performance was measured using a scale developed by Williams and Anderson (1991) (see Appendix A.1 and A.2). Table 4.2 presents a series of task performance measures which were implemented in articles published in the *Journal of Applied Psychology* from 1990 to 2012. As shown in Table 4.2, Williams and Anderson's (1991) task performance measure was frequently used in recent research. Williams and Anderson's (1991) measure clearly differentiates between organizational citizenship behavior and task performance, and they

establish the discriminant validity of task performance from both organizational OCB and interpersonal OCB in their study. In addition, their task performance measure's coefficient alpha value was $\alpha = .91$ and is frequently used to examine effects of both task performance and organizational citizenship behavior because of its high level of discriminant validity (Williams & Anderson, 1991). Thus, the present study used Williams and Anderson's (1991) measure, on a 7-point Likert-type scale ranging from 1 (never) to 7 (always). An example item was "Adequately completed assigned duties."

4.4.2 Organizational Citizenship Behavior

To measure OCB toward customers, the present study utilized the 7-item scale, developed by Williams and Anderson (1991). Williams and Anderson (1991) achieved a high level of discriminant validity of organizational OCB and interpersonal OCB from task performance. The coefficient alpha for interpersonal OCB was .88, and the coefficient alpha for organizational OCB was .75. Williams and Anderson (1991) found that interpersonal OCB and organizational OCB were correlated with organizational commitment and satisfaction, while task performance was not correlated with either organizational commitment or satisfaction. To sum up, Williams and Anderson's (1991) measure has a high level of validity and reliability. In the present study, organizational citizenship behavior directed toward customers was measured through a survey, which consisted of 7 items. In order to measure OCB towards customers, all items were adapted from the interpersonal OCB. The anchors were on a 7-point Likert-type scale ranging from 1 (never) to 7 (always). Example prompts included "Gives courteous service to customers," and "Helps customers to discuss their needs."

Table 4.3, Table 4.4, and Table 4.5 present how organizational citizenship behavior and other similar measures are overlapped. Organizational citizenship behavior measures, which were used in articles published by the *Journal of Applied Psychology* from 1990 to 2012, are reviewed to know whether or not organizational citizenship behavior as a variable name is frequently used in the literature. The first published article was Smith et al.'s (1983) research,

which initially introduced “citizenship behavior.” As shown in these three tables, organizational citizenship behavior was the most frequently used term to indicate employees’ behaviors, which do not directly contribute to technical core activities. Moreover, the original variable was OCB, although some scholars used the term contextual performance and extra-role behaviors to indicate OCB, as shown in Table 4.5. Therefore, the term OCB to measure employees’ behaviors was used.

As shown in Table 4.3, many measures have been developed under the name of OCB or citizenship behavior. Although Organ, Podsakoff, and MacKenzie (2006) summarized key OCB measures, they only reviewed a few critical measures, so it is necessary to compare what kinds of measures of OCB actually have been used by scholars (i.e., Table 4.3). Table 4.4 is adapted from Organ et al.’s (2006) review of OCB measures in their book. Moreover, Organ et al. (2006) treated contextual performance as a synonym for OCB.

Table 4.5 reviews contextual performance measures and extra-role behavior measures while showing that the most current studies (Alge, Ballinger, Tangirala, & Oakley, 2006; Lang, Zettler, Ewen, & Hülshager, 2012; Judge, LePine, & Rich, 2006) have used organizational citizenship instead of other conceptualizations (e.g., contextual performance or extra-role behaviors). Based upon these considerations, the measure of organizational citizenship behavior from Williams and Anderson (1991) was used because of the high level of validity and reliability.

4.4.3 Customers’ Perceived Overall Justice

Customers’ perceived overall justice measure, developed by Ambrose and Schminke (2009), was used on a 7-point Likert-type scale with endpoints strongly disagree (1) and strongly agree (7). This measure consists of 6 items, which were modified to measure customers’ perceived overall justice. An example of one of the items was “Overall, I’m treated fairly by my service provider.”

4.4.4 Affect

Customers' affect (i.e., positive affect and negative affect) was measured on a 7-point Likert-type scale with endpoints never (1) and always (7). Customers' positive affect and negative affect were based on Thompson's (2007) measure, which was called "the 10-item International PANAS Short Form." Positive affect measures included "determined, attentive, alert, inspired, and active," and negative affect measures included "afraid, nervous, upset, ashamed, and hostile." Thompson's (2007) measures were based on Watson et al.'s (1988) PANAS scales, which have been well validated. Thompson (2007) conducted a test-retest reliability analysis and found acceptable Cronbach's alphas of $\alpha = .84$ for positive affect and $\alpha = .84$ for negative affect. He also conducted a convergent validity test with subjective well-being and happiness and found that positive affect was significantly and positively related to subjective well-being ($r = .33$) and happiness ($r = .39$), while negative affect was significantly and negatively related to subjective well-being ($r = -.30$) and happiness ($r = -.51$). Lastly, Thompson (2007) conducted a cross-cultural validity test among 16 countries (Australia, Burma, Canada, China, Hungary, India, Indonesia, Japanese, Malaysia, Philippines, Singapore, Taiwan, Thailand, United Kingdom, United States, and Vietnam) and found that the measure of positive and negative affect was stable.

4.4.5 Customer Satisfaction

The customer satisfaction measure developed by Gremler and Gwinner (2000) was used in this study. Response options were on a 7-point Likert-type scale with endpoints strongly disagree (1) to strongly agree (7). The measure consisted of five items: "Based on all of my experience with my service provider, I am very satisfied with the services he/she provides," "My choice to talk with the service provider was a wise one," "Overall, I am satisfied with the decision to talk with the service provider," "I think I did the right thing when I decided to obtain the service from my service provider," and "My overall evaluation of the services provided by my service provider is very good." This five-item customer satisfaction measure was also used in

Payne and Webber's study (2006), and it was reliable (Cronbach's alpha $\alpha = .81$ in study 1 and Cronbach's alpha $\alpha = .68$ in study 2). Gremler and Gwinner's (2000) customer satisfaction was distinguished from customers' loyalty intent and word-of mouth communication, and the reliability of the customer satisfaction measure was $\alpha = .97$ in a bank sample and $\alpha = .95$ in a dental sample. Lastly, a facial customer satisfaction measure, originally developed by Kunin (1955) to measure an employee's job satisfaction, was also used.

4.4.6 Types of Exchange

Individuals' (i.e., customers and employees) perception of types of exchange was self-reported. To measure economic exchange and social exchange, the 16-items scale of Shore et al. (2006) was used. This measure was also used in Shore, Bommer, and Seo's (2009) study, and it was reliable (Cronbach's alpha $\alpha = 0.86$ for social exchange and Cronbach's alpha $\alpha = 0.79$ for economic exchange). Response options were on a 7-point scale from strongly disagree (1) to strongly agree (7), and all items were slightly modified to be appropriate in a hair service setting. Examples are "My relationship with my service provider is based on mutual trust" for social exchange, and "The most accurate way to describe my service experience is to say that I fairly receive service from an economic point of view" for economic exchange.

4.4.7 Control Variables

The present study controlled customers' gender, age, and educational level. Customer sex was coded as "1" for male and "0" for female. Customers' sex and age were controlled because it significantly influenced customer satisfaction (Ambrose et al., 2007; Hess, Ganesan, & Klein, 2003; Smith, Bolton, & Wagner, 1999). Age was measured in years. Customers' level of education was coded as "1" for some college, associate, bachelor, master, and doctoral degree and "0" for some high school or less, completed high school, and training/technical certification beyond high school. Customers' level of education is more likely influential on customers' perceived overall justice because more educated customers might have more knowledge to fairly evaluate a service provider's justice (Ambrose et al., 2007).

The length and frequency of service experience, customers' racial background, and employment type and work position were controlled. A customers' service experience with the service provider was measured by the length and frequency of service because customers' service experience might significantly be associated with both customer satisfaction and customers' affect (De Ruyter & Bloemer, 1999). The length of service experience from the same service provider was coded as "1" for "more than 1 year" and "0" for less than a year. The frequency of service experience from the same service provider was coded as "1" for more than 5 times and "0" for less than 5 times. Customer racial background was coded "1" for Hispanic/Mexican American, and "0" for other. Customer employment type and work position were also controlled. Customer employment type was coded "1" for full-time and "0" for other, and work position was coded "1" for employee and "0" for other.

From employee characteristics, service providers' age, sex, education, and racial background were controlled because employee characteristics influence customer satisfaction (Hekman, Aquino, Owens, Mitchell, Schilpzand, & Leavitt, 2010). Service providers' age was measured in years. Service providers' sex was coded "1" for male and "0" for female because service providers' sex might influence customer satisfaction (Mohr & Henson, 1996). Service providers' education was coded as "1" for some college, associate, bachelor, master, and doctoral degree and "0" for some high school or less, completed high school, and training/technical certification beyond high school. Service providers' racial background was coded "1" for Hispanic/Mexican American, and "0" for other.

This study also controlled customers' perceived service quality and perceived waiting time. Because customers' perceived service quality might closely associate with customer satisfaction (Anderson et al., 1994; Bitner, 1990; Gotlieb et al., 1994; McAlexander et al., 1994). Customers' perceived service quality was measured by Brady and Cronin's (2001) service quality measure. Response options were on a 7-point scale from strongly disagree (1) to strongly agree (7). Examples of items were "I would say that my service provider provides superior

service” and “I believe my service provider offers excellent service.” Perceived waiting time was controlled because it might influence service quality perception and customer satisfaction (Brady & Cronin, 2001). Perceived waiting time was measure by Brady and Cronin’s (2001) waiting time measure. Response options were on a 7-point scale from strongly disagree (1) to strongly agree (7). Examples of items included “This service provider understands that waiting time is important to me,” and “the service provider tries to keep my waiting time to a minimum.”

Lastly, the present study controlled four dimensions (distributive, procedural, interpersonal, and informational justice) of customers’ perceived justice, measured on a 7-point Likert-type scale, developed by Colquitt (2001), with endpoints designating: to a small extent (1) and to a great extent (7). The items measured four types of perceived injustice: distributive (4 items), procedural (7 items), interpersonal (4 items), and informative justice (5 items). Hess and Ambrose (2005) modified employee perceived justice to customers’ perceived justice and compared the four dimension of customers’ perceived justice as adapted from Colquitt’s (2001) with both Smith et al.’s (1999) measure and Tax et al.’s (1998) measure—because these measures were frequently used to measure customers’ perceived justice in the marketing literature. Hess and Ambrose (2005) found that Colquitt’s (2001) measure has better convergent and discriminant validity than the other two measures. Later, Ambrose et al. (2007) adapted Colquitt’s (2001) justice measure to examine customers’ perceived justice. Therefore, the present study used Ambrose et al.’s (2007) measure, which was adapted from Colquitt’s (2001) measures. Examples of item scales were “Does your outcome reflect what you deserved?” for perceived distributive justice, “Have the service provided been free of bias?” for perceived procedural justice, “Has your service provider treated you with respect?” for perceived interpersonal justice, and “Has your service provider been candid in his/her communications with you?” for perceived informational justice.

Chapter 5: Results

Chapter 5 describes the statistical analyses to test the hypotheses. It consists of six parts: correlation analyses and statistical assumption tests, outlier tests, preliminary analyses, convergent and discriminant validity, tests of the hypotheses, and Post-Hoc analyses.

5.1 Correlation analyses and statistical assumptions

First, I conducted a correlation analysis and a reliability test of all constructs used in this study. As shown in Table 5.1, all internal consistency reliability coefficients were exceeding .70.

Second, a preliminary test of normality assumptions was required to test whether the distribution meets the assumptions of multilevel modeling analyses. To test the normality assumption, both skewness analyses, which test the balance of the distribution, and kurtosis statistical analyses, which test the height of the distribution, were used (Hair et al., 2010). From the skewness analyses, the normality assumption of a measure of symmetry is achieved when the distribution is balanced rather than a right distribution or left distribution. In addition, the normality assumption of the height of the distribution from the kurtosis statistical analyses is achieved when the height of the distribution is not a platykurtic (i.e., flat) distribution or a leptokurtic (i.e., peaked) distribution, compared to a normal distribution. Based upon these analyses, this study met the normality assumptions.

5.2 Outlier tests

A series of analyses to find outliers were conducted, and all analyses followed Aguinis, Gottfredson, and Joo (2013)'s recommendations. First, potential error outliers were identified. To identify potential error outliers, both single and multiple construct techniques were used. Box plots and standard deviation analyses, as single construct techniques, were conducted, and several potential error outliers were identified. Potential error outliers from the box plots and observations above and below 2.24 standard deviation (*SD*) in standard deviation analyses are shown in Table 5.2. Multiple construct techniques, which were centered leverage and studentized

deleted residuals analyses, were conducted. Cutoff values for centered leverage were 0.093, which was calculated by $2k/n$, where k = number of independent variables and n = the total sample size. Seven observations (number 6, 59, 62, 117, 118, 120, and 129) were identified as potential error outliers from centered leverage analyses. Studentized deleted residuals analyses were conducted, and its cutoff values were above and below 4.136. The cutoff values were calculated by $t_{df} = n-k-1$; alpha level = α/n , where t = critical value in a t -distribution at $\alpha = .05$. For this study, the cutoff values were $t(143; 0.000066)$ at $\alpha = .05$ in the t -distribution. There were no potential error outliers in studentized deleted analyses.

Second, the researcher followed Aguinis et al.'s (2013) suggestion to identify potential interesting outliers using the same technique to identify potential error outliers. The researcher could not find any typo in the data coding procedure, which might cause potential interesting outliers. Therefore, all potential interesting outliers became potential influential outliers.

Third, the researcher identified potential influential outliers, while calculating DFFITS_{*i*}, Cook's D , DFBETAS_{*ij*}, average squared deviation C_j , and an index plot. DFFITS analyses were conducted, and these analyses provided an index of prediction and outliers of model fit (Aguinis et al, 2013). The cutoff values of DFFITS_{*i*} were above and below $2\sqrt{(k + 1/n)}$ for observation i , where k = number of independent variables and n = the total sample size. Observation 129 was a prediction outlier based on DFFITS_{*i*}. For Cook's D , the cutoff value was 0.922, and the value was calculated with $df = (k + 1, n-k-1)$ at $\alpha = .05$ in the F -distribution. Observation 129 was a prediction outlier based on Cook's D . For DFBETAS_{*ij*}, the cutoff value was above and below 0.163, which was based on above and below $2\sqrt{n}$ where n = the total sample size. Observation 129 was a prediction outlier based on DFBETAS_{*ij*}. Lastly, the researcher conducted average squared deviation analyses, and the analyses adapted a top-down approach following a suggestion by Aguinis et al. (2013). There was no outlier in groups and service providers. Observation 129 was identified as an outlier in an index plot.

In conclusion, observation 129 might be an outlier in the sample, so the present study followed Aguinis et al.'s (2013) suggestion to handle it. A re-specification method was employed to handle observation 129. This method required adding additional variables in the multilevel modeling equations, and the researcher chose to add a squared term of economic exchange in the equation. However, the squared term of economic exchange did not add incremental variance. According to Aguinis et al. (2013), non-additional incremental variance means that the potential influential outlier is not an actual outlier; therefore, observation 129 was not an outlier in this study.

5.3 Preliminary analyses

I conducted a series of confirmatory factor analyses (CFAs) for customer perceived justice, which included customers' perceived overall justice, distributive justice, procedural justice, interpersonal justice, and informational justice. This study compared the five-factor model (customers' perceived overall justice, distributive justice, procedural justice, interpersonal justice, and informational justice) with a series of reduced factor models (e.g., a four-, three-, two-, and one-factor model; see Table 5.3). The four-factor model 1 included customers' perceived overall justice, customers' perceived distributive justice, and procedural justice, and I collapsed customers' perceived interpersonal and informational justice. The four-factor model 2 included customers' perceived distributive justice, customers' perceived procedural justice, and customers' perceived informational justice, and I collapsed customers' perceived overall and interpersonal justice. The five-factor model had a better fit [$\chi^2 (171) = 369.98$, $p \leq .05$; CFI = 0.92; SRMR $\leq .07$] than other models. In addition, the change in χ^2 was significantly different, $\Delta \chi^2 = 142.66$ at the 5% significance level.

Also, a series of CFAs of customers' perceived overall justice and four types of customers' perceived justice were conducted, which included customers' perceived overall justice, distributive justice, procedural justice, interpersonal justice, and informational justice. The purpose of additional CFAs was to compare the two-factor model with the one-factor model.

The two-factor models included a) overall justice and distributive justice, b) overall justice and procedural justice, c) overall justice and interpersonal justice, and d) overall justice and informational justice. In the one-factor models, I combined a) overall justice and distributive justice, b) overall justice and procedural justice, c) overall justice and interpersonal justice, and d) overall justice and informational justice. The two-factor model for overall justice and distributive justice had a better fit [$\chi^2 (18) = 12.53, p \geq .05; CFI = 1.00; SRMR \leq .03$] than the one-factor model, and the change in χ^2 was significantly different, $\Delta \chi^2 = 117.2$ at the 5% significance level. The two-factor model for overall justice and procedural justice had a better fit [$\chi^2 (30) = 40.74, p \geq .05; CFI = 0.99; SRMR \leq .05$] than the one-factor model. In addition, the change in χ^2 was significantly different, $\Delta \chi^2 = 151.61$ at the 5% significance level. The two-factor model for overall justice and interpersonal justice had a better fit [$\chi^2 (13) = 48.11, p \leq .05; CFI = 0.97; SRMR \leq .04$] than the one-factor model, and the change in χ^2 was significantly different, $\Delta \chi^2 = 419.09$ at the 5% significance level. Lastly, The two-factor model for overall justice and interpersonal justice had a better fit [$\chi^2 (16) = 36.03, p \leq .05; CFI = 0.98; SRMR \leq .05$] than the one-factor model, and the change in χ^2 was significantly different, $\Delta \chi^2 = 150.21$ at the 5% significance level (see Table 5.4)

Finally, I conducted a series of CFAs for all variables in the research model, which included task performance, organizational citizenship behavior, customers' perceived overall justice, customers' positive affect, customers' negative affect, social exchange, economic exchange, and customer satisfaction. I used a Microsoft Excel random number between a range (which is called RANDBETWEEN) function to choose three items per each variable to conduct the CFAs because at least three items per variable are a minimum requirement of CFAs (Hatcher, 1994). This study compared the eight-factor model (task performance, organizational citizenship behavior, customers' perceived overall justice, customers' positive and negative affect, social exchange, economic exchange, and customer satisfaction) with a series of reduced factor model (e.g., a seven-, six-, five-, four-, three-, two-, and one-factor model). The seven-factor model 1

included customers' perceived overall justice, customers' positive affect, customers' negative affect, social exchange, economic exchange, and customer satisfaction, and I collapsed task performance and organizational citizenship behavior. The seven-factor model 2 included task performance, organizational citizenship behavior, customers' positive affect, customers' negative affect, social exchange, and economic exchange, and I collapsed customers' perceived overall justice and customer satisfaction because of the high correlation ($r = .56$). The seven-factor model 3 included task performance, organizational citizenship behavior, customers' perceived overall justice, customers' positive affect, customers' negative affect, and economic exchange, and I collapsed social exchange and customer satisfaction because of the high correlation ($r = .57$). The eight-factor model had a better fit [$\chi^2 (223) = 377.02$, $p \leq .05$; CFI = 0.94; SRMR $\leq .05$] than other models. In addition, the change in χ^2 was significantly different compared to the seven-factor models, $\Delta \chi^2 = 61.32$ at the 5% significance level (see Table 5.5).

5.4 Convergent and discriminant validity

I assessed the convergent and discriminant validity with items used to measure all five types of customer perceived justice, and other variables which used in the research model. The average variance extracted for customers' perceived justice, customers' positive and negative affect, employee performance, customer satisfaction, and social and economic exchange was above 0.50 (see Table 5.23). The average variance extracted (AVE) was higher than the AVE cutoff, which is 0.50 or above (Hair et al., 2010; Netemeyer, Bearden, & Sharma, 2003), and the composite reliability, which is also called the construct reliability of all variables, was greater than the AVE. In addition, all composite reliabilities were above 0.70. Therefore, these results suggest convergent validity, and do not find significant harm for the model fit.

I also assess discriminant validity, which is the extent that one construct is distinguishable from other constructs (Hair et al., 2010; Netemeyer et al., 2003). Discriminant validity is achieved when the AVE is higher than the squared inter-construct correlations (Netemeyer et al., 2003; see Table 5.24). I found that the AVE for the twelve measures was

higher than any of the squared correlations between any two measures. Therefore, discriminant validity was established.

Further, I followed Anderson and Gerbing's (1988) recommendation to assess the discriminant validity of the two constructs by "constraining the estimated correlation parameter between them to 1.0 and then performing a chi-square difference test on the values obtained for the constrained and unconstrained model (p.416). When the unstrained model has a significant better fit than the one-factor model and the chi-square value of the unstrained model is significantly lower than the constrained model, discriminant validity will be achieved. First, I assessed discriminant validity for customers' perceived overall justice and customers' distributive justice. The chi-square of the unconstrained model [$\chi^2 (18) = 12.53, p >.05$] was significantly lower than that of the constrained model [$\chi^2 (19) = 73.72, p \leq .05$], indicating that discriminant validity between customers' perceived overall justice and customers' distributive justice was achieved [$\Delta \chi^2 = 61.19, p \leq .05$]. Second, I assessed discriminant validity for customers' perceived overall justice and customers' procedural justice. The chi-square of the unconstrained model [$\chi^2 (30) = 40.74, p >.05$] was significantly lower than that of the constrained model [$\chi^2 (31) = 92.75, p \leq .05$], indicating that discriminant validity between customers' perceived overall justice and customers' procedural justice was achieved [$\Delta \chi^2 = 52.01, p \leq .05$]. Third, I assessed discriminant validity for customers' perceived overall justice and customers' interpersonal justice. The chi-square of the unconstrained model [$\chi^2 (13) = 48.11, p <.05$] was significantly lower than that of the constrained model [$\chi^2 (14) = 71.63, p \leq .05$], indicating that discriminant validity between customers' perceived overall justice and customers' interpersonal justice was achieved [$\Delta \chi^2 = 23.52, p \leq .05$]. Fourth, I assessed discriminant validity for customers' perceived overall justice and customers' informational justice. The chi-square of the unconstrained model [$\chi^2 (16) = 36.03, p <.05$] was significantly lower than that of the constrained model [$\chi^2 (17) = 67.91, p \leq .05$], indicating that discriminant validity between customers' perceived overall justice and customers' informational justice was

achieved [$\Delta X^2 = 31.88, p \leq .05$]. In conclusion, the discriminant validity of customers' perceived overall justice was achieved.

5.5 Test of the hypotheses

A multilevel modeling analysis, which is also called hierarchical linear modeling, was conducted to test the hypotheses. A preliminary analysis, which examined a nontrivial proportion of variance in the dependent variable explained by store and weekday, was conducted using the interclass correlation coefficient (ICC). Each store had its own business hours per workday, and some stores were closed on Sundays, while some beauty/hair stylists themselves chose not to work on Sundays. Moreover, a day of a week might influence customer satisfaction because customers are more likely to wait longer on weekends (Davis & Heineke, 1994). In this study the ICC value was 0.068 [$ICC = \tau_{00}/(\tau_{00} + \sigma^2) = 0.053/(0.053+0.730)$]. In detail, in Level 2, store and weekday were entered, and those two variables explained 6.8% of the variance in customer satisfaction, which was the dependent variable in this study. The ICC value was met with the recommended cutoff value (5 percent), which was suggested by Bliese (2000), Cheung and Au (2005), Cheung, Leung, and Au (2006), Heck and Thomas (2009), and Hoogland and Boomsma (1998) to use multilevel modeling analyses. Lastly, Following recommendations of Aiken and West (1991), Cohen and Cohen (1983), and Cohen, Cohen, West, and Aiken (2003), the variables in the interaction terms were mean-centered to reduce collinearity in testing for moderation.

Hypothesis 1 stated that task performance is positively related to customers' perceived overall justice, and Hypothesis 2 stated that organizational citizenship behavior is positively related to customers' perceived overall justice. To test Hypotheses 1 and 2, store and weekday were initially entered in level 2, and the model was statistically significant, $F(1, 19.86) = 8162.17, p \leq .001$, with an AIC = 370.55. In step 1 of the multilevel modeling analysis, all the control variables were included, AIC = 323.30, $\Delta AIC = -47.25$ (see Table 5.6). Step 2 included employee performance [i.e. task performance (step 2a), and organizational citizenship behavior

(step 2b)]. Task performance was significantly related to customers' perceived overall justice, so Hypothesis 1 was supported, $AIC = 318.12$, $\Delta AIC = -5.18$, $\beta = .24$, $p < .05$. However, organizational citizenship behavior was not significantly related to customers' perceived overall justice, so Hypothesis 2 was not supported, $AIC = 325.13$, $\Delta AIC = 1.83$, $\beta = -.02$, $p > .05$.

Hypothesis 3 stated that customers' perceived overall justice is directly related to customer satisfaction. To test Hypothesis 3, store and weekday were initially entered in level 2, and the model was statistically significant, $F(1, 19.83) = 5368.67$, $p \leq .001$, with an $AIC = 395.50$. In step 1 of the multilevel modeling analysis, all the control variables were included, $AIC = 338.19$, $\Delta AIC = 57.31$ in Table 5.7. Customers' perceived overall justice was significantly associated with customer satisfaction, supporting Hypothesis 3, $AIC = 299.27$, $\Delta AIC = -38.92$, $\beta = .53$, $p < .01$ (see Table 5.7 step 2a).

Hypothesis 7 stated that employee performance is directly related to customers' positive affect (Hypothesis 7a) and negative affect (Hypothesis 7b). First, the direct effect of employee performance on customers' positive affect was examined (Hypothesis 7a). Store and weekday were initially entered in level 2, and the model was statistically significant, $F(1, 17.36) = 2997.80$, $p \leq .001$, with an $AIC = 506.49$. In step 1 of the multilevel modeling analysis, all the control variables were included, $AIC = 491.93$, $\Delta AIC = -14.56$ in Table 5.8. Step 2 included task performance (step 2a), and organizational citizenship behavior (step 2b) on customers' positive affect. Employee task performance was significantly related to customer positive affect, $AIC = 489.68$, $\Delta AIC = -2.25$, $\beta = .28$, $p < .05$, and organizational citizenship behavior was significantly related to customer positive affect, $AIC = 486.68$, $\Delta AIC = -5.25$, $\beta = .19$, $p < .05$ (see Table 5.8). Second, the direct effect of employee performance on customers' negative affect was examined (Hypothesis 7b). Store and weekday were initially entered in level 2, and the model was statistically significant, $F(1, 15.88) = 252.11$, $p \leq .001$, with an $AIC = 466.51$. In step 1 of the multilevel modeling analysis, all the control variables were included, $AIC = 431.64$, $\Delta AIC = -34.87$ in Table 5.9. Step 2 included task performance (step 2a), and organizational citizenship

behavior (step 2b) on customers' negative affect. However, task performance was significantly associated with customer negative affect, $AIC = 421.41$, $\Delta AIC = -10.23$, $\beta = -.36$, $p < .05$ (see Table 5.9 step 2a), but organizational citizenship behavior was not significantly related to customer negative affect, $AIC = 432.56$, $\Delta AIC = 1.08$, $\beta = -.09$, $p > .05$ (see Table 5.9 step 2b). Therefore, Hypotheses 7a was supported, but 7b was partially supported.

Hypotheses 4 and 5 were related to the mediating effect of customers' perceived overall justice on the relationship between employee performance and customer satisfaction, and Hypotheses 8 and 9 were related to the mediating effect of customers' affect on the relationship between employee performance and customer satisfaction. For the mediation tests, the present study followed Baron and Kenny's (1986) procedure. First, the predictor must be significantly associated with the dependent variable (procedure 1). Second, the predictor variable must be related to the mediator (procedure 2). Third, the mediator must be related to the dependent variable while controlling for the predictor variable (procedure 3). Fourth, the relationship between the predictor variable and the dependent variable must be reduced when the mediator is included (procedure 4). In addition, this study also followed the suggestions of Collins, Graham, and Flaherty (1998) and Shrout and Bolger (2002), who stated that even if procedure 1 of Baron and Kenney's requirement is not met, it is still possible to test the indirect effect of the predictor variable as long as the indirect effect of the predictor variable is theoretically supported.

Following the steps of Baron and Kenny (1986), Hypothesis 4 stated that customers' perceived overall justice mediates the relationship between employees' task performance and customer satisfaction. As shown in Table 5.10, step 2, employees' task performance was significantly related to customer satisfaction, $AIC = 334.74$, $\Delta AIC = -3.45$, $\beta = .23$, $p < .05$ (procedure 1). In procedure 2, employee's task performance was significantly associated with customers' perceived overall justice, $AIC = 318.12$, $\beta = .24$, $p < .05$ (see Table 5.6 step 2a). In procedure 3, customers' perceived overall justice was significantly related to customer satisfaction while controlling employees' task performance, $AIC = 299.88$, $\Delta AIC = -34.86$, $\beta =$

.51, $p < .01$ (see Table 5.10 step 4). In procedure 4, the relationship between employees' task performance and customer satisfaction was reduced when customers' perceived overall justice was included, $\beta = .10$, $p > .05$ (see Table 5.10). Therefore, customers' perceived overall justice mediates the relationship between task performance and customer satisfaction, so Hypothesis 4 was supported.

A path analysis was conducted to further test the mediating effect of customers' perceived overall justice on the relationship between task performance and customer satisfaction while controlling customer age and sex. As shown in Figure 5.1, the results of the path analysis showed that the model fit was good, $\chi^2(2) = 4.29$, $p > .10$, CFI = 0.98, SRMR = .04. The association between task performance and customers' perceived overall justice was $\beta = 0.41$ ($t = 5.43$, $p \leq .01$). The association between customers' perceived overall justice and customer satisfaction was $\beta = 0.44$ ($t = 6.23$, $p \leq .01$). The association between task performance and customer satisfaction was $\beta = 0.23$ ($t = 3.33$, $p \leq .01$). Therefore, customers' perceived overall justice partially mediated the relationship between task performance and customer satisfaction.

Hypothesis 5 stated that customers' perceived overall justice mediates the relationship between employees' organizational citizenship behavior and customer satisfaction. As shown in Table 5.13 step 1, employees' organizational citizenship behavior was not significantly related to customer satisfaction, AIC = 339.62, Δ AIC = 1.43, $\beta = .04$, $p > .05$ (procedure 1). In procedure 2, employee's organizational citizenship behavior was not significantly associated with customers' perceived overall justice, AIC = 325.13, $\beta = -.02$, $p > .05$ (see Table 5.6 step 2b). In procedure 3, customers' perceived overall justice was significantly related to customer satisfaction while controlling employees' organizational citizenship behavior, AIC = 298.21, Δ AIC = -37.81, $\beta = .51$, $p < .01$ (see Table 5.13 step 4). In procedure 4, the relationship between organizational citizenship behavior and customer satisfaction was reduced when customers' perceived overall justice was included from $\beta = .04$, $p > .05$ in step 2 to $\beta = -.11$, $p < .05$ (see Table 5.13 step 4). Procedure 1 and 2 did not meet Baron and Kenny's (1986) requirement.

Therefore, customers' perceived overall justice did not mediate the relationship between organizational citizenship behavior and customer satisfaction, so Hypothesis 5 was not supported.

Hypothesis 8 stated that customers' positive and negative affect mediates the relationship between employees' task performance and customer satisfaction. First, the mediating effect of customers' positive affect on the relationship between task performance and customer satisfaction was examined (Hypothesis 8a). Employees' task performance was significantly related to customer satisfaction, $AIC = 353.60$, $\Delta AIC = -30.12$, $\beta = .47$, $p < .05$ (procedure 1; see Table 5.11 step 2). In procedure 2, employee's task performance was significantly associated with customers' positive affect, $AIC = 489.34$, $\beta = .28$, $p < .05$ (see Table 5.8 step 2a). In procedure 3, customers' positive affect was significantly related to customer satisfaction while controlling employees' task performance, $AIC = 330.97$, $\Delta AIC = -22.77$, $\beta = .24$, $p < .01$ (see Table 5.11 step 4). In procedure 4, the relationship between employees' task performance and customer satisfaction was reduced when customers' positive affect was included from $\beta = .47$, $p < .05$ in step 2 to $\beta = .40$, $p < .05$ (see Table 5.11 step 4). Therefore, customers' positive affect mediates the relationship between task performance and customer satisfaction, and Hypothesis 8a was supported.

A path analysis was conducted to further test the mediating effect of customers' positive affect on the relationship between task performance and customer satisfaction while controlling customer age and sex. As shown in Figure 5.2, the results of the path analysis showed that the model fit was good, $\chi^2(2) = 2.17$, $p > .10$, $CFI = 1.00$, $SRMR = .03$. The association between task performance and customers' positive affect was $\beta = 0.14$ ($t = 1.75$, $p \leq .10$). The association between customers' positive affect and customer satisfaction was $\beta = 0.36$ ($t = 5.41$, $p \leq .01$). The association between task performance and customer satisfaction was $\beta = 0.36$ ($t = 5.43$, $p \leq .01$). Therefore, customers' positive affect partially mediated the relationship between task performance and customer satisfaction.

Second, the mediating effect of customers' negative affect on the relationship between task performance and customer satisfaction was examined (Hypothesis 8b). As shown in Table 5.12 step 2, employees' task performance was significantly related to customer satisfaction, $AIC = 353.60$, $\Delta AIC = -.33.12$, $\beta = .47$, $p < .05$ (procedure 1). In procedure 2, employee's task performance was significantly associated with customers' negative affect, $AIC = 421.41$, $\beta = -.39$, $p < .05$ (see Table 5.9 step 2a). In procedure 3, customers' negative affect was significantly related to customer satisfaction while controlling employees' task performance, $AIC = 327.55$, $\Delta AIC = -27.05$, $\beta = -.34$, $p < .01$ (see Table 5.12 step 4). In procedure 4, the relationship between employees' task performance and customer satisfaction was reduced when customers' negative affect was included from $\beta = .47$, $p < .01$ in step 2 to $\beta = .34$, $p < .05$ (see Table 5.12 step 4). Therefore, customers' negative affect mediates the relationship between task performance and customer satisfaction, and Hypothesis 8b was supported.

A path analysis was conducted to further test the mediating effect of customers' negative affect on the relationship between task performance and customer satisfaction while controlling customer age and sex. As shown in Figure 5.3, the results of the path analysis showed that the model fit was good, $\chi^2(5) = 2.09$, $p > .10$, $CFI = 1.00$, $SRMR = .03$. The association between task performance and customers' negative affect was $\beta = -0.30$ ($t = -3.87$, $p \leq .01$). The association between customers' negative affect and customer satisfaction was $\beta = -0.30$ ($t = -4.21$, $p \leq .01$). The association between task performance and customer satisfaction was $\beta = 0.33$ ($t = 4.57$, $p \leq .01$). Therefore, customers' negative affect partially mediated the relationship between task performance and customer satisfaction.

Hypothesis 9 stated that customers' positive and negative affect mediates the relationship between employees' organizational citizenship behavior and customer satisfaction. First, the mediating effect of customers' positive affect on the relationship between organizational citizenship behavior and customer satisfaction was examined (Hypothesis 9a). As shown in Table 5.14 step 2, employees' organizational citizenship behavior was significantly related to

customer satisfaction, $AIC = 379.88$, $\Delta AIC = -3.84$, $\beta = .12$, $p < .05$ (procedure 1). In procedure 2, employee's organizational citizenship behavior was significantly associated with customers' positive affect, $AIC = 489.34$, $\beta = .19$, $p < .05$ (see Table 5.8 step 2b). In procedure 3, customers' positive affect was significantly related to customer satisfaction while controlling employees' task performance, $AIC = 356.81$, $\Delta AIC = -23.07$, $\beta = .27$, $p < .01$ (see Table 5.14 step 4). In procedure 4, the relationship between employees' organizational citizenship behavior and customer satisfaction was reduced when customers' positive affect was included from $\beta = .12$, $p < .05$ in step 2 to $\beta = .07$, $p > .05$ (see Table 5.14 step 4). Therefore, customers' positive affect mediates the relationship between organizational citizenship behavior and customer satisfaction, and Hypothesis 9a was supported.

A path analysis was conducted to further test the mediating effect of customers' positive affect on the relationship between organizational citizenship behavior and customer satisfaction while controlling customer age and sex. As shown in Figure 5.4, the results of the path analysis showed that the model fit was good, $\chi^2(2) = 2.05$, $p > .10$, $CFI = 1.00$, $SRMR = .03$. The association between organizational citizenship behavior and customers' positive affect was $\beta = 0.21$ ($t = 2.65$, $p \leq .10$). The association between customers' positive affect and customer satisfaction was $\beta = 0.38$ ($t = 5.29$, $p \leq .01$). The association between organizational citizenship behavior and customer satisfaction was $\beta = 0.14$ ($t = 1.94$, $p \leq .05$). Therefore, customers' positive affect partially mediated the relationship between organizational citizenship behavior and customer satisfaction.

Second, the mediating effect of customers' negative affect on the relationship between organizational citizenship behavior and customer satisfaction was examined (Hypothesis 9b). Employees' organizational citizenship behavior was significantly related to customer satisfaction, $AIC = 379.88$, $\Delta AIC = -3.84$, $\beta = .12$, $p < .05$ (procedure 1, see Table 5.15 step 2). In procedure 2, employees' organizational citizenship behavior was not significantly associated with customers' negative affect, $AIC = 432.56$, $\beta = -.09$, $p > .05$ (see Table 5.9 step 2b). In

procedure 3, customers' negative affect was significantly related to customer satisfaction while controlling employees' organizational citizenship behavior, $AIC = 344.65$, $\Delta AIC = -25.23$, $\beta = -.40$, $p < .05$ (see Table 5.15 step 4). In procedure 4, the relationship between employees' organizational citizenship behavior and customer satisfaction was reduced when customers' negative affect was included from $\beta = .12$, $p < .05$ in step 2 to $\beta = .08$, $p < .05$ (see Table 5.15 step 4). However, procedure 2 did not meet Baron and Kenny's (1986) requirement. Therefore, customers' negative affect did not mediate the relationship between organizational citizenship behavior and customer satisfaction, and Hypothesis 9b was not supported.

Hypothesis 6a stated that social exchange moderates the relationship between employee performance and customers' perceived overall justice. First, the moderation effect of task performance and social exchange was examined. Store and weekday were initially entered in level 2, and the model was statistically significant, $F(1, 19.86) = 8162.17$, $p \leq .001$, with an $AIC = 370.55$. In step 1 of the multilevel modeling analysis, all the control variables and economic exchange were included, $AIC = 322.86$, $\Delta AIC = -47.69$ (see Table 5.16). Step 2 included task performance, and Step 3 included task performance and social exchange. Lastly, Step 4 included the interaction term of task performance and social exchange. However, the interacting effect of task performance and social exchange on customers' perceived overall justice was not significant, $AIC = 305.35$, $\Delta AIC = 1.83$, $\beta = .03$, $p > .05$.

Second, the moderation effect of organizational citizenship behavior and social exchange on customers' perceived overall justice was examined. Store and weekday were initially entered in level 2, and the model was statistically significant, $F(1, 19.86) = 8162.17$, $p \leq .001$, with an $AIC = 370.55$. In step 1 of the multilevel modeling analysis, all the control variables and economic exchange were included, $AIC = 322.86$, $\Delta AIC = -47.79$ (see Table 5.18). Step 2 included organizational citizenship behavior, and Step 3 included organizational citizenship behavior and social exchange. Lastly, Step 4 included the interaction term of organizational citizenship behavior and social exchange. However, the interaction effect of organizational

citizenship behavior and social exchange on customers' perceived overall justice was significant, $AIC = 302.68$, $\Delta AIC = -3.60$, $\beta = .06$, $p < .05$. Therefore, social exchange moderates the relationship between organizational citizenship behavior and customers' perceived overall justice.

In addition, to test that customers' perceived overall justice is higher when organizational citizenship behavior is high and social exchange is high than when organizational citizenship behavior is low and social exchange is low, I derived the differential in the measure of customers' perceived overall justice for low and high social exchange and I tested if this difference is positive.

For a high value of the measure of social exchange (SE_H) and a high value of the measure of organizational citizenship behavior (OCB_H), the measure of customers' perceived overall justice (COJ) is as follows:

$$COJ = \beta_0 + \beta_1 OCB_H + \beta_2 SE_H + \beta_3 OCB_H * SE_H + \text{control variables} + e_i$$

For a low value of the measure of social exchange (SE_L) and a low value of the measure of organizational citizenship behavior (OCB_L), the measure of customers' perceived overall justice (COJ) is as follows:

$$COJ = \beta_0 + \beta_1 OCB_L + \beta_2 SE_L + \beta_3 OCB_L * SE_L + \text{control variables} + e_i$$

The difference is therefore as follows:

$$\Delta COJ = \beta_1 (OCB_H - OCB_L) + \beta_2 (SE_H - SE_L) + \beta_3 (OCB_H * SE_H - OCB_L * SE_L)$$

The testing of Hypothesis 6a is equivalent to testing that ΔCOJ is positive. To do so, I used the point estimates of β_1 , β_2 , and β_3 along with their variances and covariance to compute a point estimate of ΔCS as the numerator of the t -statistic. The calculation of the numerator also utilizes measures of high and low values organizational citizenship behavior (OCB_H and OCB_L), which are the mean of OCB plus one standard deviation and the mean of OCB minus one standard deviation and measures of high and low values social exchange (SE_H and SE_L), which are the mean of SE plus one standard deviation and the mean of SE minus of standard

deviation. In this dissertation, OCB_H is 7.01, OCB_L is 4.05, SE_H is 6.881, and SE_L is 4.663. The denominator was standard error of the estimator of ΔCOJ , and it was equal to 0.61 and the numerator of the t -statistic was 1.456. The t -test statistics computed using the point estimates of -2.80, -2.75, and 0.54 as estimates of β_1 , β_2 , and β_3 , and their variance and covariance yields a value of $t = 2.39$, $p < .05$. Therefore, Hypothesis 6a was partially supported.

Figure 5.5 shows the interaction effect of social and economic exchange in the relationship between organizational citizenship behavior and customers' perceived overall justice. As shown in Figure 5.5, customers' perceived overall justice is higher when social exchange is high and organizational citizenship behavior is high than when social exchange is low and organizational citizenship behavior is low.

Hypothesis 6b stated that economic exchange moderates the relationship between task performance and customers' perceived overall justice. Store and weekday were initially entered in level 2, and the model was statistically significant, $F(1, 19.86) = 8162.17$, $p \leq .001$, with an $\text{AIC} = 370.55$. In step 1 of the multilevel modeling analysis, all the control variables and social exchange were included, $\text{AIC} = 305.43$, $\Delta\text{AIC} = -65.12$ (see Table 5.17). Step 2 included task performance, and Step 3 included task performance and economic exchange. Lastly, Step 4 included the interaction term of task performance and economic exchange. The interacting effect of task performance and economic exchange on customers' perceived overall justice was not significant, $\text{AIC} = 305.28$, $\Delta\text{AIC} = 1.76$, $\beta = .04$, $p > .05$. Therefore, economic exchange did not moderate the relationship between task performance and customers' perceived overall justice. Therefore, Hypothesis 6b was not supported, and the results of all Hypothesis tests are shown in Table 5.19.

5.6 Post-Hoc analyses

The present study conducted a series of the multilevel modeling analyses to examine an alternative model (see Figures 5.6). In the alternative model, I examined types of exchange as a moderator of the relationship between customers' perceived overall justice and customer

satisfaction. According to social exchange theory (Blau, 1964), individuals are more committed in their exchange relationships when social exchange is high, rather than when social exchange is low. Customers are involved in social exchange relationships because of socio-emotional reciprocity (Shore et al., 2006). In detail, customers are more satisfied when they perceive a high level of justice from their service provider, wherein their exchange relationship is a social exchange relationship. On the other hand, customer satisfaction will be higher when customers perceive a high level of overall justice and a low level of economic exchange. Customers that perceive high levels of justice and high social exchange relationship will be more satisfied because they will perceive a high level of reciprocity from their service provider coupled with fair treatments. Empirical evidence supports that social exchange is positively related to individuals' positive attitudes (Wu et al., 2006). Therefore, customers are more satisfied when they perceive a high level of justice in social exchange relationships.

Hypothesis 10a: Social exchange moderates the positive relationship between customers' perceived overall justice and customer satisfaction such that customer satisfaction is higher when social exchange is high and customers' perceived overall justice is high than when social exchange is low and customers' perceived overall justice is low.

Hypothesis 10b: Economic exchange moderates the positive relationship between customers' perceived overall justice and customer satisfaction, such that customer satisfaction is higher when economic exchange is low and customers' perceived overall justice is high than when economic exchange is high and customers' perceived overall justice is low.

To test the moderating effect of social exchange in the relationship between customers' perceived overall justice and customer satisfaction (Hypothesis 10a), store and weekday were entered in level 2, and the model was statistically significant, $F(1, 19.83) = 5368.67$, $p \leq .001$, with an AIC = 395.50. As shown in Table 5.20, all the control variables and economic exchange were included in step 1 of the multilevel modeling analysis, AIC = 336.84, $\Delta AIC = 58.66$, and

step 2 included customers' perceived overall justice, $AIC = 299.79$, $\Delta AIC = -37.05$, $\beta = .51$, $p < .01$. Step 3 included social exchange, $AIC = 284.57$, $\Delta AIC = -15.22$, $\beta = .23$, $p < .01$, and step 4 included the interaction terms of customers' perceived overall justice and social exchange. As predicted, the interacting effect of customers' perceived overall justice and social exchange on customer satisfaction was significant, $AIC = 273.76$, $\Delta AIC = -10.81$, $\beta = -.16$, $p < .01$, and Hypothesis 10a was supported.

In addition, to test that customer satisfaction is higher when customers' perceived overall justice is high and social exchange is high than when customers' perceived overall justice is high and social exchange is low, I derived the differential in the measure of customer satisfaction for low and high social exchange and I tested if this difference is positive.

For a high value of the measure of social exchange (SE_H) and a high value of the measure of customers' perceived overall justice (COJ_H), the measure of customer satisfaction (CS) is as follows:

$$CS = \beta_0 + \beta_1 COJ_H + \beta_2 SE_H + \beta_3 COJ_H * SE_H + \text{control variables} + e_1$$

For a low value of the measure of social exchange (SE_L) and a low value of the measure of customers' perceived overall justice (COJ_L), the measure of customer satisfaction (CS) is as follows:

$$CS = \beta_0 + \beta_1 COJ_L + \beta_2 SE_L + \beta_3 COJ_L * SE_L + \text{control variables} + e_1$$

The difference is therefore as follows:

$$\Delta CS = \beta_1 (COJ_H - COJ_L) + \beta_2 (SE_H - SE_L) + \beta_3 (COJ_H * SE_H - COJ_L * SE_L)$$

The testing of Hypothesis 10a is equivalent to testing that ΔCS is positive. To do so, I used the point estimates of β_1 , β_2 , and β_3 along with their variances and covariance to compute a point estimate of ΔCS as the numerator of the t -statistic. The calculation of the numerator also utilizes measures of high and low values customers' perceived overall justice (COJ_H and COJ_L), which are the mean of COJ plus one standard deviation and the mean of COJ minus one standard deviation and measures of high and low values social exchange (SE_H and SE_L),

which are the mean of SE plus one standard deviation and the mean of SE minus of standard deviation. In this dissertation, COJ_H is 7.42, COJ_L is 5.795, SE_H is 6.881, and SE_L is 4.663. The denominator was standard error of the estimator of ΔCS , and it was equal to 0.16 and the numerator of the t -statistic was 1.013. The t -test statistics computed using the point estimates of -0.636, -0.952, and 0.173 as estimates of β_1 , β_2 , and β_3 , and their variance and covariance yields a value of $t = 6.33$, $p < .01$. Therefore, Hypothesis 10a was supported.

The study also examined the moderating effect of economic exchange in the relationship between customers' perceived overall justice and customer satisfaction (Hypothesis 10b). As shown in Table 5.21, all the control variables and social exchange were entered in step 1, $AIC = 306.43$, $\Delta AIC = 89.07$, while step 2 included customers' perceived overall justice, $AIC = 283.20$, $\Delta AIC = -23.23$, $\beta = .40$, $p < .01$. Step 3 included economic exchange, $AIC = 284.57$, $\Delta AIC = 1.37$, $\beta = .03$, $p > .05$, and step 4 included the interaction terms of customers' perceived overall justice and economic exchange. As predicted, the interaction effect of economic exchange in the relationship between customers' perceived overall justice and customer satisfaction was supported, $AIC = 265.94$, $\Delta AIC = -18.63$, $\beta = -.17$, $p < .01$ (see Table 5.21). Following Aiken and West's (1991) recommendation, the simple slope of customer satisfaction on economic exchange, at two values of customers' perceived overall justice, was conducted. In particular, the simple slope was $\beta_1 + \beta_3 COJ$ high versus $\beta_1 + \beta_3 COJ$ low in the one standard deviation below economic exchange. The difference between these two slopes was given by β_3 and the t -value related to this coefficient. The t -value of simple slope was 3.84, $p < .05$. Therefore, Hypothesis 10b was supported, and the results of alternative Hypothesis tests are shown in Table 5.22.

Figures 5.7 and 5.8 show the interaction effect of social and economic exchange in the relationship between customers' perceived overall justice and customer satisfaction. As shown in Figure 5.7, customer satisfaction is higher when social exchange is high and customers' perceived overall justice is high than when social exchange is low and customers' perceived overall justice is low. Also, the study found that customer satisfaction is higher when customers'

perceive overall justice is high and economic exchange is low than when customers' perceived overall justice is low and economic exchange is low (see Figure 5.8).

Lastly, I conducted two different common method bias tests drawing from Podsakoff, Mackenzie, Lee, and Podsakoff (2003) to examine the severity of common method bias. First, Harman's single-factor test was conducted by loading all the variables of the study into an exploratory factor analysis as one factor. The result of the common method variance test indicated that the factor explained 27.64% of the variance, which suggests that common method variance is not a threat. Second, the single-common-method-factor analysis was used, and this approach allowed us to capture the common variance among all the variables in this study. To conduct the single-common-method-factor analysis, I added one latent factor and connected the latent factor to all variables in a confirmatory factor analysis model. After adding a common latent factor to the original model, the extracted effect of the common latent factor was only 9%. Moreover, Siemsen, Roth, and Oliveira (2010) found that common method variance deflates the interaction terms, rather than inflates the interaction terms in interaction regression models. In summary, the findings of this study were not compromised by common method biases.

Chapter 6: Discussion

Chapter 6 discusses the theoretical contributions and implications, limitations of the study, and suggestions for future research.

6.1 Contributions and implications

Drawing from social exchange theory (Blau, 1964) and affective event theory (Weiss & Cropanzano, 1996), this study focused on how an employee's performance indirectly influences customer satisfaction.

This study contributes to the existing literature in multiple ways. First, this study contributes to social exchange theory by studying customers' perception of types of exchange in the service provider and customer context. The type of exchange (i.e., social exchange and economic exchange), which is related to how an individual's perception of exchange relationships affects individuals' perception, attitudes, and behaviors, is a relatively new concept. Moreover, although many studies—shown in Appendix B—used social exchange theory (Blau, 1964) to understand a unique phenomenon of the relationship between customers and service providers, customers' types of exchange has not been examined. According to social exchange theory (Blau, 1964), an individual's perception of the types of exchange relationship that he/she has with the exchange counterparty is important when he/she appraises the counterparty's fulfillment of obligation. This study applied the types of exchange (social and economic exchange) in the service provider-customer relationship, and supported social exchange theory scholars' arguments that social exchange and economic exchange are distinguishable from one another.

Second, this study contributes to the customer's perceived overall justice and satisfaction literature. The present study focused on the mediating effect of customers' perceived overall justice to explain how service providers' performance is indirectly related to customer satisfaction. Although Liao (2007) tried to examine the relationship between employees' service performance and customer satisfaction, she focused only on employees' particular types of

behaviors to handle customers' complaints, and those behaviors (e.g., providing explanations to customers) represent employees' task performance in the service sector. Liao (2007) used four dimensions (distributive, procedural, interpersonal, and informational justice) of justice to compose customers' perceived overall justice because of high inter-correlations. However, Ambrose and Schminke (2009) found that employees' overall justice is different from those four dimensions of justice. Masterson (2001) emphasized the importance of customers' perceived justice; however, she examined only the direct effect of customers' perceived justice on customer satisfaction and the direct effect of customers' perceived employees' prosocial behavior on customers' perceived justice. In this dissertation, I proposed that customers' perceived overall justice represents its own portions of customers' perceived justice. The present study found that customers' perceived overall justice mediated the relationship between task performance and customer satisfaction. Therefore, the present study contributes to better understand the mediating effect of customers' perceived overall justice on the relationship between employees' task performance and customer satisfaction.

Third, this study contributes to affective event theory by studying employee performance, which generates customers' affective experience in the customer-service provider context. While affective event theory (Weiss & Cropanzano, 1996) has rarely been examined within the context of employee performance as an antecedent of affective experience, this study suggests that affective event theory is useful in this context. This study drew from affective event theory to predict that employee performance is closely associated with customers' positive and negative affect. I found that employee performance was closely related to customers' positive affect and task performance was closely related to customers' negative affect.

Fourth, this study contributes to social exchange theory by studying customers' perception of types of exchange, which moderates the relationship between customers' perceived overall justice and customer satisfaction. According to social exchange theory (Blau, 1964), this study hypothesized that individuals are more satisfied when social exchange is high and

customers' perceived overall justice is high than when social exchange is low and customers' perceived overall justice is low. Interestingly, this study found that customers' perception of the types of exchange moderates the relationship between customers' perceived overall justice and customer satisfaction, but not the relationship between employee performance and customers' perceived overall justice. Therefore, this study contributes to better understand that customers' type of exchange matter after a customer perceives overall justice, not before a customer perceives overall justice.

The present study provides one major practical implications for managers. Namely, the results indicate that employee organizational citizenship behavior generates customers' positive affect, which is in turn directly related to customers' satisfaction and indirectly related to customers' affect-driven behavior. This suggests that managers in organizational contexts should be cautious regarding the types of employees' behavior directed toward customers. Managers should encourage employees' positive behaviors and spur their subordinates to treat all customers fairly and establish social exchange relationships with customers.

6.2 Limitations and Future directions of research

The present study has two limitations. First this study focused only on customers' perception of social and economic exchange. The service provider's perceptions of types of exchange should also be considered in future research. It would be interesting to investigate the effect of the fit between employees' perceptions of their exchange relationship and customers' perceptions of their exchange relationship on customer satisfaction.

Second, the data of this present study was cross-sectional rather than longitudinal, so it is difficult to gauge the causal relationships among employee performance, customers' perceived overall justice and affect, and customer satisfaction. Moreover, the data is limited to the beauty/hair salon setting, so future studies are needed to conduct studies in different settings. Depending on frequencies of service provider-customer contacts, customers are more likely to have a high level of economic exchange relationships with their service provider. For instance,

customers, who use a drive-through service at Starbucks, are less likely to have a high level of social exchange relationship because of lack of interpersonal interactions with their service provider. Moreover, the drive-through service is more likely to be standardized across Starbucks stores, while beauty/hair care service is less likely to be standardized across beauty/hair stylists and even across service day from the same stylist. Therefore, future studies are necessary to understand how service setting characteristics influence customers' types of exchange with their service provider.

There are two recommendations for future research. First, it is necessary to investigate potential moderators of the relationship between customers' affect and customer satisfaction (e.g., time and emotional intelligence). For instance, Homburg et al. (2006) found that time moderates both the relationship between cognition and customer satisfaction and the relationship between affect and customer satisfaction. This finding is consistent with Weiss & Cropanzano (1996). In addition, Jordan, Ashkanasy, and Härtel (2002) suggested that individuals' emotional intelligence would moderate both the relationship between affective reactions and attitudes and the relationship between individuals' perceptions and their affects. Ashkanasy et al. (2004) also agreed with Jordan et al.'s (2002) opinion that individuals' emotional intelligence should be considered in the affective event model. In summary, potential moderators would help establish the limits between employee performance and customer satisfaction.

Second, the relationship between customers' types of exchange and customers' perceived overall justice needs to be empirically examined. The present study found that a customer's types of exchange matter after a customer perceives overall justice, rather than before a customer perceives overall justice. Customer satisfaction was higher when economic exchange was low in a high level of customers' perceived overall justice than when economic exchange was high in a high level of customers' perceived overall justice. In future research, different theoretical and empirical explanations should explore why social exchange moderates the relationship between customers' perceived overall justice and customer satisfaction, not the relationship between

employee performance and customers' perceived overall justice. Future research—particularly experimental research—may examine the causality between customers' types of exchange and customers' perceived overall justice.

6.3 Conclusion

The service sector was approximately 41.8% larger than the total labor force in 2012 as service-orientated occupation (CIA, 2013), and the service sector created about 60% of the total employment creation from 1990 to 2002 in the Organisation for Economic Co-operation and Development (OECD) countries (OECD, 2005). Because the service sector is highly influential to the U.S. economy, there is a need to better understand under what conditions a customer is satisfied. Customer satisfaction is positively associated with long-term corporate profitability (e.g., Anderson et al., 1997; Mittal et al., 2005), and it is also positively associated with consumer spending growth (Fornell et al., 2010).

Few scholars focused on the relationship between employees and customers (Homburg & Stock, 2004; Schmit & Allscheid, 2006; Ugboro & Obeng, 2000). Further, few studies focused on the effect of employee performance on customers (e.g., Castro, Armario, & Ruiz, 2004; Nishii, Lepak, & Schneider, 2008); however, those studies were not enough to explain how an employee's behavior related to satisfied customers. Because studies that examine the relationship between employees and customers in the customer exchange context are rare (Yi & Gong, 2008), the present research provided insights into the relationship of how customers' affects mediate the relationship between employee performance and customer satisfaction.

References

- Adams, J. Stacy. "Inequity in Social Exchange," in *Advances in Experimental Social Psychology*, Vol. 2, ed. Leonard Berkowitz, New York: Academic Press (1965): 267-299.
- Adams, Gary A., Lynda A. King, and Daniel W. King. "Relationships of job and family involvement, family social support, and work-family conflict with job and life satisfaction." *Journal of Applied Psychology* 81, no. 4 (1996): 411-420.
- Ahearne, Michael, Chitrabhan B. Bhattacharya, and Thomas Gruen. "Antecedents and Consequences of Customer-Company Identification: Expanding the Role of Relationship Marketing." *Journal of Applied Psychology* 90, no. 3 (2005): 574-585.
- Aiken, Leona S. and Stephen G., West. *Multiple regression: Testing and interpreting interactions*. Sage Publications, Incorporated, 1991.
- Alge, Bradley J., Gary A. Ballinger, Subrahmaniam Tangirala, and James L. Oakley. "Information privacy in organizations: Empowering creative and extra-role performance." *Journal of Applied Psychology* 91, no. 1 (2006): 221-232.
- Ambrose, Maureen L., & Anke Arnaud. "Are procedural justice and distributive justice conceptually distinct?" in *The handbook of organizational justice: Fundamental questions about fairness in the workplace*, eds. J. Greenberg & J. Colquitt. Mahwah: New Jersey: Lawrence Erlbaum Associates (2005): 59-84.
- Ambrose, Maureen L., and Marshall Schminke. "The role of overall justice judgments in organizational justice research: a test of mediation." *Journal of Applied Psychology* 94, no. 2 (2009): 491-500.
- Ambrose, Maureen, Ronald L. Hess, and Shankar Ganesan. "The relationship between justice and attitudes: An examination of justice effects on event and system-related attitudes." *Organizational Behavior and Human Decision Processes* 103, no. 1 (2007): 21-36.
- Anderson, Eugene W., and Mary W. Sullivan. "The antecedents and consequences of customer satisfaction for firms." *Marketing Science* 12, no. 2 (1993): 125-143.
- Anderson, Eugene W., Claes Fornell, and Donald R. Lehmann. "Customer satisfaction, market share, and profitability: findings from Sweden." *Journal of Marketing* (1994): 53-66.
- Anderson, Eugene W., Claes Fornell, and Roland T. Rust. "Customer satisfaction, productivity, and profitability: Differences between goods and services." *Marketing Science* 16, no. 2 (1997): 129-145.
- Anderson, James C., and David W. Gerbing. "Structural equation modeling in practice: A review and recommended two-step approach." *Psychological bulletin* 103, no. 3 (1988): 411-423.
- Ashforth, B. E., and A. M. Saks. "Feeling your way: Emotion and organizational entry." *Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior* (2002): 331-369.

- Ashkanasy, Neal M., and Claire E. Ashton-James. "Emotion in organizations: A neglected topic in I/O psychology, but with a bright future." *International review of industrial and organizational psychology* 20 (2005): 221-268.
- Ashkanasy, Neal M., Claire E. Ashton-James, & Jordan, Peter J. (2004). Performance impacts of appraisal and coping with stress in workplace settings: The role of affect and emotional intelligence. In P. Perrewé & D. Ganster (Eds.), *Research in occupational stress and wellbeing*, vol. 3: Emotional and psychological processes and positive intervention strategies (pp. 1-43). Oxford, UK: Elsevier Science
- Ashkanasy, Neal M., Charmine EJ Härtel, and Catherine S. Daus. "Diversity and emotion: The new frontiers in organizational behavior research." *Journal of Management* 28, no. 3 (2002): 307-338.
- Ashton-James, Claire E., and Neal M. Ashkanasy. "What lies beneath? A process analysis of affective events theory." (2005): 23-46. In N. M. Ashkanasy, W. J. Zerbe, & C. E. J. Härtel (Eds.), *Research on emotions in organizations* (Vol. 1): 23-46. Amsterdam: Elsevier
- Bagozzi, Richard P., Willem Verbeke, and Jacinto C. Gavino. "Culture moderates the self-regulation of shame and its effects on performance: The case of salespersons in the Netherlands and the Philippines." *Journal of Applied Psychology* 88, no. 2 (2003): 219-232.
- Barnard, Chester I. *"The functions of the executive."* Cambridge, MA: Harvard University (1938).
- Baron, Reuben M., and David A. Kenny. "The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations." *Journal of personality and social psychology* 51, no. 6 (1986): 1173.
- Basch, John, and Cynthia D. Fisher. "Affective events–emotions matrix: A classification of work events and associated emotions." In *Emotions in the workplace: Research, theory, and practice*, eds. N. M. Ashkanasy, C. E. J. Härtel, & W. J. Zerbe. Westport, CT: Quorum Books. (2000): 36-48.
- Bateman, Thomas S., and Dennis W. Organ. "Job Satisfaction and the Good Soldier: The Relationship Between Affect and Employee" Citizenship". *Academy of management Journal* 26, no. 4 (1983): 587-595.
- Bettencourt, Lance A., Kevin P. Gwinner, and Matthew L. Meuter. "A comparison of attitude, personality, and knowledge predictors of service-oriented organizational citizenship behaviors." *Journal of applied Psychology* 86, no. 1 (2001): 29-41.
- Bies, Robert J. "Interactional (in) justice: The sacred and the profane." in *Advances in organizational justice*, eds. J. Greenberg & R. Cropanzano. Stanford Business Books. (2001): 89-118.
- Bies, Robert J., and John S. Moag. "Interactional justice: Communication criteria of fairness." *Research on Negotiation in Organizations* 1, no. 1 (1986): 43-55.
- Bitner, Mary Jo. "Evaluating service encounters: the effects of physical surroundings and employee responses." *The Journal of Marketing* 54, April (1990): 69-82.

- Bitner, Mary Jo, and Amy R. Hubbert. "Encounter satisfaction versus overall satisfaction versus quality." *Service quality: New directions in theory and practice* (1994): 72-94.
- Blau, Peter Michael. *Exchange and power in social life*. Transaction Publishers, 1964.
- Blau, Peter M. *Structural contexts of opportunities*. University of Chicago Press, 1994.
- Bliese, P. D. (2000). Within-group agreement, non-independence, and reliability: Implications for data aggregation and analysis. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 349-381). San Francisco: Jossey-Bass.
- Bolton, Ruth N., and James H. Drew. "A multistage model of customers' assessments of service quality and value." *Journal of consumer research* 17, no. 4 (1991): 375-384.
- Blodgett, Jeffrey G., Donna J. Hill, and Stephen S. Tax. "The effects of distributive, procedural, and interactional justice on postcomplaint behavior." *Journal of Retailing* 73, no. 2 (1997): 185-210.
- Bolton, Ruth N. "A dynamic model of the duration of the customer's relationship with a continuous service provider: the role of satisfaction." *Marketing Science* 17, no. 1 (1998): 45-65.
- Borman, Walter C., and Stephan J. Motowidlo. "Expanding the criterion domain to include elements of contextual performance." *Personnel Selection in Organizations* 71 (1993): 98.
- Borman, Walter C., and Stephan J. Motowidlo. "Task performance and contextual performance: The meaning for personnel selection research." *Human Performance* 10, no. 2 (1997): 99-109.
- Bowen, David E., Stephen W. Gilliland, and Robert Folger. "HRM and service fairness: How being fair with employees spills over to customers." *Organizational Dynamics* 27, no. 3 (1999).
- Brady, Michael K., and J. Joseph Cronin Jr. "Some new thoughts on conceptualizing perceived service quality: a hierarchical approach." *Journal of marketing* 65, no. 3 (2001): 34-49.
- Brady, Michael K., J. Joseph Cronin Jr, and Richard R. Brand. "Performance-only measurement of service quality: a replication and extension." *Journal of Business Research* 55, no. 1 (2002): 17-31.
- Brief, Arthur P., and Stephan J. Motowidlo. "Prosocial organizational behaviors." *Academy of Management Review* 11, no. 4 (1986): 710-725.
- Brief, Arthur P., and Howard M. Weiss. "Organizational behavior: Affect in the workplace." *Annual review of psychology* 53, no. 1 (2002): 279-307.
- Brown, Tom J., John C. Mowen, D. Todd Donovan, and Jane W. Licata. "The customer orientation of service workers: Personality trait effects on self-and supervisor performance ratings." *Journal of Marketing Research* 39, no. 1 (2002): 110-119.
- Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Barbers, Hairdressers, and Cosmetologists, on the Internet at

<http://www.bls.gov/ooh/personal-care-and-service/barbers-hairdressers-and-cosmetologists.htm> (visited February 16, 2014).

- Burgess, Robert L., and Joyce McCarl Nielsen. "An experimental analysis of some structural determinants of equitable and inequitable exchange relations." *American Sociological Review* (1974): 427-443.
- Burke, Michael J., Arthur P. Brief, and Jennifer M. George. "The role of negative affectivity in understanding relations between self-reports of stressors and strains: A comment on the applied psychology literature." *Journal of Applied Psychology* 78, no. 3 (1993): 402-412.
- Campbell, John. P. "Modeling the performance prediction problem in industrial and organizational psychology." In *Handbook of industrial and organizational psychology*, eds. M. D. Dunnette & L. M. Hough, (Vol. 1, 2nd ed). Palo Alto, CA: Consulting Psychologists Press (1990): 687-732.
- Campbell, John P., Rodney A. McCloy, Scott H. Oppler, and Christopher E. Sager. "A theory of performance." *Personnel selection in organizations* 35-70 (1993).
- Carrillat, François A., Fernando Jaramillo, and Jay Prakash Mulki. "Examining the impact of service quality: a meta-analysis of empirical evidence." *Journal of Marketing Theory and Practice* 17, no. 2 (2009): 95-110.
- Castro, Carmen Barroso, Enrique Martin Armario, and David Martin Ruiz. "The influence of employee organizational citizenship behavior on customer loyalty." *International journal of Service industry management* 15, no. 1 (2004): 27-53.
- Cattell, Raymond Bernard. *The scientific use of factor analysis in behavioral and life sciences*. New York: Plenum Press, 1978.
- Cheung, Mike W-L., and Kevin Au. "Applications of multilevel structural equation modeling to cross-cultural research." *Structural Equation Modeling* 12, no. 4 (2005): 598-619.
- Cheung, Mike W-L., Kwok Leung, and Kevin Au. "Evaluating Multilevel Models in Cross-Cultural Research An Illustration With Social Axioms." *Journal of Cross-Cultural Psychology* 37, no. 5 (2006): 522-541.
- Central Intelligence Agency. "The world factbook." Last updated February 12, 2013. Accessed March 8, 2013. <https://www.cia.gov/library/publications/the-world-factbook/geos/us.html>.
- Chi, Nai-Wen, et al. "Want a tip? Service performance as a function of emotion regulation and extraversion." *Journal of Applied Psychology* 96, no. 6 (2011): 1337-1346.
- Clark, Margaret S., and Alice M. Isen. "Toward understanding the relationship between feeling states and social behavior." *Cognitive social psychology* (1982): 73-108.
- Clemmer, Elizabeth C., and Benjamin Schneider. "Fair service." *Advances in services marketing and management* 5 (1996): 109-126.
- Cohen, Jacob. *Statistical power analysis for the behavioral sciences*. Lawrence Erlbaum, 1988.
- Cohen, Jacob, and Patricia Cohen. *Applied multiple regression/ correlation analysis for the behavioral sciences* (2nd ed.). Hillsdale NJ: Erlbaum, 1983.

- Cohen, Jacob, Patricia Cohen, Leona S. A. West, Jacob Cohen, and Stephen G. A. West. "Applied multiple regression/correlation analysis for the behavioral sciences." 3rd ed. L. Erlbaum Associates, Mahwah, N.J. (2003).
- Collins, Linda M., John J. Graham, and Brian P. Flaherty. "An alternative framework for defining mediation." *Multivariate Behavioral Research* 33, no. 2 (1998): 295-312.
- Colquitt, Jason A. "On the dimensionality of organizational justice: a construct validation of a measure." *Journal of Applied Psychology* 86, no. 3 (2001): 386-400.
- Colquitt, Jason A., and John C. Shaw. "How should organizational justice be measured?" in *Hand book of organizational justice*, eds. Greenberg, Jerald and Jason Colquitt. Lawrence Erlbaum Associates Publishers, Mahwah, N.J. (2005): 113-152.
- Colquitt, Jason A., Jerald Greenberg, and Brent A. Scott. "Organizational justice: where do we stand?" In *The handbook of organizational justice*, eds. J. A. Colquitt & J. Greenberg. Mahwah, NJ: Erlbaum. (2005): 589-619.
- Comrey, Andrew L., and Howard B. Lee. *A first course in factor analysis*. Lawrence Erlbaum, (1992).
- Coyle-Shapiro, Jacqueline A-M. and Conway, Neil "The employment relationship through the lens of social exchange." In Coyle-Shapiro, Jacqueline A-M. and Shore, Lynn M and Taylor, Susan M and Tetrick, Lois, (eds.) *The Employment Relationship: Examining Psychological and Contextual Perspectives*. Oxford University Press, Oxford, UK, (2004): 5-28.
- Cronin Jr, J. Joseph, and Steven A. Taylor. "Measuring service quality: a reexamination and extension." *The Journal of Marketing* (1992): 55-68.
- Cropanzano, Russell, and Maureen L. Ambrose. "Procedural and distributive justice are more similar than you think: A monistic perspective and a research agenda." in *Advances in organizational justice*, eds. J. Greenberg & R. Cropanzano. Stanford Business Books. (2001): 119-151.
- Cropanzano, Russell, and Marie S. Mitchell. "Social exchange theory: An interdisciplinary review." *Journal of Management* 31, no. 6 (2005): 874-900.
- Cropanzano, Russell, Zinta S. Byrne, D. Ramona Bobocel, and Deborah E. Rupp. "Moral virtues, fairness heuristics, social entities, and other denizens of organizational justice." *Journal of Vocational Behavior* 58, no. 2 (2001): 164-209.
- Cropanzano, Russell, Keith James, and Mary A. Konovsky. "Dispositional affectivity as a predictor of work attitudes and job performance." *Journal of Organizational Behavior* 14, no. 6 (1993): 595-606.
- Czajka, J. "The relation of positive and negative affectivity to workplace attitudes." In *Academy of Management Best Papers Proceedings*, eds. L. R. Jauch & J. L. Wall. Academy of Management Ada, OH (1990): 201-205.
- David, James P., Peter J. Green, Rene Martin, and Jerry Suls. "Differential roles of neuroticism, extraversion, and event desirability for mood in daily life: an integrative model of top-

- down and bottom-up influences." *Journal of personality and social psychology* 73, no. 1 (1997): 149-159.
- Davis, Mark M., and Janelle Heineke. "Understanding the roles of the customer and the operation for better queue management." *International Journal of Operations & Production Management* 14, no. 5 (1994): 21-34.
- De Ruyter, Ko, and Josee Bloemer. "Customer loyalty in extended service settings: the interaction between satisfaction, value attainment and positive mood." *International Journal of Service Industry Management* 10, no. 3 (1999): 320-336.
- del Río-Lanza, Ana Belén, Rodolfo Vázquez-Casielles, and Ana Ma Díaz-Martín. "Satisfaction with service recovery: Perceived justice and emotional responses." *Journal of Business Research* 62, no. 8 (2009): 775-781.
- Ehrhart, Karen Holcombe, L. Alan Witt, Benjamin Schneider, and Sara Jansen Perry. "Service employees give as they get: Internal service as a moderator of the service climate–service outcomes link." *Journal of Applied Psychology* 96, no. 2 (2011): 423-431.
- Emerson, Richard M. "Power-dependence relations." *American Sociological Review* (1962): 31-41.
- Emerson, Richard M. "Operant psychology and exchange theory". In R. Burgess and D. Bushell (eds), *Behavioral Sociology*. New York: Columbia University Press. (1969): 379-405.
- Everitt, B. S. "Multivariate analysis: The need for data, and other problems." *The British Journal of Psychiatry* 126, no. 3 (1975): 237-240.
- Fan, Guangwei, Qinhai Ma, Ruping Liu, and Jinjin Hao. "Why customers behave badly? The review of antecedent research on customer misbehavior." In *Service Sciences (IJCSS)*, 2012 *International Joint Conference on*, pp. 185-190. IEEE, 2012.
- Fisher, Cynthia D., and Neal M. Ashkanasy. "The emerging role of emotions in work life: An introduction." *Journal of Organizational Behavior* 21, no. 2 (2000): 123-129.
- Forgas, Joseph P. Affect in social judgments and decisions: A multi-process model. In MP Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 227-275). San Diego, CA: Academic Press.
- Fornell, Claes, Roland T. Rust, and Marnik G. Dekimpe. "The effect of customer satisfaction on consumer spending growth." *Journal of Marketing Research* 47, no. 1 (2010): 28-35.
- George, Jennifer M. "State or trait: Effects of positive mood on prosocial behaviors at work." *Journal of applied Psychology* 76, no. 2 (1991): 299-307.
- Gettman, Hilary J., and Michele J. Gelfand. "When the customer shouldn't be king: Antecedents and consequences of sexual harassment by clients and customers." *Journal of Applied Psychology* 92, no. 3 (2007): 757.
- Gibson, Cristina B., Christine L. Porath, George S. Benson, and Edward E. Lawler III. "What results when firms implement practices: the differential relationship between specific practices, firm financial performance, customer service, and quality." *Journal of Applied Psychology* 92, no. 6 (2007): 1467-1480.

- Gilliland, Stephen W. "The perceived fairness of selection systems: An organizational justice perspective." *Academy of Management Review* (1993): 694-734.
- Gorsuch, Richard. L. *Factor analysis* (2nd ed.). Hillsdale, NJ: Erlbaum (1983).
- Gotlieb, Jerry B., Dhruv Grewal, and Stephen W. Brown. "Consumer satisfaction and perceived quality: complementary or divergent constructs?." *Journal of applied psychology* 79, no. 6 (1994): 875-885.
- Greenberg, Jerald. "Organizational justice: Yesterday, today, and tomorrow." *Journal of Management* 16, no. 2 (1990): 399-432.
- Greenberg, Jerald. "Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity." *Organizational Behavior and Human Decision Processes* 54, no. 1 (1993): 81-103.
- Greenberg, Jerald. "Setting the justice agenda: Seven unanswered questions about "what, why, and how." *Journal of Vocational Behavior* 58, (2001): 210-219.
- Gremler, Dwayne D., and Kevin P. Gwinner. "Customer-employee rapport in service relationships." *Journal of Service Research* 3, no. 1 (2000): 82-104.
- Grönroos, Christian. "A service quality model and its marketing implications." *European Journal of marketing* 18, no. 4 (1984): 36-44.
- Guttek, Barbara A. *The dynamics of service: Reflections on the changing nature of customer/provider interactions*. Jossey-Bass, 1995.
- Guttek, Barbara A., Anita D. Bhappu, Matthew A. Liao-Troth, and Bennett Cherry. "Distinguishing between service relationships and encounters." *Journal of Applied Psychology* 84, no. 2 (1999): 218-233.
- Hair, Joseph F. "Jr., William C. Black, Barry J. Babin, and Rolph E. Anderson. *Multivariate Data Analysis*." Englewood Cliffs, NJ: Prentice Hall. (2010).
- Håkonsson, Dorthe Døjbak, Børge Obel, and Richard M. Burton. "Rational Emotionality: Integrating Emotions into Psychological Climate." *Designing Organizations*. Springer (2008): 59-81.
- Harter, James K., Frank L. Schmidt, and Theodore L. Hayes. "Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis." *Journal of applied psychology* 87, no. 2 (2002): 268-279.
- Hartline, Michael D., and Orville C. Ferrell. "The management of customer-contact service employees: an empirical investigation." *The Journal of Marketing* (1996): 52-70.
- Hatcher, Larry. *A step-by-step approach to using the SAS system for factor analysis and structural equation modeling*. Sas Institute, (1994).
- Hausknecht, John P., Charlie O. Trevor, and Michael J. Howard. "Unit-level voluntary turnover rates and customer service quality: Implications of group cohesiveness, newcomer concentration, and size." *Journal of applied psychology* 94, no. 4 (2009): 1068-1075.

- Hebl, Michelle R., et al. "Hostile and benevolent reactions toward pregnant women: Complementary interpersonal punishments and rewards that maintain traditional roles." *Journal of Applied Psychology* 92, no. 6 (2007): 1499-1511.
- Heck, Ronald H. and Scott L. Thomas *An introduction to multilevel modeling techniques*, 2nd ed. New York: Routledge, (2009).
- Hekman, David R., Karl Aquino, Bradley P. Owens, Terence R. Mitchell, Pauline Schilpzand, and Keith Leavitt. "An examination of whether and how racial and gender biases influence customer satisfaction." *Academy of Management Journal* 53, no. 2 (2010): 238-264.
- Hess Jr, Ronald L., and Maureen Ambrose. "The Four Factor Model of Justice: An Application to Customer Complaint Handling." In *9th International Business and Economy Conference*. 2010.
- Hess Jr, Ronald L., Shankar Ganesan, and Noreen M. Klein. "Service failure and recovery: the impact of relationship factors on customer satisfaction." *Journal of the Academy of Marketing Science* 31, no. 2 (2003): 127-145.
- Hoffman, K. Douglas, and Scott W. Kelley. "Perceived justice needs and recovery evaluation: a contingency approach." *European Journal of Marketing* 34, no. 3/4 (2000): 418-433.
- Homans, George C. "Social behavior as exchange." *American Journal of Sociology* (1958): 597-606.
- Homans, George C. "Social behavior: Its elementary forms." New York: Harcourt, Brace, and World (1961).
- Homburg, Christian, and Andreas Fürst. "How organizational complaint handling drives customer loyalty: an analysis of the mechanistic and the organic approach." *Journal of Marketing* (2005): 95-114.
- Homburg, Christian, Nicole Koschate, and Wayne D. Hoyer. "The role of cognition and affect in the formation of customer satisfaction: a dynamic perspective." *Journal of Marketing* (2006): 21-31.
- Homburg, Christian, and Ruth M. Stock. "The link between salespeople's job satisfaction and customer satisfaction in a business-to-business context: a dyadic analysis." *Journal of the Academy of Marketing Science* 32, no. 2 (2004): 144-158.
- Hoogland, Jeffrey J., and Anne Boomsma. "Robustness studies in covariance structure modeling: An overview and a meta-analysis." *Sociological Methods & Research* 26, no. 3 (1998): 329-367.
- Humphrey, Stephen E., Aleksander PJ Ellis, Donald E. Conlon, and Catherine H. Tinsley. "Understanding customer reactions to brokered ultimatums: Applying negotiation and justice theory." *Journal of Applied Psychology* 89, no. 3 (2004): 466-481.
- Hunt, Keith H. "CS/D-overview and future directions," in *Conceptualization and measurement of consumer satisfaction and dissatisfaction*, ed. H. Keith Hunt, Marketing Science Institute, Cambridge, MA. (1977): 455-488.

- Isen, Alice M., and Robert A. Baron. "Positive affect as a factor in organizational behavior." *Research in Organizational Behavior* 13, no. 1 (1991): 1-53.
- Jones, Michael A., David L. Mothersbaugh, and Sharon E. Beatty. "Switching barriers and repurchase intentions in services." *Journal of retailing* 76, no. 2 (2000): 259-274.
- Jordan, Peter J., Neal M. Ashkanasy, and Charmine EJ Härtel. "Emotional intelligence as a moderator of emotional and behavioral reactions to job insecurity." *Academy of Management Review* 27, no. 3 (2002): 361-372.
- Judge, Timothy A. and John D. Kammeyer-Mueller. "Affect, satisfaction, and performance." in *Research companion to emotion in organization*. eds. Ashkanasy, Neal M., and Cary L. Cooper.. Edward Elgar Publishing (2008): 136-151.
- Judge, Timothy A., Jeffery A. LePine, and Bruce L. Rich. "Loving yourself abundantly: relationship of the narcissistic personality to self-and other perceptions of workplace deviance, leadership, and task and contextual performance." *Journal of Applied Psychology* 91, no. 4 (2006): 762-776.
- Katz, Daniel. "The motivational basis of organizational behavior." *Behavioral Science* 9, no. 2 (1964): 131-146.
- Katz, Daniel, and Robert Louis Kahn. *The social psychology of organizations*. New York: Wiley. (1978).
- Kaufmann, Geir and Suzanne K. Vosburg. "'Paradoxical' Mood Effects on Creative Problem-solving." *Cognition & Emotion* 11, no. 2 (1997): 151-170.
- Kim, Eugene, and David J. Yoon. "Why does service with a smile make employees happy? A social interaction model." *Journal of Applied Psychology* 97, no. 5 (2012): 1059-1067.
- Kim, Taegoo Terry, Woo Gon Kim, and Hong-Bumm Kim. "The effects of perceived justice on recovery satisfaction, trust, word-of-mouth, and revisit intention in upscale hotels." *Tourism Management* 30, no. 1 (2009): 51-62.
- King, Eden B., Jenessa R. Shapiro, Michelle R. Hebl, Sarah L. Singletary, and Stacey Turner. "The stigma of obesity in customer service: A mechanism for remediation and bottom-line consequences of interpersonal discrimination." *Journal of Applied Psychology* 91, no. 3 (2006): 579-592.
- Kirkman, Bradley L., Benson Rosen, Paul E. Tesluk, and Cristina B. Gibson. "Enhancing the transfer of computer-assisted training proficiency in geographically distributed teams." *Journal of applied psychology* 91, no. 3 (2006): 706-716.
- Kline, Paul. *Psychometrics and psychology*. London: Academic Press, 1979.
- Kunin, Theodore. "The Construction of a New Type of Attitude Measure1." *Personnel psychology* 8, no. 1 (1955): 65-77.
- Lang, Jonas WB, Ingo Zettler, Christian Ewen, and Ute R. Hülshager. "Implicit Motives, Explicit Traits, and Task and Contextual Performance at Work." *Journal of Applied Psychology* 97, no. 6 (2012): 1201-1217
- Lawler, Edward J., and Shane R. Thye. "Bringing emotions into social exchange theory." *Annual Review of Sociology* (1999): 217-244.

- Lee, Cynthia. "Prosocial organizational behaviors: The roles of workplace justice, achievement striving, and pay satisfaction." *Journal of Business and Psychology* 10, no. 2 (1995): 197-206.
- LePine, Jeffrey A., Amir Erez, and Diane E. Johnson. "The nature and dimensionality of organizational citizenship behavior: a critical review and meta-analysis." *Journal of Applied Psychology* 87, no. 1 (2002): 52.
- Leventhal, G. S. (1980). "What should be done with equity theory?" In *Social exchange: Advances in theory and research*, eds. K. J. Gergen, M. S. Greenberg, & R. H. Willis. New York: Plenum Press. (1980): 27-55.
- Liao, Hui. "Do it right this time: The role of employee service recovery performance in customer-perceived justice and customer loyalty after service failures." *Journal of Applied Psychology* 92, no. 2 (2007): 475-489.
- Liao, Hui, and Aichia Chuang. "Transforming service employees and climate: A multilevel, multisource examination of transformational leadership in building long-term service relationships." *Journal of applied psychology* 92, no. 4 (2007): 1006-1019.
- Liao, Hui, Keiko Toya, David P. Lepak, and Ying Hong. "Do they see eye to eye? Management and employee perspectives of high-performance work systems and influence processes on service quality." *Journal of Applied Psychology* 94, no. 2 (2009): 371-391.
- Lind, E. Allan, and Tom R. Tyler. *The social psychology of procedural justice*. Springer, 1988.
- Lind, E. Allan. "Fairness heuristic theory: Justice judgments as pivotal cognitions in organizational relations." in *Advances in organizational justice*, eds. J. Greenberg & R. Cropanzano. Stanford Business Books. (2001): 56-88.
- Locke, E. A. "The nature and causes of job satisfaction". In *Handbook of industrial and organizational psychology*, ed. M. D. Dunnette. Chicago, IL: R-and-McNally. (1976): 1297-1349.
- Lovelock, Christopher, and Lauren Wright. Lovelock, Christopher H., and Lauren K. Wright. "Principles of service marketing and management." Upper Saddle River, NJ: Prentice Hall (1999).
- MacCallum, Robert C., Keith F. Widaman, Kristopher J. Preacher, and Sehee Hong. "Sample size in factor analysis: The role of model error." *Multivariate Behavioral Research* 36, no. 4 (2001): 611-637.
- Martínez-Tur, Vicente, José M. Peiró, José Ramos, and Carolina Moliner. "Justice Perceptions as Predictors of Customer Satisfaction: The Impact of Distributive, Procedural, and Interactional Justice1." *Journal of Applied Social Psychology* 36, no. 1 (2006): 100-119.
- Masterson, Suzanne S. "A trickle-down model of organizational justice: relating employees' and customers' perceptions of and reactions to fairness." *Journal of Applied Psychology* 86, no. 4 (2001): 594-604.
- Mathieu, John E., Lucy L. Gilson, and Thomas M. Ruddy. "Empowerment and team effectiveness: an empirical test of an integrated model." *Journal of Applied Psychology* 91, no. 1 (2006): 97-108.

- Maxham III, James G., and Richard G. Netemeyer. "A longitudinal study of complaining customers' evaluations of multiple service failures and recovery efforts." *The Journal of Marketing* (2002): 57-71.
- Maxham III, James G., and Richard G. Netemeyer. "Firms reap what they sow: the effects of shared values and perceived organizational justice on customers' evaluations of complaint handling." *Journal of Marketing* (2003): 46-62.
- McAlexander, James H., Dennis O. Kaldenberg, and Harold F. Koenig. "Service quality measurement." *Journal of Health Care Marketing* 14, no. 3 (1994): 34-40.
- McCollough, Michael A., Leonard L. Berry, and Manjit S. Yadav. "An empirical investigation of customer satisfaction after service failure and recovery." *Journal of Service Research* 3, no. 2 (2000): 121-137.
- Miron-Spektor, Ella, et al. "Others' anger makes people work harder not smarter: The effect of observing anger and sarcasm on creative and analytic thinking." *Journal of Applied Psychology* 96.5 (2011): 1065-1075.
- Mitchell, James E., and Robert J. Madigan. "The effects of induced elation and depression on interpersonal problem solving." *Cognitive Therapy and Research* 8, no. 3 (1984): 277-285.
- Mittal, Vikas, Eugene W. Anderson, Akin Sayrak, and Pandu Tadikamalla. "Dual emphasis and the long-term financial impact of customer satisfaction." *Marketing Science* 24, no. 4 (2005): 544-555.
- Mohr, Lois A., and Mary Jo Bitner. "The role of employee effort in satisfaction with service transactions." *Journal of Business Research* 32, no. 3 (1995): 239-252.
- Mohr, Lois A., and Steve W. Henson. "Impact of employee gender and job congruency on customer satisfaction." *Journal of Consumer Psychology* 5, no. 2 (1996): 161-187.
- Molm, Linda D., Gretchen Peterson, and Nobuyuki Takahashi. "In the eye of the beholder: Procedural justice in social exchange." *American Sociological Review* (2003): 128-152.
- Morrison, Elizabeth Wolfe. "Role definitions and organizational citizenship behavior: The importance of the employee's perspective." *Academy of management journal* 37, no. 6 (1994): 1543-1567.
- Motowidlo, Stephan J., Walter C. Borman, and Mark J. Schmit. "A theory of individual differences in task and contextual performance." *Human performance* 10, no. 2 (1997): 71-83.
- Motowidlo, S. J., and M. J. Schmit. "Performance assessment in unique jobs." in *The changing nature of job performance: Implications for staffing, motivation, and development*, eds. Pulakos, (1999): 56-86.
- Motowidlo, Stephan J., and James R. Van Scotter. "Evidence that task performance should be distinguished from contextual performance." *Journal of Applied psychology* 79, no. 4 (1994): 475.
- Munichor, Nira, and Anat Rafaeli. "Numbers or apologies? Customer reactions to telephone waiting time fillers." *Journal of Applied Psychology* 92, no. 2 (2007): 511-518.

- Murphy, K. R. "Dimensions of job performance." In *Testing: Applied and theoretical perspectives*, eds. R. Dillon & J. Pellingrino. New York, NY: Praeger (1989): 218–247.
- Netemeyer, Richard G., William O. Bearden, and Subhash Sharma. *Scaling procedures: Issues and applications*. Sage (2003).
- Netemeyer, Richard G., Carrie M. Heilman, and James G. Maxham III. "Identification with the retail organization and customer-perceived employee similarity: Effects on customer spending." *Journal of Applied Psychology* 97, no. 5 (2012): 1049-1058.
- Netemeyer, Richard G., James G. Maxham, and Donald R. Lichtenstein. "Store manager performance and satisfaction: effects on store employee performance and satisfaction, store customer satisfaction, and store customer spending growth." *Journal of applied psychology* 95, no. 3 (2010): 530-545.
- Nishii, Lisa H., David P. Lepak, and Benjamin Schneider. "Employee attributions of the “why” of HR practices: Their effects on employee attitudes and behaviors, and customer satisfaction." *Personnel Psychology* 61, no. 3 (2008): 503-545.
- Nunnally, Jum. "Psychometric theory." New York: McGraw-Hill (1978).
- OECD. “Growth in service: Fostering employment, productivity, and innovation.” *Digital Economy Papers*, no. 94, OECD Publishing (2005).
- Ohmae, Kenichi. *The Borderless World, revised: Power and Strategy in the Interlinked Economy*. Harper Business, 1999.
- Oliver, Richard L. "Whence consumer loyalty?." *Journal of marketing* 63, no. 4 (1999): 33-44.
- Organ, Dennis W. *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books/DC Heath and Com (1988).
- Organ, Dennis W. "The motivational basis of organizational citizenship behavior." *Research in Organizational Behavior* 12, no. 1 (1990): 43-72.
- Organ, Dennis W. "Organizational citizenship behavior: It's construct clean-up time." *Human Performance* 10, no. 2 (1997): 85-97.
- Organ, Dennis W., and Mary Konovsky. "Cognitive versus affective determinants of organizational citizenship behavior." *Journal of Applied Psychology* 74, no. 1 (1989): 157.
- Organ, Dennis W., and Katherine Ryan. "A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior." *Personnel Psychology* 48, no. 4 (1995): 775-802.
- Organ, Dennis W., Philip M. Podsakoff, and Scott B. MacKenzie. "The Effects of OCB on Organizational Performance and Success." In *Organizational Citizenship Behavior: Its Nature, Antecedents, and Consequences*, 199-223, Foundations for Organizational Science. Thousand Oaks, CA: SAGE Publications, Inc., 2006. doi: 10.4135/9781452231082.n7.
- Parasuraman, A., Valarie A. Zeithaml, and Leonard L. Berry. "Servqual." *Journal of retailing* 64, no. 1 (1988): 12-37.

- Patterson P, Yu T, de Ruyter K. "Understanding customer engagement in services". *Advancing theory, maintaining relevance, proceedings of ANZMAC 2006 conference*, Brisbane; (2006): 4–6.
- Payne, Stephanie C., and Sheila Simsarian Webber. "Effects of service provider attitudes and employment status on citizenship behaviors and customers' attitudes and loyalty behavior." *The Journal of applied psychology* 91, no. 2 (2006): 365-378.
- Podsakoff, Philip M., Scott B. MacKenzie, Jeong-Yeon Lee, and Nathan P. Podsakoff. "Common method biases in behavioral research: a critical review of the literature and recommended remedies." *Journal of Applied Psychology* 88, no. 5 (2003): 879.
- Price, Linda L., and Eric J. Arnould. "Commercial friendships: service provider-client relationships in context." *The Journal of Marketing* (1999): 38-56.
- Rafaeli, Anat, Amir Erez, Shy Ravid, Rellie Derfler-Rozin, Dorit Efrat Treister, and Ravit Scheyer. "When customers exhibit verbal aggression, employees pay cognitive costs." *Journal of Applied Psychology* 97, no. 5 (2012): 931-950.
- Raub, Steffen, and Hui Liao. "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, no. 3 (2012): 651-667.
- Rotundo, Maria, and Paul R. Sackett. "The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: a policy-capturing approach." *Journal of Applied Psychology* 87, no. 1 (2002): 66-80.
- Rousseau, Denise. *Psychological contracts in organizations: Understanding written and unwritten agreements*. Sage Publications, Incorporated, 1995.
- Rupp, Deborah E., and Sharmin Spencer. "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, no. 4 (2006): 971-978.
- Russell, Brona, and Jacob Eisenberg. "The Role of Cognition and Attitude in Driving Behavior: Elaborating on Affective Events Theory." in Ashkanasy, Neal M., E. J. Charmine, and Wilfred J. Zerbe, eds. *Experiencing and managing emotions in the workplace*. Emerald Group Publishing (2012): 203-224.
- Sabatelli, Ronald M., and Constance L. Shehan. "Exchange and resource theories." *Sourcebook of family theories and methods* (1993): 385-417.
- Sahlin, Marshall. *Stone age economics*. London: Routledge (1972).
- Salanova, Marisa, Sonia Agut, and Jose Maria Peiro. "Linking organizational resources and work engagement to employee performance and customer loyalty: The mediation of service climate." *Journal of applied Psychology* 90, no. 6 (2005): 1217-1227.
- Schmitt, Neal. "Method bias: The importance of theory and measurement." *Journal of Organizational Behavior* 15 (1994): 393-398.
- Schmit, Mark J., and Steven P. Allscheid. "Employee attitudes and customer satisfaction: Making theoretical and empirical connections." *Personnel Psychology* 48, no. 3 (2006): 521-536.

- Schneider, Benjamin, and David E. Bowen. "Employee and customer perceptions of service in banks: Replication and extension." *Journal of applied Psychology* 70, no. 3 (1985): 423-433.
- Schneider, Benjamin, Amy Nicole Salvaggio, and Montse Subirats. "Climate strength: A new direction for climate research." *Journal of Applied Psychology* 87.2 (2002): 220-229.
- Schneider, Benjamin, Susan S. White, and Michelle C. Paul. "Linking service climate and customer perceptions of service quality: Test of a causal model." *Journal of applied Psychology* 83, no. 2 (1998): 150-163.
- Schoefer, Klaus. "The role of cognition and affect in the formation of customer satisfaction judgements concerning service recovery encounters." *Journal of Consumer Behaviour* 7, no. 3 (2008): 210-221.
- Schoefer, Klaus, and Christine Ennew. "The impact of perceived justice on consumers' emotional responses to service complaint experiences." *Journal of Services Marketing* 19, no. 5 (2005): 261-270.
- Scott, Brent A., Jason A. Colquitt, and Cindy P. Zapata-Phelan. "Justice as a dependent variable: Subordinate charisma as a predictor of interpersonal and informational justice perceptions." *Journal of Applied Psychology* 92, no. 6 (2007): 1597-1609.
- Shapiro, Terri, and Jennifer Nieman-Gonder. "Effect of communication mode in justice-based service recovery." *Managing Service Quality* 16, no. 2 (2006): 124-144.
- Shore, Lynn M., William H. Bommer, Alaka N. Rao, and Jai Seo. "Social and economic exchange in the employee-organization relationship: The moderating role of reciprocation wariness." *Journal of Managerial Psychology* 24, no. 8 (2009): 701-721.
- Shore, Lynn M., Lois E. Tetrick, Patricia Lynch, and Kevin Barksdale. "Social and economic exchange: Construct development and validation." *Journal of Applied Social Psychology* 36, no. 4 (2006): 837-867.
- Shore, Lynn M., and Sandy J. Wayne. "Commitment and employee behavior: Comparison of affective commitment and continuance commitment with perceived organizational support." *Journal of Applied Psychology* 78, no. 5 (1993): 774-780.
- Shrout, Patrick E., and Niall Bolger. "Mediation in experimental and nonexperimental studies: new procedures and recommendations." *Psychological methods* 7, no. 4 (2002): 422-445.
- Siemens, Enno, Aleda Roth, and Pedro Oliveira. "Common method bias in regression models with linear, quadratic, and interaction effects." *Organizational research methods* 13, no. 3 (2010): 456-476.
- Simons, Tony, and Quinetta Roberson. "Why managers should care about fairness: The effects of aggregate justice perceptions on organizational outcomes." *Journal of Applied Psychology* 88.3 (2003): 432-443.
- Singleton, Royce A., Jr., & Straits, Bruce C. *Approaches to Social Research* (5th Ed). New York: Oxford University Press (2009).
- Sirdeshmukh, Deepak, Jagdip Singh, and Barry Sabol. "Consumer trust, value, and loyalty in relational exchanges." *Journal of marketing* 66, no. 1 (2002): 15-37.

- Skarlicki, Daniel P., Danielle D. van Jaarsveld, and David D. Walker. "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, no. 6 (2008): 1335-1347.
- Smith, Patricia C., and Ross Curnow. "" Arousal hypothesis" and the effects of music on purchasing behavior." *Journal of applied psychology* 50, no. 3 (1966): 255-256.
- Smith, Amy K., Ruth N. Bolton, and Janet Wagner. "A model of customer satisfaction with service encounters involving failure and recovery." *Journal of marketing research* (1999): 356-372.
- Smith, C., Dennis W. Organ, and Janet P. Near. "Organizational citizenship behavior: Its nature and antecedents." *Journal of Applied Psychology* 68, no. 4 (1983): 653-663.
- Soper, Daniel. "Sobel Test Calculator for the Significance of Mediation (Online Software)" (2013). <http://www.danielsoper.com/statcalc>.
- Spencer, Sharmin, and Deborah E. Rupp. "Angry, guilty, and conflicted: injustice toward coworkers heightens emotional labor through cognitive and emotional mechanisms." *Journal of applied psychology* 94, no. 2 (2009): 429-444.
- Stajkovic, Alexander D., and Fred Luthans. "A meta-analysis of the effects of organizational behavior modification on task performance, 1975-95." *Academy of Management journal* (1997): 1122-1149.
- Subramony, Mahesh, et al. "The relationship between human resource investments and organizational performance: a firm-level examination of equilibrium theory." *Journal of applied psychology* 93, no. 4 (2008): 778-788.
- Susskind, Alex M., K. Michele Kacmar, and Carl P. Borchgrevink. "Customer service providers' attitudes relating to customer service and customer satisfaction in the customer-server exchange." *Journal of Applied Psychology* 88, no. 1 (2003): 179-187.
- Szymanski, David M., and David H. Henard. "Customer satisfaction: a meta-analysis of the empirical evidence." *Journal of the Academy of Marketing Science* 29, no. 1 (2001): 16-35.
- Tax, Stephen S., Stephen W. Brown, and Murali Chandrashekar. "Customer evaluations of service complaint experiences: implications for relationship marketing." *The Journal of Marketing* (1998): 60-76.
- Thompson, Edmund R. "Development and validation of an internationally reliable short-form of the positive and negative affect schedule (PANAS)." *Journal of Cross-Cultural Psychology* 38, no. 2 (2007): 227-242.
- Tsui, Anne S., Jone L. Pearce, Lyman W. Porter, and Angela M. Tripoli. "Alternative approaches to the employee-organization relationship: does investment in employees pay off?" *Academy of Management Journal* (1997): 1089-1121.
- Tsai, Wei-Chi, and Yin-Mei Huang. "Mechanisms linking employee affective delivery and customer behavioral intentions." *Journal of Applied Psychology* 87, no. 5 (2002): 1001-1008.

- Ugboro, Isaiah O., and Kofi Obeng. "Top management leadership, employee empowerment, job satisfaction, and customer satisfaction in TQM organizations: an empirical study." *Journal of Quality Management* 5, no. 2 (2000): 247-272.
- Van Dyne, Linn, Larry L. Cummings, and J. McLean Parks. "Extra-role behaviors: In pursuit of construct and definitional clarity (a bridge over muddied waters)." *Research in Organizational Behavior* 17 (1995): 215-215.
- Van Dyne, Linn, Karen A. Jehn, and Anne Cummings. "Differential effects of strain on two forms of work performance: individual employee sales and creativity." *Journal of Organizational Behavior* 23, no. 1 (2002): 57-74.
- Vandenbergh, Christian, Kathleen Bentein, Richard Michon, J. Chebat, Michel Tremblay, and J. Fils. "An examination of the role of perceived support and employee commitment in employee-customer encounters." *Journal of Applied Psychology* 92, no. 4 (2007): 1177-1187.
- Varela-Neira, Concepción, Rodolfo Vázquez-Casielles, and Víctor Iglesias-Argüelles. "The influence of emotions on customer's cognitive evaluations and satisfaction in a service failure and recovery context." *The Service Industries Journal* 28, no. 4 (2008): 497-512.
- Watson, David. *Mood and temperament*. Guilford Press, (2000).
- Watson, David, and Lee A. Clark. "Negative affectivity: the disposition to experience aversive emotional states." *Psychological Bulletin* 96, no. 3 (1984): 465-490.
- Watson, David, and Lee Anna Clark. "Measurement and mismeasurement of mood: Recurrent and emergent issues." *Journal of Personality Assessment* 68, no. 2 (1997): 267-296.
- Watson, David, Lee A. Clark, and Auke Tellegen. "Development and validation of brief measures of positive and negative affect: the PANAS scales." *Journal of personality and social psychology* 54, no. 6 (1988): 1063-1070.
- Watson, David, and Auke Tellegen. "Toward a consensual structure of mood." *Psychological bulletin* 98, no. 2 (1985): 219-235.
- Wayne, Sandy J., Lynn M. Shore, William H. Bommer, and Lois E. Tetrick. "The role of fair treatment and rewards in perceptions of organizational support and leader-member exchange." *Journal of Applied Psychology* 87, no. 3 (2002): 590-598.
- Wegge, Jürgen, Rolf van Dick, Gary K. Fisher, Michael A. West, and Jeremy F. Dawson. "A Test of Basic Assumptions of Affective Events Theory (AET) in Call Centre Work." *British Journal of Management* 17, no. 3 (2006): 237-254.
- Weiss, Howard M., and Russell Cropanzano. "Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work." *Research in Organizational Behavior* 18, (1996): 1-74.
- Weiss, Howard M., Jeffrey P. Nicholas, and Catherine S. Daus. "An examination of the joint effects of affective experiences and job beliefs on job satisfaction and variations in affective experiences over time." *Organizational Behavior and Human Decision Processes* 78, no. 1 (1999): 1-24.

- Weiss, Howard M., Kathleen Suckow, and Russell Cropanzano. "Effects of justice conditions on discrete emotions." *Journal of Applied Psychology* 84, no. 5 (1999): 786.
- West, Richard., and Lynn H. Turner. *Introducing communication theory: Analysis and application*. 3rd ed. McGraw-Hill, Inc. 2007.
- Westbrook, Robert A., and Richard L. Oliver. "The dimensionality of consumption emotion patterns and consumer satisfaction." *Journal of Consumer Research* (1991): 84-91.
- Westland, Christopher J. "Lower bounds on sample size in structural equation modeling." *Electronic Commerce Research and Applications* 9, no. 6 (2010): 476-487.
- Williams, Steve, and Wong Tze Shiaw. "Mood and organizational citizenship behavior: The effects of positive affect on employee organizational citizenship behavior intentions." *Journal of Psychology* 133, no. 6 (1999): 656-668.
- Williams, Larry J., and Stella E. Anderson. "Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors." *Journal of Management* 17, no. 3 (1991): 601-617.
- Williams, Larry J., Mark B. Gavin, and Margaret L. Williams. "Measurement and nonmeasurement processes with negative affectivity and employee attitudes." *Journal of Applied Psychology* 81, no. 1 (1996): 88-101.
- Williams, Steve, Richard Pitre, and Mohamed Zainuba. "Justice and organizational citizenship behavior intentions: Fair rewards versus fair treatment." *Journal of Social Psychology* 142, no. 1 (2002): 33-44.
- Williams, Steve, and Wong Tze Shiaw. "Mood and organizational citizenship behavior: The effects of positive affect on employee organizational citizenship behavior intentions." *The Journal of Psychology: Interdisciplinary and Applied* 133, no. 6 (1999): 656-668.
- Wu, Joshua B., Peter W. Hom, Lois E. Tetrick, Lynn M. Shore, Liangding Jia, Chaoping Li, and Lynda Jiwen Song. "The norm of reciprocity: Scale development and validation in the Chinese context." *Management and Organization Review* 2, no. 3 (2006): 377-402.
- Yi, Youjae, and Taeshik Gong. "The electronic service quality model: The moderating effect of customer self-efficacy." *Psychology and Marketing* 25, no. 7 (2008): 587-601.
- Zafirovski, Milan. "Social exchange theory under scrutiny: A positive critique of its economic-behaviorist formulations." *Electronic Journal of Sociology* 2 (2005): 1-40.
- Zeithaml, Valarie A., Leonard L. Berry, and Ananthanarayanan Parasuraman. "The behavioral consequences of service quality." *The Journal of Marketing* (1996): 31-46.

Appendix A.1. Measures for Service Providers

Task performance (Williams & Anderson, 1991)

Please answer the following questions to indicate the extent to which you have engaged in each of the following behaviors in the last year. How often have you:

1. Adequately completes assigned duties
2. Fulfills responsibilities specified in the job description
3. Performs tasks that are expected of him/her.
4. Meets formal performance requirements of the job.
5. Engages in activities that will directly affect his/her performance evaluation
6. Neglects aspects of the job he/she is obligated to perform. (R)
7. Fails to perform essential duties. (R)

Organizational citizenship behavior toward customers (Williams & Anderson, 1991)

Original version of interpersonal organizational citizenship behavior

Please use the scale provided to answer the following questions regarding your job. In the past one year, how often have you:

1. Helps others who have been absent.
2. Helps others who have heavy workloads.
3. Assists supervisor with his/her work (when not asked).
4. Takes time to listen to co-workers' problems and worries.
5. Goes out of way to help new employees.
6. Takes a personal interest in other employees.
7. Passes along information to co-workers.

Modified Items

Please answer the following questions to indicate the extent to which you have engaged in each of the following behaviors in the last year. How often have you:

1. Helped customers who have been in trouble.

2. Helped customers to discuss their needs.
3. Taken a problem solving approach with customers.
4. Taken time to listen to customers' problems and worries.
5. Gone out of your way to help new customers.
6. Given courteous service to customers.
7. Passed along information to customers.

Types of exchange (Shore et al., 2006)

Original version of social exchange

1. [My organization] has made a significant investment in me.
2. The things I do on the job today will benefit my standing in [this organization] in the long run.
3. There is a lot of give and take in my relationship with [my organization].
4. I worry that all my efforts on behalf of [my organization] will never be rewarded. [R]
5. I don't mind working hard today - I know I will eventually be rewarded by [my organization].
6. My relationship with [my organization] is based on mutual trust.
7. I try to look out for the best interest of [the organization] because I can rely on my organization to take care of me.
8. Even though I may not always receive the recognition from [my organization] I deserve, I know my efforts will be rewarded in the future.

Modified Items

1. My organization has made a significant investment in me.
2. The things I do on the job today will benefit my standing in this organization in the long run.
3. There is a lot of give and take in my relationship with my organization.
4. I worry that all my efforts on behalf of my organization will never be rewarded.

5. I don't mind working hard today - I know I will eventually be rewarded by my organization.

6. My relationship with my organization is based on mutual trust.

7. I try to look out for the best interest of my organization because I can rely on my organization to take care of me.

8. Even though I may not always receive the recognition from my organization I deserve, I know my efforts will be rewarded in the future.

Original version of economic exchange

1. My relationship with [my organization] is strictly an economic one - I work and they pay me.

2. I do not care what [my organization] does for me in the long run, only what it does right now.

3. I only want to do more for [my organization] when I see that they will do more for me.

4. I watch very carefully what I get from [my organization], relative to what I contribute.

5. All I really expect from [my organization] is that I be paid for my work effort.

6. The most accurate way to describe my work situation is to say that I give a fair day's work for a fair day's pay.

7. My relationship with [my organization] is impersonal-I have little emotional involvement at work.

8. I do what [my organization] requires, simply because they pay me.

Modified Items

1. My relationship with my organization is strictly an economic one - I work and they pay me.

2. I do not care what my organization does for me in the long run, only what it does right now.

3. I only want to do more for my organization when I see that they will do more for me.

4. I watch very carefully what I get from my organization, relative to what I contribute.
5. All I really expect from my organization is that I be paid for my work effort.
6. The most accurate way to describe my work situation is to say that I give a fair day's work for a fair day's pay.
7. My relationship with my organization is impersonal – I have little emotional involvement at work.
8. I do what my organization requires, simply because they pay me.

Appendix A.2. Measures for customers

Customers' perceived justice (Ambrose & Schminke, 2009)

Original version of overall justice

1. Overall, I'm treated fairly by my organization.
2. In general, I can count on this organization to be fair.
3. In general, the treatment I receive around here is fair.
4. Usually, the way things work in this organization are not fair. (R)
5. For the most part, this organization treats its employees fairly.
6. Most of the people who work here would say they are often treated unfairly. (R)

Modified items

1. Overall, I'm treated fairly by my service provider.
2. In general, I can expect my service provider to be fair.
3. In general, the treatment I receive from my service provider is fair.
4. Usually, my service provider's way to work is not fair. (R)
5. For the most part, my service provider treats his/her customers fairly.
6. Most of the customers who have the same service provider would say they are often treated unfairly. (R)

Types of exchange (Shore et al., 2006)

Original version of social exchange

1. [My organization] has made a significant investment in me.
2. The things I do on the job today will benefit my standing in [this organization] in the long run.
3. There is a lot of give and take in my relationship with [my organization].
4. I worry that all my efforts on behalf of [my organization] will never be rewarded. [R]
5. I don't mind working hard today - I know I will eventually be rewarded by [my organization].

6. My relationship with [my organization] is based on mutual trust.
7. I try to look out for the best interest of [the organization] because I can rely on my organization to take care of me.
8. Even though I may not always receive the recognition from [my organization] I deserve, I know my efforts will be rewarded in the future.

Modified items

1. My service provider has made a significant investment in me.
2. The service, which I received from service provider today, will benefit my standing in the long-run.
3. There is a lot of give and take in my relationship with my service provider.
4. I worry that all effort, which I made on behalf of my service provider, will never be rewarded.
5. I don't mind working hard to follow my service provider's suggestion--I know it will eventually be beneficial to me
6. My relationship with my service provider is based on mutual trust.
7. I try to look out for the best interest of my service provider because I can rely on my service provider to take care of me.
8. Even though I may not always receive the recognition from service provider I deserve, I know my efforts will be rewarded in the future.

Original version of economic exchange

1. My relationship with [my organization] is strictly an economic one - I work and they pay me.
2. I do not care what [my organization] does for me in the long run, only what it does right now.
3. I only want to do more for [my organization] when I see that they will do more for me.
4. I watch very carefully what I get from [my organization], relative to what I contribute.

5. All I really expect from [my organization] is that I be paid for my work effort.
6. The most accurate way to describe my work situation is to say that I give a fair day's work for a fair day's pay.
7. My relationship with [my organization] is impersonal-I have little emotional involvement at work.
8. I do what [my organization] requires, simply because they pay me.

Modified items

1. My relationship with my service provider is strictly an economic one- I pay my fee and he/she provides service.
2. I do not care what my service provider does for me in the long run, only what he/she does right now.
3. I only want to do more for my service provider when I see that he/she will do more for me.
4. I watch very carefully what I get from my service provider, relative to what I contribute.
5. All I really expect from my service provider is that he/she meets his/her requirements.
6. The most accurate way to describe my service experience is to say that I fairly receive service from an economic point of view.
7. My relationship with my service provider is impersonal - I have little emotional involvement with the service provider.
8. I do what my service provider requires, simply because he/she evaluates me.

Affect (Thompson, 2007)

Positive affect

1. Determined
2. Attentive
3. Alert

4. Inspired

5. Active

Negative affect

1. Afraid

2. Nervous

3. Upset

4. Ashamed

5. Hostile

Customer satisfaction (Gremler & Gwinner, 2000; Kunin, 1955)

Original version of customer satisfaction

1. Based on all of my experience with this bank, I am very satisfied with the banking services it provides.

2. My choice to use this bank was a wise one.

3. Overall, I am satisfied with the decision to use this bank.

4. I think I did the right thing when I decided to use this bank for my banking needs.

5. My overall evaluation of the services provided by this bank is very good.

Modified items

1. Based on all the experiences with my service provider, I am very satisfied with the service provider's services provided.

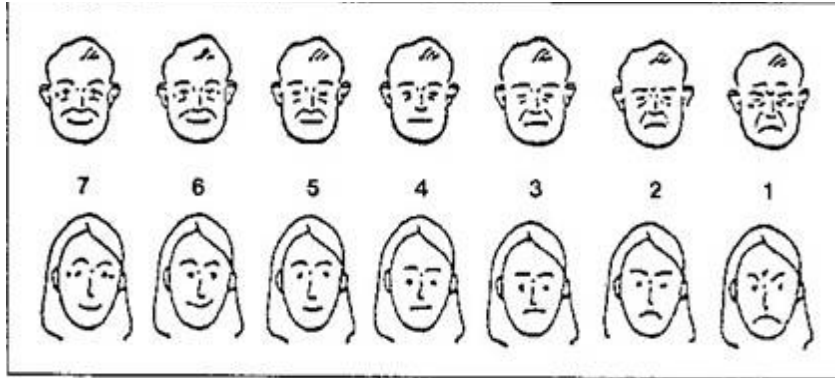
2. My choice to talk with the service provider was a wise one.

3. Overall, I am satisfied with the decision to talk with the service provider.

4. I think I did the right thing when I decided to obtain the service from my service provider.

5. Overall, the services provided by my service provider are very good.

Facial scale of customer satisfaction



Big-Five personality (Gosling et al., 2003)

1. I see myself as extraverted, enthusiastic.
2. I see myself as critical, quarrelsome.
3. I see myself as dependable, self-disciplined.
4. I see myself as anxious, easily upset.
5. I see myself as open to new experiences, complex.
6. I see myself as reserved, quiet. (R)
7. I see myself as sympathetic, warm. (R)
8. I see myself as disorganized, careless. (R)
9. I see myself as calm, emotionally stable. (R)
10. I see myself as conventional, uncreative. (R)

Four dimensions of customers' perceived justice (Ambrose et al, 2007; Colquitt, 2001)

Original version of distributive justice

1. Does your outcome (e.g., pay, promotion) reflect the effort you have put into your work?
2. Is your outcome (e.g., pay, promotion) appropriate for the work you have completed?
3. Does your outcome (e.g., pay, promotion) reflect what you have contributed to the organization?
4. Is your outcome (e.g., pay, promotion) justified, given your performance?

Modified items

Please indicate your level of agreement by checking the number that best reflects your own perceptions of justice toward the service provided. (7-point scale)

1. Does your outcome reflect what you deserved?
2. Is your outcome appropriate given the experience you had?
3. Does your outcome reflect what a fair resolution?
4. Is your outcome justified, given your problem?

Original version of procedural justice

1. Have you been able to express your views and feeling during those procedures?
2. Have you had influence over the outcome (e.g., pay, promotion) arrived at by those procedures?
3. Have those procedures been applied consistently?
4. Have those procedures been free of bias?
5. Have those procedures been based on accurate information?
6. Have you been able to appeal the (e.g., pay, promotion) arrived at by those procedures?
7. Have those procedures upheld ethical and moral standards?

Modified items

Please indicate your level of agreement by checking the number that best reflects your own perceptions of justice toward the service provided. (7-point scale)

1. Have you been able to express your views and feeling during service provided?
2. Have you had influence over the final service provided?
3. Have the service provided been applied consistently?
4. Have the service provided been free of bias?
5. Have the service provided been based on accurate information?
6. Have you been able to appeal during service provided?
7. Have the service provided upheld ethical and moral standards?

Original version of interpersonal justice

1. Has he/she treated you in a polite manner?
2. Has he/she treated you with dignity?
3. Has he/she treated you with respect?
4. Has he/she refrained from improper remarks or comments?

Modified items

Please indicate your level of agreement by checking the number that best reflects your own perceptions of justice toward the service provided. (7-point scale)

1. Has your service provider treated you in a polite manner?
2. Has your service provider treated you with dignity?
3. Has your service provider treated you with respect?
4. Has your service provider refrained from improper remarks or comments?

Original version of informational justice

1. Has he/she been candid in his/her communications with you?
2. Has he/she explained the procedures thoroughly?
3. Were his/her explanations regarding the procedures reasonable?
4. Has he/she communicated details in a timely manner?
5. Has he/she seemed to tailor his/her communications to individuals' specific needs?

Modified items

Please indicate your level of agreement by checking the number that best reflects your own

perceptions of justice toward the service provided. (7-point scale)

1. Has your service provider been candid in communications with you?
2. Has your service provider explained the service procedures thoroughly?
3. Were your service provider's explanations regarding the procedures reasonable?
4. Has your service provider communicated details in a timely manner?

5. Has your service provider seemed to tailor his/her communications to your specific needs?

Appendix B. Customer-Service Provider Relationships

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
97(5)	Rafaeli et al. 2012	affective event theory	customer's verbal aggression	employee cognitive performance; task performance	disruption to working memory	employee's cognitive ability; perspective taking; customer status
97(5)	Netemeyer et al. 2012	social identity theory; self-categorization theory; perceived self-other similarity theory	Employee organizational identification (EOI) in level 1; customer-perceived similarity in level 2;	customer spending;	customer identification	Cross-level interaction between EOI and customer perceived similarity
97(5)	Kim & Yoon 2012	affective events theory; social interaction model;	Employee's display of emotions	Employee's mood	Customer's display of emotions	Customer's personality traits (agreeableness, extraversion, emotional stability)
97(4)	Whitman et al. 2012	<u>Meta-analysis</u>	Distributive justice	customer satisfaction (one of DV)	climate strength; level of referent; level of analysis	
97(3)	Raub & Liao 2012	the model of proactive motivation; person-situation theory; cognitive-motivational processes:	Initiative climate; general self-efficacy;	Customer service satisfaction	Individual proactive customer service performance; aggregated proactive customer service performance	

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
97(1)	Bagozzi et al. 2012	Social identity theory	Customer (personal identity, relational identity, collective identity, multiple and extended identities)	tendency to provide feedback; resilience to negative information; social promotion; action promotion; participation intentions		
96(6)	Chi et al. 2011	Emotional labor theory	Surface acting; deep acting;	Exceeded expectations; tips; service quality	Service performance	Employee personality (extraversion)
96(2)	Ehrhart et al. 2011	Network organizational theory	Branch service climate	service quality		Branch internal service
95(3)	Netemeyer et al. 2010	Emotional contagion theory	Manager performance; manager satisfaction; the interactional effect of manager performance-satisfaction	Employee performance; employee satisfaction; customer satisfaction; average customer transaction value		
94(5)	Grizzle et al. 2009	Situation-strength theory; person-situation interaction theory	Employee customer orientation; employee company tenure	Unit profits	Employee customer oriented behavior; unit customer oriented behavior	Unit customer orientation climate; climate strength
94(4)	Van Iddekinge et al. 2009	human capital theory	Unit-level human capital quality	Unit performance (customer performance; profit)		
94(4)	Hausknecht et al. 2009	operational disruption framework	voluntary turnover rate	Customer service quality perceptions		Group cohesiveness; unit size; newcomer concentration

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
94(3)	Schulte et al. 2009	climate configurations	organizational climate (supportive, strategic, and comprehensive climate)	Employee affect; employee perceptions of service quality; financial performance		
94(2)	Liao et al. 2009	prominent theory of job performance; Cognitive evaluation theory; social exchange theory; gender and personality theory	Employee high-performance work system (HPWS); Management-HPWS	Customer satisfaction (customer overall satisfaction with branch service; employee service performance)	Employee human capital; employee psychological empowerment; employee perceived organizational support	
94(2)	Spencer & Rupp 2009	affective events theory; fairness theory	customer interactional justice (1); coworker-directed customer interactional justice (2); the interaction 1 and 2	Emotional labor	Counterfactual thinking; anger; guilt	
94(1)	Gibson et al. 2009	social perceptual theory;	constructive conflict (team, leader); goal accomplishment (team, leader)	team performance (team, customer, leader)		
94(1)	Podsakoff et al. 2009	<u>Meta-analysis</u>	OCB;	employee performance; reward allocation decisions; turnover; turnover intentions; absenteeism; customer satisfaction		rating source; OCB target; research design

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
93(6)	Skarlicki et al. 2008	Moral identity theory; social identity theory	customer interpersonal injustice;	job performance	customer-directed sabotage	internationalization; symbolization
93(6)	Inness et al. 2008	emotional reactivity; fairness theory; identity threats; social learning theory	trait aggression; trait anger	aggression (peers, supervisor, customers, and subordinates)		sanctions; mistreatment
93(4)	Subramony et al. 2008	theory of organizational equilibrium;	Net income	Customer satisfaction; labor productivity	shared pay perceptions; morale	
93(3)	Salamon & Robinson 2008	appropriateness theory;	collective felt trust	organizational performance (sales, customer)	responsibility norms	
93(2)	Liao & Subramony 2008	attraction-selection-attrition model, upper-echelons theory, contingency theory of leadership	Senior leadership team's customer orientation	employee customer orientation		customer proximity (production, support, customer-contact role);
92(6)	Gibson et al. 2007	psychological empowerment theory	information-sharing practices; boundary-setting practices; team-enabling practices	financial performance; customer service; quality of goods and services		
92(6)	Hebl et al. 2007	ambivalent sexism theory; role-congruity theory	role (nontraditional, traditional); gender type of position (feminine, masculine)	ratings of interpersonal behaviors; rating of interpersonal hostility		condition (pregnant, non-pregnant); measure (hostility, benevolence); participant's gender

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
92(4)	Detert et al. 2007	cognitive moral development theory; agency theory	managerial oversight; ethical leadership; abusive supervision	financial performance; customer satisfaction	counterproductivity	
92(4)	Liao & Chuang 2007	transformational leadership theory	transformational leadership (work unit, individual)	customer relationship outcomes (customer intention to maintain a service relationship; number of long-term customers)	transforming service (environment . employees); employee service performance	
92(4)	Vandenberghe et al. 2007	Conservation of resources theory; commitment theory; social exchange;	perceived organizational support (employee, unit); organizational commitment; commitment to customers	service quality (self-presentation, helping behavior)		
92(3)	Gettman & Gelfand 2007	model of intra-organizational harassment	client gender context; perceived client power	affective commitment; turnover intentions; employee withdrawal from client	job satisfaction; health satisfaction; psychological distress;	
92(2)	Liao 2007	prospect theory; asymmetric disconfirmation; attribution theory;	making an apology; problem solving; being courteous; providing an explanation; prompt handing;	repurchase intent	perceived justice; satisfaction with service recovery;	failure severity; repeated failures

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
92(2)	Munichor & Rafaeli 2007	perceived-waiting-time framework; sense-of-progress framework	time filter; music versus apologies; music versus location information; apologies versus location information	caller reaction (satisfaction)	perceived waiting time; sense of progress;	
91(4)	Rupp & Spencer 2006	affective events theory	customer encounter (fair/unfair)	compliance with display rules; emotional labor; others' reports of perceived emotional labor	interactional justice perceptions; emotions (anger, happiness)	
91(3)	King et al. 2006	customer service paradigm; justification-suppression model of prejudice	customer obesity	buying behaviors	interpersonal discrimination	justification for discrimination
91(3)	Kirkman et al. 2006		Average training proficiency;	team customer satisfaction		team trust; technology support; team leader tenure; employment status; affective commitment;
91(2)	Payne & Webber 2006	social exchange theory; social identity theory;	employee satisfaction; employee affective commitment;	customer satisfaction; service-oriented OCB; customer loyalty (relationship tenure, loyalty intentions; word-of-mouth); customer complaining behavior		

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
91(1)	Mathieu et al. 2006	model of team empowerment (IPO mode)	Team-based HR practices; external team leadership; organizational support; work design	Customer satisfaction; quantitative performance	team empowerment; team processes;	
90(6)	Salanova et al. 2005	job characteristics theory; the conservation of resource theory	organizational resources	employee performance; customer loyalty	work engagement; service climate;	
90(5)	Ahearne et al. 2005	customer-relationship theory	empowering leader behaviors; employee readiness	job performance; service satisfaction	self-efficacy; adaptability;	interaction term of empowering leader behavior and employee readiness
90(3)	Ahearne et al. 2005	social identity theory	construed external image of the company; perceived salesperson characteristics; perceived company characteristics	customer extra-role behaviors; customer product utilization	customer-company identification	
89(3)	Humphrey et al. 2004	rational decision making theory; justice theory	transaction structure; intermediary response; wait time	subsequent bid value; recommend intermediary to a friend; repatronage behavior	receptions of fairness	

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
88(3)	Simons & Roberson 2003	organizational justice theory;	procedural justice; interpersonal justice	guest service satisfaction; employee turnover	employee commitment; satisfaction with supervision; discretionary behavior; intent to remain	
88(1)	Susskind et al. 2003	role theory	standards for service delivery	customer satisfaction	coworker support; supervisor support;	
87(6)	Collins & Stevens 2002	brand identity; customer-based brand equity;	recruitment-related practices (publicity, sponsorship activities	attitudes; perceived attributes;		
87(5)	Tsai et al. 2002	theory of operant conditioning; theory of primitive emotional contagion	store atmosphere; customer prior positive moods	time spent in store; customer behavioral intentions	employee affective delivery; customer in-store positive moods, perceived friendliness	
87(2)	Schneider et al. 2002	compositional models;	employee service climate perceptions	customer satisfaction (service quality)		climate strength
87(2)	Harter et al. 2002	<u>meta-analysis</u>	business-unit level employee satisfaction; engagement	customer satisfaction; productivity; turnover rate; profitability;		

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
86(4)	Masterson 2001	social exchange theory	employee's justice perception (distributive (d), procedural (p), interactional, and interaction effect of d and p)	customers' reactions to the employee; customers' reactions to the organization	organizational commitment; customers' perception of employee's effort; customer's perceptions of prosocial behaviors and employee fairness	
85(6)	Lam & Schaubroeck 2000	theory of reasoned action	opinion leaders	positive attitudes toward a service-quality initiative; service-quality effectiveness (customers, supervisors, tellers)	tellers' behavioral behavior about the service-quality program	
84(5)	Gutek et al. 1999	game-theory	service relationship; service encounters; service pseudo-relationships	the interaction between a customer and a service provider; customer satisfaction		
84(2)	North et al. 1999		In-store music	wine selection by customers		
83(2)	Schneider et al. 1998	testing assumptions in the services literature	work facilitation; inter-department service	overall customer perceptions of service quality	global service climate	

Appendix B (Continued)

Issue	Author(s)	Theory	Independent Variables	Dependent Variables	Mediator(s)	Moderator(s)
81(6)	Stewart 1996	extensive theory; behavioral activation system	extraversion	sale performance (the percentage of existing members; the count of new members		reward structure
79(5)	Schneider et al. 1994	behavioral consistency framework	customer evaluations of service effectiveness	faculty effectiveness		
70(3)	Schneider & Bowen 1985	the physical and psychological closeness of employees and customers; turnover intention model;	employee perception of the human resources practices; employee attitudes;	turnover intentions; customers' service perceptions and attitudes		
69(4)	Zinkhan & Stoiadin 1984		customer's gender	appropriate service	type of store; sex of clerk	
56(5)	Peterson 1972		friendliness; courteous manner; helpfulness	favorable rating		

Appendix C.1 A Institutional Review Board Approval Letter



THE UNIVERSITY OF TEXAS AT EL PASO
Office of the Vice President for Research and Sponsored Projects
Institutional Review Board

El Paso, Texas 79968-0587
phone: 915 747-8841 fax: 915 747-5931

FWA No: 00001224

DATE: November 18, 2013
TO: Si Hyun Kim
FROM: University of Texas at El Paso IRB
STUDY TITLE: [511745-2] Good soldiers, happy customers: the mediating effect of customers' perceived justice and affect
IRB REFERENCE #: 511745-2
SUBMISSION TYPE: Amendment/Modification
ACTION: APPROVED
APPROVAL DATE: November 18, 2013
EXPIRATION DATE: September 30, 2014
REVIEW TYPE: Expedited Review

Thank you for your submission of Amendment/Modification materials for this research study. University of Texas at El Paso IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This study has received Expedited Review based on the applicable federal regulation.

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

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years after termination of the project.

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Christina Ramirez at (915) 747-8841 or cramirez22@utep.edu. Please include your study title and reference number in all correspondence with this office.

cc:

Appendix C.2 A Consent Form for Service Providers

The University of Texas at El Paso (UTEP) Institutional Review Board
Informed Consent Form for Research Involving Human Subjects

Protocol Title: The Mediating Effect of Customers' Perceived Justice and Affect
Principal Investigator: Si Hyun Kim
UTEP: Department of Marketing and Management

Introduction

You are being asked to take part voluntarily in the research project described below. Please take your time making a decision and feel free to discuss it with your friends and family. Before agreeing to take part in this research study, it is important that you read the consent form that describes the study. Please ask the study researcher or the study staff to explain any words or information that you do not clearly understand.

Why is this study being done?

You have been asked to take part in a research study about the service provider and customer relationship. Approximately, 250 individuals will be enrolling in this study, and nobody will be enrolling in this study at UTEP. You are being asked to be in the study because you are over the age of 18. If you decide to enroll in this study, your involvement will last about 20 minutes of your time.

What is involved in the study?

If you agree to take part in this study, the researcher will ask you questions about yourself and your service experience in two paper-and-pencil surveys. One paper-and-pencil survey is a general survey, and the other survey is an after-meeting survey. The general survey will take about 15 minutes, and the after-meeting survey will take about 5 minutes.

What are the risks and discomforts of the study?

There are no known risks associated with this research.

What will happen if I am injured in this study?

The University of Texas at El Paso and its affiliates do not offer to pay for or cover the cost of medical treatment for research related illness or injury. No funds have been set aside to pay or reimburse you in the event of such injury or illness. You will not give up any of your legal rights by signing this consent form. You should report any such injury to Si-Hyun Kim at (915) 504-2143 and to the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.

Are there benefits to taking part in this study?

There will be no direct benefits to you for taking part in this study. This research may help us understand how employee behavior is related to customers' satisfaction at workplace.

What other options are there?

You have the option of not taking part in this study. There will be no penalties involved if you choose not to take part in this study.



Approved on: 11/18/2013
Expires on: 09/30/2014
Study Number: Kim
511745-2

Who is paying for this study?

Funding for this study is provided by Si Hyun Kim, who is a researcher of this study.

What are my costs?

There are no direct costs to you for participating in this study.

Will I be paid to participate in this study?

After completing 30 after-meeting surveys, you will receive a \$50 Wal-Mart gift card.

What if I want to withdraw, or am asked to withdraw from this study?

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you do not take part in the study, there will be no penalty. If you choose to take part, you have the right to stop at any time. However, the researcher encourages you to talk to her so that she knows why you are leaving the study. If there are any new findings during the study that may affect whether you want to continue to take part, you will be told about them. The researcher may decide to stop your participation without your permission, if she thinks that being in the study may cause you harm.

Who do I call if I have questions or problems?

You may ask any questions you have now. If you have questions later, you may call Si Hyun Kim at (915) 504-2143, skim4@utep.edu. If you have questions or concerns about your participation as a research subject, please contact the Institutional Review Board (IRB) at UTEP at (915-747-8841) or by email at irb.orsp@utep.edu.

What about confidentiality?

Your part in this study is confidential. None of the information will identify you by name. All records will be stored securely and only Si Hyun Kim, Principal Investigator, will have access to the records.

Authorization Statement

I have read each page of this paper about the study (or it was read to me). I know that being in this study is voluntary and I choose to be in this study. I know I can stop being in this study without penalty. I will get a copy of this consent form now and can get information on results of the study later if I wish.

Name: _____ Date: _____

Si Hyun Kim

Researcher

November 1, 2013

Contact information: Si Hyun Kim, Department of Marketing and Management, The University of Texas at El Paso, El Paso, TX 79968 (915) 504-2143.



Approved on: 11/18/2013
Expires on: 09/30/2014
Study Number: Kim
511745-2

Appendix C.3 A Consent Form for Customers

The University of Texas at El Paso (UTEP) Institutional Review Board
Informed Consent Form for Research Involving Human Subjects

Protocol Title: The Mediating Effect of Customers' Perceived Justice and Affect
Principal Investigator: Si Hyun Kim
UTEP: Department of Marketing and Management

Introduction

You are being asked to take part voluntarily in the research project described below. Please take your time making a decision and feel free to discuss it with your friends and family. Before agreeing to take part in this research study, it is important that you read the consent form that describes the study. Please ask the study researcher or the study staff to explain any words or information that you do not clearly understand.

Why is this study being done?

You have been asked to take part in a research study about the service provider and customer relationship. Approximately, 250 individuals will be enrolling in this study, and nobody will be enrolling in this study at UTEP. You are being asked to be in the study because you are over the age of 18. If you decide to enroll in this study, your involvement will last about 15 minutes of your time.

What is involved in the study?

If you agree to take part in this study, the researcher will ask you questions about yourself and your service experience in a paper-and-pencil survey to be answered at one point in time. The survey will take about 15 minutes of your time.

What are the risks and discomforts of the study?

There are no known risks associated with this research.

What will happen if I am injured in this study?

The University of Texas at El Paso and its affiliates do not offer to pay for or cover the cost of medical treatment for research related illness or injury. No funds have been set aside to pay or reimburse you in the event of such injury or illness. You will not give up any of your legal rights by signing this consent form. You should report any such injury to Si-Hyun Kim at (915) 504-2143 and to the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.

Are there benefits to taking part in this study?

There will be no direct benefits to you for taking part in this study. This research may help us understand how employee behavior is related to customers' satisfaction at workplace.

What other options are there?

You have the option of not taking part in this study. There will be no penalties involved if you choose not to take part in this study.



Approved on: 11/18/2013
Expires on: 09/30/2014
Study Number: Kim
511745-2

Who is paying for this study?

Funding for this study is provided by Si Hyun Kim, who is a researcher of this study.

What are my costs?

There are no direct costs.

Will I be paid to participate in this study?

After completing the survey, you will receive a \$5 Wal-Mart gift card.

What if I want to withdraw or am asked to withdraw from this study?

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you do not take part in the study, there will be no penalty. If you choose to take part, you have the right to stop at any time. However, the researcher encourages you to talk to her so that she knows why you are leaving the study. If there are any new findings during the study that may affect whether you want to continue to take part, you will be told about them. The researcher may decide to stop your participation without your permission if she thinks that being in the study may cause you harm.

Who do I call if I have questions or problems?

You may ask any questions you have now. If you have questions later, you may call Si Hyun Kim at (915) 504-2143, skim4@utep.edu. If you have questions or concerns about your participation as a research subject, please contact the Institutional Review Board (IRB) at UTEP at (915-747-8841) or by email at irb.orsp@utep.edu.

What about confidentiality?

Your part in this study is confidential. None of the information will identify you by name. All records will be stored securely and only Si Hyun Kim, Principal Investigator, will have access to the records.

Authorization Statement

I have read each page of this paper about the study (or it was read to me). I know that being in this study is voluntary and I choose to be in this study. I know I can stop being in this study without penalty. I will get a copy of this consent form now and can get information on results of the study later if I wish.

Name: _____ Date: _____

Si Hyun Kim
Researcher

November 1, 2013

Contact information: Si Hyun Kim, Department of Marketing and Management, The University of Texas at El Paso, El Paso, TX 79968 (915) 504-2143.



Approved on: 11/18/2013
Expires on: 09/30/2014
Study Number: Kim
511745-2

Appendix C.4 A One-Time Survey for Service Providers

A. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **in the last year**.

Items	Never							Always						
	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
1. Adequately completed assigned duties.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
2. Fulfilled responsibilities specified in job description.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
3. Performed tasks that are expected of you.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
4. Met formal performance requirements of the job.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
5. Engaged in activities that will directly affect your performance evaluation.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
6. Neglected aspects of the job you are obligated to perform.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
7. Failed to perform essential duties.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦

B. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **in the last year**.

Items	Never							Always						
	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
8. Helped customers who have been in trouble.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
9. Helped customers to discuss their needs.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
10. Taken a problem solving approach with customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
11. Taken time to listen to customers' problems and worries.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
12. Gone out of your way to help new customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
13. Given courteous service to customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
14. Passed along information to customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦

C. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **in the last year**.

Items	Never	Once a year	Twice a year	Several times a year	Monthly	Weekly	Daily
	①	②	③	④	⑤	⑥	⑦
1. Made fun of customers at work.	①	②	③	④	⑤	⑥	⑦
2. Said something harmful to customers at work.	①	②	③	④	⑤	⑥	⑦
3. Made an ethnic, religious, or racial remark at work.	①	②	③	④	⑤	⑥	⑦
4. Cursed at customers at work.	①	②	③	④	⑤	⑥	⑦
5. Played a mean prank on customers at work.	①	②	③	④	⑤	⑥	⑦
6. Acted rudely toward customers at work.	①	②	③	④	⑤	⑥	⑦
7. Publicly embarrassed customers at work	①	②	③	④	⑤	⑥	⑦

D. Please use the scale provided to answer the following questions about **your organization**.

Items	Strongly disagree				Strongly agree		
	①	②	③	④	⑤	⑥	⑦
8. Overall, I'm treated fairly by my organization.	①	②	③	④	⑤	⑥	⑦
9. In general, I can count on this organization to be fair.	①	②	③	④	⑤	⑥	⑦
10. In general, the treatment I receive around here is fair.	①	②	③	④	⑤	⑥	⑦
11. Usually, the way things work in this organization are not fair.	①	②	③	④	⑤	⑥	⑦
12. For the most part, this organization treats its employees fairly.	①	②	③	④	⑤	⑥	⑦
13. Most of the people who work here would say they are often treated unfairly.	①	②	③	④	⑤	⑥	⑦

E. Please use the scale provided to answer the following questions about **your perception regarding your organization.**

Items	Strongly disagree							Strongly agree	
	①	②	③	④	⑤	⑥	⑦		
1. My organization has made a significant investment in me.	①	②	③	④	⑤	⑥	⑦		
2. The things I do on the job today will benefit my standing in this organization in the long run.	①	②	③	④	⑤	⑥	⑦		
3. There is a lot of give and take in my relationship with my organization.	①	②	③	④	⑤	⑥	⑦		
4. I worry that all my efforts on behalf of my organization will never be rewarded.	①	②	③	④	⑤	⑥	⑦		
5. I don't mind working hard today - I know I will eventually be rewarded by my organization.	①	②	③	④	⑤	⑥	⑦		
6. My relationship with my organization is based on mutual trust.	①	②	③	④	⑤	⑥	⑦		
7. I try to look out for the best interest of my organization because I can rely on my organization to take care of me.	①	②	③	④	⑤	⑥	⑦		
8. Even though I may not always receive the recognition from my organization I deserve, I know my efforts will be rewarded in the future.	①	②	③	④	⑤	⑥	⑦		
9. My relationship with my organization is strictly an economic one - I work and they pay me.	①	②	③	④	⑤	⑥	⑦		
10. I do not care what my organization does for me in the long run, only what it does right now.	①	②	③	④	⑤	⑥	⑦		
11. I only want to do more for my organization when I see that they will do more for me.	①	②	③	④	⑤	⑥	⑦		
12. I watch very carefully what I get from my organization, relative to what I contribute.	①	②	③	④	⑤	⑥	⑦		
13. All I really expect from my organization is that I be paid for my work effort.	①	②	③	④	⑤	⑥	⑦		
14. The most accurate way to describe my work situation is to say that I give a fair day's work for a fair day's pay.	①	②	③	④	⑤	⑥	⑦		
15. My relationship with my organization is impersonal – I have little emotional involvement at work.	①	②	③	④	⑤	⑥	⑦		
16. I do what my organization requires, simply because they pay me.	①	②	③	④	⑤	⑥	⑦		

F. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **in the last year**.

Items	Never Once Twice Several Monthly Weekly Daily a year a year times a year						
	①	②	③	④	⑤	⑥	⑦
1. Attended meetings that are not required, but that help the company's image.	①	②	③	④	⑤	⑥	⑦
2. Given advance notice when unable to come to work.	①	②	③	④	⑤	⑥	⑦
3. Taken undeserved work breaks.	①	②	③	④	⑤	⑥	⑦
4. Taken great deal of time spent with personal phone conversations.	①	②	③	④	⑤	⑥	⑦
5. Complained about insignificant things at work.	①	②	③	④	⑤	⑥	⑦
6. Conserved and protect organizational property.	①	②	③	④	⑤	⑥	⑦
7. Adhered to informal rules devised to maintain order.	①	②	③	④	⑤	⑥	⑦

G. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **in the last year**.

Items	Never Always						
	①	②	③	④	⑤	⑥	⑦
8. Helped coworkers who have been absent.	①	②	③	④	⑤	⑥	⑦
9. Helped coworkers who have heavy workloads.	①	②	③	④	⑤	⑥	⑦
10. Assisted coworkers with his/her work (when not asked).	①	②	③	④	⑤	⑥	⑦
11. Taken time to listen to co-workers' problems and worries.	①	②	③	④	⑤	⑥	⑦
12. Gone out of your way to help new coworkers.	①	②	③	④	⑤	⑥	⑦
13. Taken a personal interest in other coworkers.	①	②	③	④	⑤	⑥	⑦
14. Passed along information to coworkers.	①	②	③	④	⑤	⑥	⑦

H. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **in the last year**.

Items	Strongly disagree							Strongly agree	
	①	②	③	④	⑤	⑥	⑦		
1. Kept focused on the situation to react quickly.	①	②	③	④	⑤	⑥	⑦		
2. Quickly taken effective action to solve the problem.	①	②	③	④	⑤	⑥	⑦		
3. Examined available options and their implications to choose the best solution.	①	②	③	④	⑤	⑥	⑦		
4. Easily changed plans to deal with the new situation.	①	②	③	④	⑤	⑥	⑦		
5. Stayed calm under circumstances where I have to take many decisions at the same time.	①	②	③	④	⑤	⑥	⑦		
6. Sought solutions by talking to more experienced colleagues.	①	②	③	④	⑤	⑥	⑦		
7. My colleagues often asked me for advice in difficult circumstances because I keep cool.	①	②	③	④	⑤	⑥	⑦		
8. Tried to develop new methods for solving atypical problems.	①	②	③	④	⑤	⑥	⑦		
9. Relied on a wide variety of information to find an innovative solution to the problem.	①	②	③	④	⑤	⑥	⑦		
10. Tried to avoid following established ways of addressing problems to find an innovative solution.	①	②	③	④	⑤	⑥	⑦		
11. My colleagues took advice from me for generating new ideas and solutions.	①	②	③	④	⑤	⑥	⑦		
12. Searched for innovations in my job so as to improve work methods.	①	②	③	④	⑤	⑥	⑦		
13. Taken actions (within or outside the company) to keep my skills up to date.	①	②	③	④	⑤	⑥	⑦		
14. Anticipated changes in my job by participating in projects or assignments that help me deal with change.	①	②	③	④	⑤	⑥	⑦		
15. Been always looking for opportunities (e.g., training, interactions with colleagues, etc.) that help me increase my job performance.	①	②	③	④	⑤	⑥	⑦		
16. I change my way of working as a function of others' feedback and suggestions.	①	②	③	④	⑤	⑥	⑦		
17. Always developed positive relationships with the people I interact with when doing my job because it helps me perform better.	①	②	③	④	⑤	⑥	⑦		
18. Learned new ways of doing my job to better cooperate with colleagues.	①	②	③	④	⑤	⑥	⑦		
19. Tried to consider others' viewpoints to better interact with my colleagues.	①	②	③	④	⑤	⑥	⑦		

I. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **in the last year**.

Items	Never	Once a year	Twice a year	Several times a year	Monthly	Weekly	Daily
	①	②	③	④	⑤	⑥	⑦
1. Taken property from work without permission.	①	②	③	④	⑤	⑥	⑦
2. Spent too much time fantasizing or daydreaming instead of working.	①	②	③	④	⑤	⑥	⑦
3. Falsified a receipt to get reimbursed for more money than you spent on business expense.	①	②	③	④	⑤	⑥	⑦
4. Taken an additional or longer break than is acceptable at your workplace.	①	②	③	④	⑤	⑥	⑦
5. Come in late to work without permission.	①	②	③	④	⑤	⑥	⑦
6. Littered your work environment.	①	②	③	④	⑤	⑥	⑦
7. Neglected to follow your boss's instructions.	①	②	③	④	⑤	⑥	⑦
8. Intentionally worked slower that you could have worked.	①	②	③	④	⑤	⑥	⑦
9. Discussed confidential company information with an unauthorized person.	①	②	③	④	⑤	⑥	⑦
10. Used an illegal drug or consumed alcohol on the job.	①	②	③	④	⑤	⑥	⑦
11. Put little effort into your work.	①	②	③	④	⑤	⑥	⑦
12. Dragged out work in order to get overtime	①	②	③	④	⑤	⑥	⑦

J. Please use the scale provided to answer the following questions about **your attitudes and behavior**.

Items	Strongly disagree				Strongly agree			
13. No matter what the odds, if I believe in something, I will make it happen.	①	②	③	④	⑤	⑥	⑦	
14. I love being a champion for my ideas, even against others’ opposition.	①	②	③	④	⑤	⑥	⑦	
15. I am excellent at identifying opportunities.	①	②	③	④	⑤	⑥	⑦	
16. If I believe in an idea, no obstacle will prevent me from making it happen.	①	②	③	④	⑤	⑥	⑦	

K. Please use the scale provided to answer the following questions about **you**.

Items	Strongly disagree						Strongly agree
	①	②	③	④	⑤	⑥	⑦
1. I see myself as extraverted, enthusiastic.	①	②	③	④	⑤	⑥	⑦
2. I see myself as critical, quarrelsome.	①	②	③	④	⑤	⑥	⑦
3. I see myself as dependable, self-disciplined.	①	②	③	④	⑤	⑥	⑦
4. I see myself as anxious, easily upset.	①	②	③	④	⑤	⑥	⑦
5. I see myself as open to new experiences, complex.	①	②	③	④	⑤	⑥	⑦
6. I see myself as reserved, quiet.	①	②	③	④	⑤	⑥	⑦
7. I see myself as sympathetic, warm.	①	②	③	④	⑤	⑥	⑦
8. I see myself as disorganized, careless.	①	②	③	④	⑤	⑥	⑦
9. I see myself as calm, emotionally stable.	①	②	③	④	⑤	⑥	⑦
10. I see myself as conventional, uncreative.	①	②	③	④	⑤	⑥	⑦

L. Please use the scale provided to answer the following questions about **you**.

Items	Strongly disagree						Strongly agree
	①	②	③	④	⑤	⑥	⑦
11. When someone criticizes my organization, it feels like a personal insult.	①	②	③	④	⑤	⑥	⑦
12. I am very interested in what others think about my organization.	①	②	③	④	⑤	⑥	⑦
13. When I talk about this school, I usually say "we rather than 'they'".	①	②	③	④	⑤	⑥	⑦
14. My organization's successes are my successes.	①	②	③	④	⑤	⑥	⑦
15. When someone praises this organization, it feels like a personal compliment.	①	②	③	④	⑤	⑥	⑦
16. If a story in the media criticized my organization, I would feel embarrassed.	①	②	③	④	⑤	⑥	⑦

M. Please use the scale provided to answer the following questions about **your behavior**.
In the past six months, how often have you:

Items	Never	Once a year	Twice a year	Several times a year	Monthly	Weekly	Daily
	①	②	③	④	⑤	⑥	⑦
1. Made fun of coworkers at work.	①	②	③	④	⑤	⑥	⑦
2. Said something harmful to coworkers at work.	①	②	③	④	⑤	⑥	⑦
3. Made an ethnic, religious, or racial remark at work.	①	②	③	④	⑤	⑥	⑦
4. Cursed at coworkers at work.	①	②	③	④	⑤	⑥	⑦
5. Played a mean prank on coworkers at work.	①	②	③	④	⑤	⑥	⑦
6. Acted rudely toward coworkers at work.	①	②	③	④	⑤	⑥	⑦
7. Publicly embarrassed coworkers at work.	①	②	③	④	⑤	⑥	⑦

N. Please read the following definition carefully: Biculturals are those who identify with two different cultures. Both cultures guide biculturals' thoughts, feelings and behavior. Biculturals feel equally comfortable in any of the two different cultural contexts. Please use the scale provided to answer the following questions about **you**.

Items	Strongly disagree							Strongly agree	
	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8. I am a bicultural person.	①	②	③	④	⑤	⑥	⑦		
9. I share the values of two different cultures.	①	②	③	④	⑤	⑥	⑦		
10. My own culture is a mix of two different cultures.	①	②	③	④	⑤	⑥	⑦		
11. I consider myself a bicultural individual.	①	②	③	④	⑤	⑥	⑦		

O. Please use the scale provided to answer the following questions about you.

<p>1. Please indicate your gender</p> <p>a. Female</p> <p>b. Male</p> <p>2. What is your age?</p> <p>18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p>32 33 34 35 36 37 38 39 40 41 42 43 44 45</p> <p>46 47 48 49 50 51 52 53 54 55 56 57 58 59</p> <p>60 61 62 63 64 65 66 67 68 69 70 71 72</p> <p>3. What is your race/ethnic background?</p> <p>a. African/African American</p> <p>b. Asian/Asian American</p> <p>c. Hispanic/Mexican American</p> <p>d. Native American</p> <p>e. Caucasian (non-Hispanic)</p> <p>f. Other (please specify)</p> <div style="border: 1px solid black; height: 15px; width: 200px; margin-top: 5px;"></div> <p>4. What is your level of education?</p> <p>a. Some high school or less</p> <p>b. Completed high school</p> <p>c. Training/technical certification beyond high school</p> <p>d. Some college</p> <p>e. Associate's degree</p> <p>f. Bachelor's degree</p> <p>g. Master's degree</p> <p>h. Doctoral degree (e.g., PhD, MD, JD)</p> <p>5. I work...</p> <p>a. Part-time</p> <p>b. Full-time</p> <p>6. How many years have you worked at your current company (in years)?</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p>32 33 34 35 36 37 38 39 40 41 42 43 44 45</p>	<p>7. Approximately, how many <u>years</u> of full-time (36 hours per week or more) work experience do you have?</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25 26 27 28 29 30 31 32</p> <p>33 34 35 36 37 38 39 40 41 42 43 44 45 46</p> <p>8. What is your position at your current company?</p> <p>a. Employee</p> <p>b. Supervisor</p> <p>c. Other (please specify)</p> <div style="border: 1px solid black; height: 15px; width: 200px; margin-top: 5px;"></div> <p>9. Approximately, how long have you been in your current position (in years)?</p> <p>1 2 3 4 5 6 7 8</p> <p>10. In which industry do you work?</p> <p>a. Business services</p> <p>b. Chemical</p> <p>c. Computer</p> <p>d. Construction</p> <p>e. Entertainment</p> <p>f. Financial services</p> <p>g. Real state</p> <p>h. Supermarkets</p> <p>i. Transportation</p> <p>j. Travel & leisure</p> <p>k. Other (please specify)</p> <div style="border: 1px solid black; height: 15px; width: 200px; margin-top: 5px;"></div> <p>11. This survey was interesting.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Strongly</td> <td style="text-align: center;">Neither</td> <td style="text-align: center;">Strongly</td> </tr> <tr> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">agree nor disagree</td> <td style="text-align: center;">agree</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">7</td> <td></td> <td></td> </tr> </table>	Strongly	Neither	Strongly	Disagree	agree nor disagree	agree	1	2	3	4	5	6	7		
Strongly	Neither	Strongly														
Disagree	agree nor disagree	agree														
1	2	3														
4	5	6														
7																

Appendix C.5 A Survey for Meetings by Service Providers

A. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **during the service delivery process.**

Items	Never							Always						
	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
1. Adequately completed assigned duties.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
2. Fulfilled responsibilities specified in job description.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
3. Performed tasks that are expected of you.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
4. Met formal performance requirements of the job.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
5. Engaged in activities that will directly affect your performance evaluation.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
6. Neglected aspects of the job you are obligated to perform.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
7. Failed to perform essential duties.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦

B. Please answer the following questions to indicate the extent to which **you have engaged in** each of the following behaviors **during the service delivery process.**

Items	Never							Always						
	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
8. Helped customers who have been in trouble.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
9. Helped customers to discuss their needs.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
10. Taken a problem solving approach with customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
11. Taken time to listen to customers' problems and worries.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
12. Gone out of my way to help new customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
13. Given courteous service to customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦
14. Passed along information to customers.	①	②	③	④	⑤	⑥	⑦	①	②	③	④	⑤	⑥	⑦

Appendix C.6 A Survey for Customers

A. Please indicate your level of agreement by checking the number that best reflects **your own perceptions toward your service provider.**

Items	Strongly disagree						Strongly agree
	①	②	③	④	⑤	⑥	⑦
1. Overall, I'm treated fairly by my service provider.	①	②	③	④	⑤	⑥	⑦
2. In general, I can expect my service provider to be fair.	①	②	③	④	⑤	⑥	⑦
3. In general, the treatment I receive from my service provider is fair.	①	②	③	④	⑤	⑥	⑦
4. Usually, my service provider's way to work is not fair.	①	②	③	④	⑤	⑥	⑦
5. For the most part, my service provider treats his/her customers fairly.	①	②	③	④	⑤	⑥	⑦
6. Most of the customers who have the same service provider would say they are often treated unfairly.	①	②	③	④	⑤	⑥	⑦

B. Please indicate your level of agreement to the following statements by checking the number that best reflects **your own perceptions toward your service provider.**

Items	Strongly disagree						Strongly agree
	①	②	③	④	⑤	⑥	⑦
7. My service provider has made a significant investment in me.	①	②	③	④	⑤	⑥	⑦
8. The service, which I received from service provider today, will benefit my standing in the long-run.	①	②	③	④	⑤	⑥	⑦
9. There is a lot of give and take in my relationship with my service provider.	①	②	③	④	⑤	⑥	⑦
10. I worry that all effort, which I made on behalf of my service provider, will never be rewarded.	①	②	③	④	⑤	⑥	⑦
11. I don't mind working hard to follow my service provider's suggestion--I know it will eventually be beneficial to me	①	②	③	④	⑤	⑥	⑦
12. My relationship with my service provider is based on mutual trust.	①	②	③	④	⑤	⑥	⑦
13. I try to look out for the best interest of my service provider because I can rely on my service provider to take care of me.	①	②	③	④	⑤	⑥	⑦

C. Please indicate your level of agreement to the following statements by checking the number that best reflects **your own perceptions toward your service provider.**

Items	Strongly disagree						Strongly agree	
	①	②	③	④	⑤	⑥	⑦	
1. Even though I may not always receive the recognition from service provider I deserve, I know my efforts will be rewarded in the future.	①	②	③	④	⑤	⑥	⑦	
2. My relationship with my service provider is strictly an economic one- I pay my fee and he/she provides service.	①	②	③	④	⑤	⑥	⑦	
3. I do not care what my service provider does for me in the long run, only what he/she does right now.	①	②	③	④	⑤	⑥	⑦	
4. I only want to do more for my service provider when I see that he/she will do more for me.	①	②	③	④	⑤	⑥	⑦	
5. I watch very carefully what I get from my service provider, relative to what I contribute.	①	②	③	④	⑤	⑥	⑦	
6. All I really expect from my service provider is that he/she meets his/her requirements.	①	②	③	④	⑤	⑥	⑦	
7. The most accurate way to describe my service experience is to say that I fairly receive service from an economic point of view.	①	②	③	④	⑤	⑥	⑦	
8. My relationship with my service provider is impersonal - I have little emotional involvement with the service provider.	①	②	③	④	⑤	⑥	⑦	
9. I do what my service provider requires, simply because he/she evaluates me.	①	②	③	④	⑤	⑥	⑦	

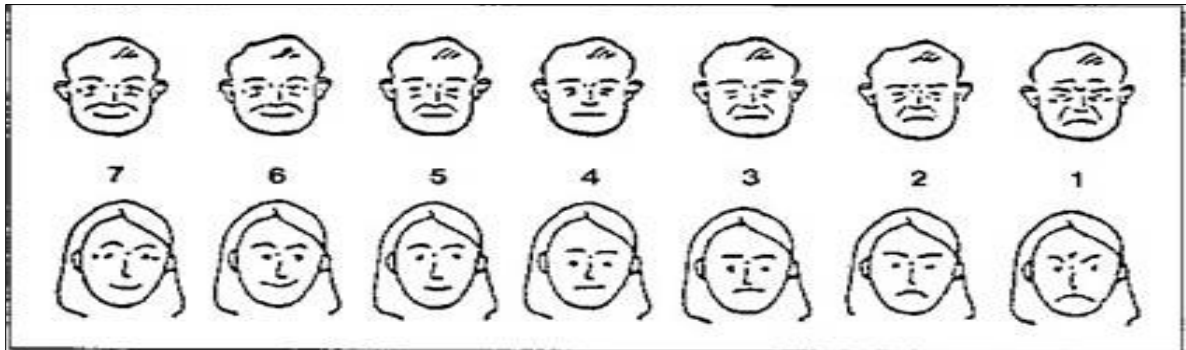
D. Please indicate your level of agreement by checking the number that best reflects **how YOU felt during the meeting with your service provider.**

Items	Strongly disagree						Strongly agree	
	①	②	③	④	⑤	⑥	⑦	
10. Determined	①	②	③	④	⑤	⑥	⑦	
11. Attentive	①	②	③	④	⑤	⑥	⑦	
12. Alert	①	②	③	④	⑤	⑥	⑦	
13. Inspired	①	②	③	④	⑤	⑥	⑦	
14. Active	①	②	③	④	⑤	⑥	⑦	
15. Afraid	①	②	③	④	⑤	⑥	⑦	
16. Nervous	①	②	③	④	⑤	⑥	⑦	
17. Upset	①	②	③	④	⑤	⑥	⑦	
18. Ashamed	①	②	③	④	⑤	⑥	⑦	
19. Hostile	①	②	③	④	⑤	⑥	⑦	

E. Please use the scale provided to indicate your level of agreement to the following statements by checking the number that best reflects **YOUR attitude**.

Items	Strongly disagree						Strongly agree
	①	②	③	④	⑤	⑥	⑦
1. Based on all the experiences with my service provider, I am very satisfied with the service provider's services provided.	①	②	③	④	⑤	⑥	⑦
2. My choice to talk with the service provider was a wise one.	①	②	③	④	⑤	⑥	⑦
3. Overall, I am satisfied with the decision to talk with the service provider.	①	②	③	④	⑤	⑥	⑦
4. I think I did the right thing when I decided to obtain the service from my service provider.	①	②	③	④	⑤	⑥	⑦
5. Overall, the services provided by my service provider are very good.	①	②	③	④	⑤	⑥	⑦

F. Please consider all aspects of your service provider's service. Please circle the face which best describes **YOUR facial expression at the end of the service**.



G. Please read the following definition carefully: Biculturals are those who identify with two different cultures. Both cultures guide biculturals' thoughts, feelings and behavior. Biculturals feel equally comfortable in any of the two different cultural contexts. Please use the scale provided to answer the following questions about **you**.

Items	Strongly disagree						Strongly agree
	①	②	③	④	⑤	⑥	⑦
7. I am a bicultural person.	①	②	③	④	⑤	⑥	⑦
8. I share the values of two different cultures.	①	②	③	④	⑤	⑥	⑦
9. My own culture is a mix of two different cultures.	①	②	③	④	⑤	⑥	⑦
10. I consider myself a bicultural individual.	①	②	③	④	⑤	⑥	⑦

H. Please use the scale provided to answer the following questions about **you**.

Items	Strongly disagree						Strongly agree	
	①	②	③	④	⑤	⑥	⑦	
1. I see myself as extraverted, enthusiastic.	①	②	③	④	⑤	⑥	⑦	
2. I see myself as critical, quarrelsome.	①	②	③	④	⑤	⑥	⑦	
3. I see myself as dependable, self-disciplined.	①	②	③	④	⑤	⑥	⑦	
4. I see myself as anxious, easily upset.	①	②	③	④	⑤	⑥	⑦	
5. I see myself as open to new experiences, complex.	①	②	③	④	⑤	⑥	⑦	
6. I see myself as reserved, quiet.	①	②	③	④	⑤	⑥	⑦	
7. I see myself as sympathetic, warm.	①	②	③	④	⑤	⑥	⑦	
8. I see myself as disorganized, careless.	①	②	③	④	⑤	⑥	⑦	
9. I see myself as calm, emotionally stable.	①	②	③	④	⑤	⑥	⑦	
10. I see myself as conventional, uncreative.	①	②	③	④	⑤	⑥	⑦	

I. Please indicate your level of agreement by checking the number that best reflects **your own perceptions towards your service provider**.

Items	To a small extent						To a great extent	
	①	②	③	④	⑤	⑥	⑦	
11. Has your service provider treated you in a polite manner?	①	②	③	④	⑤	⑥	⑦	
12. Has your service provider treated you with dignity?	①	②	③	④	⑤	⑥	⑦	
13. Has your service provider treated you with respect?	①	②	③	④	⑤	⑥	⑦	
14. Has your service provider refrained from improper remarks or comments?	①	②	③	④	⑤	⑥	⑦	
15. Has your service provider been candid in communications with you?	①	②	③	④	⑤	⑥	⑦	
16. Has your service provider explained the service procedures thoroughly?	①	②	③	④	⑤	⑥	⑦	
17. Were your service provider's explanations regarding the procedures reasonable?	①	②	③	④	⑤	⑥	⑦	
18. Has your service provider communicated details in a timely manner?	①	②	③	④	⑤	⑥	⑦	
19. Has your service provider seemed to tailor his/her communications to your specific needs?	①	②	③	④	⑤	⑥	⑦	

J. Please answer the following questions to indicate the extent to which **SERVICE PROVIDER has engaged in** each of the following behaviors **during the service delivery.**

Items	Never Always						
1. Adequately completed assigned duties.	①	②	③	④	⑤	⑥	⑦
2. Fulfilled responsibilities specified in job description.	①	②	③	④	⑤	⑥	⑦
3. Performed tasks that are expected of him/her.	①	②	③	④	⑤	⑥	⑦
4. Met formal performance requirements of the job.	①	②	③	④	⑤	⑥	⑦
5. Engaged in activities that will directly affect his/her performance evaluation.	①	②	③	④	⑤	⑥	⑦
6. Neglected aspects of the job he/she is obligated to perform.	①	②	③	④	⑤	⑥	⑦
7. Failed to perform essential duties.	①	②	③	④	⑤	⑥	⑦

K. Please answer the following questions to indicate the extent to which **YOUR SERVICE PROVIDER has engaged in** each of the following behaviors **during the service delivery.**

Items	Never Always						
8. Helped you, who have been in trouble.	①	②	③	④	⑤	⑥	⑦
9. Helped you to discuss your needs.	①	②	③	④	⑤	⑥	⑦
10. Taken a problem solving approach with you.	①	②	③	④	⑤	⑥	⑦
11. Taken time to listen to your problems and worries.	①	②	③	④	⑤	⑥	⑦
12. Gone out of way to help you and other customers.	①	②	③	④	⑤	⑥	⑦
13. Given courteous service to you.	①	②	③	④	⑤	⑥	⑦
14. Passed along information to you.	①	②	③	④	⑤	⑥	⑦

L. Please indicate your level of agreement by checking the number that best reflects **your own perceptions of justice toward the service provided.**

Items	To a small extent					To a great extent	
15. Does your outcome (e.g. service provider's service, advices, efforts, etc.) reflect what you deserved?	①	②	③	④	⑤	⑥	⑦
16. Is your outcome (e.g. service provider's service, advices, efforts, etc.) appropriate given the experience you had?	①	②	③	④	⑤	⑥	⑦

Items	To a small extent				To a great extent		
	①	②	③	④	⑤	⑥	⑦
1. Does your outcome (e.g. a service provider's service, advices, efforts, etc.) reflect a fair resolution?	①	②	③	④	⑤	⑥	⑦
2. Is your outcome (e.g. service provider's service, efforts, etc.) justified, given your problem?	①	②	③	④	⑤	⑥	⑦
3. Have you been able to express your views and feelings during the service provided?	①	②	③	④	⑤	⑥	⑦
4. Have you had influence over the final service provided?	①	②	③	④	⑤	⑥	⑦
5. Have the services provided been applied consistently?	①	②	③	④	⑤	⑥	⑦
6. Have the services provided been free of bias?	①	②	③	④	⑤	⑥	⑦
7. Have the services provided been based on accurate information?	①	②	③	④	⑤	⑥	⑦
8. Have you been able to appeal during the service provided?	①	②	③	④	⑤	⑥	⑦
9. Have the services provided upheld ethical and moral standards?	①	②	③	④	⑤	⑥	⑦

M. Please answer the following questions to indicate the extent to which **YOU have engaged in** each of the following behaviors **in the last year**.

Items	Never				Always		
	①	②	③	④	⑤	⑥	⑦
10. Helped other customers who have been in trouble.	①	②	③	④	⑤	⑥	⑦
11. Helped other customers to discuss their needs when not asked.	①	②	③	④	⑤	⑥	⑦
12. Taken a problem solving approach with other customers.	①	②	③	④	⑤	⑥	⑦
13. Taken time to listen to other customers' problems and worries.	①	②	③	④	⑤	⑥	⑦
14. Gone out of way to help new customers.	①	②	③	④	⑤	⑥	⑦
15. Given courteous service to other customers.	①	②	③	④	⑤	⑥	⑦
16. Passed along information to other customers.	①	②	③	④	⑤	⑥	⑦

N. Please answer the following questions to indicate the extent to which **YOU have engaged in** each of the following behaviors **in the last year**.

Items	Never				Always		
	①	②	③	④	⑤	⑥	⑦
17. I recommended other customers to take my service provider's service.	①	②	③	④	⑤	⑥	⑦
18. I said positive things about my service provider to a close friend, relative, or others.	①	②	③	④	⑤	⑥	⑦

Items	Never Always						
1. I volunteered to participate in meetings/forum recommended by my service provider.	①	②	③	④	⑤	⑥	⑦
2. I passed the service received by my service provider on to other customers.	①	②	③	④	⑤	⑥	⑦
3. I carefully observed my service provider's rules and policies.	①	②	③	④	⑤	⑥	⑦
4. I let my service provider know if other customers were badmouthing my service provider.	①	②	③	④	⑤	⑥	⑦
5. I did things that can make my service provider's job easier.	①	②	③	④	⑤	⑥	⑦

O. Please use the scale provided to answer the following questions about **your perception toward service organization.**

Items	Strongly disagree Strongly agree						
6. I recommend the service organization to other customers.	①	②	③	④	⑤	⑥	⑦
7. I recommend that a close friend or relative work at the service organization.	①	②	③	④	⑤	⑥	⑦
8. I volunteer to participate in seminars/meeting sponsored by the service organization.	①	②	③	④	⑤	⑥	⑦
9. I share the service organization's service with other customers.	①	②	③	④	⑤	⑥	⑦
10. I contribute to the achievement of the service organization strategic plan.	①	②	③	④	⑤	⑥	⑦
11. I let the service organization know if another service company customer was badmouthing the service organization.	①	②	③	④	⑤	⑥	⑦

P. Please use the scale provided to answer the following questions about **you perception toward your service provider.**

Items	Strongly disagree Strongly agree						
12. I would say that my service provider provides superior service.	①	②	③	④	⑤	⑥	⑦
13. I believe my service provider offers excellent service.	①	②	③	④	⑤	⑥	⑦
14. Waiting time at my service provider's office is predictable.	①	②	③	④	⑤	⑥	⑦
15. My service provider tries to keep my waiting time to a minimum.	①	②	③	④	⑤	⑥	⑦
16. My service provider understands that waiting time is important to me.	①	②	③	④	⑤	⑥	⑦

Q. Please use the scale provided to answer the following questions about you.

<p>1. Please indicate your gender</p> <p>a. Female</p> <p>b. Male</p> <p>2. What is your age?</p> <p>18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p>32 33 34 35 36 37 38 39 40 41 42 43 44 45</p> <p>46 47 48 49 50 51 52 53 54 55 56 57 58 59</p> <p>60 61 62 63 64 65 66 67 68 69 70 71 72</p> <p>3. What is your race/ethnic background?</p> <p>a. African/African American</p> <p>b. Asian/Asian American</p> <p>c. Hispanic/Mexican American</p> <p>d. Native American</p> <p>e. Caucasian (non-Hispanic)</p> <p>f. Other (please specify)</p> <div style="border: 1px solid black; height: 15px; width: 250px; margin-top: 5px;"></div> <p>4. How long have you been receiving service from the same service provider?</p> <p>a. Less than a year</p> <p>b. More than 1 year but less than 2 years</p> <p>c. More than 2 years but less than 3 years</p> <p>d. More than 3 years</p> <p>5. What is your level of education?</p> <p>a. Some high school or less</p> <p>b. Completed high school</p> <p>c. Training/technical certification beyond high school</p> <p>d. Some college</p> <p>e. Associate's degree</p> <p>f. Bachelor's degree</p> <p>g. Master's degree</p> <p>h. Doctoral degree (e.g., PhD, MD, JD)</p> <p>6. How many years have you worked at your current company?</p> <p>1 2 3 4 5 6 7 8</p> <p>7. I work...</p> <p>a. Part-time</p> <p>b. Full-time</p> <p>c. I am not currently working</p>	<p>8. How often do you receive service from the same service provider?</p> <p>a. Rarely (At least 1 time)</p> <p>b. Sometimes (Between 2 and 5 times)</p> <p>c. Often (Between 6 and 8 times)</p> <p>d. Very often (More than 8 times)</p> <p>9. Approximately, how many years of full-time (36 hours per week or more) work experience do you have?</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25 26 27 28 29 30 31 32 33</p> <p>34 35 36 37 38 39 40 41 42 43 44 45 46 47</p> <p>10. What is your position at your current company?</p> <p>a. Employee</p> <p>b. Supervisor</p> <p>c. Other (please specify)</p> <div style="border: 1px solid black; height: 15px; width: 250px; margin-top: 5px;"></div> <p>11. Approximately, how long have you been in your current position (in years)?</p> <p>1 2 3 4 5 6 7 8</p> <p>12. In which industry do you work?</p> <p>a. Business services</p> <p>b. Chemical</p> <p>c. Computer</p> <p>d. Construction</p> <p>e. Entertainment</p> <p>f. Financial services</p> <p>g. Real state</p> <p>h. Supermarkets</p> <p>i. Transportation</p> <p>j. Travel & leisure</p> <p>k. Other (please specify)</p> <div style="border: 1px solid black; height: 15px; width: 250px; margin-top: 5px;"></div> <p>13. This survey was interesting.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Strongly</td> <td style="text-align: center;">Neither</td> <td style="text-align: center;">Strongly</td> </tr> <tr> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">agree nor disagree</td> <td style="text-align: center;">agree</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2 3 4 5 6</td> <td style="text-align: center;">7</td> </tr> </table>	Strongly	Neither	Strongly	Disagree	agree nor disagree	agree	1	2 3 4 5 6	7
Strongly	Neither	Strongly								
Disagree	agree nor disagree	agree								
1	2 3 4 5 6	7								

Appendix D. Tables

Table 4.1

Customer Characteristics

Customer Characteristics		(in person)
Customer sex	Male	68
	Female	83
Customer racial background	African/African American	15
	Asian/Asian American	4
	Hispanic/Mexican American	100
	Caucasian (non-Hispanic)	27
	Other	5
Customer education	Some high school or less	8
	Completed high school	14
	Training/technical certification	8
	Some college	36
	Associate's degree	22
	Bachelor's degree	38
	Master's degree	18
Customer employment type	Doctoral degree	7
	Part-time	34
	Full-time	89
Customer work position	I am not currently working	28
	Employee	65
	Supervisor	68
Customer work industry	Other	18
	Business service	16
	Chemical	5
	Computer	7
	construction	8
	Entertainment	3
	Financial services	5
	Real state	1
	Supermarkets	28
	Transportation	3
	Travel & Leisure	0
	Other	75

Table 4.2**A Review of Task Performance Measures**

	Author(s)	Variable name	Measures used
Task performance	Jonas et al., 2012	In-role behavior	Williams & Anderson, 1991
	Geller & Bamberger, 2012	Performance	
	Lang et al., 2012	In-role behavior	Staufenbiel & Hartz, 2000 - the German adaptation of Williams & Anderson (1991)
	Ellis et al., 2010	Market sharing	
	Whiting et al., 2008	Overall performance appraisal measure	MacKenzie et al. (1991)
	Tsai et al., 2007	Task performance	Wayne and Liden (1995); Wayne, et al. (1997)
	Kamdar et al., 2007	Task performance	Van Dyne & LePine (1998)
	Kamdar & Van Dyne, 2007	Task performance	Van Dyne & LePine (1998)
	Judge et al., 2006	In-role behavior	Williams & Anderson 1991
	Stajkovic et al., 2006	Task performance	
	Vancouver & Tischner, 2004	Feedback	
	Johnson, 2001	Task performance	Campbell 1990; Campbell et al., 1996
	Van Scotter et al., 2000	Task performance	Campbell 1987
	Conway, 1999	Task performance	Motowidlo & Van Scotter 1994
	Kiker & Motowidlo, 1999		Motowidlo & Van Scotter (1994); Van Scotter & Motowidlo (1996)
	Allen & Rush, 1998	In-role behavior	Williams & Anderson 1991
	Van Scotter & Motowidlo, 1996	Task performance	Campbell 1986
	Stanton & Banes-Farrell, 1996	Performance appraisal	
	Borman et al., 1995	Task proficiency	Campbell et al., 1986
	Motowidlo & Van Scotter 1994	Task performance	Campbell 1987
	Kanfer et al., 1994	Air traffic controller task trials	Kanfer & Ackerman, 1989
	Gellatly & Meyer, 1992	Performance	
In-role behavior	Werner, 1994	In-role behavior	Williams 1988

Table 4.3**A Review of Organizational Citizenship Behavior Measures**

	Author(s)	Variable name	Measures used
OCB; helping behavior; citizenship behavior	Arthaud-Day et al., 2012	OCB in team	Bachrach et al., 2001; Organ, 1988; Podsakoff et al., 1997; Podsakoff & MacKenzie, 1994
	Ozer, 2011	OCB	Lee & Allen 2002
	Yaffe & Kark, 2011	Leader OCB	Moorman & Blakely, 1995
	Podsakoff et al., 2011	OCB	Bateman & Organ, 1983; Moorman & Blakely, 1995; Van Dyne et al., 1994; Van Dyne & LePine, 1998; Van Scotter & Motowidlo, 1996; Williams & Anderson, 1991
	Spector et al., 2010	OCB; OCB	Fox et al. 2007; Podsakoff et al. 1990
	Walumbwa et al., 2010	OCB	Lee & Allen 2002
	Korsgaard et al., 2010	Helping behavior	
	Li et al., 2010	OCB	Farh, Earley, & Lin, 1997
	Grant & Mayer, 2009	Affiliative citizenship behavior; challenging citizenship behavior	Podsakoff et al., 1990; Bolino & Turnley, 2005; Van Dyne & LePine, 1998
	Kamdar & Van Dyne, 2007	helping behavior	Van Dyne & LePine, 1998;
	Joireman et al., 2006	OCB	Podsakoff et al., 1997
	Kamdar et al., 2006	OCB toward individuals	Moorman & Blakely, 1995
	Dineen et al., 2006	Employee citizenship behavior	
	Payne & Webber, 2006	service-oriented OCB	Bettencourt et al., 2001; Van Dyne et al., 1994
	Bowler & Brass, 2006	ICB performance	Wagner & Rush, 2000
	Bachrach et al., 2006	OCB	Podsakoff et al., 1997
	Bolino & Turnley, 2005	Citizenship behavior; individual initiative	
	Tepper et al., 2004	OCB	Moorman & Blakely, 1995; Graham, 1989
	Hui et al., 2004	OCB	Podsakoff et al., 1990
	Cropanzano et al., 2003	OCB	Williams & Anderson, 1991
	Zellars et al., 2002	OCB	Podsakoff et al., 1990

Table 4.3 (Continued)

	Author(s)	Variable name	Measures used
OCB; helping behavior; citizenship behavior	Lee & Allen, 2002	OCBO and OCBI	
	Bachrach et al., 2001	OCB	Organ, 1988, Podsakoff et al., 1997, Podsakoff & Mackenzie, 1994
	Rioux & Penner, 2001	OCB	Podsakoff et al., 1990
	Tepper et al., 2001	OCB	Moorman & Blakely, 1995
	Bettencourt et al., 2001	Service-oriented OCB	Mackenzie et al., 1993; Moorman & Blakely, 1995; Parasuraman et al., 1988; Van Dyne et al., 1994
	Hui et al., 2000	OCB	Smith et al., 1983
	Lam et al., 1999	OCB	Podsakoff et al., 1990
	Chen et al., 1998	OCB	Podsakoff et al., 1990; Smith et al., 1983
	Allen & Rush, 1998	OCB	Podsakoff et al., 1990
	Podsakoff et al., 1997	OCB – helping, civic virtue, sportsmanship	MacKenzie et al., 1991, 1993; Podsakoff & MacKenzie, 1994; Podsakoff et al., 1990
	Skarlicki & Latham, 1996	behavioral observation scales	Latham & Wexley, 1994
	Moorman, 1991	OCB	Podsakoff & MacKenzie, 1989; Podsakoff et al., 1990
	Organ & Konovsky, 1989	OCB	Smith et al., 1983
	Smith et al., 1983	Citizenship behavior	

Table 4.4**A Review of Key OCBs and Contextual Performance Measure**

	Author(s)	Variable name	Measures used	Dimensions of OCB
OCB/ contextual performance	Bateman & Organ (1983)	OCB	Bateman's (1980) doctoral dissertation	A composite measure of OCB
	Smith et al., 1983	OCB	Bateman & Organ, 1983	Altruism and Generalized compliance
	Podsakoff et al., 1990	OCB	Organ, 1988	Altruism, conscientiousness, sportsmanship, courtesy, and civic virtue
	Williams & Anderson, 1991	OCB	Williams's (1988) doctoral dissertation	OCBO and OCBI
	Motowidlo & Van Scotter, 1994	Contextual performance	Borman & Motowidlo, 1993 – conceptual paper	A composite measure of contextual performance
	Podsakoff & Mackenzie, 1994	OCB	Organ, 1990	Altruism, courtesy, cheerleading, peacekeeping, and civic virtue
	Van Dyne et al., 1994	OCB		Obedience, loyalty, and participation (social, advocacy, functional)
	Moorman & Blakely, 1995	OCB	Graham's (1989) conceptualization	Interpersonal helping, individual initiative, personal industry, and loyal boosterism
	Van Scotter & Motowidlo, 1996	Interpersonal facilitation		task performance, job dedication, and interpersonal facilitation as performance dimensions
	Farh et al., 1997	Chinese OCB		identification with the company, altruism toward colleagues, conscientiousness, interpersonal harmony, and protecting company resources
	Van Dyne & LePine, 1998	OCB	Van Dyne et al., 1995– conceptual paper	helping behavior and voice behavior

Table 4.5**A Review of Contextual Performance and Extra-Role Behavior Measures**

Author(s)	Variable name	Measures used
Lang et al., 2012	OCB	Podsakoff et al., 1990
Judge et al., 2006	OCB	Podsakoff et al., 1990
Johnson, 2001	Interpersonal citizenship performance	Coleman & Borman, 2000
LePine et al., 2001	Voice and cooperative behavior	
Van Scotter et al., 2000	Contextual performance	Borman & Motowidlo, 1993
Findley et al., 2000	OCB	Podsakoff et al., 1990
Kiker & Motowidlo, 1999	Interpersonal facilitation	Van Scott & Motowidlo, 1996
Conway, 1999	Interpersonal facilitation	Van Scott & Motowidlo, 1996
Van Scotter & Motowidlo, 1996	Interpersonal facilitation	Campbell, 1986
Motowidlo & Van Scotter, 1994	Contextual performance	Borman & Motowidlo, 1993
Blader & Typler, 2009	Extra-role behavior	
Alge et al., 2006	OCBO, OCBI; creative performance	Podsakoff et al., 1990; George & Zhou, 2001
Werner, 1994	OCBO, OCBI	Williams, 1988
Wright et al., 1993	Extra-role behavior	
Pearce & Gregersen, 1991	Extra-role behavior	O'Reilly & Chatman, 1986; Smith et al., 1983; Scholl, 1979

Table 5.1

Means, Standard Deviations, and Correlations

Variables	Mean	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12
1. Customer sex ^a	0.53	0.50	--											
2. Customer age ^b	34.49	12.67	-0.01	--										
3. Customer race ^c	0.64	0.48	-0.07	-0.10	--									
4. Interpersonal Justice	6.67	0.73	-0.03	0.00	0.11	(.95)								
5. Informational justice	6.34	0.93	-0.15	0.11	0.00	0.56**	(.89)							
6. Distributive justice	6.19	0.99	-0.03	0.12	0.02	0.45**	0.36**	(.80)						
7. Procedural justice	6.11	0.98	-0.03	0.15	-0.01	0.41**	0.38**	0.60**	(.82)					
8. Waiting time	6.21	0.97	0.00	0.11	0.07	0.39**	0.29**	0.34**	0.38**	(.71)				
9. Service quality	6.49	0.80	0.15	0.09	0.10	0.42**	0.32**	0.38**	0.44**	0.49**	(.82)			
10. Length of service ^d	0.44	0.50	0.17*	0.02	0.06	-0.02	0.04	0.05	0.05	-0.02	-0.01	--		
11. Education ^e	0.80	0.40	0.23**	0.08	-0.09	0.15	-0.03	0.02	0.10	0.15	0.02	-0.06	--	
12. Type of work ^f	0.52	0.50	-0.06	0.12	-0.11	-0.05	0.15	-0.02	-0.02	-0.02	0.05	0.12	0.08	--
13. Frequency of service ^g	0.42	0.50	0.12	-0.07	0.06	0.08	0.00	0.06	0.16	0.08	0.12	0.20*	0.09	0.12

Note. N = 151. Cronbach's alpha reliabilities are given in italics on the diagonals. * $p < .05$; ** $p < .01$. Two-tailed tests.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female. ^MOCB: Organizational citizenship behavior.

Table 5.1

Means, Standard Deviations, and Correlations (Continued)

Variables	Mean	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
14. Position ^h	0.43	0.50	-0.01	-0.14	0.09	0.11	-0.06	0.01	-0.07	0.01	-0.06	-0.10	0.10	0.15	-0.01
15. Service provider age ⁱ	35.28	11.18	0.20*	0.10	-0.23**	-0.04	-0.02	0.06	0.10	0.07	-0.06	0.13	0.11	0.08	0.04
16. Service provider race ^j	0.62	0.49	-0.16	0.01	0.33**	0.02	0.02	0.09	-0.01	-0.05	0.01	0.04	-0.22**	-0.07	-0.16
17. Service provider education ^k	0.28	0.45	-0.02	-0.15	-0.05	-0.13	-0.13	-0.16	-0.12	-0.14	-0.03	-0.03	0.02	-0.01	0.06
18. Service provider sex ^l	0.37	0.48	0.15	-0.06	0.03	-0.09	-0.04	-0.02	-0.01	0.08	0.10	0.20*	-0.10	-0.05	0.17*
19. Task performance	6.56	0.82	-0.01	0.11	0.11	0.55**	0.39**	0.45**	0.48**	0.38**	0.53**	0.07	0.11	-0.01	0.12
20. OCB ^m	5.53	1.48	-.19*	0.12	0.03	0.24**	0.39**	0.37**	0.58**	0.34**	0.25**	0.02	-0.03	-0.02	0.15
21. Social exchange	5.77	1.11	-0.12	0.03	0.05	0.34**	0.49**	0.26**	0.35**	0.29**	0.30**	0.05	-0.03	0.02	0.08
22. Economic exchange	4.94	1.59	-0.06	-0.13	0.10	0.00	0.07	0.25**	0.01	0.04	-0.08	0.12	-0.17*	0.01	0.07
23. Customer overall justice	6.61	0.81	-0.10	-0.07	0.03	0.51**	0.40**	0.23**	0.23*	0.17*	0.28**	0.01	0.02	0.11	0.05
24. Positive affect	5.75	1.27	-0.06	-0.09	0.32**	0.11	0.27**	0.12	0.10	0.23**	0.21**	0.15	-0.15	-0.03	0.04
25. Negative affect	1.56	1.12	-0.01	0.01	-0.11	-0.29**	-0.24**	-0.20*	-0.17*	-0.18*	-0.31**	0.04	-0.16	-0.06	-0.15
26. Customer satisfaction	6.45	0.89	-0.23**	-0.08	0.06	0.29**	0.42**	0.30**	0.23**	0.15	0.38**	0.09	-0.13	0.02	0.07

Note. N = 151. Cronbach's alpha reliabilities are given in italics on the diagonals. *p< .05; **p< .01. Two-tailed tests.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female. ^mOCB: Organizational citizenship behavior.

Table 5.1

Means, Standard Deviations, and Correlations (Continued)

Variables	Mean	SD	14	15	16	17	18	19	20	21	22	23	24	25	26
14. Position ^h	0.43	0.50	--												
15. Service provider age ⁱ	35.28	11.18	-0.08	--											
16. Service provider race ^j	0.62	0.49	0.07	-0.26**	--										
17. Service provider education ^k	0.28	0.45	-0.02	-0.31**	-0.21*	--									
18. Service provider sex ^l	0.37	0.48	-0.14	-0.09	-0.31**	-0.09	--								
19. Task performance	6.56	0.82	0.06	-0.05	0.04	-0.14	-0.11	(.96)							
20. OCB ^m	5.53	1.48	-0.13	0.05	0.03	-0.04	0.07	0.23**	(.91)						
21. Social exchange	5.77	1.11	-0.07	-0.07	-0.03	-0.07	0.10	0.40**	0.43**	(.83)					
22. Economic exchange	4.94	1.59	-0.16	0.02	-0.05	-0.02	0.11	-0.07	0.15	0.16*	(.76)				
23. Customer overall justice	6.61	0.81	0.14	0.03	-0.01	-0.18*	-0.07	0.41**	0.12	0.47**	0.10	(.82)			
24. Positive affect	5.75	1.27	-0.08	-0.07	0.17*	-0.10	0.12	0.14	0.21**	0.48**	0.34**	0.24*	(.87)		
25. Negative affect	1.56	1.12	-0.19*	-0.05	0.09	0.04	0.07	-0.30**	-0.11	-0.22**	-0.09	-0.40**	-0.19*	(.90)	
26. Customer satisfaction	6.45	0.89	-0.08	-0.07	-0.07	-0.10	0.06	0.40**	0.25**	0.57**	0.21**	0.56**	0.43**	-0.40**	(.93)

Note. N = 151. Cronbach's alpha reliabilities are given in italics on the diagonals. *p < .05; **p < .01. Two-tailed tests.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female. ^mOCB: Organizational citizenship behavior.

Table 5.2

Outliers

Method	Observation number
Box plot analyses	6, 7, 8, 28, 32, 36, 42, 45, 58, 59, 62, 66, 70, 78, 89, 94, 95, 101, 118, 119, 120, 121, 123, 129, 132, 136, 151
Standard deviation analyses	3, 6, 9, 27, 32, 39, 42, 45, 52, 53, 58, 62, 66, 68, 70, 73, 77, 78, 82, 89, 94, 95, 96, 101, 102, 106, 111, 116, 117, 118, 120, 121, 123, 129, 132, 136, 145, 151

Table 5.3**Confirmatory Factor Analyses of Customer Perceived Justice**

Item	χ^2	<i>df</i>	CFI	SRMR	TLI	IFI	RMSEA	AIC
Customer perceived justice items only								
Five-factor model	369.98	171	0.92	0.07	0.90	0.92	0.09	489.98
Four-factors model 1 ^a	512.64	175	0.86	0.10	0.83	0.86	0.11	624.64
Four-factors model 2 ^b	838.52	175	0.73	0.14	0.67	0.73	0.16	950.52
Three-factors model	943.93	178	0.68	0.12	0.63	0.69	0.17	1049.93
Two-factors model	1076.59	180	0.63	0.15	0.57	0.63	0.18	1178.59
One-factor model	1185.24	181	0.58	0.16	0.52	0.59	0.19	1285.24

Note: ^aInterpersonal justice and information justice were combined. ^bOverall justice and interpersonal justice were combined. CFI: comparative fit index; SRMR: standardized root mean square residual; TLI (it is also known as NNFI; non-normed fit index): the Tucker-Lewis index; IFI: incremental fit index; RMSEA: root mean of square error of approximation; AIC: the Akaike information criterion.

Table 5.4**Confirmatory Factor Analyses of Customers' Perceived Overall Justice and Four Types of Customers' Perceived Justice**

Item	χ^2	<i>df</i>	CFI	SRMR	TLI	IFI	RMSEA	AIC
Overall justice and distributive justice Two-factor model	12.53	18	1.00	0.03	1.01	1.01	0.00	48.53
One-factor model	129.73	19	0.86	0.17	0.79	0.86	0.20	163.73
Overall justice and procedural justice Two-factor model	40.74	30	0.99	0.05	0.98	0.99	0.05	90.74
One-factor model	192.35	31	0.81	0.19	0.73	0.81	0.19	240.35
Overall justice and interpersonal justice Two-factor model	48.11	13	0.97	0.04	0.95	0.97	0.13	78.11
One-factor model	467.20	14	0.60	0.20	0.40	0.60	0.47	495.20
Overall justice and informational justice Two-factor model	36.03	16	0.98	0.05	0.97	0.98	0.09	76.03
One-factor model	186.24	17	0.83	0.16	0.72	0.83	0.26	224.24

Note: CFI: comparative fit index; SRMR: standardized root mean square residual; TLI (it is also known as NNFI; non-normed fit index): the Tucker-Lewis index; IFI: incremental fit index; RMSEA: root mean of square error of approximation; AIC: the Akaike information criterion.

Table 5.5**Confirmatory Factor Analyses of All Variables**

Item	χ^2	<i>df</i>	CFI	SRMR	TLI	IFI	RMSEA	AIC
All items in the research model								
Eight-factor model	377.02	223	0.94	0.05	0.92	0.94	0.07	531.02
Seven-factor model 1 ^a	438.34	230	0.91	0.07	0.89	0.91	0.08	578.34
Seven-factor model 2 ^b	664.46	230	0.82	0.08	0.78	0.82	0.11	804.56
Seven-factor model 3 ^c	501.61	230	0.89	0.07	0.86	0.89	0.09	641.61
Six-factor model	782.21	236	0.77	0.09	0.73	0.77	0.12	910.21
Five-factor model	860.62	241	0.74	0.11	0.70	0.74	0.13	978.62
Four-factor model	1054.18	245	0.66	0.12	0.62	0.66	0.15	1164.18
Three-factor model	1350.70	248	0.53	0.12	0.48	0.54	0.17	1454.70
Two-factor model	1460.49	250	0.49	0.13	0.44	0.49	0.18	1560.49
One-factor model	1655.76	251	0.41	0.14	0.35	0.41	0.19	1753.76

Note: ^aTask performance and organizational citizenship behavior were combined. ^bCustomer satisfaction and customers' perceived overall justice were combined. ^cCustomer satisfaction and social exchange were combined. CFI: comparative fit index; SRMR: standardized root mean square residual; TLI (it is also known as NNFI; non-normed fit index): the Tucker-Lewis index; IFI: incremental fit index; RMSEA: root mean of square error of approximation; AIC: the Akaike information criterion.

Table 5.6

Multilevel Modeling of Customer Perceived Overall Justice on Employee Performance and

Types of Exchange

Variable	Step 1	Step 2a	Step 2b	Step 2c	Step 2d
Intercept	2.92**	4.20**	2.77**	4.15**	2.87**
Customer sex ^a	-0.13	-0.12	-0.14	-0.09	-0.13
Customer age ^b	-0.01	-0.01†	-0.01	-0.01	-0.01
Customer race ^c	0.03	0.02	0.03	0.02	0.00
Perceived interpersonal justice	0.34**	0.25*	0.33**	0.34**	0.35**
Perceived information justice	0.15†	0.14†	0.16*	0.02	0.14†
Perceived distributive justice	0.02	0.00	0.01	0.02	-0.03
Perceived procedural justice	-0.04	-0.07	-0.02	-0.08	-0.02
Perceived waiting time	-0.05	-0.04	-0.04	-0.07	-0.06
Perceived service quality	0.18*	0.10	0.18*	0.15†	0.21*
Length of service usage ^d	0.02	-0.04	0.01	0.01	0.00
Customer education ^e	-0.08	-0.09	-0.08	-0.06	-0.04
Customer employment type ^f	0.12	0.13	0.12	0.13	0.10
Frequency of service usage ^g	0.02	0.01	0.02	0.01	0.01
Customer work position ^h	0.16	0.13	0.15	0.16	0.19
Service provider age ⁱ	0.00	0.01	0.00	0.00	0.00
Service provider race ^j	-0.08	-0.02	-0.08	-0.05	-0.06
Service provider education ^k	-0.19	-0.11	-0.18	-0.18	-0.19
Service provider sex ^l	-0.16	-0.07	-0.16	-0.18	-0.16
Employee task performance		0.24**			
Employee organizational citizenship behavior			-0.02		
Social Exchange				0.25**	
Economic exchange					0.06
<i>AIC</i>	323.30	318.12	325.13	305.43	322.86
<i>ΔAIC</i>		-5.18	1.83	-17.87	-0.44

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.7

Multilevel Modeling of Customer Satisfaction on Customer Affect and Types of

Exchange

Variable	Step 1	Step 2a	Step 2b	Step 2c	Step 2d	Step 2f
Intercept	3.92**	5.81**	4.63**	5.17**	5.54**	3.85**
Customer sex ^a	-0.55**	-0.47**	-0.53**	-0.52**	-0.48**	-0.54**
Customer age ^b	-0.01**	-0.01*	-0.01**	-0.01**	-0.01**	-0.01*
Customer race ^c	0.07	0.05	-0.11	0.04	0.05	0.03
Perceived interpersonal justice	-0.14	-0.31**	-0.06	-0.18†	-0.13	-0.12
Perceived information justice	0.31**	0.24**	0.21**	0.26**	0.15†	0.31**
Perceived distributive justice	0.16*	0.15*	0.15*	0.17*	0.17**	0.11
Perceived procedural justice	-0.08	-0.07	-0.07	-0.06	-0.15*	-0.06
Perceived waiting time	-0.12†	-0.10	-0.18**	-0.11†	-0.15*	-0.14†
Perceived service quality	0.47**	0.38**	0.44**	0.36**	0.43**	0.51**
Length of service usage ^d	0.26†	0.25*	0.19	0.23†	0.24*	0.24†
Customer education ^e	-0.10	-0.05	-0.04	-0.18	-0.08	-0.05
Customer employment type ^f	-0.15	-0.21†	-0.14	-0.12	-0.13	-0.17
Frequency of service usage ^g	0.04	0.03	0.04	0.02	0.03	0.03
Customer work position ^h	-0.06	-0.14	-0.02	-0.17	-0.05	-0.02
Service provider age ⁱ	-0.01	-0.01	-0.01	-0.01†	-0.01	-0.01
Service provider race ^j	-0.45**	-0.41**	-0.48**	-0.32*	-0.40**	-0.42**
Service provider education ^k	-0.38**	-0.27*	-0.36**	-0.35*	-0.35**	-0.38**
Service provider sex ^l	-0.20	-0.10	-0.22	-0.21	-0.23	-0.19
Customers' perceived overall justice		0.53**				
Customer positive affect			0.23**			
Customer negative affect				-0.27**		
Social Exchange					0.34**	
Economic exchange						0.07†
<i>AIC</i>	338.19	299.27	318.96	320.96	306.43	336.84
<i>ΔAIC</i>		-38.92	-29.23	-17.23	-31.76	-1.35

Note. N = 151. ^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.8

Multilevel Modeling of Customer Positive Affect on Employee Performance and Types of

Exchange

Variable	Step 1	Step 2a	Step 2b	Step 2c	Step 2d
Intercept	6.49**	6.60**	6.68**	6.52**	6.33**
Customer sex ^a	-0.18	-0.17	-0.04	0.00	-0.12
Customer age ^b	-0.01	-0.01	-0.01	-0.01	-0.01
Length of service usage ^c	0.41†	0.37	0.43†	0.36†	0.34
Customer education ^d	-0.31	-0.37	-0.32	-0.34	-0.18
Customer employment type ^e	-0.03	0.00	0.00	-0.05	-0.06
Frequency of service usage ^f	-0.03	-0.06	-0.08	-0.06	-0.05
Customer work position ^g	-0.16	-0.18	-0.10	-0.09	-0.04
Service provider age ^h	-0.01	0.00	-0.01	0.00	-0.01
Service provider sex ⁱ	0.21	0.28	0.17	0.09	0.17
Employee task performance		0.28*			
Employee organizational citizenship behavior			0.19**		
Social exchange				0.57**	
Economic exchange					0.25**
<i>AIC</i>	491.93	489.34	486.68	452.34	480.06
<i>ΔAIC</i>		-2.59	-5.25	-39.59	-11.89

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cLength of service was coded as 1 for more than 1 year and 0 for less than 1 year.

^dEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^eType of work was coded as 1 for full-time and 0 for others.

^fFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^gPosition was coded as 1 for employee and 0 for other. ^hService provider age was measured in years.

ⁱService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.9

Multilevel Modeling of Customer Negative Affect on Employee Performance and Types of Exchange

Variable	Step 1	Step 2a	Step 2b	Step 2c	Step 2d
Intercept	2.38**	2.25**	2.30**	2.37**	2.44**
Customer sex ^a	0.03	0.02	-0.03	-0.05	0.01
Customer age ^b	0.00	0.01	0.00	0.00	0.00
Length of service usage ^c	0.00	0.06	0.00	0.03	0.03
Customer education ^d	-0.43*	-0.36*	-0.43*	-0.42*	-0.48*
Customer employment type ^e	0.07	0.04	0.06	0.08	0.09
Frequency of service usage ^f	-0.10	-0.06	-0.08	-0.09	-0.10
Customer work position ^g	-0.33†	-0.30*	-0.36*	-0.36*	-0.37*
Service provider age ^h	-0.01	-0.01	-0.01	-0.01	-0.01
Service provider sex ⁱ	0.00	-0.08	0.02	0.06	0.02
Employee task performance		-0.36**			
Employee organizational citizenship behavior			-0.09		
Social exchange				-0.25**	
Economic exchange					-0.09
<i>AIC</i>	431.64	421.41	432.56	422.26	430.92
<i>ΔAIC</i>		-10.23	0.92	-9.38	-0.72

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cLength of service was coded as 1 for more than 1 year and 0 for less than 1 year.

^dEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^eType of work was coded as 1 for full-time and 0 for others.

^fFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^gPosition was coded as 1 for employee and 0 for other. ^hService provider age was measured in years.

ⁱService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.10

Multilevel Modeling of Customer Satisfaction on Customers' Perceived Overall Justice and

Employee Task Performance

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	3.92**	5.12**	5.81**	6.28**
Customer sex ^a	-0.55**	-0.53**	-0.47**	-0.47**
Customer age ^b	-0.01**	-0.01**	-0.01*	-0.01*
Customer race ^c	0.07	0.06	0.05	0.04
Perceived interpersonal justice	-0.14	-0.21†	-0.31**	-0.34**
Perceived information justice	0.31**	0.30**	0.24**	0.24**
Perceived distributive justice	0.16*	0.15*	0.15*	0.15*
Perceived procedural justice	-0.08	-0.11	-0.07	-0.08
Perceived waiting time	-0.12†	-0.12†	-0.10	-0.10
Perceived service quality	0.47**	0.40**	0.38**	0.35**
Length of service usage ^d	0.26†	0.20	0.25*	0.23*
Customer education ^e	-0.10	-0.11	-0.05	-0.06
Customer employment type ^f	-0.15	-0.14	-0.21†	-0.20†
Frequency of service usage ^g	0.04	0.03	0.03	0.02
Customer work position ^h	-0.06	-0.08	-0.14	-0.14
Service provider age ⁱ	-0.01	0.00	-0.01	-0.01
Service provider race ^j	-0.45**	-0.40*	-0.41**	-0.39**
Service provider education ^k	-0.38**	-0.32*	-0.27*	-0.25†
Service provider sex ^l	-0.20	-0.12	-0.10	-0.06
Employee task performance		0.23*		0.10
Customer perceived overall justice			0.53**	0.51**
<i>AIC</i>				
<i>ΔAIC</i>	338.19	334.74	299.27	299.88
		-3.45	-38.92	-34.86

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.11

**Multilevel Modeling of Customer Satisfaction on Employee Task Performance and
Customer Positive Affect**

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	6.92**	7.15**	6.75**	6.99**
Customer sex ^a	-0.46**	-0.45**	-0.41**	-0.41**
Customer age ^b	-0.01	-0.01*	0.00	-0.01
Length of service usage ^c	0.18	0.11	0.08	0.03
Customer education ^d	-0.11	-0.22	-0.04	-0.14
Customer employment type ^e	0.01	0.05	0.01	0.04
Frequency of service usage ^f	0.07	0.02	0.08	0.03
Customer work position ^g	-0.17	-0.21	-0.12	-0.17
Service provider age ^h	0.00	0.00	0.00	0.00
Service provider sex ⁱ	0.00	0.11	-0.10	0.01
Employee task performance		0.47**		0.40**
Customer positive affect			0.29**	0.24**
<i>AIC</i>	383.72	353.60	356.86	330.97
<i>ΔAIC</i>		-30.12	-26.86	-22.63

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cLength of service was coded as 1 for more than 1 year and 0 for less than 1 year.

^dEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^eType of work was coded as 1 for full-time and 0 for others.

^fFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^gPosition was coded as 1 for employee and 0 for other. ^hService provider age was measured in years.

ⁱService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.12

**Multilevel Modeling of Customer Satisfaction on Employee Task Performance and
Customer Negative Affect**

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	6.92**	7.15**	7.34**	7.45**
Customer sex ^a	-0.46**	-0.45**	-0.45**	-0.45**
Customer age ^b	-0.01	-0.01*	-0.01	-0.01†
Length of service usage ^c	0.18	0.11	0.18	0.13
Customer education ^d	-0.11	-0.22	-0.26	-0.31*
Customer employment type ^e	0.01	0.05	0.01	0.03
Frequency of service usage ^f	0.07	0.02	0.03	0.00
Customer work position ^g	-0.17	-0.21	-0.31*	-0.31**
Service provider age ^h	0.00	0.00	-0.01	-0.01
Service provider sex ⁱ	0.00	0.11	-0.04	0.05
Employee task performance		0.47**		0.34**
Customer negative affect			-0.42**	-0.34**
<i>AIC</i>	383.72	353.60	346.41	327.55
<i>ΔAIC</i>		-30.12	-37.31	-26.05

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cLength of service was coded as 1 for more than 1 year and 0 for less than 1 year.

^dEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^eType of work was coded as 1 for full-time and 0 for others.

^fFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^gPosition was coded as 1 for employee and 0 for other. ^hService provider age was measured in years.

ⁱService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.13

Multilevel Modeling of Customer Satisfaction on Customers' Perceived Overall Justice and Employee Organizational Citizenship Behavior

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	3.92**	4.21**	5.81**	5.91**
Customer sex ^a	-0.55**	-0.53**	-0.47**	-0.51**
Customer age ^b	-0.01**	-0.01**	-0.01*	-0.01*
Customer race ^c	0.07	0.07	0.05	0.06
Perceived interpersonal justice	-0.14	-0.13	-0.31**	-0.31**
Perceived information justice	0.31**	0.30**	0.24**	0.24**
Perceived distributive justice	0.16*	0.16*	0.15*	0.14*
Perceived procedural justice	-0.08	-0.11	-0.07	-0.06
Perceived waiting time	-0.12†	-0.13†	-0.10	-0.10†
Perceived service quality	0.47**	0.48**	0.38**	0.38**
Length of service usage ^d	0.26†	0.27*	0.25*	0.24*
Customer education ^e	-0.10	-0.09	-0.05	-0.06
Customer employment type ^f	-0.15	-0.15	-0.21†	-0.21†
Frequency of service usage ^g	0.04	0.03	0.03	0.03
Customer work position ^h	-0.06	-0.06	-0.14	-0.13
Service provider age ⁱ	-0.01	-0.01	-0.01	-0.01
Service provider race ^j	-0.45**	-0.46**	-0.41**	-0.41**
Service provider education ^k	-0.38**	-0.40*	-0.27*	-0.29*
Service provider sex ^l	-0.20	-0.21	-0.10	-0.11
Employee organizational citizenship behavior		0.04		-0.11†
Customer perceived overall justice			0.53**	0.51**
<i>AIC</i>	338.19	339.62	299.27	298.21
ΔAIC		1.43	-38.92	-41.41

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.14**Multilevel Modeling of Customer Satisfaction on Employee Organizational Citizenship****Behavior and Customer Positive Affect**

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	6.92**	7.06**	6.75**	6.83**
Customer sex ^a	-0.46**	-0.38*	-0.41**	-0.37**
Customer age ^b	-0.01	-0.01	0.00	0.00
Length of service usage ^c	0.18	0.20	0.08	0.09
Customer education ^d	-0.11	-0.12	-0.04	-0.05
Customer employment type ^e	0.01	0.03	0.01	0.02
Frequency of service usage ^f	0.07	0.04	0.08	0.06
Customer work position ^g	-0.17	-0.14	-0.12	-0.11
Service provider age ^h	0.00	0.00	0.00	0.00
Service provider sex ⁱ	0.00	-0.02	-0.10	-0.10
Employee organizational citizenship behavior		0.12*		0.07
Customer positive affect			0.29**	0.27**
<i>AIC</i>	383.72	379.88	356.86	356.81
<i>ΔAIC</i>		-3.84	-26.86	-23.08

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cLength of service was coded as 1 for more than 1 year and 0 for less than 1 year.

^dEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^eType of work was coded as 1 for full-time and 0 for others.

^fFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^gPosition was coded as 1 for employee and 0 for other. ^hService provider age was measured in years.

ⁱService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.15**Multilevel Modeling of Customer Satisfaction on Employee Organizational Citizenship****Behavior and Customer Negative Affect**

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	6.92**	7.06**	7.34**	7.43**
Customer sex ^a	-0.46**	-0.38*	-0.45**	-0.40**
Customer age ^b	-0.01	-0.01	-0.01	-0.01
Length of service usage ^c	0.18	0.20	0.18	0.20
Customer education ^d	-0.11	-0.12	-0.26	-0.26
Customer employment type ^e	0.01	0.03	0.01	0.02
Frequency of service usage ^f	0.07	0.04	0.03	0.01
Customer work position ^g	-0.17	-0.14	-0.31*	-0.28*
Service provider age ^h	0.00	0.00	-0.01	-0.01
Service provider sex ⁱ	0.00	-0.02	-0.04	-0.05
Employee organizational citizenship behavior		0.12*		0.08*
Customer negative affect			-0.42**	-0.40**
<i>AIC</i>	383.72	379.88	346.41	344.65
<i>ΔAIC</i>		-3.84	-37.31	-39.07

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cLength of service was coded as 1 for more than 1 year and 0 for less than 1 year.

^dEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^eType of work was coded as 1 for full-time and 0 for others.

^fFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^gPosition was coded as 1 for employee and 0 for other. ^hService provider age was measured in years.

ⁱService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.16

Multilevel Modeling of Customers' Perceived Overall Justice on Employee Task

Performance and Social Exchange

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	2.58**	3.90**	4.73**	4.66**
Customer sex ^a	-0.13	-0.11	-0.08	-0.07
Customer age ^b	-0.01	-0.01	-0.01	-0.01
Customer race ^c	0.00	-0.02	-0.02	-0.01
Perceived interpersonal justice	0.35**	0.26*	0.29**	0.30**
Perceived information justice	0.14†	0.13†	0.03	0.03
Perceived distributive justice	-0.03	-0.05	-0.03	-0.03
Perceived procedural justice	-0.02	-0.06	-0.09	-0.09
Perceived waiting time	-0.06	-0.06	-0.07	-0.07
Perceived service quality	0.21*	0.13	0.11	0.11
Length of service usage ^d	0.00	-0.06	-0.05	-0.04
Customer education ^e	-0.04	-0.04	-0.04	-0.03
Customer employment type ^f	0.10	0.11	0.13	0.13
Frequency of service usage ^g	0.01	0.00	0.00	0.00
Customer work position ^h	0.19	0.17	0.17	0.17
Service provider age ⁱ	0.00	0.01	0.01	0.01
Service provider race ^j	-0.06	0.01	0.01	0.01
Service provider education ^k	-0.19	-0.11	-0.12	-0.13
Service provider sex ^l	-0.16	-0.06	-0.11	-0.11
Economic exchange	0.06	0.07*	0.05	0.05
Employee task performance		0.27**	0.20*	0.22*
Social exchange			0.22**	0.22**
Employee task performance x social exchange				0.03
<i>AIC</i>	322.86	316.17	303.52	305.35
<i>ΔAIC</i>		-6.69	-12.65	1.83

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.17

Multilevel Modeling of Customers' Perceived Overall Justice on Employee Task

Performance and Economic Exchange

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	2.70**	3.63**	3.71**	3.67**
Customer sex ^a	-0.09	-0.08	-0.08	-0.09
Customer age ^b	-0.01	-0.01	-0.01	-0.01
Customer race ^c	0.02	0.01	-0.02	-0.01
Perceived interpersonal justice	0.34**	0.28**	0.29**	0.29**
Perceived information justice	0.02	0.03	0.03	0.03
Perceived distributive justice	0.02	0.01	-0.03	-0.03
Perceived procedural justice	-0.08	-0.10	-0.09	-0.09
Perceived waiting time	-0.07	-0.06	-0.07	-0.08
Perceived service quality	0.15†	0.09	0.11	0.12
Length of service usage ^d	0.01	-0.03	-0.05	-0.05
Customer education ^e	-0.06	-0.07	-0.04	-0.04
Customer employment type ^f	0.13	0.14	0.13	0.13
Frequency of service usage ^g	0.01	0.01	0.00	0.00
Customer work position ^h	0.16	0.14	0.17	0.16
Service provider age ⁱ	0.00	0.01	0.01	0.01
Service provider race ^j	-0.05	-0.01	0.01	0.00
Service provider education ^k	-0.18	-0.12	-0.12	-0.13
Service provider sex ^l	-0.18	-0.12	-0.11	-0.11
Social exchange	0.25**	0.23**	0.22	0.22**
Employee task performance		0.18*	0.20	0.18†
Economic exchange			0.05	0.04
Employee task performance x economic exchange				0.04
<i>AIC</i>	305.43	303.42	303.52	305.28
<i>ΔAIC</i>		-2.01	0.10	1.76

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.18

Multilevel Modeling of Customers' Perceived Overall Justice on Employee Organizational

Citizenship Behavior and Social Exchange

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	2.58**	2.34**	3.45**	3.44**
Customer sex ^a	-0.13	-0.14	-0.11	-0.08
Customer age ^b	-0.01	-0.01	-0.01†	0.00
Customer race ^c	0.00	0.00	0.00	0.01
Perceived interpersonal justice	0.35**	0.34**	0.34**	0.33**
Perceived information justice	0.14†	0.16*	0.04	0.06
Perceived distributive justice	-0.03	-0.03	-0.01	-0.01
Perceived procedural justice	-0.02	0.00	-0.02	-0.01
Perceived waiting time	-0.06	-0.05	-0.06	-0.07
Perceived service quality	0.21*	0.20*	0.15	0.14
Length of service usage ^d	0.00	0.00	-0.02	-0.03
Customer education ^e	-0.04	-0.04	-0.04	-0.03
Customer employment type ^f	0.10	0.10	0.12	0.11
Frequency of service usage ^g	0.01	0.02	0.02	0.02
Customer work position ^h	0.19	0.19	0.18	0.17
Service provider age ⁱ	0.00	0.00	0.01	0.01
Service provider race ^j	-0.06	-0.05	-0.02	0.00
Service provider education ^k	-0.19	-0.18	-0.15	-0.15
Service provider sex ^l	-0.16	-0.15	-0.16	-0.18
Economic exchange	0.06	0.06	0.04	0.03
Employee organizational citizenship behavior		-0.03	-0.07	-0.05
Social exchange			0.26**	0.29**
Employee organizational citizenship behavior x social exchange				0.06*
<i>AIC</i>	322.86	324.48	306.28	302.68
<i>ΔAIC</i>		1.62	-18.20	-3.60

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.19**The Results of Hypothesis Tests**

Hypothesis 1	Employees' task performance is positively related to customers' perceived overall justice.	Supported
Hypothesis 2	Employees' organizational citizenship behavior toward customers is positively related to customers' perceived overall justice.	Not Supported
Hypothesis 3	Customers' perceived overall justice is positively related to customer satisfaction.	Supported
Hypothesis 4	Customers' perceived overall justice mediates the relationship between employees' task performance and customer satisfaction.	Supported
Hypothesis 5	Customers' perceived overall justice mediates the relationship between employees' organizational citizenship behavior and customer satisfaction.	Not Supported
Hypothesis 6a	Social exchange moderates the positive relationship between employee performance (task performance and organizational citizenship behavior) and customers' perceived overall justice, such that customers' perceived overall justice is higher when social exchange is high and employee performance is high than when social exchange is low and employee performance is low.	Partially Supported
Hypothesis 6b	Economic exchange moderates the positive relationship between task performance and customers' perceived overall justice such that customers' perceived overall justice is higher when both task performance and economic exchange are high, rather than when task performance is low and economic exchange is high.	Not Supported
Hypothesis 7a	An employee's performance (task performance and organizational citizenship behavior) is positively related to customers' positive affect.	Supported
Hypothesis 7b	An employee's performance (task performance and organizational citizenship behavior) is negatively related to customers' negative affect.	Partially Supported
Hypothesis 8a	Customers' positive affect mediates the relationship between an employee's task performance and customer satisfaction.	Supported
Hypothesis 8b	Customers' negative affect mediates the relationship between an employee's task performance and customer satisfaction.	Supported
Hypothesis 9a	Customers' positive affect mediates the relationship between an employee's organizational citizenship behavior and customer satisfaction.	Supported
Hypothesis 9b	Customers' negative affect mediates the relationship between an employee's organizational citizenship behavior and customer satisfaction.	Not Supported

Table 5.20

Multilevel Modeling of Customer Satisfaction on Customers' Perceived Overall Justice and

Social Exchange

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	3.48**	5.52**	6.33**	5.79**
Customer sex ^a	-0.54**	-0.47**	-0.44**	-0.42**
Customer age ^b	-0.01*	-0.01†	-0.01*	0.00
Customer race ^c	0.03	0.03	0.03	-0.03
Perceived interpersonal justice	-0.12	-0.30**	-0.26**	-0.20*
Perceived information justice	0.31**	0.24**	0.14*	0.12†
Perceived distributive justice	0.11	0.12†	0.14*	0.15
Perceived procedural justice	-0.06	-0.06	-0.11	-0.09
Perceived waiting time	-0.14†	-0.11†	-0.12*	-0.11*
Perceived service quality	0.51**	0.40**	0.38**	0.40**
Length of service usage ^d	0.24†	0.24*	0.24*	0.18†
Customer education ^e	-0.05	-0.03	-0.04	-0.09
Customer employment type ^f	-0.17	-0.22*	-0.19†	-0.17†
Frequency of service usage ^g	0.03	0.02	0.02	0.03
Customer work position ^h	-0.02	-0.11	-0.10	-0.11
Service provider age ⁱ	-0.01	-0.01	-0.01	-0.01*
Service provider race ^j	-0.42**	-0.39**	-0.37**	-0.34**
Service provider education ^k	-0.38**	-0.28	-0.28*	-0.21†
Service provider sex ^l	-0.19	-0.10	-0.15	-0.19
Economic Exchange	0.07†	0.04	0.03	0.02
Customer perceived overall justice		0.51**	0.40**	0.08
Social exchange			0.23**	0.25**
Customer perceived overall justice x social exchange				-0.16**
<i>AIC</i>	336.84	299.79	284.57	273.76
<i>ΔAIC</i>		-37.05	-15.22	-10.81

Note. N = 151. ^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.21

Multilevel Modeling of Customer Satisfaction on Customers' Perceived Overall Justice and

Economic Exchange

Variable	Step 1	Step 2	Step 3	Step 4
Intercept	3.60**	5.18**	5.13**	3.52**
Customer sex ^a	-0.48**	-0.44**	-0.44**	-0.39**
Customer age ^b	-0.01**	-0.01*	-0.01*	0.00
Customer race ^c	0.05	0.04	0.03	-0.05
Perceived interpersonal justice	-0.13	-0.27**	-0.26**	-0.06
Perceived information justice	0.15†	0.14*	0.14*	0.11†
Perceived distributive justice	0.17**	0.16*	0.14*	0.17**
Perceived procedural justice	-0.15*	-0.11†	-0.11	-0.12†
Perceived waiting time	-0.15*	-0.12*	-0.12*	-0.11*
Perceived service quality	0.43**	0.37**	0.38**	0.40**
Length of service usage ^d	0.24*	0.24*	0.24*	0.20*
Customer education ^e	-0.08	-0.05	-0.04	-0.08
Customer employment type ^f	-0.13	-0.19†	-0.19†	-0.20*
Frequency of service usage ^g	0.03	0.02	0.02	0.04
Customer work position ^h	-0.05	-0.12	-0.10	-0.09
Service provider age ⁱ	-0.01	-0.01	-0.01	-0.01†
Service provider race ^j	-0.40**	-0.38**	-0.37**	-0.31**
Service provider education ^k	-0.35**	-0.28*	-0.28*	-0.21†
Service provider sex ^l	-0.23	-0.15	-0.15	-0.21†
Social exchange	0.34**	0.24**	0.23**	0.22**
Customer perceived overall justice		0.40**	0.40**	0.12
Economic exchange			0.03	0.06†
Customer perceived overall justice x economic exchange				-0.17**
<i>AIC</i>	306.43	283.20	284.57	265.94
<i>ΔAIC</i>		-23.23	1.37	-18.63

Note. N = 151.

^aCustomer sex was coded as 1 for male and 0 for female. ^bCustomer age was measured in years. ^cCustomer race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^dLength of service was coded as 1 for more than 1 year and 0 for less than 1 year. ^eEducation was coded as 1 for college level and 0 for high school and below and training/technical certification. ^fType of work was coded as 1 for full-time and 0 for others. ^gFrequency of service was coded as 1 for more than 5 times and 0 for less than 5 times. ^hPosition was coded as 1 for employee and 0 for other. ⁱService provider age was measured in years. ^jService provider race was coded as 1 for a Hispanic/Mexican American and 0 for other. ^kService provider education was coded as 1 for college level and 0 for high school and below and training/technical certification. ^lService provider sex was coded as 1 for male and 0 for female.

** P < 0.01; * p < 0.05; † p < 0.10. Two-tailed tests; AIC in the form the lower the better.

Table 5.22

The Results of Alternative Model Hypothesis Tests

Hypothesis 10a	Social exchange moderates the positive relationship between customers' perceived overall justice and customer satisfaction such that customer satisfaction is higher when social exchange is high and customers' perceived overall justice is high than when social exchange is low and customers' perceived overall justice is low.	Supported
Hypothesis 10b	Economic exchange moderates the positive relationship between customers' perceived overall justice and customer satisfaction, such that customer satisfaction is higher when economic exchange is low and customers' perceived overall justice is high than when economic exchange is low and customers' perceived overall justice is low.	Supported

Table 5.23**The Average Variance Extracted (AVE) and Composite Reliability (CR)**

Variable	AVE	CR
Customers' perceived overall justice	0.77	0.93
Distributive justice	0.59	0.85
Procedural justice	0.51	0.86
Interpersonal justice	0.61	0.82
Informational justice	0.79	0.94
Task performance	0.85	0.95
Organizational citizenship behavior	0.64	0.91
Social exchange	0.54	0.85
Economic exchange	0.53	0.77
Customer positive affect	0.61	0.88
Customer negative affect	0.63	0.89
Customer satisfaction	0.74	0.93

Table 5.24**The Squared Inter-Construct Correlations**

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Interpersonal Justice	--										
2. Informational justice	0.31	--									
3. Distributive justice	0.20	0.13	--								
4. Procedural justice	0.17	0.14	0.36	--							
5. Task performance	0.30	0.25	0.22	0.23	--						
6. Organizational citizenship behavior	0.06	0.25	0.14	0.34	0.12	--					
7. Social exchange	0.12	0.24	0.07	0.12	0.16	0.18	--				
8. Economic exchange	0.00	0.00	0.06	0.00	0.00	0.02	0.03	--			
9. Customer overall justice	0.26	0.16	0.05	0.05	0.17	0.01	0.22	0.01	--		
10. Positive affect	0.01	0.07	0.01	0.01	0.04	0.04	0.23	0.12	0.04	--	
11. Negative affect	0.08	0.06	0.04	0.03	0.09	0.01	0.05	0.01	0.25	0.04	--
12. Customer satisfaction	0.08	0.18	0.09	0.05	0.16	0.06	0.32	0.04	0.30	0.18	0.16

Appendix E. Figures

Figure 3.1

A Research Model

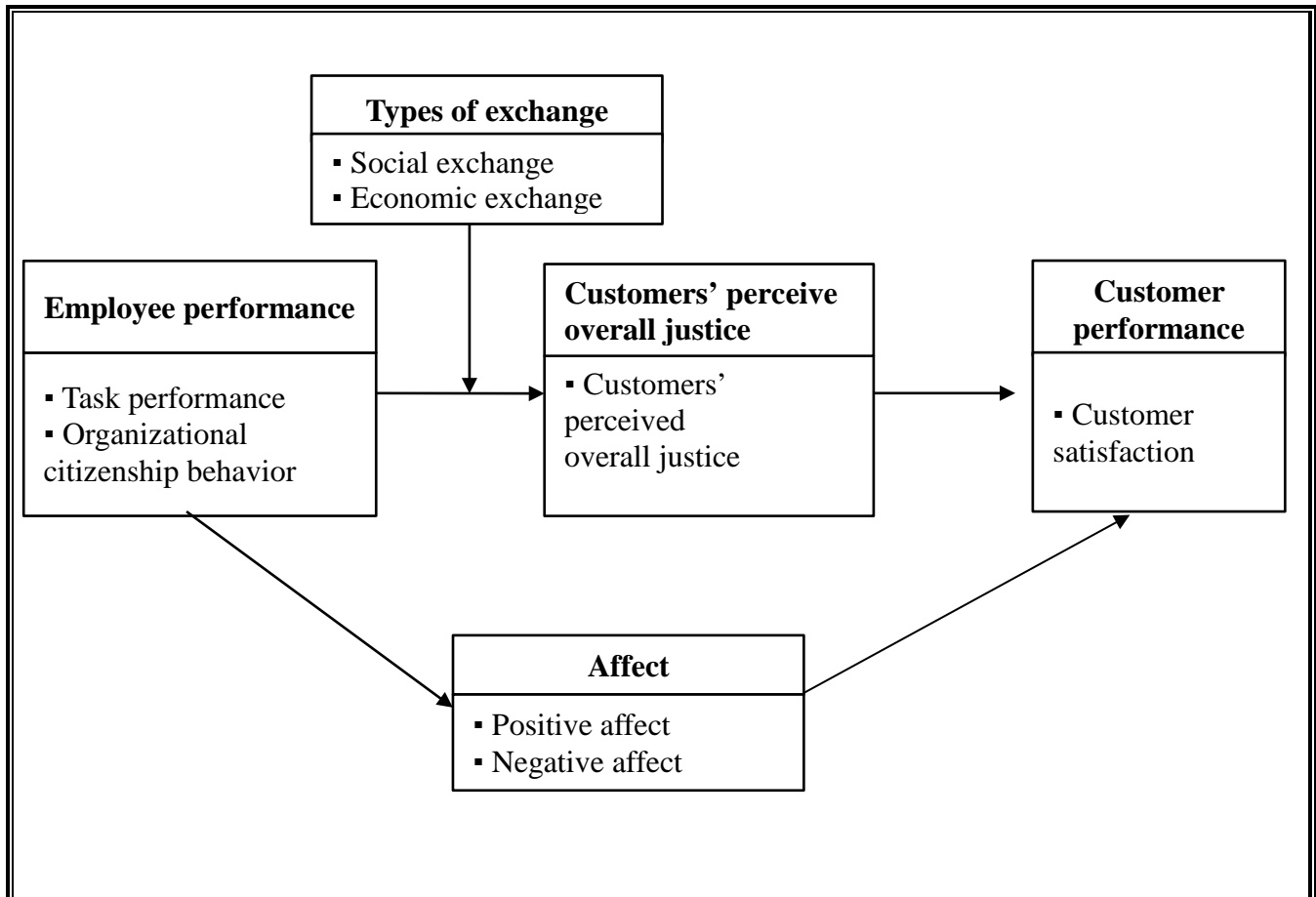


Figure 5.1

The Mediating Effect of Customers' Perceived Overall Justice on the Relationship between Task Performance and Customer Satisfaction

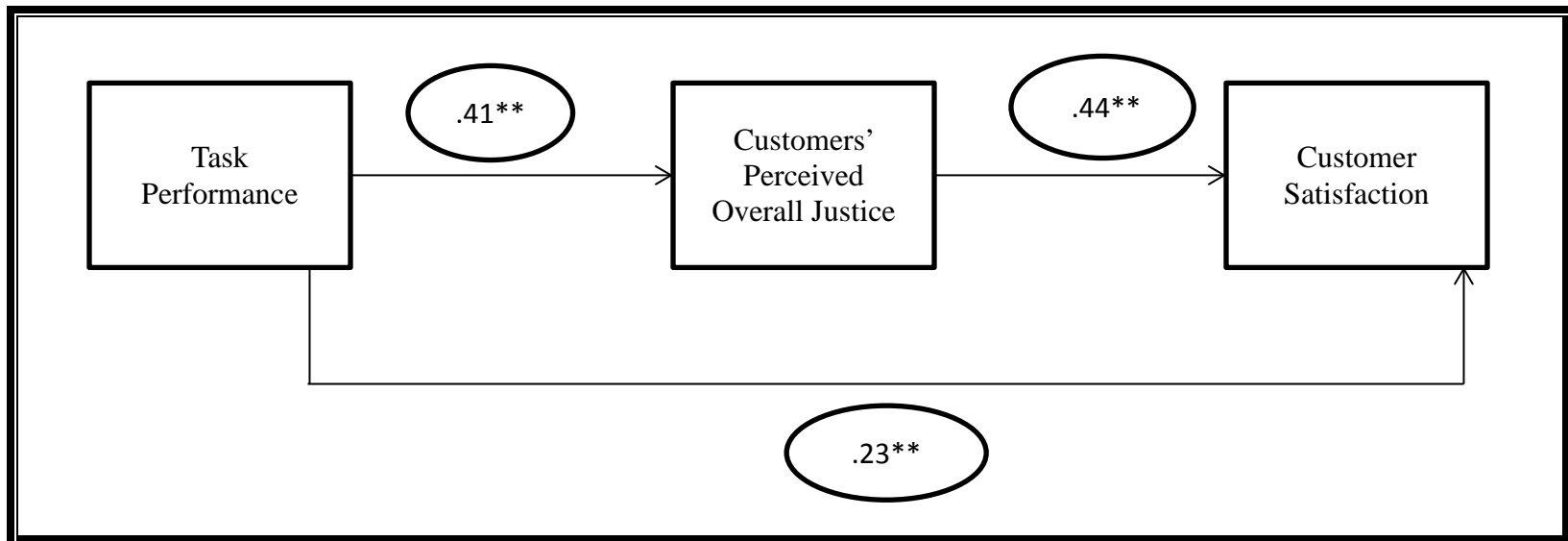


Figure 5.2

The Mediating Effect of Customers' Positive Affect on the Relationship between Task Performance and Customer Satisfaction

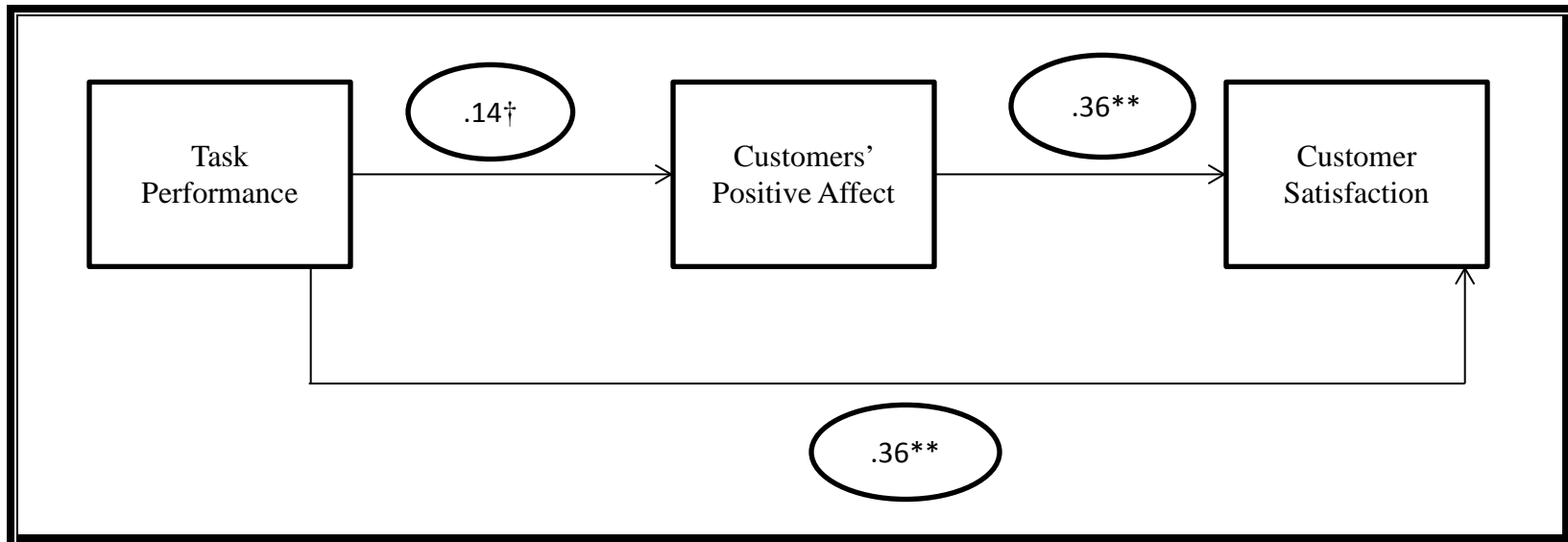


Figure 5.3

The Mediating Effect of Customers' Negative Affect on the Relationship between Task Performance and Customer Satisfaction

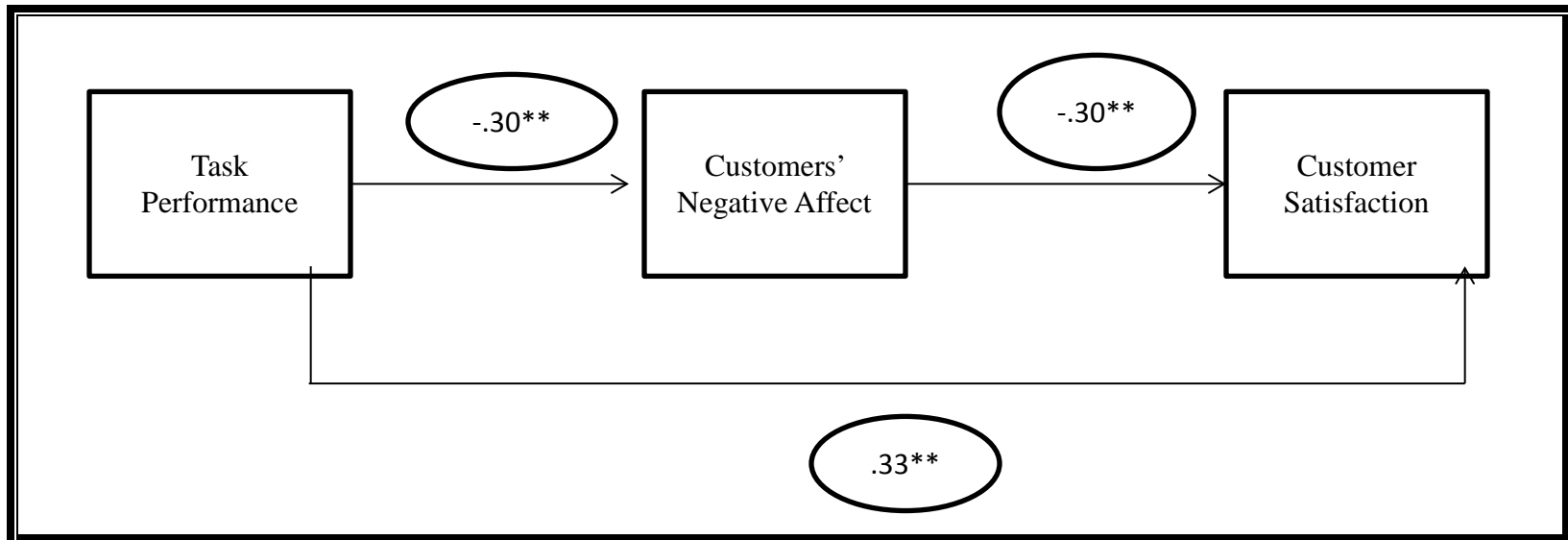


Figure 5.4

The Mediating Effect of Customers' Positive Affect on the Relationship between Organizational Citizenship Behavior and Customer Satisfaction

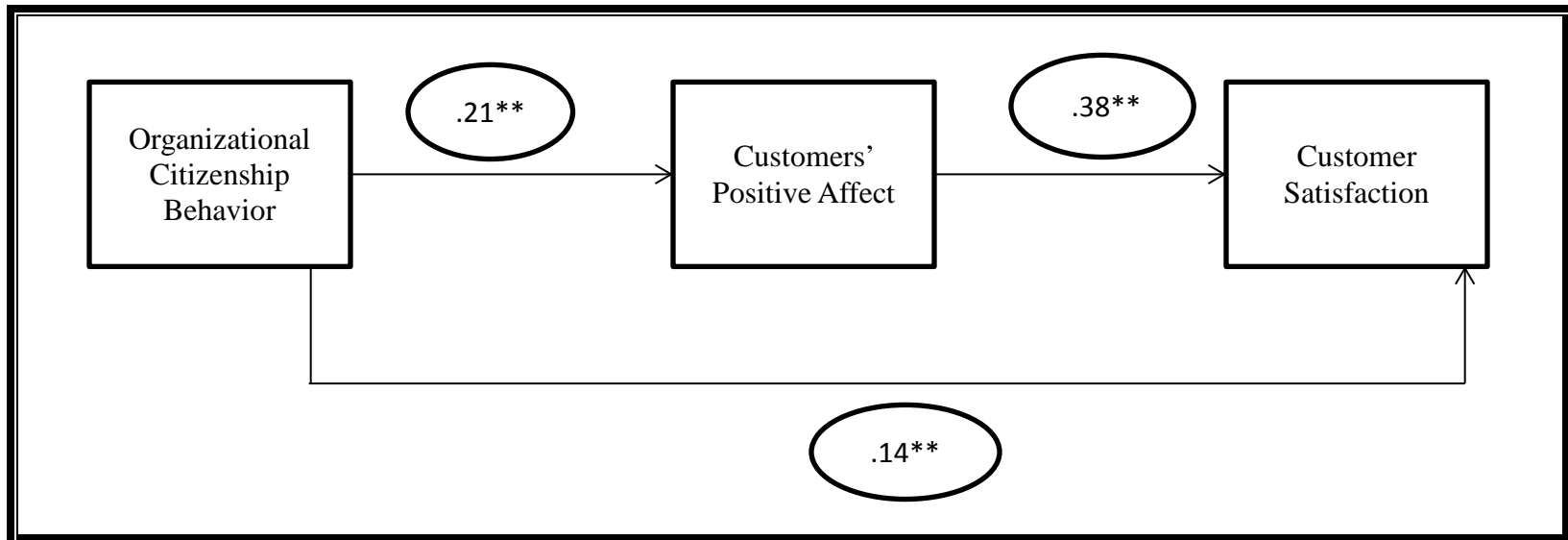
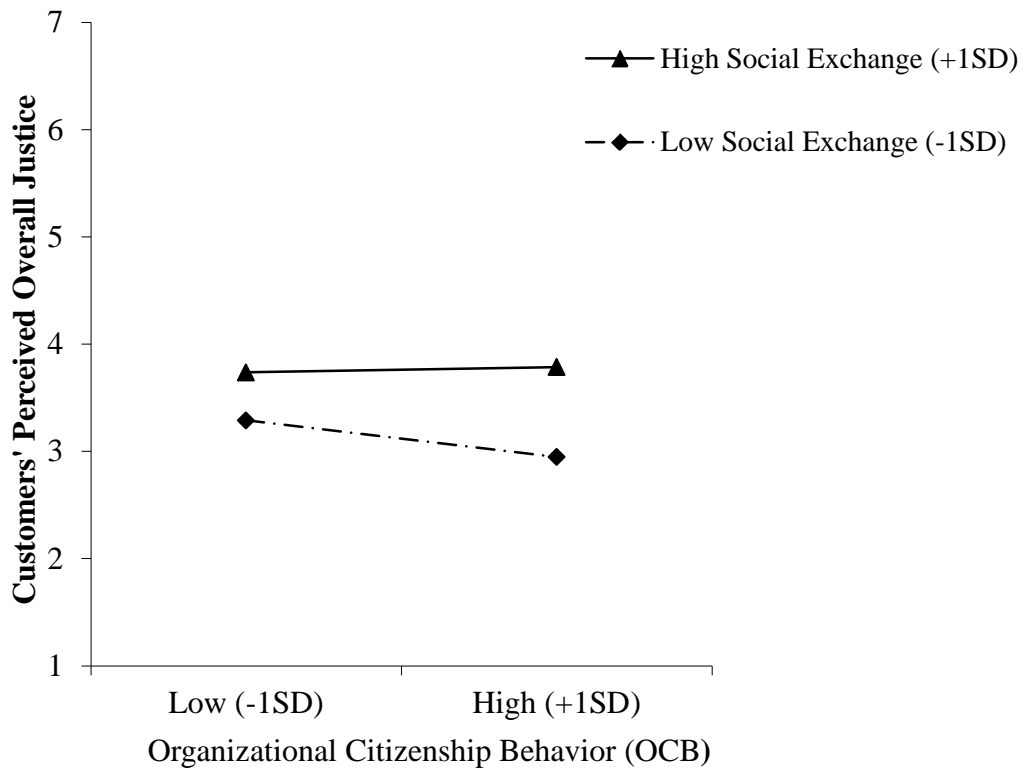


Figure 5.5

**The Moderating Effect of Social Exchange in the Relationship between Organizational
Citizenship Behavior and Customers' Perceived Overall Justice**



	Low OCB (-1SD)	High OCB (+1SD)
Low Social Exchange (-1SD)	3.39	2.95
High Social Exchange (+1SD)	3.74	3.79

Figure 5.6

Alternative Model

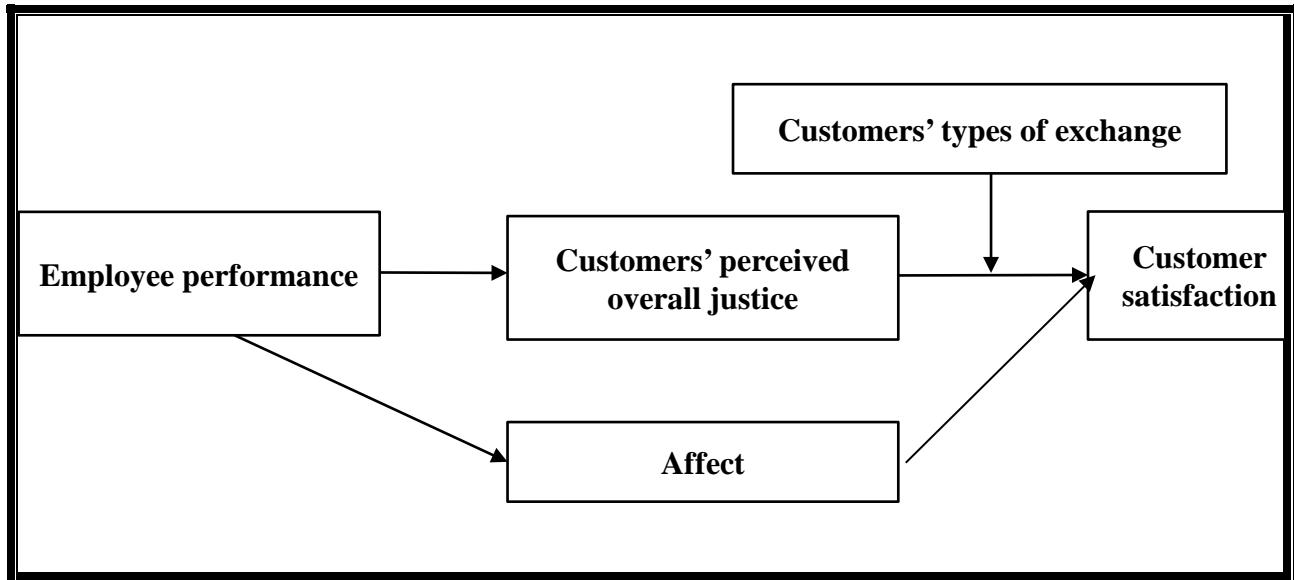
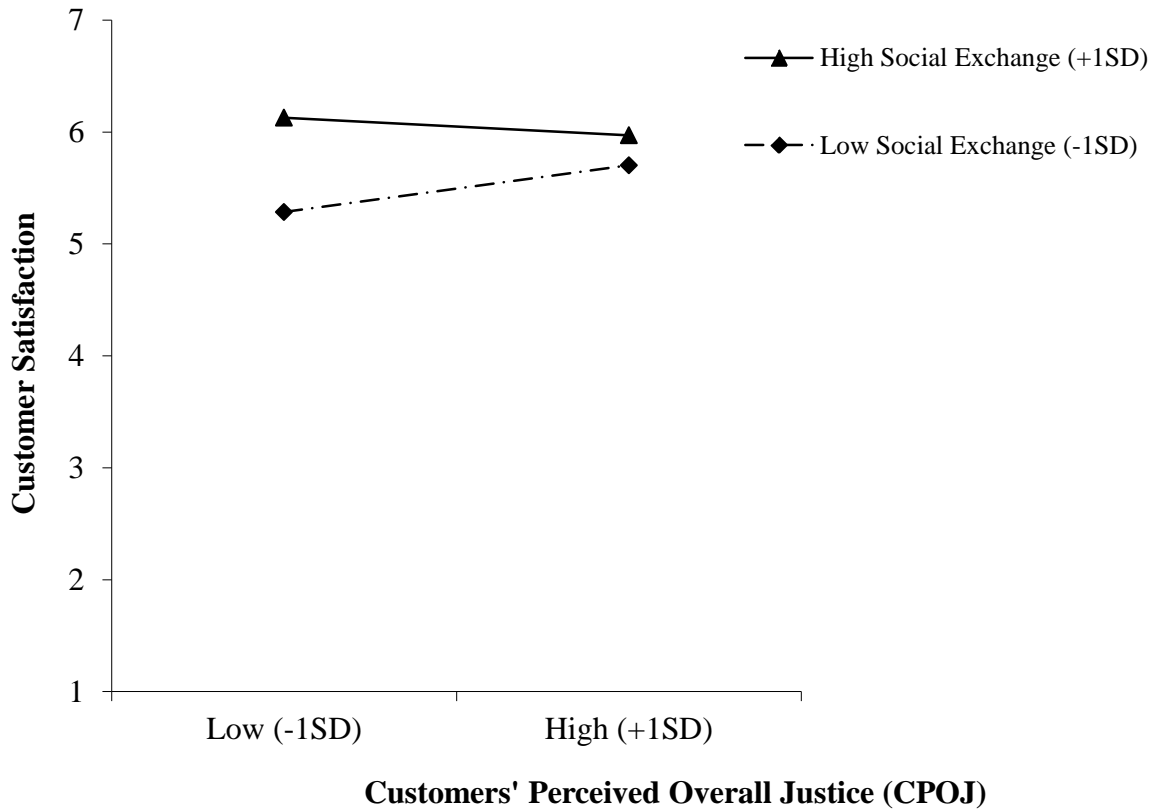


Figure 5.7

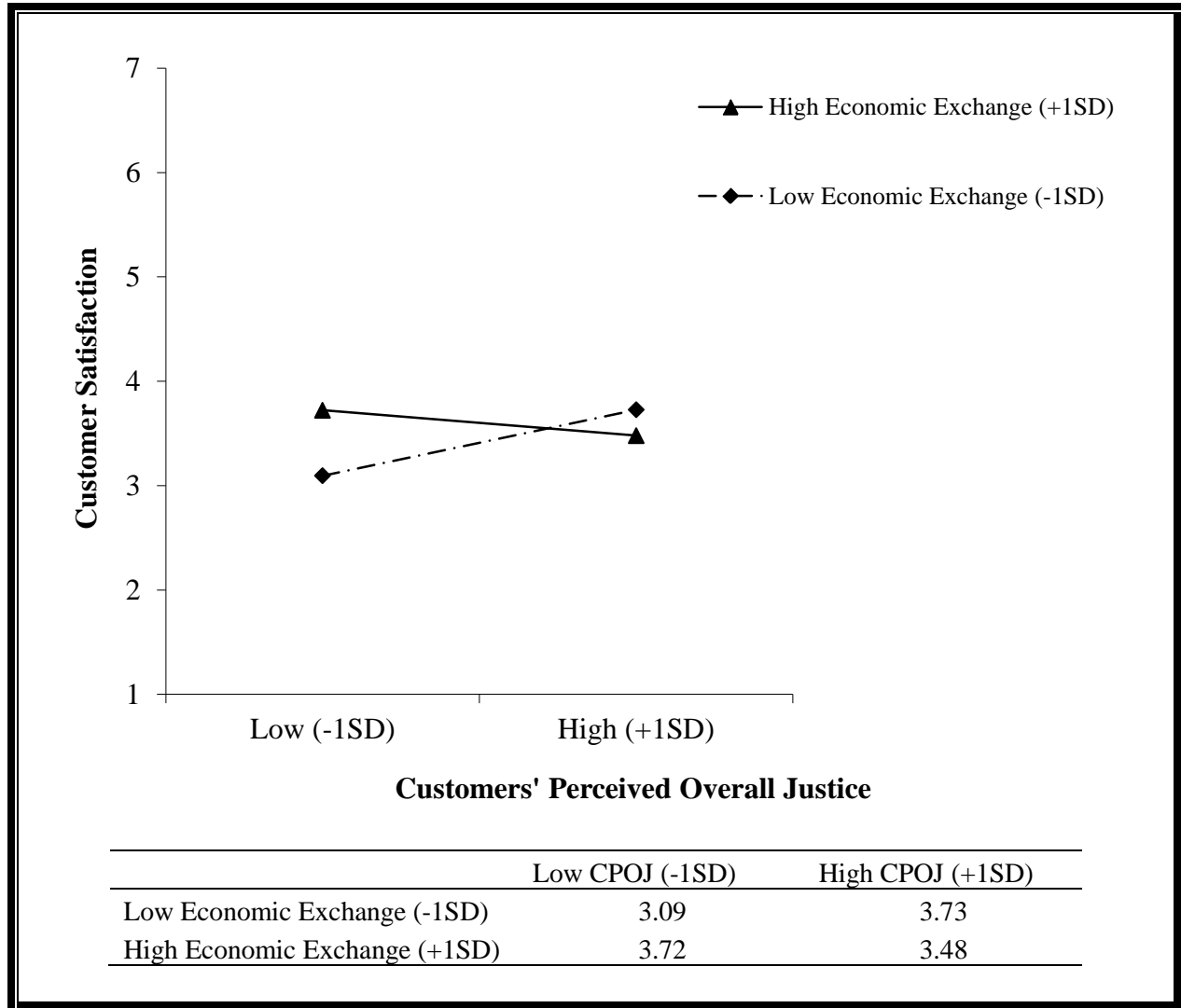
The Moderating Effect of Social Exchange in the Relationship between Customers' Perceived Overall Justice and Customer Satisfaction



	Low CPOJ (-1SD)	High CPOJ (+1SD)
Low Social Exchange (-1SD)	5.29	5.70
High Social Exchange (+1SD)	6.13	5.97

Figure 5.8

The Moderating Effect of Economic Exchange in the Relationship between Customers' Perceived Overall Justice and Customer Satisfaction



Curriculum Vita

Si Hyun Kim earned her Bachelor of Management degree in Business Administration from Chosun University in 2005. She received her Master of Science degree in Management in 2007 from Korea University. In 2010 she joined the doctoral program in International Business at the University of Texas at El Paso. She has been the recipient of numerous scholarships and awards including a University of Texas at El Paso Graduate Research Expo. She was also a recipient of a University of Texas at El Paso Graduate School Travel Grant.

While pursuing her degree, Si Hyun Kim worked as an assistant instructor for the Department of Marketing and Management. She will be joining the Department of Management and Leadership at the University of La Verne in Fall 2014 as an Assistant Professor.

Si Hyun Kim has presented her research at international conference meetings including the Annual Meeting of the Academy of Management. Additionally she has published her research in the international journal, Human Resource Management (in press) and her book chapter in the Handbook of Research in Conflict Management (in press).

Si Hyun Kim's dissertation, A Social Exchange Perspective: The Mediating Effect of Customers' Perceived Overall Justice and Affect in the Relationship between Employee Performance and Customer Satisfaction, was supervised by Dr. Maria Fernanda Wagstaff.

Mailing address: 200 North Festival Drive Apt 108
 El Paso, Texas 79912

This dissertation was typed by Si Hyun Kim.