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THE EFFECTS OF EMPLOYEE SERVICE QUALITY PROVISION AND
CUSTOMER PERSONALITY TRAITS ON CUSTOMER
PARTICIPATION, SATISFACTION, AND
REPURCHASE INTENTIONS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

Business Administration
(Marketing)

by

Jeannie Denise John
B.S., Louisiana State University, 1992
M.S., Louisiana State University, 1994
December 2003

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This dissertation is dedicated to my husband, Joby, and also dedicated to the memories of Dennis Wayne Voiles and Professor William R. Darden, both of whom passed away during the final stages of my program. To Joby, whose extraordinary faith in my abilities, ceaseless encouragement, and emotional support inspired me to complete my studies and this research. Thank you for so graciously volunteering all the extra “Dad” duty and for never complaining about eating pizza (again) so I could work. To Dad (Dennis), because he always had faith in me. This is for you, Dad. To Bill Darden, because during my Master’s program, he was the most instrumental influence on my decision to pursue the doctorate. I am also thankful for the knowledge I gained later while attending his doctoral classes and conducting research with him.

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ABSTRACT

This research investigates customer-employee interaction during service encounters, and whether the relationships between customer personality traits and quality of the employee's service delivery will impact the customer's participation, satisfaction, and repurchase intentions. Consumer personality is differentiated in terms of the self-monitoring (Snyder 1987) and locus of control (Rotter 1966) traits. Service quality provision is manipulated in terms of technical versus functional quality inputs, and whether these inputs are provided in a positive (i.e., good/superior) or negative (i.e., bad/poor) manner. These manipulations yield four combinations of service quality inputs: 1) positive technical and functional quality inputs; 2) positive technical, but negative functional quality inputs; 3) negative technical, but positive functional quality inputs; or 4) negative technical and functional quality inputs.

It was hypothesized that the effect of service quality inputs upon customer participation, satisfaction and behavioral intentions will interact with individual differences. In particular, customers with high self-monitoring personality styles will prefer to participate most actively in situations where the service provider's inputs are strongly differentiated in terms of positive functional quality, rather than technical quality. In contrast, customers with internal locus of control personality styles will prefer to participate most actively in situations where the service provider's inputs are strongly differentiated in terms of positive technical quality, rather than functional quality. Moreover, customers will evaluate these encounters concomitantly. Thus, it was hypothesized that customer participation can have both positive and negative outcomes depending on the psychological style of the customer and on the type of service quality inputs. The study results indicate that components of technical and

functional quality inputs into the service creation and delivery, and personality trait differences, can have varying impacts upon the overall service quality evaluations of customers, their generalized satisfaction with service encounters, and their repurchase intentions.

This dissertation consists of the following sections: first, a gap in the literature is exposed that suggests a potential area of contribution; second, the conceptual framework for the study is provided; third, the study design is presented along with the results of the empirical research, and finally, the conclusions and managerial and research implications are discussed.

CHAPTER ONE - INTRODUCTION

In the marketing of services, customer perceptions of service quality, satisfaction derived from consuming the service, and perceived value are important in consumer decisions to remain loyal and to engage in long-term service relationships (Parasuraman 1997; Woodruff 1997; Zeithaml, Berry and Parasuraman 1996). Long-term service relationships can increase firm productivity (Sheth and Parvatiyar 1995) and lead to sustained competitive advantage (Bharadwaj, Varadarajan and Fahy 1993) because loyalty drives firm profits and stakeholder reinvestments in quality via repeat purchase and word-of-mouth referrals (Reichheld and Sasser 1990; Jones and Sasser 1995). Customers enter into long-term relationships if they are continually satisfied with their service transactions.

Service transactions are essentially marketing exchanges in short or long-term service relationships. In addition to economic or utilitarian exchange, the basic components of exchange relationships also often include social exchange, social influence, interpersonal emotions, social constructions of reality, and reciprocity (Bagozzi 1995). While an exchange relationship's content consists of both the core exchange and the relational interaction, some exchanges may even be motivated solely by a desire for social exchange (Bowen, Chase, and Cummings 1990). Therefore, we should combine both economic and psychological approaches to the examination of long-term relationships (Singh and Sirdeshmukh 2000). Relational behaviors can include cooperation, communication, the sharing of goals and values, trust-building, interdependence, social bonding, and performance satisfaction (Wilson 1995). Employee behavior in services has a direct influence on customer behavior and therefore, customer role preferences must be accommodated by employees during service encounters. The services product category offers unique opportunities for the study of

consumer behavior, in that their production and consumption often occurs within a single situation, may involve human interactions, and includes multiple attributes of an intangible nature (Berry 1980; Gronroos 1978). For the service consumer, an evaluation of the quality of service received and a determination of the satisfaction derived from using a service is more difficult than evaluating the quality of tangible goods and the satisfaction derived from their consumption (Shostack 1977; Zeithaml 1981). Due to the intrinsic utility present in the social dimensions of individual encounters and ongoing relational exchange, the service delivery *process* can be as important as the service *outcome*. In fact, in service industries where many firms provide similar technical outcomes, perceptions of the interactions with the service firm (process quality) may be more important in customers' perceptions of overall service quality and in differentiating between service firms when the technical outcome is satisfactory (Gronroos 1984). Consequently, marketing strategies will generally differ between physical goods and service products (Thomas 1978). The type of interaction and the level of interactive effort provided by both customers and providers will vary across consumers, employees, and service products. Therefore, investigating the customer's psychological and social characteristics in the service process could provide several managerial uses.

Unlike packaged goods marketers, service providers have an opportunity to reciprocally vary their service provision to meet customer differences in their roles during service encounters and in provider-customer exchange relationships. Customers vary in their willingness to participate in service creation and it may be possible to segment service consumers based on their participation willingness (Bowen 1990). Service delivery processes could be designed with options to match participation preferences of different consumer

segments. When customers are given options, they view the service firm favorably, especially if the firm is perceived as trying to improve the service encounter (Mills 1990). Therefore, there are obvious benefits to understanding and effectively managing customer participation in service delivery and, the importance of the customer to the service delivery process raises relevant, complex questions for services marketing researchers. To accomplish this, the researcher must take the customer's perspective (e.g., Stern, Thompson and Arnould 1998) on examination of the service encounter.

There has been notable research into the factors that affect service-provider employee performance (e.g., Brown et al. 2002) and the employee's role in consumers' perceptions of service quality (e.g., Adelman and Ahuvia 1995; Bitner, Booms and Tetreault 1990; Hurley 1998). Although Kelley, Skinner and Donnelly (1992) found satisfaction to be directly related to service customer inputs to technical and functional quality and suggested that future research efforts should consider the impact of individual differences on both participation and perceptions, there has been little additional work since then. More research needs to examine service encounters from the customer's viewpoint (Gwinner, Gremler and Bitner 1998; Singh and Sirdeshmukh 2000), including consideration of the underlying psychology of how the customer experiences the social interaction, the feelings that are elicited, and of customer interpretations of the encounter (Chase and Dasu 2001). For example, the final outcome of the service encounter includes not only the core service benefits, but also relational benefits including confidence, social, and special treatment dimensions (Gwinner, Gremler and Bitner 1998). Similarly, the quality of some service relationships may include a form of commercial friendships that involve affection, intimacy, and social support that are distinct from trust (Price and Arnould 1999). These friendships

evolve over time and are positively associated with loyalty and satisfaction (Price and Arnould 1999). A clearer understanding of customer participation can provide service firm benefits such as opportunities for market segmentation and product positioning based on customer ability or participation needs, new product or line developments based on redesigned customer roles, and an enhanced ability to manage optimal customer role sizes during service delivery (Rodie and Klein 2000).

Researchers agree that customer contact and involvement in service delivery occurs via some form of customer participation and/or control, but unfortunately, these constructs are complex, have not been fully developed, and remain unclear (e.g., Bateson 1985a; Kellogg, Youngdahl and Bowen 1997; Rodie and Klein 2000). While there has been a plethora of conceptual and empirical research regarding the many complexities involved in services marketing, few endeavors have been directed toward integrating the customer's role into models intended to ultimately improve overall services marketing efforts. The field could benefit from having a logical, coherent outline for research aimed at explaining and predicting service satisfaction and loyalty that incorporates the customer participation and control constructs in a meaningful and useful manner. Therefore, a detailed conceptualization of customer participation and control in the service encounter is proposed as a guide for this and future research aimed at improving our understanding of service encounter satisfaction and behavioral intentions. This dissertation presents a conceptual framework of customer participation and control during the service encounter, which is based upon a review and integration of the extant literature, and has four main purposes. First, the framework is meant to encourage resolution of definitional discrepancies within the conceptual domains of customer participation and control. Second, its purpose is to stimulate research aimed at

improving our understanding of individual differences in service consumers' propensities to seek control during service encounters by engaging in functional, technical, and self-service participation and, ultimately, the effects of participation and control upon customer satisfaction and behavioral intentions. Third, it serves as the model from which a study is conducted to explore some of the relationships proposed. Finally, the framework allows service managers to understand the customer's perspective regarding their role in the service encounter and to adapt their service provision inputs accordingly.

In the following chapters, the framework is presented first, by employing literature from the fields of psychology, social psychology, consumer behavior, marketing, and management. The framework is summarized at the beginning of Chapter 2, in Figures 1 and 2. The remainder of Chapter 2 explains in detail the information upon which the framework is based and the research that it attempts to integrate. Accordingly, I provide a review of the literature and theoretical background regarding service encounters and service quality, motivations and attitude functions, social interactions and personality, and service customer participation and control. A discussion of the nature of service encounters and various views regarding these encounters as situational and interpersonal interactional phenomena is provided.

Next, Chapter 3 first describes the portion of the framework that is of interest for this dissertation in Figure 3 and presents the empirical model that guides the Study in Figure 4. This is followed by a review of the literature regarding the variables of interest, the self-monitoring and locus of control personality traits, from which I draw the hypotheses. It is hypothesized that the effect of variations in the service provider's quality inputs upon customer participation, satisfaction and behavioral intentions will interact with these

individual differences.

Chapter 4 presents the Study methodology, including the study design, table of tests, results of Pretest 1 and Pretest 2, the measures utilized, and describes the final measurement instrument (presented in Appendix E).

Chapter 5 presents the Study analyses and results. A summary of conclusions, limitations, managerial implications and future research possibilities is presented in Chapter 6.

CHAPTER 2 - LITERATURE REVIEW AND CONCEPTUAL MODEL

FRAMEWORK OF CUSTOMER PARTICIPATION AND CONTROL IN THE SERVICE ENCOUNTER

The framework follows a systems approach that views the service encounter as a process of inputs, throughputs, and outcomes (e.g., Silpakit and Fisk 1984). Figure 1 presents a brief overview of the service firm's influence (firm goals, throughputs, and outputs) upon the customer dimensions of the service encounter. (Later, I provide a detailed review of the literature regarding the constructs of interest in the framework in Figure 2.) Although the framework is constructed from the customer's perspective, the firm inputs, throughputs and outputs are included in the framework because they can play an important role in shaping customer motivations, directing the transformation process, and affecting customer perceptions, all of which could be a direct cause of the customer's behavior before, during, or immediately following the service encounter. Both the firm and the service customer have key roles; there is a dynamic interaction between them; and both may be active participants in the resource transformation process (Bowen 1986; Gronroos 1990; Mills, Chase and Margulies 1983). Service firm inputs impact both the initial customer motivations and the firm's role during the transformation/exchange process, which also impact the customer's transformation role. Employee behaviors during the service encounter can have a profound effect upon customer satisfaction (Bitner 1990). For example, during salesperson-customer interactions, service provider responses to consumer consumption emotions can affect customer behavior during the remainder of the episode and impact customer satisfaction (Menon and Dube' 2000). Similarly, positive affect of both providers and customers can improve prosocial behaviors during the encounter and enhance customer perceptions of

service quality (Kelley and Hoffman 1997). The firm outputs influence the customer's perceived outcome. Thus, the firm's role can be an important factor in the amount of control that customers exert and in the type and level of their participation during service delivery.

The three fundamental customer dimensions of the service encounter that are involved in service consumption are: 1)customer motivations; 2)the transformation/exchange process; and 3)the perceived process and outcome. Figure 1 depicts the main elements of each customer dimension of the service encounter and designates how customer motivations and varying levels of participation interact with both the human and physical service components during the transformation process and how each will influence perceptions of the process and outcome. It specifies how functional, technical, and self-service participation are related to task and non-task motivations, and to perceptions of the process and psychological and utilitarian outcomes.

Initial customer motivations such as attitudes and expectations will guide customer behavior within the transformation/exchange process during interactions with the service system and firm personnel. For example, service customers may be motivated to participate in service production for both economic reasons, such as lowering the price, and for satisfying social needs or simple experience enjoyment (Gronroos 1990). Individuals' motivations in the framework are the inner directing forces (both innate and learned) such as stimulus factors, needs and wants, arousal states, or values that drive one's desire to engage in goal-directed or consumption behavior (see Katz 1960; Maslow 1970; Rokeach 1973; Sheth, Newman and Gross 1991; Sirgy 1983). The framework distinguishes between general, task, and non-task motivations. General motivations were identified in the literature as

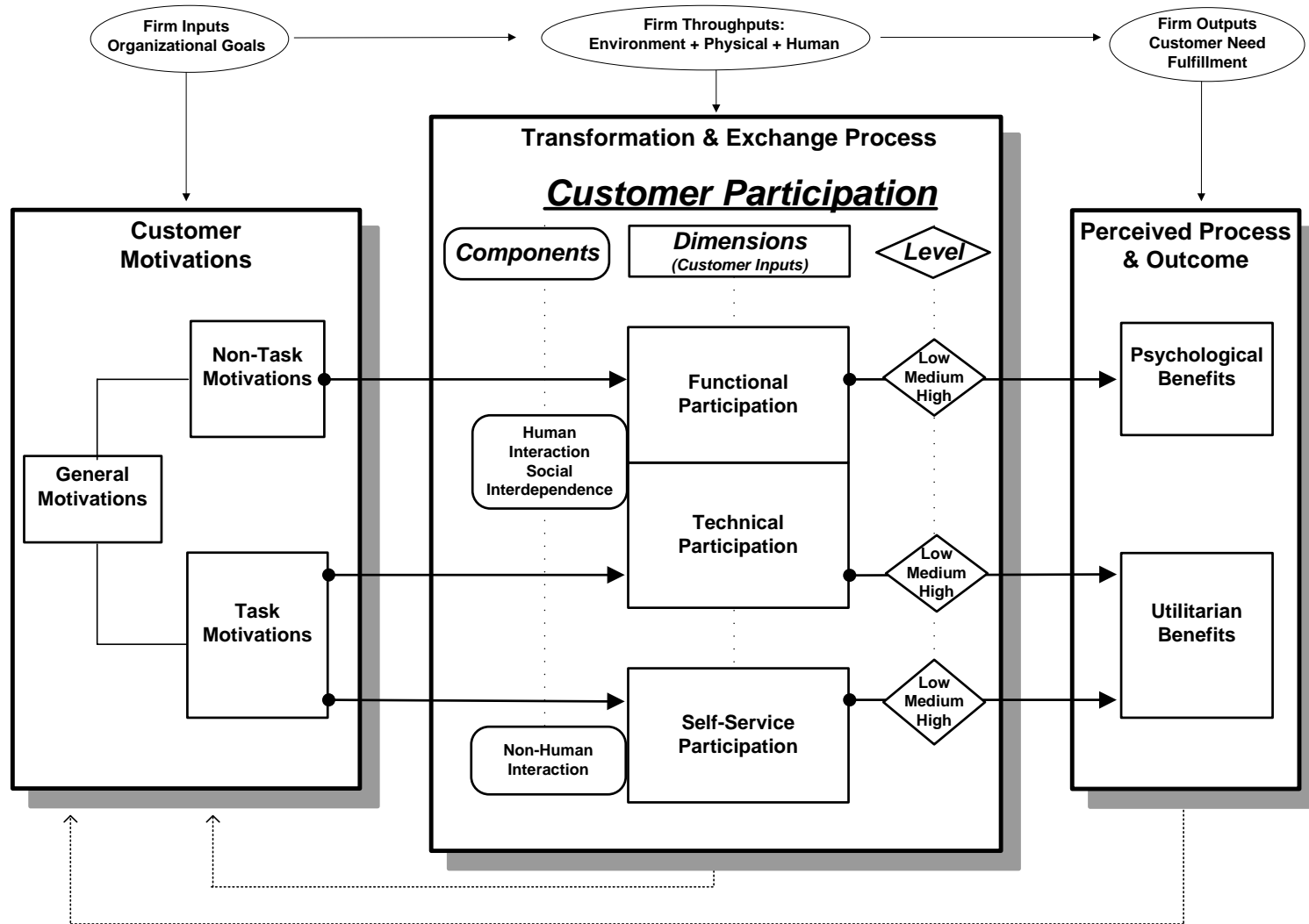


FIGURE 1 – Framework Overview

having the ability to drive both human and non-human interaction during a service encounter, whereas non-task motivations will usually impact functional participation, and task motivations will usually impact both technical and self-service participation.

Customer participation occurs as human- or non-human interaction in the service encounter transformation/exchange process during simultaneous production and consumption. Participation can be in functional, technical, and self-service forms occurring from low to high levels. Human interactions generally involve functional and technical participation and non-human interaction generally involves self-service participation¹. Most often, functional participation contributes to psychological outcomes and technical and self-service participation contribute to utilitarian outcomes. Depending upon customers' goals and the nature of the service, customers can interact with either or both of the human and non-human components of the service system, and can contribute via any one or a combination of the three forms of participation.

This transformation process then leads to the customer's perceptions of the process and outcome. The perceived process and outcomes include perceptions of both the service delivery process and of the outcome, and can usually be classified as being either psychological or utilitarian, depending on whether they were process- or outcome-oriented.

Customer control within the framework may manifest as either a motivation, behavior, response, or perceived outcome by the customer. This control can occur as a result of cognitive, decisional, or behavioral sources of personal control (Averill 1973), or may

¹ The Framework is not yet designed to handle the what/how quality inputs of online consumption, which do have both functional and technical aspects. Although most online consumption may belong to the self-service category, there are interactive forms that do include real-time human interaction. Thus future research efforts will attempt to address how best to incorporate online consumption into this framework (e.g., Parsons 2002).

exhibit reflexive, fate, or behavioral components as suggested by Interdependence Theory (Kelley and Thibaut 1978).

All three dimensions (motivations, transformation, and perceptions) are interconnected and can influence each other simultaneously, depending upon responses during the interacting parties. Customers may have multiple motivations, may contribute with any one, two or all three types of participation dimensions, and may seek either psychological or utilitarian outcomes, or both. The transformation process may also reshape initial motivations during the encounter which can alter the remaining transformation process, and final perceptions of the process and outcomes can influence the motivations behind the initial expectations of subsequent encounters.

Although it uses a customer perspective, the framework allows the customer to be viewed in multiple ways, for example, as a service producer, user, or influencer (e.g., Cowell 1984), as a product element (e.g., Lovelock and Wright 1999), as a partial employee (e.g., Mills and Morris 1986), as a resource (e.g., Mills 1990), as a co-producer (e.g., Lovelock 1996), or as a productive resource, contributor to quality, satisfaction and value, and a self-service competitor (Bitner et al. 1997). Figure 2 presents the complete Framework of Customer Participation and Control in the Service Encounter, which includes detailed lists of some of the possible types of customer motivations, and characteristics of both customer participation and perceived outcomes, all of which are derived from the extant literature².

² The details of the Framework in Figure 2 are briefly summarized here using a few citations as examples. The majority of the works that the Framework integrates are discussed further in the remainder of Chapter 2 and in Table A (see Appendix A). Determinations of where many of these characteristics should fit into the Framework were usually dictated by explicit information in the literature, whereas others were classified by this author's interpretation of them during the literature review.

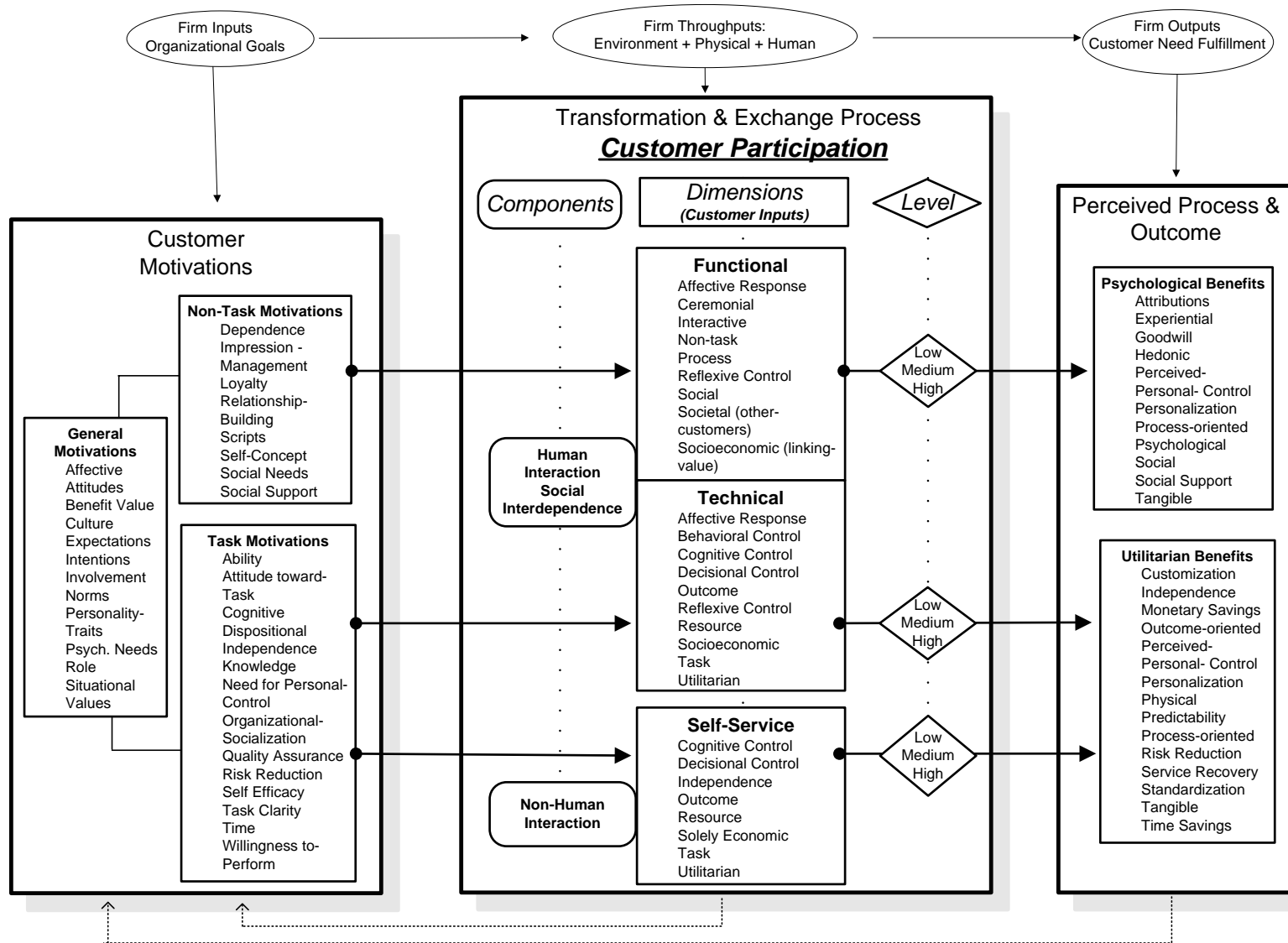


FIGURE 2 – Framework of Customer Participation and Control in the Service Encounter

Summary - Customer Motivations to Participate in Service Delivery

As Figure 2 illustrates, customers' general motivations include affective predispositions (such as mood), attitudes, perceived benefit value, cultural orientation, expectations, intentions, involvement with the service product, norms regarding interaction with the service system, personality traits, psychological needs, perceptions regarding their own and the service provider's role, situational influences, and general values. For example, regarding affective motivations, one's mood is a major determinant of consumer behavior (Gardner 1985).

Non-task motivations are a subset of general motivations that were identified in the literature as having the highest association with non-task activities, social, experiential and process-related choice and service interaction behavior, services directed toward the customer, and as having the greatest ability to drive a consumer's participation in the process-related aspects of the service delivery and service encounter. Non-task motivations equate to the "social identity" product attitude function which affects concerns regarding self-concept expression or self-other relationships (Shavitt 1990; Shavitt, Lowery and Han 1992). Non-task motivations include needs for dependence, impression management, relationship building, social support and other social needs, and may involve one's self-concept or scripts for behavior, or feelings of loyalty toward the service provider.

Task motivations are another subset of general motivations identified in the literature as having the highest association with task activities, stronger desires for control, utilitarian and outcome-related choice and service interaction behavior, and with the greatest ability to drive a consumer's participation in the outcome-related aspects of service delivery and the service encounter, including self-service participation (e.g., Kelley, Donnelly and Skinner

1990). Task motivations equate to the “utilitarian” product attitude function that invokes associations with intrinsic rewards or punishments (Shavitt 1990; Shavitt, Lowrey and Han 1992). Task motivations include the customer's knowledge, task clarity, attitude toward the task, ability and willingness to perform, self efficacy, and time factors. Task motivations involve needs for personal control, independence, organizational socialization, risk reduction, or quality assurance, and will be more cognitive or dispositional in nature than will be non-task motivations.

Summary - Service Quality and Service Customer Participation in the Service Encounter

Due to the intangible nature of services, their quality is more difficult for a consumer to judge, therefore the visible aspects of the service system such as the evidence and tangible cues will serve as surrogate quality cues (Bitner 1992; Shostack 1977). The evidence includes the interaction itself (Brown and Swartz 1989) and is a fundamental aspect of service quality (Mills, Chase and Margulies 1983). The service quality perceived by customers when consuming a service consists of four dimensions:

- 1) technical quality inputs by the firm and contact personnel (*what* is delivered);
- 2) functional quality inputs by the firm and personnel (*how* it is delivered) (Gronroos 1984; Parasuraman, Zeithaml and Berry 1985);
- 3) technical quality inputs by the customer (*what*); and
- 4) functional quality inputs by the customer (*how*) (Kelley, Donnelly and Skinner 1990).

All four quality dimensions may involve contributions made during the interpersonal interaction between the customer and employee. Service customers' satisfaction is directly related to their own contributions to technical and functional quality (Kelley, Skinner and Donnelly 1992). When customers cannot accurately evaluate the technical quality of service, they may substitute functional/process quality perceptions for technical/outcome quality

perceptions (Zeithaml and Bitner 2000). Participation opportunity can influence choice and evaluation; customers may vary in participation willingness where some find it intrinsically attractive; and ultimately, evaluation criteria may differ depending upon customers' willingness to participate (Silpakit and Fisk 1984). Thus, perceptions of service quality are entirely individualistic and in many cases may even be determined solely by the quality of the service encounter (Solomon et al. 1985).

The transformation/exchange process in Figure 2 is the interaction stage displaying where customer participation occurs. Customer participation consists of two components that differentiate between human service system interactions involving social interdependence and non-human service system interactions. Customer participation is further delineated into three distinct dimensions, namely, functional, technical, and self-service participation. The service customer may engage in any one or a combination of these dimensions at a level ranging from low to high. It can be in the form of mental, verbal, or physical action, communication, input, effort, or interpersonal contributions that influence the service delivery process or outcome. Rodie and Kleine (2000) conceptualize customer participation as a behavioral concept and define it as the actions and resources supplied by customers for service production and delivery involving physical, mental, or emotional labor. It is this conceptualization that will be used in this research when referring to customer participation.

Functional Participation

Although the distinction between technical and functional quality is sometimes blurred in service delivery, especially for consumers' evaluations (c.f., Gremler and Gwinner 2000), attempts to categorize them have ensued. Functional quality is associated with the production process-related component of service delivery, where the perception of

functional/process quality is usually the more subjective evaluation (Gronroos 1984, 1990). Functional quality is the impact of the interaction process and may, at times, dominate perceptions of technical quality in overall quality perceptions (Gronroos 1984, 1995). It is considered to be an overarching concept that “encompasses a variety of interpersonal interaction elements....related to the provision of service” (Gremler and Gwinner 2000, p. 91).

A customer’s motivation to participate so as to enhance functional quality may stem from a social identity product attitude function that affects concerns regarding self-concept expression or self-other relationships (c.f. Shavitt 1990; Shavitt, Lowrey and Han 1992). Therefore, functional participation includes interpersonal contributions (Kelley, Donnelly and Skinner 1990) that are generally socially motivated and associated with more non-task behaviors and intangible outcomes, and has more to do with enjoyment of the service process itself. Functional participation would include customer roles during interactions with employees where the customer serves as a contributor to service quality and satisfaction (Bitner et al. 1997; Zeithaml and Bitner 2000). These contributions can be experientially interactive and ceremonial in nature, performed for their societal and socioeconomic linking-value (Aubert-Gamet and Cova 1999; Cova 1997), and may be directed toward either the service employee or as societal behavior toward other customers.

The Theory of Interdependence suggests that functional participation may help to provide more intangible and psychosocial benefits such as the opportunity to self present (Kelly and Thibaut 1978), attention and status (McCallum and Harrison 1985), the comfort of being among other people (Silpakit and Fisk 1984), or increased feelings of social support such as self-acceptance, social integrations, and a sense of belonging (Adelman and Ahuvia

1995). Reflexive control behaviors may be common and affective responses may play a large role in functional participation. This dimension of participation is closely associated with the provider's functional quality inputs as described in the literature review.

Examples of functional participation include extra polite and courteous behavior beyond what is necessary to efficiently produce the service (e.g., a compliment), friendly conversations with the employees that may be unrelated to the shaping of the core service outcome (e.g., the weather), showing an interest in creating a commercial friendship (Price and Arnould 1999) by sharing and requesting personal information about each other (e.g., background, family), remembering employee names and personal information, sharing of jokes and humor, considering the employee as a trusted confidante', giving of small gifts, greeting cards, or offering to commend the employee to supervisors to show appreciation, exhibiting patience and empathy and good overall personal interaction skills.

Technical Participation

Technical quality is associated with the outcome of the service consumption (Gronroos 1984, 1990). A customer's motivation to participate so as to enhance technical quality may stem from a utilitarian product attitude function that invokes associations with intrinsic rewards or punishments (c.f. Shavitt 1990; Shavitt, Lowrey and Han 1992). Technical participation includes all types of labor or information input that affects the core service outcome (Kelley, Donnelly and Skinner 1990), is associated with more task-related behaviors and may include behaviors that increase perceptions of personal control over the outcome (Bateson 1985a). Technical participation would be performed for its socioeconomic value (c.f. Aubert-Gamet and Cova 1999) and utilitarian value and includes customer roles during interactions with employees where the customer serves as a productive resource to

increasing the firm's overall productivity (Bitner et al. 1997; Zeithaml and Bitner 2000). Technical participation generally requires the customer to play a larger resource role. Reflexive control behaviors may also be common, but more cognitive, behavioral, and decisional control behaviors may occur in technical participation, as opposed to functional participation. Affective response may also influence technical participation. Examples of technical participation include providing timely and complete information regarding service needs or what the customer expects to the employee to do, efficient cooperation behaviors that don't restrict the employee's ability to provide the service outcome, attempts to understand the procedures and customer's own role in the service delivery, arriving at the scheduled appointment time, and following service provider instructions.

Self-service Participation

Self-service participation designates customer inputs to the service process when there is no human interaction and participation occurs only with the physical service system. Self-service participation is also more closely associated with technical quality and is more task and outcome-oriented, where the customer contributes a resource role. Self-service participation is work that would normally have been performed by the service employee that is taken over by the customer (Bateson 1985b). It will usually be performed for its utilitarian value, and is generally solely economic in nature (c.f. Aubert-Gamet and Cova 1999). Examples of self-service participation include carrying goods to the checkout counter, returning shopping carts (Harris, Baron and Ratcliffe 1995), ATM transactions or online banking (Zeithaml and Bitner 2000), assembling a bookshelf yourself, as opposed to having the retailer assemble it for you (Bendapudi and Leone 2003), automated hotel

checkin/checkouts, online package tracking, pumping your own gas, and using automated payment methods at the pump.

Summary - Customer's Perceived Process and Outcomes

The perceived process and outcomes include the customer's perceptions of both the service delivery process and of the outcome. The factors listed in Figure 2 as being customer's perceived psychological process and outcomes were identified during the literature review as those that are sought for their social and psychological value. They generally involve human interaction and are more experiential, hedonic, and process-oriented in nature. Psychological process and outcome perceptions include feelings of goodwill, perceived personal control, feelings regarding the tangible aspects of the service outcome, and perceptions of having received personalized service or social support. They may also include self and other attributions resulting from the customer's participation, where such attributions may have varying effects on outcome perceptions.

Factors that are listed as perceived utilitarian process and outcomes were identified during the literature review as resulting from either human or non-human interaction. However, they are more outcome-oriented in nature, and perceived as benefits that include risk reduction, time and money savings, predictability, and independence in the interaction. They are perceived as having customization or standardization value and also include enjoyment of the physical aspects of the service system. Outcome perceptions stemming from service firm recovery efforts may fall into this category if customers feel they were instrumental in effecting the firm's recovery response. You will notice that there are several factors that are listed as both psychological and utilitarian outcomes. These were identified during the literature review as being related to both technical and functional quality, and also

possible benefits of both human and non-human interaction. These include tangible benefits, personalization features, enjoyment of the service system interaction process, and perceived personal control, and may include a higher level of perceived social support when more personal control is experienced during the encounter.

Summary - Customer Control

Customer control is subsumed within the framework, and can occur within any service encounter dimension in various forms, either as motivations, as behaviors or responses during transformation, or finally, as the customer's perceptions of the process and outcome (c.f. Bateson 1985a). Control, as a motivational concept, consists of the need to demonstrate competence, superiority, and mastery over an environment (White 1959). Customer control can occur as a result of *cognitive* (information processing for stress reduction and predictability improvement), *decisional* (outcome/goal choice selection), or *behavioral* sources (responses that influence threatening situations) of personal control (Averill 1973). Control has also been conceptualized as exhibiting *reflexive* (control over one's own outcomes), *fate* (direct control over one's outcomes by another party), or *behavioral* (two persons' joint control over one person's outcome) components as suggested by Interdependence Theory (Kelley and Thibaut 1978). It is possible that reflexive control behaviors may be more common in functional than in technical participation. Cognitive, behavioral, and decisional control behaviors may occur more during technical than functional participation, and cognitive and decisional control may be most desirable in self-service participation service settings.

Although an attempt was made to make the Framework as complete as possible, it should be noted that it is not intended to be exhaustive, but rather to be used as a springboard

for future research into explanations for and predictions of customer behavior and contributions to quality during the service encounter. One such study testing a small portion of the framework is presented in this dissertation. It examines how two types of customer motivations might interact with variations in the service provider's quality inputs, impacting a customer's style of participation and subsequent perceptions and purchase intentions. But first, the remainder of Chapter 2 present the detailed literature review of the conceptual and empirical works that provided the foundation for the customer participation and control framework.

SERVICE ENCOUNTERS AND THE SERVICE SITUATION

Service consumption has been termed an experience, or experiential possession (Judd 1964). When purchasing a service, the consumer may take an active part in product development and shaping the service offering (Rathmell 1966). Due to this production/consumption interaction, the customer may actually be a part of the service bought and consumed; his or her expectations and acting will influence the service employee behavior; his own behavior will affect his perceptions of the service quality provided; and should be considered as an "extra-corporate element of the service" (Gronroos 1978, p.597). The inseparability feature of services (i.e., difficulty to separate production from consumption) mandates that the customer be involved in the production process at some point during service delivery.

The Service Encounter

The service encounter has been conceptualized as including any type of contact that the customer has with the core service itself (e.g., on-line banking) and with the service firm's employees (Lovelock 1996); thus, the encounter can include any contact with either

human or non-human service components (Bateson and Hui 1990); or may be viewed as the physical presence of the customer in the system (Chase 1978). As a situational concept, customer contact emphasizes how contact levels will affect the service operation (Silpakit and Fisk 1984). Low-contact services generally do not involve customer/service employee physical contact (e.g. internet shopping), whereas medium-contact services require only limited customer/provider contact (e.g. dry cleaning), and high-contact services are those in which customers are actively involved with the firm and its personnel throughout service delivery (e.g. nursing home) (Lovelock 1996). Customer contact with employees can be via face-to-face dyadic interactions (Solomon et al. 1985), or via remote interaction with an employee (e.g., by telephone or computer) (Lovelock 1996). The level of contact the customer has with any or all parts of the service delivery system will depend upon a multitude of factors such as the type of core service being offered, its physical location, the roles that both the firm and the customer expect the customer to fulfill, and the motivation or ability of the customer to have contact with any of the service activities. The core service can focus on processing either people, possessions, mental stimuli, or information, and the service can be provided in the form of either tangible or intangible actions (Lovelock 1996). This paper will follow Hui and Bateson's (1991) distinction between the service *experience* (the consumer's emotional feelings during the service encounter) and the service *encounter* (the series of interactions between a customer and the service firm's setting and contact personnel which includes both human and non-human interactions).

The service encounter is both a fundamental production unit as well as a social interaction (Mills 1990). From this perspective, the service customer and firm have key roles, there is a dynamic interaction of these two key participants, and the customer can be an

active participant in the resource transformation process (Bowen 1986; Gronroos 1990; Mills, Chase and Margulies 1983). Service customers can be motivated to participate in service production for both economic reasons, such as lowering the service price, and for satisfying social needs or simple experience enjoyment (Gronroos 1990). Service marketers have been interested in service customer interactions from an organizational perspective; for example, as service *producers*, as service *users*, and as an *influence* upon other customers as users and producers (Cowell 1984). As producers and influencers, customers are viewed as resources to the service firm. As users, service customer behavior refers to purchase decision and evaluation criteria. Customers can also be a service *product* element when multiple customers consume the service simultaneously and share a common facility; in this case, the customer as product is important to the service's perceived image (Lovelock and Wright 1999). As a *co-producer*, the customer must possess task clarity, ability, motivation, and the service employee must understand the customer's needs and concerns to design effective co-production systems (Lovelock 1996). As a *resource*, the customer provides information, energy, effort, and money; unlike the firm, the customer's utility is derived from the consumption of the service provided by the encounter (Mills 1990).

In the operations management and human resource literature, service customers have been viewed as *partial employees* as a means of increasing service firm productivity. Perceptions of a service firm's performance can be improved when the customer is viewed as a partial employee in the production function of the service encounter and the service interaction is viewed as a personal interface; firm productivity gains can occur when the customer is involved to a greater extent (Mills, Chase and Margulies 1983). In addition, customers' overall satisfaction with the service experience may be enhanced or lessened as a

result of the vital role they play in creating the service outcome (Bitner et al. 1997; Mills, Chase and Margulies 1983); a service firm's focus on improving the service encounter can create more favorable perceptions of service quality (Mills 1990).

Being involved in the service process itself by providing an input to, or disruption in production and thus influencing the service employee's attitude, the customer can affect perceived service quality (Chase 1978). When customers cannot accurately evaluate the technical quality of service, they may substitute functional/process quality perceptions as a surrogate for technical quality (Zeithaml and Bitner 2000). Although clear distinctions between these customer roles are not provided in the literature, there is agreement that as a user, resource, co-producer, or partial employee, the customer generally provides some form of technical and/or functional quality input during transformation. Thus, it is possible that, in long-term service relationships, increased customer satisfaction with the interaction, their participative role, or level of perceived control may directly impact customers' perceived benefits of the ongoing relationship. The dynamics of customer participation and control may change as the service relationship evolves. For example, increasing customer participation in production and delivery was found to lower interest rates, increase perceived quality, and improve the bank/customer relationship (Ennew and Binks 1996). Similarly, attorneys' careful attention to increasing their clients' perceptions of participation resulted in positive word-of-mouth and substantially more client referrals (File, Judd, and Prince 1992). In sum, the service encounter is comprised of different types and levels of interaction with the service system in which the customer plays various roles with potentially positive or negative effects on service quality evaluation.

The Service Situation

The communication, purchase, and consumption situations are all relevant to marketing strategy (Lai 1991). Product characteristics that the consumer associates with the consumption situation will affect purchase decisions (Quester and Smart 1998). This applies to services purchases in that the consumer may consider the type of environmental or face-to-face interaction that will be involved in the service transformation process. The conceptualization of the situation construct in consumer behavior includes the five characteristics of: physical surroundings (e.g. decor, merchandise); social surroundings (e.g. role definitions and interpersonal interactions); temporal perspective (e.g. objective or relative time); task definition (e.g. requirement to obtain information); and antecedent states (e.g. temporary pre-purchase anxiety) (Belk 1975). Although Belk was focusing on situational determinants of purchase decisions rather than on consumption situations, his situational characteristics apply to the interactive behavior during service consumption. Situational factors were found to be important antecedents to customers' expectations for service quality (Zeithaml, Berry, and Parasuraman 1993).

Interactional psychology is a personality and social behavior perspective that emphasizes an understanding of the reciprocal relations between persons and situations (Endler and Magnusson 1976; Endler and Rosenstein 1997) and is a useful perspective for services marketing research. Implicit in interactional psychology is the dynamic nature of the task redefinition process during a person/situation interaction, and the notion that the situation should be conceptualized as not only a physical-technological dimension, but also as a social-interpersonal, socially-constructed, and subjective one (Terborg 1981). The basic tenets of interactional psychology propose that: 1) people vary by cognitive, affective,

motivational, and ability factors; 2) one's subjective interpretation of the situation and its behavioral potential is a meaningful motivation for behavior as well as its objective definition; 3) individual/situation feedback is a continuous process of multidirectional interaction; and 4) as active agents in the process, individuals both change and are changed by situations; where the person and the situation are viewed as possible joint determinants of behavior (Endler and Magnusson 1976; Terborg 1981). Next, several service encounter models that have integrated the delivery situation and customer interaction are discussed.

Aubert-Gamet and Cova (1999) use a postmodern, ethno-sociological perspective to define the situational environment/setting in which a service is delivered. They equate the service setting with the servicescape (Bitner 1992), the atmospherics (Kotler 1973), and the physical evidence (Berry and Parasuraman 1991), but adopt Eiglier and Langeard's (1987) definition, stating that the service setting is "the environment in which the service is delivered that facilitates the performance and communication of the service" (p. 37). They further explain that in a customer/servicescape interaction, the setting consists of not only a defined stimuli, but also a personal construct and a sociospatial construct, in all of which the customer is an active part. Thus, the setting is also a social artifact and can be a source of emotionally-intense experiences via social interaction among and between customers and the service personnel³. The type of service exchange sought will usually be defined by the customer and may be highly individualistic (Aubert-Gamet and Cova 1999). Their conceptualization of socioeconomic exchange is analogous to Bagozzi's (1995) relational exchange situation in which relationship marketing integrates the psychological side of behavior with the sociological. Similarly, the servicescape can directly impact the nature of

³ However, according to Bitner (1992) and Zeithaml and Bitner (2000), the servicescape does not include the actual employee/customer interaction; rather, the servicescape influences the nature and quality of, the constraints and suggested roles for, and the rules and communication patterns for the interaction.

the social interaction between customers and service employees (Bitner 1992). Additionally, their service setting definition is comparable to the Servuction System model (Bateson 1985a; Eiglier and Langeard 1987), which consists of the visible components of the service experience including the contact personnel, the inanimate environment, and other customers. In the servuction system, both the content and process elements contribute to a customer's experience to determine the purchase outcomes and evaluations (Bateson 1985a). Unlike other models however, Aubert-Gamet and Cova differentiate between three motives for service consumption. Customers may seek service settings based upon their use-value and/or their linking-value (satisfying a need for community links) (Aubert-Gamet and Cova 1999). Depending upon the nature of the service encounter interaction between the customer and all other persons within the service setting, the customer typically might seek three types of service exchange:

- 1) *Solely economic* - for use-value only (e.g., self-service transactions);
- 2) *Socioeconomic* - for both use-value and linking-value by interacting with the service personnel; or
- 3) *Societal* - for linking-value only, seeking a sense of community by interacting with the other customers present (Aubert-Gamet and Cova 1999).

The Gronroos (1990) Service Production System model distinguishes between 1) the support systems and core service, and 2) the augmented service offering (consisting of accessibility, interactions, and customer participation activities). In his model, the service encounter occurs within the "Interactive Part" of the model; it is a buyer-seller interaction; and the customer is a quality-generating resource. The service interaction occurs as interactive communication between the customer and the contact personnel, the physical and technical systems, and other customers (Gronroos 1990). Influences upon the human communications include the attitudes, intentions, and promptness of each person; and, the

style of performance of the service personnel must be matched with the style of communication (or style of consuming) of the customer (Gronroos 1990). For example, there are two dimensions of communication in buyer/seller behavior: 1) the content; and 2) the style; the style includes ritualistic behavior patterns that shape the outcome (Sheth 1975). Thus, situational influences seem to have a significant bearing on the service encounter and provider/consumer interactions. In the empirical Study that follows, the service situation is operationalized by varying the service provider's inputs to technical and functional quality.

SOCIAL, INTERPERSONAL INTERACTION AND PERSONALITY

The Service Encounter Interaction

Bateson (1985a) called for a better understanding of the customer motivations, expectations, evaluations, and perceptions involved in service encounters. Therefore, I turn to interpersonal interaction concepts and theory, and review its role in service delivery and customer interactions. Interpersonal interaction encounters in buyer behavior include those role-defined interactions that occur between service providers and customers (Hartman and Price 1995). The service encounter is a purposive goal/task-oriented dyadic interaction and a psychological phenomenon, which depends upon the economical, social, and personal characteristics of each person (Solomon et al. 1985). In the study of face-to-face interaction, behaviors can include glances, gestures, positionings, and verbal statements, whether intended or not (Goffman 1967). Norms regarding interaction are referred to by Goffman (1967) as "rules of conduct" (p. 48) which impinge directly upon individuals as obligations (moral constraints on how to conduct oneself) and indirectly as expectations (how others are morally bound to act toward the individual). Rule maintenance involves commitment to one's particular self-image; depending on the situation, this may be a "special self" (Goffman 1967,

p. 52) that is appropriate at the time. Goffman (1973) expands this view; using a dramaturgical perspective, he offers the following conceptualizations and explanations of interpersonal interaction:

Face-to-face interaction is the "reciprocal influence of individuals upon one another's actions, when in one another's immediate physical presence." An interaction is an encounter, or "the interaction which occurs throughout any one occasion when a given set of individuals are in one another's continuous presence." A performance is "all the activity of a given participant on a given occasion which serves to influence in any way any of the other participants" (p. 15). During these (theatrical) interactions, we seek information about the other actors and the audience and also project information about ourselves as a means of defining the situation, to predict others' expectations of us, and to enable the others to predict our expectations of them. Information can be in the form of outward stereotypical signs, voluntary verbal and behavioral communication, involuntary expressive behavior, prior knowledge regarding the individual, and can be a response to the other's actions. Therefore, we all endeavor to make impressions so as to define the situation, which provides an initial plan for the cooperative activity that follows. One's capacity for impression expressiveness involves two different sign activities: the expression that one gives, and that one gives off. The motivation for depicting a particular impression is often to evoke a specific response from the other participant. One who is "dramaturgically disciplined" is a performer skilled at self-control and can maintain the impression, especially through facial and verbal communication and self-control (Goffman 1973).

Following the dramaturgical approach, service encounters are social interactions between actors in a theatrical setting where impression management principles are especially salient to all actors (both the provider and the client) (Grove and Fisk 1983). The role behaviors of all actors during service delivery can affect the customer's outcome evaluations (John 1996). During the consumption process, the service customer's view is usually of the "front-stage" only, and is where the vital functional quality component of service quality is perceived and experienced (Gronroos 1990). Customer satisfaction with a service is often influenced by the quality of the interpersonal interaction between the customer and the

contact employee. Employee interaction behaviors that negatively or positively affect customer satisfaction have been identified from the viewpoints of both the customer (Bitner 1990; Bitner, Booms and Tetreault 1990) and the employee (Bitner, Booms and Mohr 1994). Customer interaction behaviors have also been shown to affect customer satisfaction (from the employee's viewpoint) (Bitner, Booms and Mohr 1994). Additionally, a reciprocal relationship exists between employee and customer perceptions regarding the service climate and service quality; as a result, customer feedback is influential in creating the service firm's employee climate in which they deliver the service (Schneider, White, and Paul 1998).

In service encounter interactions, both task and nontask information is exchanged (Czepiel et al. 1985). Klaus (1985) offers a component configuration of the service encounter as follows:

- 1) Procedural elements
 - a) task-related behaviors (instrumental or standard operating procedures)
 - b) ceremonial behaviors
- 2) Content elements
 - a) tasks performed
 - b) psychological needs
- 3) Client and Agent characteristics - the perceptual and cognitive apparatus of the parties transform the procedural and contextual elements into subjective experiences and behaviors
- 4) Organizational and social characteristics - transformations happen within the context of the organizational, cultural, and social characteristics of the firm and employee, and also within the cultural and external factors that influence client characteristics.
- 5) Situational context - situational constraints and conditions; e.g., the physical setting, time, current mood, etc. (Klaus 1985).

Social Interactions and Personality

A need for social contact with the service provider can be one of a customer's service goals, which has been addressed by consumer behavior models regarding perceived risk and uncertainty about whether the service can satisfy this goal (Blois 1974). The customer's

interaction with the service provider can create feelings of social support and increase psychosocial benefits, both of which have a positive correlation to satisfaction with the provider and word-of-mouth intentions (Adelman and Ahuvia 1995). Social support themes can include uncertainty reduction and feelings of situational control, self-acceptance, social integration, and a sense of belonging, all of which are important benefits of social interaction (Adelman and Ahuvia 1995). Thus, customers' personal psychological needs contribute to expectations of service quality (Zeithaml, Berry, and Parasuraman 1993).

As we have seen, situational influences and social interactions characterize service encounters. Individuals vary in their propensity to participate and in their desired control at the service encounter. The remainder of this chapter builds the rationale regarding individual differences in motivations to control and participate in the service encounter. Accordingly, social interaction interdependence theory and motivations and attitude function theory are examined as the basis for these motivational differences.

Given the importance of the service encounter human interaction, it is necessary for services marketing researchers to study intervening variables such as involvement, need for control, etc. that might affect service consumer behavior (Surprenant and Solomon 1987; Zaichkowsky 1985). Specific service provider behaviors have been identified that affect customer satisfaction (e.g. Bitner, Booms, and Tetreault 1990) and employee performance ratings in the "person-to-person encounter" (Mattsson 1994). There is also abundant research that examines employee personality effects upon general employee performance (e.g., Brown et al. 2002 in the marketing field), and leadership emergence, and firm performance within the operations management and I/O psychology literature. For example, customer service employees that were more extraverted, more well-adjusted, and that were generally more

agreeable were rated better by service customers than were employees that were more introverted, less well-adjusted and less agreeable (Hurley 1998). This research stream will be discussed further in Chapter 3 within the self-monitoring and locus of control sections. Unfortunately, there is very little research examining customer personality trait effects upon their service encounter interaction behavior and satisfaction within the context of an interdependent exchange relationship. Thus social interdependence theory would serve as a starting point in this endeavor.

Theory of Interdependence in Social Interactions

Service customer participation is a division of labor and interdependence between the buyer and seller in the interaction (Cowell 1984). In a service encounter, customer and provider depend on each other for a productive exchange, resulting in a mutual satisfaction of their respective goals. McCallum and Harrison (1985) propose that examination of the dimensions involved in a service encounter must include structural and dynamic factors that influence social interaction. They apply Interdependence Theory (Kelley and Thibaut 1978) to the service encounter and provide a framework for services research as follows:

The Theory of Interdependence suggests that "interdependence is the effect interacting persons have on each other's outcomes" (McCallum and Harrison 1985, p.36). Each person receives rewards from the joint behaviors; in service encounters, the rewards may include not only the desired service outcome, but also intangibles like attention or status. The rewards are less the costs of enacting the behaviors which may include effort, stress, inconvenience, discomfort, or embarrassment. There is mutual influence (which may be asymmetrical) on outcomes depending upon the power of each party and upon the type of exchange transaction involved. The degree of outcome correspondence is a function of the sources of control (reflexive, fate, or behavioral) experienced by the participants. The participants must successfully match control mechanisms to achieve a transformed pattern of interdependence. The transformation process is affected by each party's dispositional level which includes attitudes, personality traits, norms, roles, and script availability. Each participant's degree of perceived goodness of the

outcome depends on how well they were able to enact their preferred transformation pattern (McCallum and Harrison 1985).

Closer inspection of the original work on interdependence theory reveals that the three sources of control are defined as the Components of Interdependence. How these components fit together by correspondence and concordance and their relative magnitudes (or weights) will determine the transformation outcome. The theory also suggests that an interaction is seen as an opportunity to self present, where self presentation is the "expression of personal dispositions" (Kelly and Thibaut 1978, p.222).

Other insights by Goffman are applicable to our discussion of service encounter interdependence. In studies involving small group behavior, Goffman (1985) distinguishes between behavior within small, established social groups and that of a "focused gathering". During a focused gathering interaction (also called an encounter or situated activity system) the participants mutually sustain a single cognitive or visual focus and may alternately engage in a full array of interaction processes including, but not limited to, maintenance of poise or of communication ground rules, taking and giving up of the speaker role, embarrassment, easement of tension, allocation of spatial position, maintaining adherence to the focus activity, etc. (Goffman 1985).

A service encounter human interaction can be thought of as being a focused gathering interaction in that it is purposeful and can occur among as few as two persons. Service quality is above all, a subjective consequence of a complex configuration of physiological, behavioral, psychological, and other variables resulting from the interaction; therefore we must also study how psychological and cultural perspectives of a service customer can affect their interpretation, perceptions, and interaction behaviors (Klaus 1985). According to Klaus, Schutz (1966) explains that "true quality is experienced when the participants' interpersonal

psychological needs for control, inclusion, and affection are satisfied" (Klaus 1985, p.31). Indeed, if customers vary in their contribution to the interaction with the service provider, it follows that attitudes and motivations must also play a role.

MOTIVATIONS AND ATTITUDE FUNCTIONS

Researchers studying motives and reasoning styles need to direct more attention to situationally-derived and dispositionally-based heterogeneity among people (Krosnick and Sedikides 1990). Therefore, attitude theories have been widely used in the marketing literature to explain and to predict consumer behavior. Next, I briefly review how attitudes and motivations play out in an individual's self-expression in relation to consumer behavior, and also address some definitional disparities between the associated research streams.

In the consumer behavior and persuasion literatures, when based on the dramaturgical metaphor (Grove and Fisk 1983) and a role theory perspective, one's role-specific self-concept in a service encounter "is formed by the reactions of others to the quality of one's role enactment" (Solomon et al. 1985; p. 102). Multiple components of the self-concept serve as motivators for attitude (Johar and Sirgy 1991), where self-congruity and functional-congruity processes will influence consumer behavior (Sirgy et al. 1991). Lutz (1979) defined product utilitarianism and product value expressiveness in terms of Katz's (1960) functional theory of attitudes. Attitudes exist because they serve one or more of four functions for the personality: 1) ego-defensive; 2) knowledge; 3) utilitarian; and 4) value-expressive; where, in order to predict attitude change, the motives underlying one's attitudes activated by attitude objects must be identified (Katz 1960). In advertising, the route to persuasion is mediated by a self-congruity process in value-expressive appeals, but mediated by a functional congruity process in a utilitarian appeal; thus, firms attempt to match the

advertising appeal to the route used by the target audience (Johar and Sirgy 1991). Value-expressive appeals typically use an image or symbolic approach, whereas utilitarian appeals use a functional (i.e., technical) information approach. The effectiveness of each appeal is generally due to audience factors such as product involvement, knowledge, or self-monitoring (Johar and Sirgy 1991). For example, image appeals are more persuasive for high self-monitors and utilitarian appeals are more persuasive for low self-monitors (Snyder and DeBono 1985).

When turning to the social psychology literature however, we find that there is a term discrepancy regarding attitude functions between it and the consumer behavior and persuasion literature. The "value-expressive" function previously described parallels the "social-adjustive" function as defined in social psychology (e.g., DeBono 1987, 2000; Snyder and DeBono 1985). In the same vein, the "utilitarian" function described above parallels the "value-expressive function" as defined by Snyder, DeBono, and their colleagues. While Johar and Sirgy (1991) refer to the work of Snyder and DeBono regarding self-monitoring and attitude functions, they do not acknowledge the attitude function label differences. Similarly, in the consumer psychology literature, Johar and Sirgy's value-expressive function and Snyder and DeBono's social-adjustive function is termed the "social identity function" by Shavitt (1990). Shavitt, Lowrey, and Han (1992) address this labeling problem and explain that the functional designations of "utilitarian" and "social identity" more closely capture product attitudes. They explain that regarding product judgments, the utilitarian function invokes associations with intrinsic rewards or punishments, whereas the social-identity function affects concerns regarding self-concept expression or self-other relationships

(Shavitt 1990). Schlosser (1998) uses this perspective, finding that store atmosphere can invoke a social-identity function and ultimately affect quality judgments.

According to Lutz (1998), perhaps we should consider this to be a labeling problem and not let it deter us from further research in the area. Therefore, to prevent confusion, I will follow Shavitt, Lowrey, and Han (1992) and use the labels of "social-identity function" and "utilitarian function" for this research. Thus, "social identity" will designate the value-expressive function referred to in the consumer behavior and persuasion literature and the social-adjustive functions referred to in the social psychology literature. Likewise, "utilitarian" will designate the utilitarian function referred to in the consumer behavior and persuasion literature and the value-expressive function referred to in the social psychology literature⁴.

Additional discussion regarding motivations and attitude functions as applied to individual differences in service consumer behaviors and perceptions is provided in the personality trait variable sections in Chapter 3. With this background on the nature of the service encounter, specifically the key situational and individual influences on the role of the customer, I now turn to the constructs of interest: customer participation and control in service encounters.

SERVICE CUSTOMER PARTICIPATION AND CONTROL

This section presents the conceptualizations of customer participation and control as featured in studies focused on the service encounter.

⁴ These terms are also similar to the "instrumental" and "expressive" terms used in the consumer behavior literature that refer to end goals (e.g., Price and Arnould 1999), which reflect the utilitarian and social-identity attitude functions, respectively.

The Conceptual Domain

The extant literature regarding a customer's level of participation and control in a service encounter, does not provide a clear understanding of the conceptual domain for these constructs. While it is clear that customer participation and control are necessary components of service encounter interactions, and that quality perceptions are directly related to the interactions, there is little agreement as to their definitions. Both terms have been used in connection with the terms of involvement, interaction, communication, contact, process, technical, and functional quality. Indeed, they are used both synonymously with each other (e.g., participation is only engaged as a control mechanism), and as distinct from each other (e.g., not all participation is control motivated, as in the case of small talk). They have been viewed as motivational constructs, input/resource elements, factors in technical and functional quality, and described as resultant behavioral components. Similarly, somewhat equivalent service production, delivery, and encounter models seem to use different conceptualizations, terms, and definitions for what appear to be the same constructs; conversely, the same terms are used across some models to describe what seem to be different constructs. In sum, although researchers agree that customer contact and involvement in service delivery occurs via some form of customer participation and/or control, unfortunately, these constructs are complex, have not been fully developed, and remain unclear (e.g., Bateson 1985a; Kellogg, Youngdahl and Bowen 1997; Rodie and Klein 2000). Equally perplexing is Bateson's (1985a) statement that personal control "is a complex composite of different concepts linked only by the basic idea" (p.67). Next, I review the treatments of service encounter participation and control within the literature in more detail.

Service Customer Participation

Consumer characteristics can vary depending on whether they choose to participate or not (Langeard et al. 1981). This variation affords us the opportunity to segment service consumers based on their participation willingness (Bowen 1990). Therefore, we must also develop a better understanding of the individual differences that may underlie these segment differences. Kelley, Skinner and Donnelly (1992) find that service customer satisfaction is directly related to customer inputs to technical and functional quality and suggest that future research efforts should consider the impact of individual differences on both participation and perceptions. Additionally, service customer participation and control during the encounter may directly affect the customer's perceptions of service recovery efforts by the firm (Bitner, Booms, and Mohr 1994). Potential benefits to service firms of a clearer understanding of customer participation include opportunities for market segmentation and product positioning based on customer ability or participation needs, new product or line developments based on redesigned customer roles, and an enhanced ability to manage optimal customer role sizes during service delivery (Rodie and Klein 2000).

Bowen's model of consumer behavior in service production and delivery (1986) suggests that service delivery is facilitated when the customer: 1) understands the role norms involved; 2) has the ability to perform; and 3) values the rewards that are available for performing as expected. Not only can customer participation vary by industry, but also within industries and across individuals due to varying degrees of customer knowledge, involvement, and expected value of the outcome (Bowen 1986).

The majority of research in service encounters and customer participation has typically taken a managerial, organizational approach, using a “customer as partial

employee” perspective (e.g., Mills, Chase and Margulies 1983; Mills and Morris 1986; Kelley, Donnelly, and Skinner 1990). Service customer participation has been viewed as customer involvement "as a worker or co-producer by giving time and effort, without which the service could not be produced" (Cowell 1984, p. 219). Viewing the customer as an employee helps to insure that the customer satisfies certain roles, where the roles are related to certain effects (Pieters and Botschen 1999). Gronroos (1990) explains that customer participation will impact the perceived service, and can be in the form of completing documents, providing information, operating vending machines, knowledgeable identification of needs, understanding of time constraints, and a willingness to cooperate in the process, required procedures, and information exchange.

A process model of "organizational technology use in a service encounter," defines the customer as a technological resource that varies by prior knowledge, background, and personal preferences (D'Souza and Menon 1995). In the model, the customer's active participation is deemed essential; as the involvement (participation) increases, so does the service complexity. The managerial processes must account for unpredictable customer involvement and treat it as an uncertainty (D'Souza and Menon 1995). Regarding service customer complaint and suggestion behavior, the customer can also serve the role of partner to the service firm. This role is analogous to that of an organizational consultant where customer participation is defined as voluntary performance when taking part in active involvement in the governance and development of the firm (Bettencourt 1997).

In some cases, participation is equated with self-service behavior (e.g., Bateson 1985b; Zeithaml and Bitner 2000). Increases in customer self-service participation were related to perceptions of faster production time, less dependence on the provider, more

control and higher customization levels for the customer (Bateson 1985b). Bateson defines customer participation as work that would normally have been performed by the service employee that is taken over by the customer, i.e., do-it-yourself, and found that customers differ as to how intrinsically gratifying and enjoyable they find participating in self-service behaviors. The dimensions customers used to decide whether to use self-service or not were time, control, effort, dependence, efficiency, human contact, and risk (Bateson 1985b). The customers that prefer not to use the self-service options (non-participants) and to deal directly with the service provider instead, rated risk reduction as their motivating factor in doing so (Bateson 1985b). Self-service participation would also include any co-production efforts by the customer, as defined by Bendapudi and Leone (2003).

Zeithaml and Bitner (2000) characterize customer participation behaviors as having appropriate/inappropriate, effective/ineffective, or productive/non-productive dimensions. They use the terms customer involvement, self-service, and participation synonymously, explaining that increased participation leads to increased customer independence, as in the case of increased self-service behaviors, and that participation motivations can be complex. Bitner et al. (1997) propose two frameworks that delineate the "levels" of service customer participation in a service encounter (which vary across service industries) and the "roles" that can be played within each level. They explain that low participation levels just require the customer's physical presence or payment and are usually highly standardized services (e.g., motel stay, maintenance service); moderate participation levels require some customer input for customizing the service, including information, effort or physical possessions (e.g., full-service restaurant, payroll service); high participation levels require active customer co-creation and production roles that affect the nature of the service outcome (e.g., personal

training, executive seminar). The three major roles within the participation levels are not mutually exclusive and include 1) customer as productive resource; 2) as contributor to quality, satisfaction and value; and 3) as competitor to the firm by providing the service themselves (Bitner et al. 1997). Their studies found that women's weight control service customers do attribute some of the outcome success to their own inputs and that clients given prior procedural knowledge experienced greater perceived control over the process and more satisfaction with the experience.

Thus, as we would expect, the specific treatment of customer participation varies depending upon the context of the service sectors being studied. For example, in the retail service industry, customer participation has been defined as being in either oral (i.e., any spoken interaction within the service delivery system) or physical form (e.g., carrying goods to checkout counter or returning shopping carts) and includes any customer action that influences the definition and delivery of service (Harris, Baron, and Ratcliffe 1995). In legal services, client participation was defined as the "types and level of behavior in which buyers actually engage in connection with the definition and delivery of the service (or value) they seek" (File, Judd, and Prince 1992; p.6). This participation is especially relevant in services that are high in risk, complexity, and credence properties, is managerially controllable, and varies along tangibility, empathy, attendance, and meaningful interaction dimensions (File, Judd and Prince 1992). In the banking industry, participation was defined as an input by both the service provider and the customer, found to consist of information sharing, responsible behavior, and personal interaction dimensions, and deemed as being crucial to future research into service relationships (Ennew and Binks 1999)⁵.

⁵ Although the client participation construct also varies within the professional services literature (e.g., Hartwick and Barki 1994; Mills and Morris 1986), this research only examines works in consumer services.

One of the most useful and inclusive conceptualizations of customer participation (from an organizational perspective) is contained within the service quality framework by Kelley, Donnelly, and Skinner (1990). They define customer participation as including any and all contributions or interactive behaviors performed by the customer during a service encounter; these behaviors are separated into technical (what) and functional (how) quality components. Technical participation includes all types of labor or information input, whereas functional participation includes all interpersonal contributions; the participation engaged in by customers is proposed as being a direct effect of their motivation, which consists of the two dimensions of effort and direction (Kelley, Donnelly and Skinner 1990). They define motivational effort as the degree of task performance exertion and explain that it is generally linked to technical participation. Motivational direction is the perceived appropriateness of the activities involved in the task. They further explain that customers' motivational direction becomes most salient for, and functional participation is deemed most important in, quality perceptions for services that are directed toward either the customer or intangible things (see Lovelock 1996). Motivational direction is deemed especially important in service settings because the interactions allow customers great latitude in behavior; and, organizational socialization can give customers a better idea of their technical and functional roles (Kelley, Donnelly and Skinner 1990). They also describe organizational socialization as the process of initiation and adaptation of an individual into appreciation of the values, norms, and required behavior patterns of the firm. A relevant implication of their framework is that customer variations in motivation and participation may result in different perceptions of service quality, satisfaction, and attributions, especially in cases of poor service and dissatisfaction⁶. Indeed, it was subsequently found that service customer satisfaction was

⁶ They also propose that when participation behaviors are reinforced with valued benefits, customer's

directly related to customer technical and functional participation, and that service firm organizational socialization attempts will cause customers to focus more on technical contributions at the expense of functional contributions (Kelley, Skinner and Donnelly 1992).

Thus, service client participation has been viewed as the performance of temporary, partial employee roles; where firm efficiency and productivity optimization is enhanced when the firm can define, exact, and control the appropriate client roles (Mills and Morris 1986). Silpakit and Fisk (1984) use a more customer-oriented perspective and describe customer participation as a behavioral concept, emphasizing the consumer's active role in the service encounter, and define it as "the degree of consumers' effort and involvement, both mental and physical, necessary to participate in production and delivery of services" (p.117). Their conceptualization includes participative behavior that may or may not involve customer interaction with a service provider employee, where a self-service behavior can be a highly participative one with very little human contact (e.g. ATM transaction), or where customers may participate very little but have maximum employee contact (e.g., walk-in teller transaction). They explain that customers vary in participation willingness; some find it intrinsically attractive; service customers' evaluation criteria differ depending upon their willingness to participate; and participation opportunity can influence choice and evaluation (Silpakit and Fisk 1984). Their conceptual model for maximizing customer participation is based on a system process of inputs, throughputs, and outputs, where the inputs consist of situational factors, and service and customer characteristics; the throughput is the encounter involving the service system and customer participation; and the output is the evaluative outcome (Silpakit and Fisk 1984). The situational factors include social surroundings (from

perceptions of control (as a benefit) during service delivery will be enhanced, but unfortunately, this is the only treatise to the control construct that they provide.

Belk 1975), which may foster customer participation if the social setting consists of pleasant employees, fellow customer interaction or the comfort of being among other people, and which may be manageable by the service firm (Silpakit and Fisk 1984). Consumer characteristics will influence customer inputs, which will vary along "personality traits, self-concept, needs, social roles, perceptions about objective service characteristics" (p.119) and demographic profile (Silpakit and Fisk 1984).

Rodie and Kleine (2000) conceptualize customer participation as a behavioral concept and define it as the actions and resources supplied by customers for service production and delivery involving physical, mental, or emotional labor. They distinguish service customer participation from the terms customer *contact* (firm's point of view), customer *involvement* (a dispositional characteristic), and customer *consumption* (experiencing the perceived benefits). Customer participation is a function of organizational socialization's effect on the customer's role clarity, which affects customer ability, willingness, and role size, where customer benefits can include process efficiency, outcome efficacy, and hedonic and emotional benefits including increased perceived control (Rodie and Kleine 2000). However, research is still lacking in the area of customer participation antecedents, its effects on attributions, evaluations, psychological benefits, and behaviors (Rodie and Kleine 2000).

By integrating the research reviewed so far in this chapter and using the customer's perspective, we can describe the service encounter as consisting of three customer dimensions: 1) motivations; 2) the service transformation/exchange process; and 3) perceptions of the process and outcome. Customer motivations involve general (e.g., involvement levels), task (e.g., utilitarian), and non-task (e.g., social) motivations. Customer participation occurs during the transformation/exchange process and includes any interaction

with either the human or non-human components of the service system. Participation includes functional, technical, and self-service dimensions, each of which may occur at low, medium, or high levels. Perceptions of the process and outcome may include both psychological and utilitarian outcomes and perceptions of the benefits received. This is the basis of the Framework presented at the beginning of this chapter.

Service Customer Control

Control, as a motivational concept, consists of the need to demonstrate competence, superiority, and mastery over an environment (White 1959). Personal control contains cognitive, decisional, and behavioral dimensions; cognitive control involves processing information to reduce stress and improve predictability, decisional control includes choices in the selection of outcomes or goals, and behavioral control is comprised of responses that are intended to influence threatening situations (Averill 1973). In Interdependence Theory (Kelley and Thibaut 1978), control is made up of reflexive, fate, and behavioral components. Reflexive control is one's direct control over one's own outcomes, fate control is direct control over one's outcomes by the other party, and behavioral control is two persons' joint control over one person's outcome. Neither Averill's personal control dimensions nor Kelly and Thibaut's control components are mutually exclusive and may interact with each other.

The consumer's perceived control is a super-factor (Bateson 1991); "a global indicator that summarizes the perceptual aspect of an individual's service experience and a crucial antecedent of any ensuing affective and behavioral responses to the service encounter" (Bateson and Hui 1990, p.5). Bateson (1985a) explains service encounter control as follows:

Conducting services marketing research that examines personal control during an encounter is difficult at best; the conceptual domain is still unclear, thus little progress has been made toward theory development. Control may be actual or perceived (a belief that one has control regardless of

whether the control exists). Personal control, especially perceived behavioral control, is important to service encounters for several notable reasons. First, the service firm, the contact employee, and the customer desire control in the encounter; second, the customer's perception of control contributes to physical and psychological well-being (and ultimately, satisfaction evaluations); and finally, the first two reasons generally lead to conflict during the encounter. Balancing the need for personal control between the employee and customer is optimal, and increasing perceptions of any one dimension of control (i.e. behavioral, cognitive, or decisional) for customers will increase overall perceptions of personal control. For example, if both parties have knowledge of and follow the appropriate script for the interaction (cf. Solomon et al. 1985), the parties will experience perceived cognitive control, which causes a sense of predictability, feelings of increased personal control, and negates their need to exert behavioral control. It can be problematic that although a customer's need for control may be highly motivating, higher perceptions of control during the encounter also carry consequences in that the customer will attribute more responsibility for the outcome to himself, especially if allowed behavioral control (Bateson 1985a).

Bateson and Hui (1990) and Bateson (1991) expand this view of perceived control, explaining that larger choice sets (customization) provided for the customer result in higher levels of perceived control, whereas encounters with few options (in the form of service standardization) can also raise perceptions of control by ensuring predictability. There is a tradeoff between choice/customization and predictability/standardization that will depend upon organizational strategy and consumers' personal motives (Bateson and Hui 1990). Therefore, researchers must first examine the underlying service customer motivations, expectations, perceptions, and evaluation processes during the encounter in order to determine whether choice or predictability might be more important to customers (Bateson 1991). Likewise, we need a better understanding of how their individual characteristics (e.g., locus of control) determine these control phenomena (Bateson 1985a).

Indeed, services scholars have recently provided additional evidence in support of these explanations and conclusions regarding perceived control effects. Heightening service

customers' perceptions of control over the delivery process, along with other psychological benefits, time savings, monetary savings, and physical benefits are all considered as rewards by service customers (Zeithaml and Bitner 2000). Prior knowledge regarding a service encounter attribute can contribute to a customer's perception of control. One means of enhancing control perceptions and reducing perceived risk in the encounter is to educate customers regarding their expected role (Bitner et al. 1997); knowledge of how best to use the service and forewarnings of possible difficulties, is more likely to create satisfaction and loyalty (Lovelock 1996). For example, advising customers of their expected wait times increases their sense of control, which indirectly affects perceptions of service quality through wait time acceptability (Hui and Zhou 1996).

Personalization has also been examined in the services marketing literature with respect to customer control. Tailoring services to idiosyncratic customer needs is a difficult service design problem; role definitions may dictate the amount of service personalization expected, but need not necessarily assure its implementation during the encounter (Surprenant and Solomon 1987). The term “personal service” is problematic in that service firms agree that customers want it, but few agree as to exactly what it means; however it has been defined as a multidimensional construct that, in a broad sense, is the interaction behaviors by the provider that are meant to contribute to the individuation of the customer (Surprenant and Solomon 1987).

Personalization offered by a service provider can be in the form of a smile, eye contact, friendly greetings, offers to customize the service offering, making small talk, spending time with, offering advice to, or taking personal interest in the customer. It can be performed via choice options or process personalization; choice options can increase customers' perceived control over the final form (outcome) by increasing decisional control, or they may provide information regarding event predictability which increases cognitive control, and lowers risk and the cognitive effort required. Process personalization may

be programmed (nonfunctional, giving the impression of personalization by using small talk, customer names, etc.) or customized (helping customer get the best form of the offering for his needs). Customized personalization can reduce predictability and increase the cognitive effort required, but when it is combined with option personalization, the customer's confidence in having made the best choice may be increased, especially in complex services. More customer choices relate to higher levels of trust and satisfaction; however, increased personalization can also lower satisfaction when it is perceived as being above and beyond the customer's perceived situational script for the service encounter (Surprenant and Solomon 1987).

There are other examples of research in which the distinction between customer participation and control are not clear. Hui and Bateson (1991) equate customer control and participation, explaining that perceived control increases with higher levels of participation. In their study, they operationalize perceived control as a combination of decisional control (customer's choice of whether to stay in the service situation or not) and several measures of feelings of dominance and helplessness, finding that greater perceived control corresponds to higher levels of pleasure (satisfaction) as a result of the service encounter. In another model, relative perceived power in a healthcare setting is the perception of power regarding self resources relative to that of the person with whom one will interact (Bebko 1993). Situational and individual factors can influence whether patients will act on their assessment of relative power, in this case by participating in self-care inquiries and information exchange (Bebko 1993). Similarly, doctor-patient encounters are described as involving five attributes, namely, 1) participation, 2) control, 3) time flexibility, 4) attention to process, and 5) the interpersonal relationship (John 1996). However, the model explanation combines participation and control, viewing them as complementary, in that patients will increase participative and control behaviors in the interest of reducing risk in the outcome (e.g., in the medical diagnosis and treatment plan) (John 1996).

Considering the multitude of views regarding the exact nature of service customer control and the importance of its role in research to further understand the service encounter, we are left with the task of choosing a definition and of operationalizing the construct. I propose that service customer control can manifest during any one or all of the motivational, participative, or perceived outcome dimensions of the service encounter.

Table A (see Appendix A) presents in tabulated form, a listing of cited works used in this research that were used to help identify control and technical and functional quality definitions, inputs, and specific associated behaviors. Table A includes both service employee quality inputs and customer participation quality inputs during a service encounter⁷. Information presented thus far and in Table A was integrated to construct the complete Framework of Customer Participation and Control in the Service Encounter presented in Figure 2. Additionally, Table A and the Framework were used to identify specific behaviors that were used to operationalize the variations in service quality inputs that were manipulated in the Study. These specific quality inputs are presented in Table's B.1 and B.2 (see Appendix B), and are discussed later in the study methodology in Chapter 4.

Next, I will provide a discussion of two personality traits suggested by the framework that may help to explain individual differences in service customer participation and control. I review the literature on self-monitoring and locus of control as they relate to self expression, in order to link personality and an individual's motivation and behavior in a service encounter and to introduce the study hypotheses.

⁷ While many of the cited works in Table A explicitly classified behaviors and definitions as being either functional or technical quality, some did not address their classification. Therefore, those classified by this author are noted in the Table A.

CHAPTER 3 - EMPIRICAL MODEL, VARIABLES OF INTEREST, AND HYPOTHESES

PORTION OF FRAMEWORK BEING STUDIED

Personal dispositions in personality trait theory are the tendencies of people to respond to situations in consistent ways (Endler and Magnusson 1976). Dimensions of personality can be thought of as "abstractions of behavior or dispositional forces that are related to various behaviors or behavioral syndromes " (Hurley 1998, p. 118). It is possible that more variance in consumer behavior can be explained when individual differences and situational factors are examined simultaneously (Krosnick and Sedikides 1990; Quester and Smart 1998). For example, prior research in negotiating behavior suggests that personality traits such as self control, conformance, and sociability may affect the transaction cooperative behaviors of each person in the client/employee team (Mills, Chase, and Margulies 1983). Using an interactional psychology perspective which studies human behavior by examining both the person and the situation (Endler and Magnusson 1976; Endler and Rosenstein 1997; Terborg 1981), it is possible that a consumer's behavioral consistency across service encounter situations can be identified using a personality trait approach. Variations in service customer control and participation may be a function of self-concept and personality traits (Silpakit and Fisk 1984).

Personality traits are one of the general motivation factors listed in the Framework of Customer Participation and Control in the Service Encounter (see Figure 2) that could drive customers to participate in service delivery. These general motivation personality traits can include various traits that might affect task and non-task motivations differently, thus affecting how a customer's functional and technical participation might impact perceptions

of the encounter and satisfaction. For example, a commitment to preserving one's particular self-image (Goffman 1967) may be a driving factor, where functional participation might relate to self presentation and technical participation might relate to a person's need to control the technical outcome. Specifically, I propose that when the service encounter consists of customer-provider interaction, that self-monitoring (Snyder 1987) and locus of control (Rotter 1966) are two such personality traits that will interact with the provider's service quality inputs, impacting upon customer participation, satisfaction with the encounter, and behavioral intentions. The manipulated *service quality inputs* variable will serve as the situational independent variable that defines the type of technical and functional quality inputs provided to the customer by the service facility and contact employees during the service encounter. The self-monitoring and locus of control personality traits were chosen for this study based upon suggestions in the literature that they might affect customer interaction behavior with service employees, where high self-monitoring may be more related to non-task motivations, functional participation, and psychological benefits, whereas an internal locus of control might be more related to task motivations, technical participation, and utilitarian benefits. Figure 3 depicts these variables of interest and their relationships as described within the framework. Moreover, both are explained further in the following sections, along with additional justification for their use in this study.

CONSTRUCTS BEING STUDIED

The study dependent variables include service customer participation style, service encounter satisfaction and intentions to repurchase. It is hypothesized that the interaction between the encounter's service quality inputs and individual differences will impact upon customer participation and service outcome. The manipulated independent variable, service

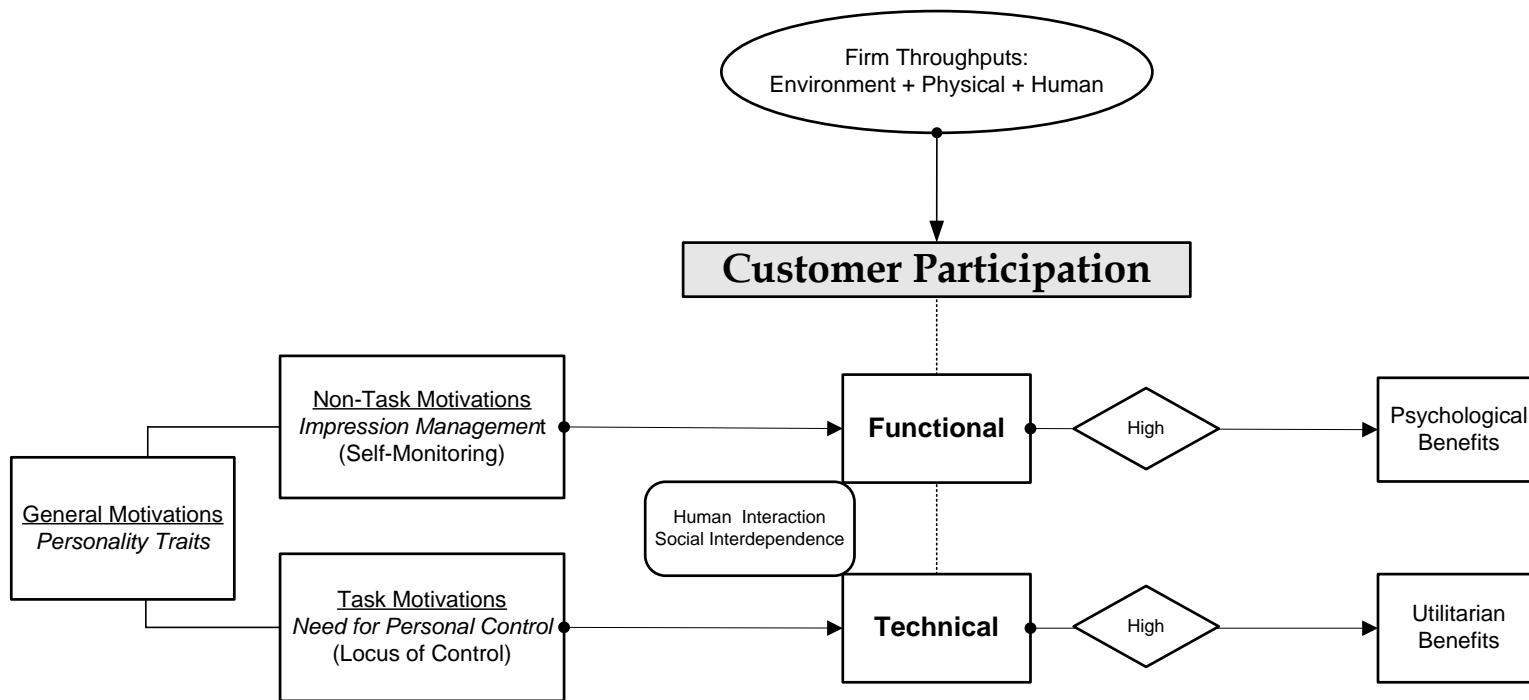


FIGURE 3 - Portion of Framework Being Studied

quality inputs, consists of four different service provider input scenarios that vary by whether the contact employee provides positive or negative technical and functional quality inputs. In other words:

- In service quality inputs scenario #1, the contact employee provides both positive (versus negative) technical *and* functional quality inputs (TQ+/FQ+).
- In service quality inputs scenario #2, a combination of positive and negative quality is performed, where the employee provides *positive technical* quality inputs, but *negative functional* quality inputs (TQ+/FQ-).
- Service quality inputs scenario #3 depicts the opposite of scenario #2, with the employee providing *negative technical* quality inputs, but *positive functional* quality inputs (TQ-/FQ+).
- In service quality inputs scenario #4, the opposite of scenario #1 is achieved, in which the contact employee provides both negative (versus positive) technical *and* functional quality inputs (TQ-/FQ-).

This conceptualization of service quality inputs as a manipulated situational variable is consistent with Belk's (1975) social surroundings and task definition characteristics of consumer behavior situations. The measured personality independent variables, self-monitoring (Snyder 1974, 1987) and locus of control (Rotter 1966), are proposed as the individual difference variables. Specifically, I propose that when the service encounter consists of customer-provider interaction, that self-monitoring (Snyder 1974, 1987) and locus of control (Rotter 1966) will interact with service quality inputs, impacting customer participation during the encounter, satisfaction with the encounter and upon behavioral intentions.

The dependent variable, *customer participation style*, is used to operationalize customer participation during the encounter as an imagined response variable in the study. The researcher believes that respondents may imagine what their own style of participation would most likely be while reading a service encounter scenario that dictates the performance of the service provider. It is hypothesized that this imagined participation style response will vary depending upon the personality styles (self-monitoring and locus of control) of the respondents. Measures of perceived personal control and situational involvement are utilized to best capture this imagined participation response.

Figure 4 presents the model guiding the empirical study. The study manipulations utilize a service industry that was chosen because it provides customers the opportunity for a high level of contact, interaction, and socio-economic exchange with the provider (hair cuts) (Aubert-Gamet and Cova 1999; Bitner et al. 1997; Lovelock 1996).

RESEARCH HYPOTHESES

Personality Variable of Interest: Self-Monitoring

My review of the self-monitoring literature focuses on the most widely used scales that have been developed by Snyder and his colleagues, and the research that has tested, adapted, and applied the scale in various contexts. The review suggests that there has been considerable controversy regarding the conceptualization, operationalization, and dimensionality of the self-monitoring construct, but that its most commonly-used measures are still generally regarded as psychometrically-sound.

Self-monitoring is one measure of the motivation for attitudes that exist; the motivation predicts the way attitudes will guide behavior. According to Briggs and Cheek (1988), the intellectual ancestry of the self-monitoring construct can be traced back to the

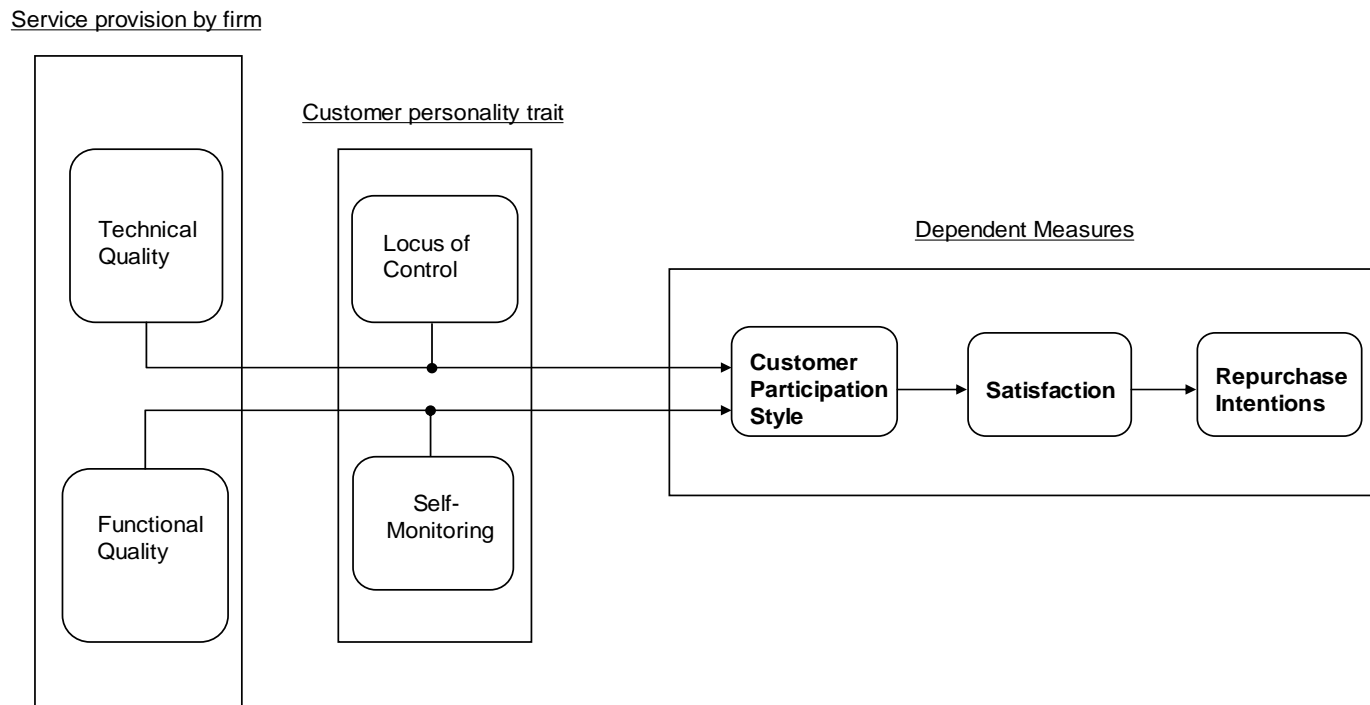


FIGURE 4 – Model for Empirical Study

concept of "many social selves", the interpersonal origins of performances in the life-as-theater metaphor (Goffman 1973) and role-taking in symbolic interactionism (Mead 1934), all of which "emphasize one's responsiveness to the social situation" (Briggs and Cheek (1988, p.674). A person that is "dramaturgically-disciplined" (Goffman 1973) is exemplified by the high self-monitor. Of importance here, is the notion that self-presentation can be a central component of social exchange; high self-monitors may be more adept, have better social skills, and more extraverted than low self-monitors, thus possessing more of the necessary skills required for impression management (Briggs and Cheek 1988).

High and low self-monitors differ in cognitive, motivational, and behavioral processes that guide their social context behavior (Snyder and DeBono 1985). Self-monitoring is a useful moderating variable in that "it differentiates people whose behavior is an expression of inner feelings, attitudes, and beliefs from those who, in different situations and with different people, act like different people" (Snyder 1987, p.205). Self-monitoring measures can distinguish between people who are sensitive to others' expressive behavior or social cues and will readily modify self-presentation (high self monitors) and those who are more likely to suit themselves regardless of the social surroundings and to behave in accordance with their personal values (low self monitors) (DeBono 2000; Lennox and Wolfe 1984; Snyder 1987). High self-monitors prefer "form over function" and have good impression management skills, are attuned to role expectations and to situational appropriateness cues, and can regulate self presentation. High self-monitors seek more social comparison information, and are better at communicating arbitrary emotions and at discerning others' emotions (Snyder 1974). High self-monitors' behavior is guided by the anticipated reactions of others, social norms, and external expectations (Hamid 1994). Low

self-monitors prefer "function at the expense of form" and are true to themselves despite social expectations, are less responsive to situationally-appropriate behavior cues, are controlled by their attitudes and affective states, and their situational behavior is guided by a need to portray their true self and dispositions (Snyder 1987; DeBono and Snyder 1989). High self-monitors choose situations that allow use of their self-presentation skills and low self-monitors choose situations that allow presentation of their personal values (Snyder 1987). Thus, individuals use different sources of information when deciding how to act; high self-monitor behavior is primarily situation specific, usually less stable across situations, and generally has lower correspondence with basic attitudes than does low self-monitor behavior (Snyder 1974; 1987). For high self-monitors, there is a significantly lower correlation between values and situationally-relevant attitudes than for low self-monitors (Maio and Olson 1998). Low self-monitoring behavior is dispositionally based and has little cross-situational variance. The robust relationship found between low self-monitors' attitudes and behavior may be due to low self-monitors interpreting their own behavior and choice in terms of their attitudes and an increased accessibility of these attitudes (DeBono and Snyder 1995). Low self-monitoring persons with a history of choosing attitudinally-relevant situations have increased their attitude accessibility, produced stronger attitude/behavior relationships, and more often will choose attitudinally-relevant situations (DeBono and Snyder 1995). Similarly, friendship conceptions are activity-based for high self-monitors and affect-based for low self-monitors (Snyder 1987). Thus, high self-monitors are like chameleons that change their coat to fit their surroundings (Snyder 1974); low self-monitors are like leopards that never change their spots (Auty and Elliott 98).

The self-monitoring scale (Gangestad and Snyder 1985) consists of 18 true/false statements that measure a person's control over their social presentation. When developing the original 25-item scale, Snyder (1974) assessed its discriminant validity with correlations to the following scales: a) Social Desirability (also known as need for approval) ($r = -.1874$, $p < .01$); b) Psychopathic scale ($r = -.20$, $p < .01$); c) Performance Style C subscale (n.s.); d) Machiavellianism (n.s.); e) Achievement Anxiety (n.s.); and f) Inner-Other Directedness (n.s.). The relationships between self-monitoring, extraversion, and locus of control have also been studied for discriminant validity purposes; but although self-monitoring and extraversion may exhibit some overlap, they are still distinct, and a correlation between self-monitoring and locus of control was not found (Snyder 1987). Morrison (1997) found that self-monitoring (high) is positively correlated with the Extraversion and Openness to Experience dimensions, and negatively correlated with the Neuroticism dimensions of the five-factor model of personality, and is positively associated with Type A behavior (Morrison 1997). However, she explains these associations in the following manner: 1) although high self-monitoring and extraversion are related, extraverts tend to consistently display a gregarious image, while high self-monitors use social skills to display various roles across situations; 2) Openness to Experience characteristics are similar to impression management skills; 3) high self-monitors should score lower on Neuroticism because their self-presentation skills are not impaired by anxiety, impulsivity, or self-conscious behavior; and 4) Type A's need to control their environment by impressing others (Morrison 1997).

Self-monitoring has been used extensively in organizational behavior research, where some of the findings have implications for consumer behavior, as suggested in the following

paragraphs. Unfortunately, self-monitoring has been utilized in only a few consumer behavior contexts thus far and still needs to be further explored for its predictive value.

In sales management, a study of the relationship between self-monitoring, salesperson adaptiveness, and performance (income from sales), revealed positive correlations between adaptiveness and performance, between adaptiveness and self-monitoring, between self-monitoring and performance (for males), and between self-monitoring and age (Eppler et al. 1998). Interestingly, Eppler et al. (1998) also found that better performing salespeople also had a higher intrinsic interest in and enjoyed the job itself more than their lower-performing counterparts. If we infer that self-monitoring and adaptiveness are also positively related to intrinsic interest and enjoyment in the social interactions necessary in salespeople's jobs, then it is possible that among service consumers, high self-monitors may have a higher intrinsic interest in and enjoyment of the service social interaction, and thus more likely to contribute social/functional participation behavior.

In organizational behavior, research in personality effects on early career mobility and outcomes shows that high self-monitors are more likely to change employers, move locations, and get cross-company promotions; high self-monitors that do not change employers get more promotions than low self-monitors (Kilduff and Day 1994). In studies examining employee attention to and interpretation of multi-source performance feedback, self-monitoring affects the strength of the relationship between feedback and discrepancies between self and other goal-performance rating differences (London and Smither 1995). High self-monitors are more likely to perceive changes in goal-performance discrepancy when differences between self and others' ratings exist, which may ultimately affect their ability to improve performance after the feedback is received (London and Smither 1995).

Self-monitoring has also been used in leadership research. Emergent leaders were found to be more often male and high self-monitors (Dobbins et al. 1990). Higher levels of leader emergence are associated with higher self-monitoring ratings when self-reports of leader emergence are used; in group reports, higher self-monitoring ratings are related to the leader emergence scale item pertaining to the influence of group goals and behavior (Kent and Moss 1990). Based on these findings, self-monitoring may be useful in predicting service customer purchase decision processes and switching behavior.

The self-monitoring construct has been used to differentiate between social-identity and utilitarian attitude functions, in the area of advertising psychology and product evaluation strategies, where it appears to reliably identify these attitude functions (e.g., DeBono 1987, 2000; DeBono and Omoto 1993; DeBono and Snyder 1989; Snyder and DeBono 1985). In an application of the theory of reasoned action (Ajzen and Fishbein 1980), low self-monitors' intentions were only related to attitude toward the act, whereas high self-monitors' intentions were related to both the attitude toward the act and to subjective norms (DeBono and Omoto 1993). Thus, the importance of both A_{act} and N_{subj} for high self-monitors may explain why their attitudes are poorer predictors of behavioral intentions than are low self-monitors'; these norms may change over time, but low self-monitors are only dependent on their A_{act} which may be more stable over time (DeBono and Omoto 1993).

Similarly, the effectiveness of image versus informative advertising appeals can vary depending upon various audience factors including self-monitoring (Johar and Sirgy 1991), where high self-monitors respond more favorably to image and social identity appeals and low self-monitors respond more favorably to informative (utilitarian) appeals (DeBono 1987; Lavine and Snyder 1996; Snyder and DeBono 1985). In the Elaboration-Likelihood Model

(Petty, Cacioppo, and Schumann 1983), the functional theory of attitudes suggests that persuasion attempts addressing an object's image or social value will be processed peripherally. However, there is evidence that a central route is used when high self-monitors are presented with a social-identity message that does not include pro or con arguments and subjects must elaborate the arguments themselves; the same result is indicated for low self-monitors that are presented with utilitarian messages (DeBono 1987).

Other findings in the psychology literature may be applicable to service interaction behaviors. For example, high self-monitors are more responsive to situational cues that enhance the positivity of their self image; whereas low self-monitors are more responsive to cues that enhance their non-conformist self images (Krosnick and Sedikides 1990). In self-attribution studies, high self-monitors were found to be more responsive to public self-awareness cues, whereas low self-monitors were more responsive to private self-awareness cues (Webb et al. 1989). Self monitoring moderates the relationship between self concept and the impression formation process (stereotyping) when subjects are given feedback regarding norms in similar situations or are given dispositional feedback; only high self-monitors respond to social norm feedback, whereas low self-monitors only respond to feedback regarding their own personality (Fiske and Von Hendy 1992). The self-monitoring trait has enhanced understanding of individual differences regarding revealing or concealing outward emotional signs. High self-monitors are successful at hiding their happiness (at winning) from others when appropriate, whereas low self-monitors do not conceal their emotions (Friedman and Miller-Herringer 1991). High self-monitors concealed more self-congratulatory gestures when in a social condition than when alone, both high and low self-monitors had similar amounts of these gestures when alone, and low self-monitors exhibited

the same number of gestures in both situations. Also, high self-monitors were less likely to express sadness at losing and more likely to use mouth distortions to prevent smiling at their own victories. Thus, high self-monitors are motivated to and have the ability to create good impressions through their total performance (Friedman and Miller-Herringer 1991). Perhaps these findings can be applied in managing service interactions. For example, if the provider gives both social norm and dispositional feedback to customers, perhaps low self-monitors can be encouraged to make their needs more clear and high self-monitors can be more easily socialized into performing the appropriate role behaviors when necessary.

Additional findings regarding self-monitoring that relate to consumer behavior are discussed next. High self-monitors may prefer social products and low self-monitors may prefer nonsocial products (Becherer and Richard 1978). There is evidence that low self-monitors' consumption is dispositionally driven and that high self-monitors' consumption is situationally driven. When evaluating generic versus brand name apparel, high self-monitoring consumers tend to form social-identity attitude functions, whereas low self-monitors form utilitarian functions (Auty and Elliott 1998). Auty and Elliott conclude that high self-monitors do not credit the generic brand with the quality virtues that are recognized by low self-monitors. Similarly, high self-monitors have been found to be more materialistic and more product involved than low self-monitors (Browne and Kaldenberg 1997; Shavitt, Lowrey and Han 1992). There are positive correlations between self-monitoring, materialism and product involvement; it is helpful for firms to advertise their products as meeting the needs of both high and low self-monitors (Browne and Kaldenberg 1997). Materialism is related to self-monitoring, in that the success and centrality dimensions of materialism

predict self-monitoring, suggesting an externally-focused cognitive orientation for high self-monitors (Chatterjee and Hunt 1996).

Thus it is possible that higher self-monitors that are also highly materialistic may be more involved with products. It would follow then, that perhaps high self-monitors may prefer those service encounter interactions in which they can contribute more functional participation (than technical participation) in order to enhance their experience due to functional quality needs including social image enhancement. Conversely, low self-monitors may not value the functional aspects of the interaction and therefore less inclined to contribute to functional quality during the interaction. Similarly, high self-monitors may contribute little to technical quality because they may have little need to control the outcome nor to fulfill less-valued utilitarian needs. And, low self-monitors may only be interested in the utilitarian outcome, thus they may prefer those service encounter interactions in which they can contribute more technical participation (than functional participation) allowing them to engage in more control mechanisms in order to ensure technical quality.

Self-monitoring may also moderate the relationship between satisfaction and brand loyalty such that the association is stronger for low self-monitors than for high self-monitors (Browne and Kaldenberg 1997). And finally, in healthcare services, self-monitoring was found to affect whether clients use social influence to take advantage of perceived relative power or abstain from social influence due to social norms regarding the inappropriateness of power behavior (Bebko 1993). Low self monitors tended to exercise social influence, while high self monitors did not.

Throughout this review, references have been made to how the self-concept and impression management (varying by situation) reflect the nature of tendencies in self-

expression. My objective is to connect this to different situations within the service encounter. Self-monitoring could help to identify categories of service consumers by which researchers can better understand and predict their behavior; specifically, low self-monitors can be understood via their attitudes, traits, and dispositions, whereas high self-monitors can be understood via their psychology of social situations and interpersonal surroundings (Snyder 1987).

Hypotheses 1-A and 1-B

Thus, based on the review and discussion above, the following hypotheses are presented:

H1-A: Self-monitoring will interact with service quality inputs in some service encounters:

Specifically, low self-monitoring customers will be more involved, feel more in control, have more favorable utilitarian attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will high self-monitoring customers when service provision consists of positive (versus negative) *technical* quality, but negative *functional* quality (TQ+FQ-);

whereas,

High self-monitoring customers will be more involved, have more favorable hedonic attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will low self-monitoring customers when service provision consists of negative (versus positive) *technical* quality, but positive *functional* quality ((TQ-FQ+).

H1-B: Self-monitoring will moderate the relationship between satisfaction and repurchase intentions such that the association will be stronger for low self-monitors than for high self-monitors.

Next, I review another closely-related concept - that of locus of control, which has also been alluded to in services marketing research.

Personality Variable of Interest: Locus of Control

The locus of control measure originates from social learning theory, and indicates whether people believe rewards are a result of their own behavior, characteristics, and ability to exercise control over their environment (an *internal* locus of control) or believe that events are unpredictable or determined by external sources such as fate, chance, or significant others (an *external* locus of control) (Lefcourt 1976; Rotter 1966).

Internally-oriented persons view personal exchange interactions as involving independence and goal/task fulfillment (Hamid 1994). An internal locus of control is positively correlated with Type A behavior, Subjective Well-Being, and with the Extraversion, Conscientiousness, and Emotional Stability pole of the Neuroticism dimensions of the five-factor personality model (Morrison 1997). Type A and locus of control were also related in that Type A's and internals tend to attribute success to internal factors. The five-factor dimensions are related to motivation, effort, and performance, which is exhibited by those that are internally oriented (Morrison 1997). A self-serving bias is attributed to internals because they are more likely to attribute success to themselves, whereas externals do not attribute themselves with success because they believe it was out of their control to begin with (Levy 1993). Individuals with an external locus of control are less likely to be satisfied with life than internals (Hong and Giannakopoulos 1994).

Locus of control has also been used in organizational behavior research, and may possibly have implications for consumer behavior. Like self-monitoring, locus of control still needs to be further explored for its predictive value in consumer behavior contexts, especially in the area of services marketing. Employee studies and some consumer research are discussed next.

For service firm employees, self control is important due to task uncertainty in the interaction; service providers with an internal locus of control may have greater task motivations because they perceive a stronger connection between their behavior, performance, and potential organizational rewards (Mills, Chase and Margulies 1983). From industrial psychology, there is a relationship between locus of control and self-appraisal, such that internally-oriented individuals believe they perform better than externals; thus evidence for a self-serving bias within an attribution framework exists, suggesting that internals may view their behavior as more positive (Levy 1993). Employee's motivations for using competitive strategies are associated with an internal locus of control, whereas motivations to avoid the use of competitive strategies are associated with a more external orientation (Ward 1995). Therefore, in a consumer context, service customers may vary in their task and non-task motivations, self attributions, and needs for contributing to technical and functional quality, based on their locus of control trait. Next, we review some of the marketing literature that will help to make this connection.

Bateson (1985a) suggests that the locus of control construct may be a helpful characteristic when studying customer control phenomena. For example, people with an external locus of control seem to profit more by receiving social support during interactions than internals, while those with an internal locus of control actually experienced more social support, which may be due to the fact that internals feel less dependent upon and as having more control over, initiating social support behavior from others (Vanderzee, Buunk, and Sanderman 1997). Materialism and envy are associated with a more externally-oriented personality and possessiveness is associated with more internally-driven personality (Hunt et al. 1990). Externals also tend to have higher consumption levels of games of chance like

sports betting and video game play (Browne and Brown 1994). Locus of control can also influence consumers' enduring involvement with shopping. People that are more externally-oriented tend to be more involved in the shopping dimensions associated with leisure and social properties (Bergadaa', Faure and Perrien 1995). These findings suggest that externals may be motivated to engage in more functional participation behaviors than internals.

Service customer task motivations may be greater if they think of themselves as partial employees, as having more control during the interaction, and as sharing responsibility for the outcome (Mills, Chase and Margulies 1983). Internally-oriented consumers tend to be more purposive and use more pre-planning behaviors regarding the act of shopping than externals (Busseri, Lefcourt and Kerton 1998). Silpakit and Fisk (1984) suggest that locus of control might help to explain service customers' willingness to participate and their outcome attributions. They hypothesize that internally-oriented consumers may want to participate more (using control mechanisms) during a service encounter than externals, and will perceive less risk in the encounter. They also suggest that mental involvement with the service can motivate physical involvement and that perceptions of the provider's willingness to allow customer participation may differ between participators and nonparticipators (Silpakit and Fisk (1984). Bendapudi and Leone (2003) propose that locus of control may affect co-production perceptions via self-attributions related to the perceptions.

Therefore, it would seem that internally-oriented service consumers may have more task-related motivations and be more inclined to contribute to the technical aspects of quality, whereas externally-oriented service consumers may have more non-task related motivations

and more inclined to contribute to the functional aspects of quality during a service interaction.

Hypothesis 2

Thus, based on the review and discussion above, the following hypotheses are presented:

H2: Locus of control will interact with service quality inputs in some service encounters:

Specifically, internally-oriented customers will be more involved, feel more in control, have more favorable utilitarian attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will externally-oriented customers when service provision consists of positive (versus negative) *technical* quality, but negative *functional* quality (TQ+FQ-);

whereas,

Externally-oriented customers will be more involved, have more favorable hedonic attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will internally-oriented customers when service provision consists of negative (versus positive) *technical* quality, but positive *functional* quality (TQ-FQ+).

Orthogonality Assumption

While it may seem that self-monitoring and locus of control measures are related in that we might assume that low self-monitors are internally oriented and high self-monitors are externally oriented, there is no strong empirical evidence to support this assumption (Snyder 1987). Rotter's (1966) internal locus of control indicates an individual's perceptions of the extent to which events are "consequences of their own actions" and personal control; whereas the external locus of control indicates the extent to which perceptions of events are "unrelated to their own behavior" or personal control (Snyder 1987, p.27). Self-monitoring does not measure event controllability perceptions; instead it measures the degree to which "people use information from dispositional (low self-monitors) or situational (high self-

monitors) sources as guidelines for their own behavior (Snyder 1987, p.27). Correlations between the two constructs are either non-significant (e.g., Morrison 1997) or only provide evidence for a very weak relationship (e.g., $r = .15$ in Krosnick and Sedikides 1990; $r = .14$ and $.08$ in Hamid 1994).

There is empirical evidence that these are conceptually-distinct constructs and that both high and low self-monitors can be either internally or externally-oriented on the locus of control scale. In a study of self-disclosure across task and non-task related interactions during personal encounters, Hamid (1994) found that all four groups existed, that high self-monitors with an external locus of control had more interactions than low self-monitors with an external locus of control and also had twice as many non-task related interactions than did low self-monitors with an internal locus of control.

Therefore, we might expect to find that these four groups exist within our population to be studied; that is, high self-monitors with either an internal or external locus of control, and also low self-monitors with either an internal or external locus of control. Furthermore, since in H1-A and H2, we expect that involvement, satisfaction and behavioral intentions will be highest for high self-monitors and externally-oriented consumers in a positive functional quality setting, and highest for low self-monitors and internally-oriented consumers in a positive technical quality setting, then perhaps we can predict the interactive effects for two of these four groups.

Hypothesis 3

Thus the following is hypothesized:

H3: Locus of control, self-monitoring, and service quality inputs will interact in some service encounters:

Specifically, low self-monitoring customers with an internal locus of control will be more involved, feel more in control, have more favorable utilitarian attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will high self-monitoring customers with an external locus of control when service provision consists of positive (versus negative) *technical* quality, but negative *functional* quality (TQ+FQ-);

whereas,

High self-monitoring customers with an external locus of control will be more involved, have more favorable hedonic attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will low self-monitoring customers with an internal locus of control when service provision consists of negative (versus positive) *technical* quality, but positive *functional* quality (TQ-FQ+).

CHAPTER 4 - METHODOLOGY, PRETESTS, MEASURES, AND INSTRUMENT

METHODOLOGY

Study Design

The Study is quasi-experimental; utilizing a survey-based scenario approach and between-subjects design (each subject evaluating only one scenario). The haircut consumer service used for the scenarios is one that is typically high in experience properties in order to allow a high degree of emphasis on the process as well as the outcome. The service chosen is appropriate for individual consumption and relevant to college students since a student sample is used. The provider's service quality inputs are manipulated to imitate situations in which technical and functional quality vary, using positive/positive, positive/negative, negative/positive, and negative/negative inputs respectively, in four haircut service scenarios. Scenarios 1 and 4 are used as boundary-spanning tests, where we would expect the mean evaluations between the two situations to differ, being more favorable for Scenario 1, and less favorable for Scenario 4, regardless of personality traits. (Possible personality trait group differences within these two scenarios are not being hypothesized at this time, thus will not be investigated in this study.) The four scenarios used in the Study are presented in Appendix D.

Table 4.1 presents the hypothesized evaluations across the four scenarios and explains their specific tests (for situational involvement, overall service quality, generalized satisfaction, and repurchase intention only). H1-A tests the self-monitoring cells of S2 and S3; the evaluations of high and low self-monitors are compared in S2; the same is done in S3. H1-B compares the satisfaction and repurchase intention correlation between all low and all

high self-monitors in the sample. H2 tests the locus of control cells of S2 and S3; the evaluations of external and internals are compared in S2; the same is done in S3. H3 tests the combination trait groups; the evaluations of low self-monitoring internals are compared to those of the high self-monitoring externals in S2; the same is done in S3.

TABLE 4.1: Table of Tests

| TABLE 4.1: Table of Tests | | | | | | | |
|---------------------------|---|--|--|---------------------|---------------------------|---------------------------|--|
| | Scenario | | Hypothesized Customer Evaluations (pos+ or neg+) | | | | |
| | EE Technical Quality Provision Pos+ or Neg- | EE Functional Quality Provision Pos+ or Neg- | Self-Monitoring High | Self-Monitoring Low | Locus of Control External | Locus of Control Internal | |
| S1 | + | + | + | + | + | + | |
| S2 | + | - | - | + | - | + | |
| S3 | - | + | + | - | + | - | |
| S4 | - | - | - | - | - | - | |

PRETEST 1

Pretest 1 involved several phases to develop the service quality input scenario manipulations. Phase 1 of Pretest 1 consisted of additional research in the service quality literature to identify specific technical and functional quality definitions, inputs, and specific associated behaviors. This resulted in the information presented in Table A (see Appendix A), which lists, in tabulated form, the works used for this endeavor. The definitions and behaviors noted in Table A include both service employee quality inputs and customer participation quality inputs during a service encounter. While many of the works explicitly classified behaviors and definitions as either functional or technical quality, some did not address this issue. Those classified by this author are noted in Table A with an asterisk.

Phase 2 consisted of analyzing the information contained in Table A and converting it into a list of very specific employee quality inputs. Informal interviews were held with two hair salon owners, a hairdresser, and four haircut service customers to gather first-hand examples of quality inputs by both the provider and the customer, what they considered technical and functional quality to be, and of the importance assigned to each specific input or participation behavior. This phase culminated with the information presented in Table B.1 (see Appendix B), which lists, in tabulated form, possible technical and functional quality inputs relating to the hairdressing industry. Table B.1 was then further refined into a more detailed list of specific inputs, from which the researcher could draw while operationalizing the scenarios, which resulted in the information presented in Table B.2 (see Appendix B).

Phase 3 involved designing the scenarios, which were revised several times, based on the evaluations of five experts (Marketing scholars). The evaluations included assessments of the scenarios for clarity, appropriateness, and length. Next, the scenarios were evaluated by MBA students during Pretest 2.

PRETEST 2

Pretest 2 included pretests of the four scenarios and evaluations of the final measurement instrument for clarity, ease of understanding, and length. When designing the scenarios, the goal was to create service descriptions that would be evaluated similarly between the two scenarios that were intended to exhibit positive technical or functional quality, and that would also be evaluated similarly between the two intended to exhibit negative technical or functional quality. In addition, the goal was to design scenarios whose service evaluations would be significantly different between those scenarios that were meant to exhibit opposite forms of technical or functional quality (i.e., positive versus negative).

Therefore, the pretest was performed to answer several research questions regarding the proposed scenarios and to determine if they could be improved upon. First, how relevant are haircut services to college students and, should a distinction be made between barbershops and salons? Second, were the descriptions of the haircut service realistic and believable? Third, how easily would subjects ascertain the difference between technical and functional quality inputs by the provider? Fourth, would subjects evaluate the technical and functional quality inputs as either positive or negative as envisioned in each scenario? And finally, were there any important quality determinants for haircuts that might have been left out of the proposed scenarios?

Data was collected from business graduate students as an optional homework exercise. 40 usable questionnaires were obtained, with the sample consisting of 20 women and 20 men. Scenario cell sizes were as follows: Scenario 1 (TQ+/FQ+) = 12; Scenario 2 (TQ+/FQ-) = 9; Scenario 3 (TQ-/FQ+) = 10; and Scenario 4 (TQ-/FQ-) = 9, which were not significantly different from expected cell sizes ($\chi^2 = .6000$; $df=3$; $p=.896$). Cross-tabulations revealed that the split between males and females within scenarios was not significantly different from the expected split ($\chi^2 = .956$; $df=3$; $p=.812$).

Haircut service relevance was assessed with two items, asking how often subjects had a haircut and whether they normally used a barbershop, hair salon, or "other". The average number of cuts per year was 6.4, with a range of 0 to 14 cuts. Barbershops were used by 11 subjects, hair salons by 26 subjects, and "other" by 3 subjects. This provided evidence that haircuts were an appropriate service to use for college student research. Cross-tabulations revealed that the split between where subjects received their hair cuts within scenarios was as expected ($\chi^2 = 8.053$; $df=6$; $p=.234$). Cross-tabulations also revealed however, that the

majority of females use hair salons (18 out of 20) and that half of the males use barbershops (10 out of 20), although more men use salons (8) than women use barbers (1) ($\chi^2=11.543$; $df=2$; $p=.003$).

Subjects were first given the definitions of technical and functional quality provider inputs, along with specific examples from a variety of industries. However, to prevent subject confusion during scenario evaluation, students were given the term “producing the outcome of the service” instead of technical quality. Likewise, they were given the term “process of service delivery” instead of functional quality. Pretest 1 had indicated that students may have difficulty evaluating the “quality” of provider inputs if the definitions were to also include the word “quality”. Each subject then read and evaluated only one of the four scenarios. All survey scaled items utilized a 9-pt. Likert-type format. The Pretest 2 measurement instrument is presented in Appendix C.

Subjects were asked how believable and how realistic this description of a haircut service was, with corresponding 9-pt. Likert statements (not at all believable/very believable; not at all realistic/very realistic). Subjects were also asked to list the one most unrealistic scenario quality input item, and to provide a list of any other quality inputs that were important to them, but that were not mentioned in the scenarios. These responses were evaluated and used to further refine the scenarios as explained below.

Believability and realism ratings of the scenarios ranged from 2.89 to 6.58. T-tests on the believability and realism items within scenarios (using 5 as the mid-point test value) revealed two ratings that were significantly different than 5. Scenario 1 (TQ+/FQ+) (mean = 6.58; $p=.02$) was more believable than the remaining scenarios, and Scenario 4 (TQ-/FQ-) (mean = 2.89; $p=.003$) was less realistic than the remaining scenarios. Table 4.2 presents the

individual mean ratings. One-way analysis of variance revealed an overall effect of scenario on the realism item ($F=3.892$; $p=.017$) with post hoc multiple comparisons revealing a significant difference between Scenarios 1 (TQ+/FQ+) and 4 (TQ-/FQ-) ($p=.013$) and also between Scenarios 3 (TQ-/FQ+) and 4 (TQ-/FQ-) ($p=.044$). Averaging the believability and realism items together revealed an overall effect of scenario ($F=4.005$; $p=.015$) with the significant difference being between scenarios 1 (TQ+/FQ+) and 4 (TQ-/FQ-) ($p=.018$).

TABLE 4.2: Pretest 2 Means (Realism)

| scale | Scenario 1 (TQ+/FQ+) | Scenario 2 (TQ+/FQ-) | Scenario 3 (TQ-/FQ+) | Scenario 4 (TQ-/FQ-) |
|------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| believable | 6.58 | 5.33 | 6.30 | 3.89 |
| realistic | 5.50 | 5.00 | 5.30 | 2.89 |
| average of items | 6.04 | 5.17 | 5.80 | 3.39 |

These results can be explained several ways. While the extremely positive Scenario 1 (TQ+/FQ+) may have been more believable than the other scenarios, subjects didn't feel that it was necessarily more realistic. When asked to list unrealistic aspects of Scenario 1 (TQ+/FQ+), of the twelve subjects, "being seated at 12:00 exactly" was listed by three people, "being offered a beverage" by five, and the "frequent-patron card" by two people. On the other hand, while the extremely negative Scenario 4 (TQ-/FQ-) was rated midway on the believability scale, subjects felt that it was less realistic than other scenarios. It's possible that most subjects thought it was unrealistic for a hair salon to provide very low levels of both technical and functional quality. For example, when asked to list unrealistic aspects of Scenario 4 (TQ-/FQ-), one subject's response was, "Each of the bad things that happened are believable if independently considered, but having all of them happening at the same visit is

unbelievable.” However, of the nine subject listings for Scenario 4 (TQ-/FQ-), “not being asked for your haircut requirements” was listed by four people, and “mirror not offered” was listed by two. Thus, since the original goal was to create an extremely positive and an extremely negative scenario for the final study, these results provided evidence that scenarios 1 (TQ+/FQ+) and 4 (TQ-/FQ-) fulfilled that purpose. It was not necessary that either one receive believability or realism ratings on the extreme end of either scale.

Scenarios 2 (TQ+/FQ-) and 3 (TQ-/FQ+) were rated approximately midway on the believability and realism scales. Each of these two scenarios consisted of extremely opposite poles (negative versus positive) of functional and technical quality inputs. Seven of nine subjects in Scenario 2 (TQ+/FQ-) listed negative functional quality inputs as being the most unrealistic, four of which dealt with the unfriendliness of the salon staff. All ten subjects in Scenario 3 (TQ-/FQ+) listed negative technical quality inputs as being the most unrealistic. Five of these were regarding the stylist not asking or listening to your haircut requirements, and three referred to not being offered a mirror to view the results. These results provided evidence that the positivity and negativity of quality inputs in Scenarios 2 (TQ+/FQ-) and 3 (TQ-/FQ+) were interpreted as originally envisioned.

Subjects rated the “outcome” (technical quality; TQ) and “process” (functional quality; FQ) with four questions each, using the following bipolar adjectives: bad/good; poor/excellent; low quality/high quality; and negative/positive. Both scales were assessed for reliability within each scenario before their scale averages were used to compare scenario evaluations. Scale coefficient alpha’s ranged from .92 to .97, except for the outcome scale in Scenario 4 (TQ-/FQ-) in which the outcome item #4 (negative/positive) did not exhibit satisfactory levels of inter-item or scale correlations (see Table 4.3). Therefore, all

subsequent analyses (both within and between scenarios) were performed with both the outcome and process scales made up of only the first 3 items, and also with the 4-item scales, and then results were compared. The scale reduction (3 items) did not result in meaningful differences to the scenario manipulation test results. Thus, the 4-item scale results are reported here since the 4-item scales gave a more accurate representation of scenario evaluations across the remaining scenarios and the process scale. The poor performance of one item in one scenario is most likely due to the restricted variance structure resulting from the small sample size.

TABLE 4.3: Pretest 2 Coefficient Alpha's

| scale | Scenario 1 (TQ+/FQ+) | Scenario 2 (TQ+/FQ-) | Scenario 3 (TQ-/FQ+) | Scenario 4 (TQ-/FQ-) |
|---------------|-------------------------|-------------------------|-------------------------|-------------------------|
| outcome items | .93 | .93 | .97 | .69 |
| process items | .92 | .94 | .94 | .95 |

Analyses included one-way analysis of variance tests on the outcome (TQ) and process (FQ) items and scale averages by scenario. Results indicated that each of the scenario manipulations were interpreted as envisioned for the most part. The optimal result would consist of similar (positive) ratings of the outcome (TQ) between Scenarios 1 (TQ+/FQ+) and 2 (TQ+/FQ-), and similar (negative) ratings of the outcome between Scenarios 3 (TQ-/FQ+) and 4 (TQ-/FQ-). And of course, the positive outcome (TQ) ratings in each of Scenarios 1 and 2 needed to be significantly different from the negative outcome (TQ) ratings in each of Scenarios 3 and 4. ANOVA results revealed an overall effect of scenario on the outcome (TQ) scale average ($F=252.945$; $p=.000$). Post hoc multiple comparisons between the four scenarios revealed the anticipated effects; i.e., differences were non-

significant between Scenarios 1 (TQ+/FQ+) and 2 (TQ+/FQ-) with both being rated as positive technical quality. Similar results occurred between Scenarios 3 (TQ-/FQ+) and 4 (TQ-/FQ-), with both being rated as negative technical quality. Each of the four scenarios was also found to be significantly different from the two other scenarios that exhibited the opposite type of technical quality (all at $p < .01$). In addition, when Scenarios 1 and 2 were combined as a group (rated as positive technical quality; mean = 8.46), the outcome was significantly different from Scenarios 3 and 4 when grouped together (rated as negative technical quality; mean = 1.89) ($F=705.14$; $p=.000$). Thus, the scenarios achieved the desired result in that respondents were able to discern the difference between negative and positive technical quality inputs by the provider. No significant differences were found between males and females for the outcome within scenarios at $p=.05$.

Similarly, the optimal result would consist of similar (positive) ratings of the process (FQ) between Scenarios 1 (TQ+/FQ+) and 3 (TQ-/FQ+), and similar (negative) ratings of the process between Scenarios 2 (TQ+/FQ-) and 4 (TQ-/FQ-). And of course, the positive process (FQ) ratings in each of Scenarios 1 and 3 needed to be significantly different from the negative process (FQ) ratings in each of Scenarios 2 and 4. ANOVA results revealed an overall effect of scenario on the process (FQ) scale average ($F=87.395$; $p=.000$). Post hoc multiple comparisons between the four scenarios revealed the anticipated effects with one exception. Differences were non-significant between Scenarios 2 (TQ+/FQ-) and 4 (TQ-/FQ-), which were both rated as negative functional quality. However, mean process (FQ) scale averages were significantly different between Scenarios 1 (TQ+/FQ+) and 3 (TQ-/FQ+) ($p=.000$), with Scenario 1 rated more positive (higher) than Scenario 3. Thus it seems that in this case, when highly positive functional quality is paired with very negative technical

quality, that the negative technical quality substantially reduces the influence of the functional quality. Most importantly however, when grouped together, the mean process (FQ) evaluations for both Scenarios 1 and 3 (rated as positive functional quality; mean = 7.11) were still significantly different from those of Scenarios 2 and 4 as a group (rated as negative functional quality; mean = 2.04) ($F=74.805$; $p=.000$). No significant differences were found between males and females for the process within scenarios at $p=.05$.

Table 4.4 presents the item and scale means by scenario, with standard deviations of the scale averages in parentheses. Figure 5 presents this information graphically, showing the outcome and process scale plots.

| TABLE 4.4: Pretest 2 Means (Process and Outcome Scales) | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| scale | Scenario 1 (TQ+/FQ+) | Scenario 2 (TQ+/FQ-) | Scenario 3 (TQ-/FQ+) | Scenario 4 (TQ-/FQ-) |
| outcome item #1 | 8.7 | 8.3 | 2.0 | 2.1 |
| outcome item #2 | 8.7 | 8.0 | 2.0 | 1.8 |
| outcome item #3 | 8.8 | 8.3 | 2.3 | 1.4 |
| outcome item #4 | 8.7 | 7.8 | 2.0 | 1.4 |
| Outcome Average | 8.73 (.419) | 8.11 (1.032) | 2.8 (.951) | 1.69 (.497) |
| process item #1 | 8.8 | 2.6 | 5.1 | 1.3 |
| process item #2 | 8.7 | 2.6 | 4.9 | 1.2 |
| process item #3 | 8.7 | 3.2 | 5.1 | 1.3 |
| process item #4 | 8.7 | 2.9 | 5.4 | 1.2 |
| Process Average | 8.77 (.391) | 2.81 (1.882) | 5.13 (1.282) | 1.28 (.441) |
| N | 12 | 9 | 10 | 9 |

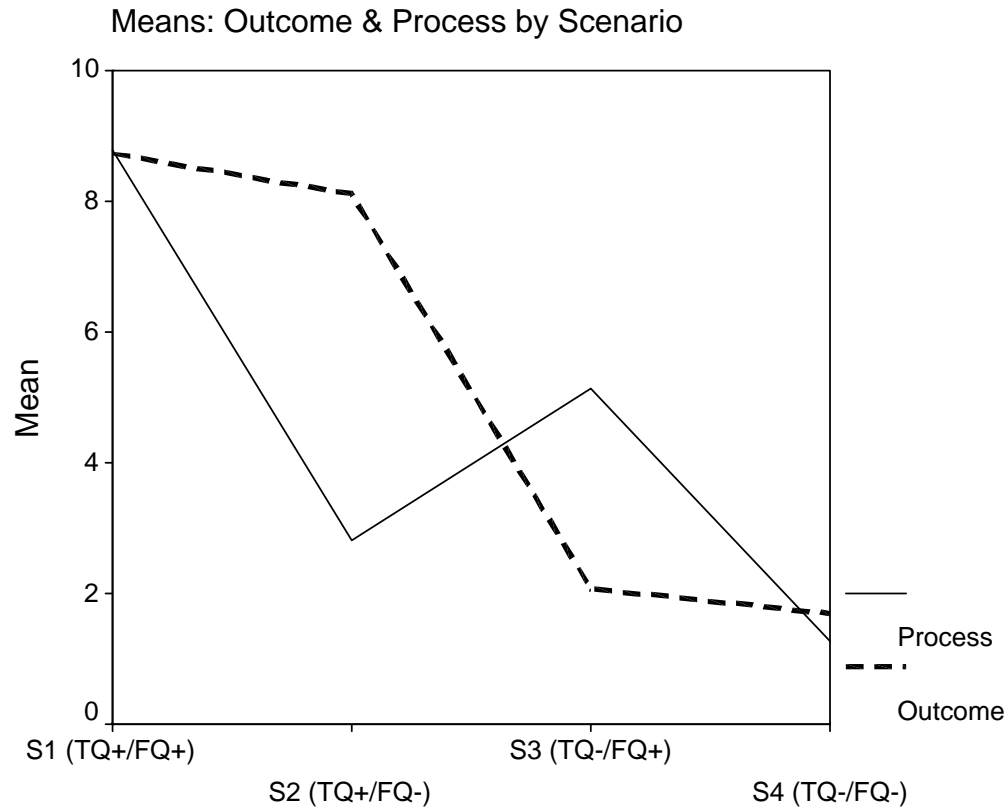


FIGURE 5 - Pretest 2 – Means: TQ/FQ by Scenario

Based upon these pretest results, the following changes were made to the scenarios for the final study:

- First, in order to enhance the importance of the positive functional quality in Scenario 3 (TQ-/FQ+), additional FQ inputs were inserted in all of the scenarios. Then, in order to keep the scenario length to a minimum, the technical quality input regarding the frequent-patron card was eliminated from all four scenarios, as it had been listed as an unrealistic technical input by four subjects.
- Second, the scenarios were revised to give respondents the opportunity to choose either a barbershop or a hair salon service description to evaluate, so that they might better relate to the scenario. In the final questionnaire, both the barber and salon

scenario are provided, with instructions for subjects to only read the one that corresponds to the place they use most often. To make the barbershop scenario more realistic, the technical quality input “being offered a robe or smock to change into” is replaced in all scenarios with “your face, neck and clothes are carelessly/carefully brushed off”.

- Third, close inspection of subjects’ markings on the pretest surveys indicated that some subjects automatically grouped technical and functional quality inputs together into one category if they were in the same sentence, rather than noticing that the sentence contained both technical and functional inputs. Analyses of the quality examples that were listed by subjects, also indicated that some subjects had difficulty in distinguishing between some technical and functional inputs. Therefore, the quality inputs were revised so that no one sentence contained both a technical and a functional quality input. The revised scenarios used in the final Study are presented in Appendix D.

MEASURES AND MEASUREMENT INSTRUMENT

The measurement instrument began with instructions for subjects to read a hypothetical purchase situation, imagining that they were the customer in the situation. This was followed by one of four different haircut service scenarios (the manipulated independent variable, service quality inputs). Next, subjects completed the scenario evaluations using Likert-type, multi-item scales (dependent variables and manipulation check items). Then subjects completed two personality trait scales (the measured independent variables). Demographic items concluded the questionnaire.

Except for the manipulation check items, all scales were taken from the current literature, and are generally considered to be psychometrically-sound measures of the constructs investigated in this study. To accomplish consistency throughout the questionnaire, some of the dependent measure scales were modified slightly from their original form, so that all items presented the negative to positive polarities going from the left to the right and utilized a 7-point scale format. Some scale statements were modified slightly to make them applicable to a haircut service. The measurement instrument is presented in Appendix E.

Dependent Variables

Customer Participation Style

Two scales assessed the degree to which a customer might participate during a haircut service encounter. After reading the haircut scenario, subjects completed a 3-item, Likert-type, perceived personal control scale (Bateson and Hui 1992) and a 10-item situational involvement scale (McQuarrie and Munson 1991; also known as the RRPII scale), adapted to the hypothetical haircut service encounter. The control scale measures the degree to which a person feels in control in a particular setting and able to influence the outcomes (Bateson and Hui 1992). The involvement scale is a revision of Zaichkowsky's PII (1985) that contains ten semantic-differential items, consisting of two sub-scales (perceived importance and interest) which can be used separately or together as an overall involvement measure.

Customer Satisfaction

Three semantic differential scales were used to evaluate three facets of service satisfaction. Hedonic and utilitarian attitudes were measured with an 8-item scale (Batra and Ahtola 1991), consisting of two 4-item subscales measuring each dimension. Overall service

quality was measured with a 5-item scale (Brady, Cronin and Brand 2002). Generalized satisfaction (the degree of satisfaction with an object) was measured with a 6-item scale (Oliver and Swan 1989a, 1989b; Westbrook and Oliver 1981).

Repurchase Intentions

A behavioral intention measure can contribute diagnostic value above and beyond that provided by measures of overall service quality and customer satisfaction (Zeithaml, Berry and Parasuraman 1996). Therefore, repurchase intention was measured using a 3-item, Likert-type scale (Brady, Cronin and Brand 2002).

Independent Variables

Service Quality Inputs

The variations in service quality inputs by the provider are manipulated via four different scenarios as follows:

- 1) Scenario #1 provided both positive technical and functional quality (TQ+FQ+);
- 2) Scenario #2 provided positive technical, but negative functional quality (TQ+FQ-);
- 3) Scenario #3 provided negative technical, but positive functional quality (TQ-FQ+);
- 4) Scenario #4 provided both negative technical and functional quality (TQ-FQ-).

The study hypotheses apply to Scenarios 2 and 3. However, Scenarios 1 and 4 were also designed for this study as boundary-spanning controls. It is also of interest in this research, to explore in a general sense, how varying levels of technical and functional quality might relate to extremely positive or negative service encounters. As this is exploratory research in customer participation and control, the use of all four manipulations may help provide direction for future research in this area.

Manipulation checks of the technical and functional quality in each of the four scenarios was assessed with two 4-item scales that were presented in the instrument after the dependent measures, but before the personality trait measures. The manipulation check scales were developed during Pretest 2 of this study. Subjects indicated the degree to which the scenario was *bad/good*, *poor/excellent*, *low quality/high quality*, and *negative/positive* for both the process (functional quality) and the outcome (technical quality) separately.

Personality Trait – Self-Monitoring

Subjects completed an 18-item self-monitoring scale. The items were taken from Gangestad and Snyder (1985), while the instructions were taken from Snyder (1974). In this scale, subjects indicate whether they believe each statement is true or false as it applies to them. After reverse-coding several items, they are summed into a composite scale which ranges in value from 0 to 18. Lower values are associated with low self-monitors, while higher values are associated with high self-monitors.

Personality Trait - Locus of Control

Subjects completed Rotter's Locus of Control scale (1966), which consists of 29 items containing two statements each. For each item, subjects indicate which of the two statements they most agree with. The locus scale has six filler items, yielding a 23-item scale. After reverse-coding several items, they are summed into the composite scale which ranges in value from 0 to 23. Lower values indicate a more internally-oriented locus of control; higher values indicate a more externally-oriented locus of control.

CHAPTER 5 - EMPIRICAL STUDY: ANALYSES AND RESULTS

METHODOLOGY

The study measured customer participation style, evaluations of service quality inputs, and the customer personality traits of self-monitoring and locus of control. Four scenarios presented subjects with manipulated technical and functional quality inputs from the service provider. The measurement instrument was administered to 292 marketing undergraduate students as an optional in-class exercise for extra credit points. This yielded 259 useable cases, which consisted of 149 females (57.5%) and 110 males (42.5%). The mean age was 21.67 (standard deviation = 2.807; range = 19 - 42).

RESULTS – DESCRIPTIVES

Dependent Variables

Correlations

Table 5.1 presents the bivariate correlations among the dependent measures.

Scale Reliabilities

Scale reliabilities of the dependent measures were assessed with Coefficient Alpha and are presented in Table 5.2. The scales were deemed to be adequate measures of the constructs being investigated, as the majority of alpha's are greater than .9, which well exceeds the minimum recommended of .7 (Nunnally 1979).

Independent Variables

Service Quality Inputs

Table 5.3 presents the cell counts by scenario.

| | Situational Involvement | Perceived Control | Utilitarian Attitudes | Hedonic Attitudes | Overall Service Quality | Generalized Satisfaction | Repurchase Intentions |
|--------------------------|-------------------------|-------------------|-----------------------|-------------------|-------------------------|--------------------------|-----------------------|
| Situational Involvement | 1 | | | | | | |
| Perceived Control | .448 | 1 | | | | | |
| Utilitarian Attitudes | .423 | .725 | 1 | | | | |
| Hedonic Attitudes | .616 | .750 | .765 | 1 | | | |
| Overall Service Quality | .578 | .816 | .800 | .890 | 1 | | |
| Generalized Satisfaction | .537 | .849 | .839 | .899 | .943 | 1 | |
| Repurchase Intentions | .548 | .850 | .813 | .861 | .900 | .943 | 1 |

* All correlations are significant at $p < .01$ (2-tailed test); $N=259$.

| scale | Coefficient Alpha (Standardized) N=259 |
|--------------------------|---|
| Situational Involvement | .83 |
| Perceived Control | .94 |
| Utilitarian Attitudes | .94 |
| Hedonic Attitudes | .95 |
| Overall Service Quality | .98 |
| Generalized Satisfaction | .98 |
| Repurchase Intentions | .98 |

| | Count |
|----------------------|---------------|
| Scenario #1 (TQ+FQ+) | 53 (20.5%) |
| Scenario #2 (TQ+FQ-) | 69 (26.5%) |
| Scenario #3 (TQ-FQ+) | 75 (29.0%) |
| Scenario #4 (TQ-FQ-) | 62 (23.9%) |
| Total | 259 (100.0 %) |

Scenario Manipulation Check

Manipulation checks of the independent variable, service provider quality inputs, were conducted using two 4-item, semantic-differential scales which measured the positivity versus the negativity of both functional and technical quality of each scenario. The scale was developed during Pretest 2. The coefficient alpha's for the functional and technical quality scales are .98 and .99, respectively.

One-way analysis of variance was performed on these scale evaluations across the four scenarios. The results provide strong evidence that the manipulations were interpreted as originally intended. Both one-way F-values are significant ($p < .001$). As intended, post hoc multiple comparisons of technical quality reveal that the outcomes in Scenarios 1 and 2 are not significantly different from each other, nor are the outcomes in scenarios 3 and 4. Both sets of evaluations are in the desired direction, while t-tests of each scenario's mean reveal they are significantly different from the midpoint of 4 (all at $p < .001$). For functional quality, all post hoc multiple comparisons are significant at the $p = .01$ level, indicating that the functional evaluation of each scenario is significantly different from the other three. All of the functional quality means for each scenario are in the desired direction, while t-tests of each scenario's mean reveal they are significantly different from the midpoint of 4 (all at $p < .001$). The goal was to create scenarios in which the functional quality would be perceived as being very positive and similar in Scenarios 1 and 3, and very negative and similar in Scenarios 2 and 4. While the manipulations were successful for both technical and functional quality, the technical quality manipulation seems to be the stronger of the two. Table's 5.4 and 5.5 provide the manipulation check ANOVA statistics and scenario means.

| TABLE 5.4: Manipulation Check ANOVA Tables | | | | |
|---|------|---------|------|-------------|
| Source | d.f. | F-value | Sig. | Effect Size |
| Technical Quality: | | | | |
| Scenario | 3 | 863.33 | .00 | .91 |
| Residual | 255 | | | |
| Functional Quality: | | | | |
| Scenario | 3 | 400.16 | .00 | .83 |
| Residual | 255 | | | |

| TABLE 5.5: Manipulation Check Means | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| | Scenario #1 (TQ+FQ+) | Scenario #2 (TQ+FQ-) | Scenario #3 (TQ-FQ+) | Scenario #4 (TQ-FQ-) |
| Evaluation: | | | | |
| Technical Quality | 6.38 | 6.27 | 1.60 | 1.48 |
| Functional Quality | 6.57 | 1.96 | 5.34 | 1.41 |
| N | 53 | 69 | 75 | 62 |

Self-Monitoring and Locus of Control

Table 5.6 presents the sample statistics for the locus of control and self-monitoring personality scales. The self-monitoring mean is 10.41, while the locus of control mean is 11.52. The Pearson bivariate correlation among the two trait variables is not significant at the $p=.05$ level (two-tailed test).

| TABLE 5.6: Sample Statistics (Personality Traits) | | | |
|--|-------|----------------|--------------------|
| | Mean | Standard Error | Standard Deviation |
| Personality Trait: | | | |
| Locus of Control | 11.52 | .244 | 3.919 |
| Self-Monitoring | 10.41 | .210 | 3.383 |

(N = 259)

Both trait scale variables were recoded into median-split dichotomous variables for use as independent factors in the statistical models used for testing H1-A, H2, and H3. Self-monitoring scale values of 0 through 10, and values of 11 through 18 were recoded into Low

(47.5%) and High (52.4%) groups respectively. Locus of control values of 0 through 11, and values of 12 through 23 were recoded into Internal (51.1%) and External 48.9%) groups respectively. Table 5.7 presents the trait group frequency counts for the two median-split factors. Table 5.7 also presents the cell counts for the four combinations of the two groups that resulted from the use of both factors in the 4 x 2 x 2 models used to test H3.

| TABLE 5.7: Frequencies (Trait Groups) | | | | | |
|---------------------------------------|-------|------------------------|-------|------------------------------|-------|
| Locus of Control Groups | Count | Self-Monitoring Groups | Count | Combination L.C./S.M. Groups | Count |
| Internal L.C. | 134 | Low S.M. | 120 | Internal LC – Low SM | 58 |
| External L.C. | 125 | High S.M. | 139 | Internal LC – High SM | 76 |
| | | | | External LC – Low SM | 62 |
| | | | | External LC –High SM | 63 |
| Total | 259 | | 259 | | 259 |

Table 5.8 presents the frequency counts of all three trait groups by Scenario. The cell counts are not significantly different from those expected (self-monitoring $\chi^2 = 2.061$; $df=3$; $p=.560$) (locus of control $\chi^2=5.971$; $df=3$; $p=.113$) (combination factor $\chi^2 = 8.239$; $df=9$; $p=.510$).

RESULTS – HYPOTHESES TESTS

Several analysis of variance models were used to test H1-A, H2, and H3. A series of 4 x 2, between-subject, factorial designs were utilized to test the interactions proposed in H1-A and H2. For H3, a 4 x 2 x 2 factorial design was utilized. Univariate models were used for situational involvement, perceived personal control, and repurchase intentions. Multivariate

| TABLE 5.8: Frequencies (Trait Groups by Scenario) | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|---------------|
| | Scenario #1 (TQ+FQ+) | Scenario #2 (TQ+FQ-) | Scenario #3 (TQ-FQ+) | Scenario #4 (TQ-FQ-) | |
| Trait Groups: | | | | | |
| Self-Monitoring : | | | | | Row Totals |
| Low | 25 | 27 | 37 | 31 | 120 |
| High | 28 | 42 | 38 | 31 | 139 |
| Column Totals | 53 | 69 | 75 | 62 | 259 |
| | | | | | |
| Locus of Control: | | | | | |
| Internal | 23 | 44 | 36 | 31 | 134 |
| External | 30 | 25 | 39 | 31 | 125 |
| Column Totals | 53 | 69 | 75 | 62 | 259 |
| | | | | | |
| L.C. and S.M. Combination Groups: | | | | | |
| Internal LC /Low SM | 11 | 16 | 16 | 15 | 58 |
| Internal LC /High SM | 12 | 28 | 20 | 16 | 76 |
| External LC/Low SM | 14 | 11 | 21 | 16 | 62 |
| External LC/High SM | 16 | 14 | 18 | 15 | 63 |
| Column Totals | 53 | 69 | 75 | 62 | 259 |

models were used for the utilitarian and hedonic attitudes, and also for the “evaluation” variables which include overall service quality and generalized satisfaction. Post hoc multiple comparisons were performed on the scenario factor in all models. T-tests were used to test cell mean differences. Regression models were used to test the correlation interactions suggested in H1-B.

Hypothesis 1-A: Self-Monitoring and Service Quality Inputs

H1-A addresses situations in which functional and technical provision is not equal (Scenario 2 (TQ+FQ-) and Scenario 3 (TQ-FQ+)), hypothesizing an interaction between service quality inputs and self-monitoring upon the dependent variables. H1-A is as follows:

H1-A: Self-monitoring will interact with service quality inputs in some service encounters:

Specifically, low self-monitoring customers will be more involved, feel more in control, have more favorable utilitarian attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will high self-monitoring customers when service provision consists of positive (versus negative) *technical* quality, but negative *functional* quality (i.e., in Scenario 2 (TQ+FQ-)); whereas,

High self-monitoring customers will be more involved, have more favorable hedonic attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will low self-monitoring customers when service provision consists of negative (versus positive) *technical* quality, but positive *functional* quality (i.e., in Scenario 3 (TQ-FQ+)).

Results of the analyses do not support the interactions hypothesized in H1-A. However, the anticipated main effects of service quality inputs and self-monitoring are present, as explained below. A summary of H1-A results are provided at the end of this section. Table 5.9 presents the ANOVA tables and Table 5.10 presents the MANOVA table for the models used to test H1-A. Table 5.11 presents the cell means for the main effect of scenario.

Participation Variables - Situational Involvement and Perceived Personal Control

Contrary to H1-A, the interaction of self-monitoring and service quality inputs is not significant for situational involvement, nor for perceived personal control (at $p=.05$) in univariate 4 x 2 models.

As anticipated, however, there is a significant main effect of service quality inputs in both models. Post hoc multiple comparisons of scenario on situational involvement are all significant ($p < .001$), with the exception of the Scenario 2 and 4 comparison (at $p = .05$). Multiple comparisons of service quality inputs on perceived personal control are also all significant (at $p < .01$), except for the comparison between Scenarios 3 and 4. Also as anticipated, the main effect of self-monitoring is not significant in either model. See Tables 5.9 and 5.11.

Satisfaction Variables – Hedonic and Utilitarian Attitudes, Overall Service Quality, and Generalized Satisfaction

Contrary to H1-A, the interaction of self-monitoring and service quality inputs is not significant for utilitarian and hedonic attitudes (at $p = .05$) in a multivariate 4 x 2 model. As expected, the main effect of service quality inputs is significant on these attitudes ($p < .001$); univariate F-tests are significant on both dependent variables ($p < .001$). Post hoc multiple comparisons of service quality inputs are all significant ($p < .05$) for utilitarian attitudes, except for that between Scenarios 3 and 4. For hedonic attitudes, all comparisons are significant ($p < .01$) with exception of the Scenario 2 and 3 comparison (at $p = .05$). Also as anticipated, the main effect of self-monitoring was not significant for these attitudes (at $p = .05$). See Tables 5.10 and 5.11.

Contrary to H1-A, the interaction of self-monitoring and service quality inputs is not significant for overall service quality and generalized satisfaction (at $p = .05$) in a multivariate 4 x 2 model. As anticipated, there is a significant main effect of service quality inputs ($p < .001$); univariate F-tests on both dependent variables are significant ($p < .01$); as are all post hoc multiple comparisons on both dependent variables ($p < .001$). As anticipated, the

main effect of self-monitoring is not significant for overall service quality and generalized satisfaction (at $p=.05$). See Tables 5.10 and 5.11.

Repurchase Intentions

Contrary to H1-A, the interaction of self-monitoring and service quality inputs is not significant for repurchase intentions (at $p=.05$) in a univariate 4 x 2 model. There is a significant main effect of service quality inputs ($p<.001$); post hoc multiple comparisons of scenario are all significant ($p<.01$), except between Scenarios 3 and 4. Again, as anticipated, the main effect of self-monitoring is not significant for repurchase intentions (at $p=.05$). See Tables 5.9 and 5.11.

| TABLE 5.9: ANOVA Tables: H1-A (Self-Monitoring) | | | | |
|--|-------------|----------------|-------------|--------------------|
| Sources | d.f. | F-value | Sig. | Effect Size |
| Dependent Variable Situational Involvement: | | | | |
| <i>Main effects:</i> | | | | |
| Scenario | 3 | 81.76 | .00 | .49 |
| Self-Monitoring | 1 | .54 | .46 (n.s.) | .00 |
| <i>Interaction:</i> | | | | |
| Scenario x Self-Monitoring | 3 | .21 | .89 (n.s.) | .00 |
| Residual | 251 | | | |
| Dependent Variable Perceived Control: | | | | |
| <i>Main effects:</i> | | | | |
| Scenario | 3 | 207.48 | .00 | .71 |
| Self-Monitoring | 1 | .04 | .85 (n.s.) | .00 |
| <i>Interaction:</i> | | | | |
| Scenario x Self-Monitoring | 3 | 1.70 | .17 (n.s.) | .02 |
| Residual | 251 | | | |
| Dependent Variable Repurchase Intention: | | | | |
| <i>Main effects:</i> | | | | |
| Scenario | 3 | 461.00 | .00 | .85 |
| Self-Monitoring | 1 | .11 | .74 (n.s.) | .00 |
| <i>Interaction:</i> | | | | |
| Scenario x Self-Monitoring | 3 | .36 | .79 (n.s.) | .00 |
| Residual | 251 | | | |

| Sources: | MANOVA | | | | ANOVA* | | |
|----------------------|--------|-------------|---------|------------|--------|-------------------------|--------------------------|
| | Wilks' | Effect Size | F-value | Sig. | d.f. | Dependent Variables: | |
| Attitudes Model: | | | | | | Utilitarian Attitudes | Hedonic Attitudes |
| <i>Main Effects:</i> | | | | | | | |
| Scenario | .13 | .59 | 149.48 | .00 | 3 | 210.36 (.00) | 267.01 (.00) |
| Self-Monitoring | .99 | .00 | 1.56 | .21 (n.s.) | 1 | 1.19 (.28) (n.s.) | .47 (.49) (n.s.) |
| <i>Interaction:</i> | | | | | | | |
| Scenario x S.M. | .99 | .00 | .59 | .73 (n.s.) | 3 | .36 (.78) (n.s.) | .48 (.69) (n.s.) |
| Residual | | | | | 251 | | |
| | | | | | | | |
| OSQ/GSAT Model: | | | | | | Overall Service Quality | Generalized Satisfaction |
| <i>Main Effects:</i> | | | | | | | |
| Scenario | .11 | .67 | 169.74 | .00 | 3 | 418.85 (.00) | 556.77 (.00) |
| Self-Monitoring | .99 | .00 | .57 | .57 (n.s.) | 1 | .86 (.36) (n.s.) | .05 (.82) (n.s.) |
| <i>Interaction:</i> | | | | | | | |
| Scenario x S.M. | .99 | .00 | .26 | .95 (n.s.) | 3 | .18 (.91) (n.s.) | .19 (.90) (n.s.) |
| Residual | | | | | 251 | | |

* Table provides F-values; p-values are provided in parentheses

| | Scenario #1 (TQ+FQ+) | Scenario #2 (TQ+FQ-) | Scenario #3 (TQ-FQ+) | Scenario #4 (TQ-FQ-) |
|--------------------------|----------------------|----------------------|----------------------|----------------------|
| Dependent Variables: | | | | |
| Situational Involvement | 5.78 | 3.65* | 4.28 | 3.73* |
| Perceived Control | 5.73 | 3.51 | 1.78* | 1.37* |
| Utilitarian Attitudes | 6.07 | 4.70 | 2.41* | 1.98* |
| Hedonic Attitudes | 6.39 | 2.87* | 2.59* | 1.49 |
| Overall Service Quality | 6.67 | 3.25 | 2.20 | 1.16 |
| Generalized Satisfaction | 6.60 | 3.65 | 1.91 | 1.22 |
| Repurchase Intention | 6.70 | 3.36 | 1.35* | 1.10* |

* indicates Non-significant comparisons within each row.

Results - Summary

H1-A hypothesized an interaction between service quality inputs and self-monitoring on the dependent variables. The analyses results do not support the proposed interaction upon these dependent measures.

The main effects of service quality inputs and self-monitoring are overall, as anticipated. Self-monitoring is not a significant predictor for any of the dependent measures. The variation in service quality inputs, however, is a significant predictor for all of the dependent measures. It was expected that Scenario 1 (TQ+FQ+) would have the highest ratings and that Scenario 4 (TQ-FQ-) would have the lowest ratings, which turns out to be the case for this sample. Somewhat surprising however, are the disparities of means within Scenario's 2 (TQ+FQ-) and 3 (TQ-FQ+). Scenario 2's mean ratings are much higher for control, utilitarian attitudes, service quality, satisfaction, and repurchase than Scenario 3's ratings, which are almost as low as the poorest ratings in Scenario 4. Also surprising is that hedonic attitudes are statistically equal in Scenarios 2 and 3, but for situational involvement, ratings are higher in Scenario 3 than in Scenario 2, whose ratings are equal to those in Scenario 4.

Hypothesis 1-B: Self-Monitoring Effect on Satisfaction/Repurchase Correlation

H1-B addresses the effect of self-monitoring on the association between satisfaction and repurchase intentions. H1-B is as follows:

H1-B: Self-monitoring will moderate the relationship between satisfaction and repurchase intentions such that the association will be stronger for low self-monitors than for high self-monitors.

To test H1-B, Pearson bivariate correlations were computed between each of the satisfaction measures (utilitarian and hedonic attitudes, overall service quality, and

generalized satisfaction) and repurchase intentions separately for the low self-monitoring group and for the high self-monitoring group. All of these correlations are in fact higher for the low self-monitors, with the exception of the generalized satisfaction/repurchase correlation. Next, to test whether the differences in correlations between the two groups was significant, regression analyses were performed on repurchase intentions using the satisfaction measures and their interaction terms. Separate interactions were first computed by multiplying each satisfaction variable by the self-monitoring groups variable. Then, each of the satisfaction variables and their corresponding interaction terms were regressed on repurchase intentions. Results indicate that the standardized beta coefficients for each interaction term is not significant at the $p=.05$ level. These results do not support the hypothesized self-monitoring effect on the satisfaction/repurchase relationship. Therefore, we cannot conclude that the correlation differences between the two groups are statistically significant.

Hypothesis 2: Locus of Control and Service Quality Inputs

H2 addresses situations in which functional and technical provision is not equal (Scenario 2 (TQ+FQ-) and Scenario 3 (TQ-FQ+)), hypothesizing an interaction between service quality inputs and locus of control upon the dependent variables. H2 is as follows:

H2: Locus of control will interact with service quality inputs in some service encounters:

Specifically, internally-oriented customers will be more involved, feel more in control, have more favorable utilitarian attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will externally-oriented customers when service provision consists of positive (versus negative) *technical* quality, but negative *functional* quality (i.e., in Scenario 2 (TQ+FQ-)); whereas,

Externally-oriented customers will be more involved, have more favorable hedonic attitudes, evaluate the encounters more favorably, and be more likely

to repurchase than will internally-oriented customers when service provision consists of negative (versus positive) *technical* quality, but positive *functional* quality (i.e., in Scenario 3 (TQ-FQ+)).

Results of the analyses provide partial support for H2 as explained below. A summary of all H2 results are provided at the end of this section. The significant main effect of service quality inputs on all of the dependent measures that is present in the models discussed below, were previously reported in the H1-A results section and will not be repeated here. Table 5.12 presents the ANOVA tables, and Table 5.13 presents the MANOVA tables for models used to test H2. Table 5.14 presents the means for significant 2-way interactions occurring in the H2 tests (for Scenarios 2 and 3 only).

Participation Variables - Situational Involvement and Perceived Personal Control

As hypothesized, the interaction of service quality inputs and locus of control is significant ($p < .05$) for both situational involvement and perceived personal control in univariate 4 x 2 models. This suggests that during different service encounter situations, a customer's participation and control may vary based on this personality trait. Also as hypothesized in H2, Scenario 2 (TQ+FQ-) subjects with an internal locus of control rated situational involvement and perceived personal control higher than did externals in that situation. However, individual t-tests between internals and externals within Scenario 2 on both dependent measures reveal that their means are significantly different only for situational involvement ($t = 2.085$; $df = 67$; $p = .04$). Additionally, and contrary to H2, externals in Scenario 3 (TQ-FQ+) rated situational involvement lower than did internals in that situation. Individual t-tests between internals and externals within Scenario 3 on both dependent measures reveal that their mean differences are approaching significance only for situational involvement ($t = 1.902$; $df = 73$; $p = .06$). See Tables 5.12 and 5.14.

As anticipated, the main effect of locus of control is not significant in either model (at $p=.05$). See Table 5.12. (See H1-A results section for the significant main effect of service quality inputs.)

Satisfaction Variables – Hedonic and Utilitarian Attitudes, Overall Service Quality, and Generalized Satisfaction

Contrary to H2, the interaction of locus of control and service quality inputs is not significant for utilitarian and hedonic attitudes (at $p=.05$) in a multivariate 4 x 2 model. See Table 5.13. As anticipated, the main effect of locus of control was not significant for these attitudes (at $p=.05$). (See H1-A results section for the significant main effect of service quality inputs.)

Also contrary to H2, the interaction of locus of control and service quality inputs is not significant for overall service quality and generalized satisfaction (at $p=.05$) in a multivariate 4 x 2 model. See Table 5.13. As anticipated, the main effect of locus of control is not significant for overall service quality and generalized satisfaction (at $p=.05$). (See H1-A results section for the significant main effect of service quality inputs.)

Repurchase Intention

Contrary to H2, the interaction of locus of control and service quality inputs is not significant for repurchase intentions (at $p=.05$) in a univariate 4 x 2 model. See Table 5.12. As anticipated, the main effect of locus of control is not significant for repurchase intentions (at $p=.05$). (See H1-A results section for the significant main effect of service quality inputs.)

Results – Summary

H2 hypothesized an interaction between service quality inputs and locus of control on all of the dependent variables. The analyses results provide evidence to support an interaction

| TABLE 5.12: ANOVA Tables: H2 – Interactions (Scenario x L.C.) | | | | |
|--|-------------|----------------|-------------|--------------------|
| Sources | d.f. | F-value | Sig. | Effect Size |
| Dependent Variable Situational Involvement: | | | | |
| <i>Main effects:</i> | | | | |
| Scenario | 3 | 84.21 | .00 | .50 |
| Locus of Control | 1 | .11 | .74 (n.s.) | .00 |
| <i>Interaction:</i> | | | | |
| Scenario x Locus of Control | 3 | 4.44 | .01 | .05 |
| Residual | 251 | | | |
| Dependent Variable Perceived Control: | | | | |
| <i>Main effects:</i> | | | | |
| Scenario | 3 | 203.68 | .00 | .71 |
| Locus of Control | 1 | .05 | .82 (n.s.) | .00 |
| <i>Interaction:</i> | | | | |
| Scenario x Locus of Control | 3 | 2.82 | .04 | .03 |
| Residual | 251 | | | |
| Dependent Variable Repurchase Intention: | | | | |
| <i>Main effects:</i> | | | | |
| Scenario | 3 | 454.00 | .00 | .84 |
| Locus of Control | 1 | .26 | .61 (n.s.) | .00 |
| <i>Interaction:</i> | | | | |
| Scenario x Locus of Control | 3 | .01 | .99 (n.s.) | .00 |
| Residual | 251 | | | |

effect on the situational involvement and perceived personal control dependent measures. The proposed interaction was not significant for utilitarian or hedonic attitudes, overall service quality, generalized satisfaction, or repurchase intentions.

Regarding the cell means associated with an interaction on involvement and control, H2 proposed that in Scenario 2 (TQ+FQ-), internals would have higher ratings on both dependent measures than would externals. Conversely, H2 proposed that in Scenario 3 (TQ-FQ+), externals would have higher ratings on involvement than would internals. The analyses results do provide evidence to support higher ratings by internals on involvement in Scenario 2 (TQ+FQ-), but contrary to H2, in Scenario 3 (TQ-FQ+), internals had higher

| TABLE 5.13: MANOVA Tables: H2 – Satisfaction (Scenario x L.C.) | | | | | | | |
|---|---------------|--------------------|----------------|-------------|---------------|--------------------------------|---------------------------------|
| Sources: | MANOVA | | | | ANOVA* | | |
| | Wilks' | Effect Size | F-value | Sig. | d.f. | Dependent Variables: | |
| Attitudes Model: | | | | | | Utilitarian Attitudes | Hedonic Attitudes |
| <i>Main Effects:</i> | | | | | | | |
| Scenario | .13 | .64 | 149.41 | .00 | 3 | 208.80 (.00) | 261.95 (.00) |
| Locus of Control | .99 | .01 | 1.04 | .36 (n.s.) | 1 | 1.46 (.23) (n.s.) | .01 (.91) (n.s.) |
| <i>Interaction:</i> | | | | | | | |
| Scenario x L.C. | .99 | .01 | .39 | .89 (n.s.) | 3 | .08 (.97) (n.s.) | .45 (.72) (n.s.) |
| Residual | | | | | 251 | | |
| OSQ/GSAT Model: | | | | | | | |
| | | | | | | Overall Service Quality | Generalized Satisfaction |
| <i>Main Effects:</i> | | | | | | | |
| Scenario | .11 | .67 | 168.06 | .00 | 3 | 412.52 (.00) | 550.09 (.00) |
| Locus of Control | .99 | .004 | .48 | .62 (n.s.) | 1 | .02 (.89) (n.s.) | .39 (.53) (n.s.) |
| <i>Interaction:</i> | | | | | | | |
| Scenario x L.C. | .99 | .003 | .24 | .96 (n.s.) | 3 | .15 (.93) (n.s.) | .08 (.97) (n.s.) |
| Residual | | | | | 251 | | |

* Table provides F-values; p-values are provided in parentheses

| TABLE 5.14: Means: H2 – Scenario by Locus of Control | | |
|---|--|---------------------------------|
| | Dependent Variable: Situational Involvement | |
| | Scenario #2 (TQ+FQ-) | Scenario #3 (TQ-FQ+) |
| Personality Trait Group: | | |
| Internal L.C. | 3.78 | 4.51 |
| External L.C. | 3.42 | 4.07 |

ratings on involvement than did externals. The mean ratings of control were not significantly different between internals and externals in either Scenario 2 or 3.

As anticipated, the main effect of locus of control is not significant in any of the models used to test H2. The significant main effect of service quality inputs in the H2 models is discussed in the H1-A results section.

Hypothesis 3: Self-Monitoring, Locus of Control, and Service Quality Inputs Interaction

H3 addresses situations in which technical and functional quality provision are not equal (Scenarios 2 (TQ+FQ-) and 3 (TQ-FQ+)), hypothesizing a 3-way interaction between service quality inputs, self-monitoring, and locus of control upon the dependent variables. H3 also addresses the direction of means for two of the trait interaction groups, namely low self-monitors who are internally oriented, and high self-monitors who are externally oriented.

H3 is as follows:

H3: Locus of control, self-monitoring, and service quality inputs will interact in some service encounters:

Specifically, low self-monitoring customers with an internal locus of control will be more involved, feel more in control, have more favorable utilitarian attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will high self-monitoring customers with an external locus of control when service provision consists of positive (versus negative) *technical* quality, but negative *functional* quality (i.e., in Scenario 2 (TQ+FQ-)); whereas,

High self-monitoring customers with an external locus of control will be more involved, have more favorable hedonic attitudes, evaluate the encounters more favorably, and be more likely to repurchase than will low self-monitoring customers with an internal locus of control when service provision consists of negative (versus positive) *technical* quality, but positive *functional* quality (i.e., in Scenario 3 (TQ-FQ+)).

A series of 4 x 2 x 2 factorial designs were employed to test H3, using service quality inputs (scenario), and the two trait variables as the three independent factors. Univariate

models were employed for the involvement, control, and repurchase intention dependent measures. Multivariate models were employed for the attitude measures, and also for the satisfaction variables, as was done when testing H1-A and H2.

Results - Summary

3-way Interaction

Analyses results provide partial support for the 3-way interaction of service quality inputs, self-monitoring, and locus of control proposed in H3. The interaction is significant for the repurchase intentions dependent measure ($p < .05$) in the univariate $4 \times 2 \times 2$ model. Contrary to H3, however, the interaction is not significant (at $p = .05$) for any other dependent measure. Examination of the means and graphical plots for repurchase in Scenarios 2 and 3 indicated that cell mean differences were most pronounced in Scenario 2. Since H3 addresses the interaction only in Scenarios 2 and 3, separate 2×2 Anova's were performed within each of these two scenarios, in order to more fully examine cell mean differences. In the separate Anova's, the interaction of the two traits is significant in the Scenario 2 model ($p < .05$). However, in the Scenario 3 model, the same interaction is not significant (at $p = .05$). Individual t-tests within Scenario 2 reveal that the mean difference is approaching significance for externally-oriented individuals only, and is based on whether they are low or high self-monitors ($t = 1.73$; $df = 23$; $p = .09$). Thus, H3 proposed that low self-monitoring internals would have more favorable ratings than high-self-monitoring externals in Scenario 2. This is not supported; instead, low self-monitoring externals have more favorable ratings than do high self-monitoring externals. Table 5.15 presents the repurchase intention $4 \times 2 \times 2$ ANOVA table. Table 5.16 presents the separate ANOVA tables within Scenarios 2 and 3. Table 5.17 presents the cell means.

2-way Interactions

The significant 2-way interaction of self-monitoring and locus of control on repurchase intention in the 4 x 2 x 2 model, provides further evidence in support of the hypothesized interaction of these two traits for this dependent measure. The same 2-way interaction was not significant for any other dependent variable. The interaction of locus of control and scenario on situational involvement and perceived personal control present in the H3 models were previously reported in the H2 results section and will not be repeated here. Likewise, the non-significant interactions between self-monitoring and scenario were previously reported in the H1-A results section.

Main Effects

The significant main effect of service quality inputs on all of the dependent measures that is present in the H3 models, were previously reported in the H1-A results section and will not be repeated here. Similarly, the non-significant main effects of each personality trait was discussed in the H1-A and H2 results section.

| TABLE 5.15: ANOVA Table: H3 – 3-way Interaction | | | | |
|--|-------------|----------------|-------------|--------------------|
| Sources | d.f. | F-value | Sig. | Effect Size |
| Dependent Variable Repurchase Intentions: | | | | |
| <i>Main effects:</i> | | | | |
| Scenario | 3 | 464.50 | .00 | .85 |
| Self-Monitoring | 1 | .59 | .44 (n.s.) | .00 |
| Locus of Control | 1 | .03 | .86 (n.s.) | .00 |
| <i>2-way Interactions:</i> | | | | |
| Scenario x Self-monitoring | 3 | .39 | .76 (n.s.) | .00 |
| Scenario x Locus of Control | 3 | .11 | .96 (n.s.) | .00 |
| Self-monitoring x Locus of Control | 1 | 4.22 | .04 | .02 |
| <i>3-way Interaction:</i> | | | | |
| Scenario x S.M. x L.C. | 3 | 2.89 | .036 | .034 |
| Residual | 243 | | | |

| TABLE 5.16: ANOVA Tables: H3 – 2-way Interactions Within Scenarios | | | | |
|---|-------------|----------------|-------------|--------------------|
| Sources | d.f. | F-value | Sig. | Effect Size |
| Dependent Variable Repurchase Intentions: | | | | |
| <i>Scenario 2 (TQ+FQ-)</i> | | | | |
| <i>Main effects:</i> | | | | |
| Self-Monitoring | 1 | .20 | .66 (n.s.) | .00 |
| Locus of Control | 1 | .04 | .84 (n.s.) | .00 |
| <i>Interaction.</i> | | | | |
| Self-monitoring x Locus of Control | 1 | 4.16 | .045 | .06 |
| Residual | 65 | | | |
| <i>Scenario 3 (TQ-FQ+)</i> | | | | |
| <i>Main effects:</i> | | | | |
| Self-Monitoring | 1 | .20 | .65 (n.s.) | .00 |
| Locus of Control | 1 | .54 | .46 (n.s.) | .00 |
| <i>Interaction:</i> | | | | |
| Self-monitoring x Locus of Control | 1 | 1.15 | .29 (n.s.) | .01 |
| Residual | 71 | | | |

| TABLE 5.17: Means: H3 – Self-Monitoring by Locus of Control by Scenario | | | |
|--|------------------|-------------------------|-------------------------|
| | | Scenario #2 (TQ+FQ-) | Scenario #3 (TQ-FQ+) |
| Dependent Variable Repurchase Intentions: | | | |
| Self-Monitoring | Locus of Control | | |
| Low S.M. | Internals | 2.98 | 1.35 |
| Low S.M. | Externals | 3.88 | 1.40 |
| High S.M. | Internals | 3.62 | 1.43 |
| High S.M. | Externals | 2.88 | 1.20 |

**CHAPTER 6 -
SUMMARY:
CONCLUSIONS, LIMITATIONS, AND IMPLICATIONS**

This exploratory research presents us with some interesting results that warrant further investigation into whether individual differences may cause variations in customers' propensities to participate in and to control the creation of services they purchase. The extant literature does not provide us with a logical conceptual model from which to proceed in this area. This researcher has reviewed and consolidated prior research and current theoretical models from several fields of study. This consolidation prompted a framework that can guide future research aimed at explaining and predicting services customer behavior that can also be managerially useful. This research is a small step in that direction, and one that hopefully, will encourage additional exploration in this area.

One important prerequisite in a scientific experiment such as the one in this study, is for all the treatments to work. In this study, the service quality inputs defining the four scenarios were appropriate and consistent with the intent of the researcher. Future researchers in this area of services marketing can benefit from the experience in this study design. This study, although limited by its small size, homogeneity of subjects, and artificially-controlled setting, is typical for exploratory research. Although the results can only be generalized to haircut service customers that belong to an undergraduate population, they nevertheless provide evidence that the inevitable variations in technical and functional quality service provision can influence not only customer perceptions, but also the customer's co-creation of the service. The study also provides evidence that this co-creation may vary based on individual differences that, if more fully understood, could help managers to better segment and serve their target customers.

As expected, subjects rated highly positive service encounters very favorably and extremely negative encounters very unfavorably. But when faced with encounters that consisted of opposing levels of technical and functional quality, the encounter involving positive technical, but negative functional quality was rated second most favorable. When faced with negative technical, but positive functional quality, subjects rated this encounter almost as low as the extremely negative encounter. This indicates that for this sample at least, and that for haircut services, technical quality is more important to customers than functional quality. Thus, from this study it becomes clear that the components of technical and functional quality inputs into the service creation and delivery can have different impacts upon the overall service quality evaluations of the customer, their satisfaction with the service encounter and their repurchase intentions. Future research might address the questions of whether this is true for all services. If not true for all services, for what types of services and service encounters would one or the other component of service quality have a greater impact on overall service quality evaluation? Is technical quality more important than functional quality in certain types of services? For what services does functional quality become more important, if any?

The study also found that the inclination to participate in and to control the service can vary between customers who are guided by an internal versus an external locus of control. The study also suggests that repurchase intention could be influenced by a customer's combined self-monitoring and locus of control traits. Given the limited nature of the sample, and the limited power of the trait interaction tests due to the small cell sizes in the 4 x 2 x 2 design, it would be well worth follow-up study with larger, more heterogeneous samples. Since it is clear from this study that personality traits do have an effect on future

behavior, it would be useful to conduct studies to determine what types of personality variables impact a customer's desire for control in the service encounter, and whether the relationships between personality variables and desire for control is generalizable across all services.

Similarly, future research needs to improve upon the manipulations for technical and functional quality used in this study. It is possible that the weaker manipulation of functional quality in these tests may have influenced the lower emphasis on functional quality by the subjects.

The framework suggests several directions for future research aimed at understanding more fully the nature of the service encounter, its impact on service customer behavior and the ultimate effect on a service firm's perceived performance. For example, although this study only varied service provider performance and measured variations in customer behavior as an imagined response to a hypothetical service scenario, it will be worthwhile for future research to study actual customer behavior variations, other possible individual difference factors, and their impact on perceptions. Further research is also needed to explore personality trait differences in self-service and online customer behavior. Ultimately, a better understanding of customer personality effects upon service encounter behavior might help managers to better design the service mix, and to match the personalities of employees and clients to more effectively manage client participation (Martin, Horne and Chan 2001).

How does an individual's proneness to self-monitoring affect other service customer behaviors? For example, since high self-monitors are less attached to employment friend and colleague networks, and more flexible about new relationship formation possibilities (Kilduff and Day 1994), self-monitoring may be able to help explain service customer switching

behavior. Similarly, since high self-monitors may conduct more intensive career information searches (Kilduff and Day 1994); self-monitoring effects may also be present in services customer purchase decision processes. Furthermore, the need for social recognition scale (NSR) showed that subjects scoring high in this trait glanced at others more frequently and were less likely to show victory gestures, as did high self-monitors (Friedman and Miller-Herringer 1991). The NSR seems to be a relevant factor in emotional control that isn't tapped by the self-monitoring scale. This scale and a dominance subscale may help to explain a customer's need for control in a service encounter.

Most importantly, this research only explores two out of a multitude of consumer personality traits and predispositions on human interaction and participation. How might other traits or motivations effect the level of customer participation or perceived outcomes? How are these traits related to self-monitoring and locus of control? Additionally, what role does gender play in service customer behavior and evaluations? These are but a few of the questions that should be further explored.

Although gender effects were not hypothesized in this study, some additional analyses exploring the relationships between gender and the personality traits and dependent measures were conducted. Preliminary results of these analyses yield some interesting results. For example, in one-way ANOVA models, gender is a significant predictor for both personality traits used in the study ($p < .05$). Males in this sample are higher self-monitors than are females. However, females are more externally-oriented than are males, and there is a greater dispersion between the means of the two personality traits for females than there is for males. Similarly, in both univariate and multivariate factorial designs, there are significant 2-way interactions between gender and service quality inputs (scenario) occurring

on all of the dependent variables. The main effect of gender in the models is also significant for all of the dependent measures, except situational involvement. Additional analyses are underway that may help us to better interpret these findings and to determine whether gender might help to explain some of the findings reported previously in this study.

The literature suggests that many other possible response measures and correlates exist, which may be useful in future research aimed at expanding our understanding of service customer behavior, responses to service quality provision, and customers' propensities to participate in service delivery. For example, one study found no demographic differences between complainers and noncomplainers (Maxim and Netemeyer 2002). Could individual difference factors, such as personality traits, be suitable predictors? Does self-monitoring or locus of control affect switching behavior, or are other traits more important when switching? Self-efficacy, introversion/extraversion, product involvement, and materialism may also interact with participation and impact customer satisfaction and intentions. For example, higher levels of perceived self-efficacy can produce higher achievement goals, and may also be related to the amount of self monitoring one is willing to produce in problem solving (Bouffard-Bouchard 1990).

In conclusion, this exploratory study yielded some very important findings in that, some basic experimental design features in a study on service encounters were tested and succeeded. It is possible to manipulate service quality inputs in terms of its two primary components – technical and functional quality. These components had been conceptually defined in the literature, but, have not been manipulated in experimental design. At a general level, this study also showed that there clearly could be some important effects of personality characteristics on the customer's approach to the service encounter. These differences

between customers could have significant impact on the outcomes of quality, satisfaction and loyalty behavior. Thus, services managers would benefit from continued research in this area, so that they are better able to determine the most effective combination of service provider skills for a satisfying service encounter.

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APPENDIX A – PRETEST 1 – SUMMARY OF QUALITY INPUTS/OUTCOMES RESEARCH

| TABLE A: Pretest 1 - Summary of Quality Inputs/Outcomes Research | | | |
|--|---|--|--|
| | | EE = Employee | C=Customer |
| * Asterisk denotes either inputs/outcomes classified as technical/functional by this author, or other interpretations by this author | | | |
| <i>Authors</i> | <i>Miscellaneous notes</i> | <i>Technical Quality</i> | <i>Functional Quality</i> |
| Adelman and Ahuvia 1995 | <i>Hair stylists</i> are one of the service providers that customers see as suitable as conversational partner as part of socially-defined roles. | Uncertainty reduction; feelings of situational control by customer. *(Situational control interpreted as customer’s feeling that hairstylist will follow customer’s instructions well.) | 1)Social Support = by employee = use of first names, friendly conversations, making customer feel esteemed and valued. <u>Items</u> used (by customer) =vent frustrations; like a friend. *2)Customer perceives self-acceptance, social integration, sense of belonging. *(Interpreted as customer feeling comfortable with stylist and salon.) |
| Aubert-Gamet and Cova 1999 | | Solely economic | Societal |
| Bendapudi and Leone 2003 | Study customer participation as joint production of <u>goods</u> and services outcomes versus full firm production, consider self-serving bias as explanation of co-production effects on satisfaction and also test effects of choice of whether to co-produce or not. *(relates more to self-service participation) Includes partial review of goods/services co-production literature. Study: 3 goods, 3 services; in all the outcome was described in technical terms; in services, customer participation was in form of self-service behavior. Satisfaction measure=1 item of satisfaction with firm. | | |

(Table A cont.)

| | | | |
|----------------------------------|---|---|---|
| (Bendapudi and Leone 2003 cont.) | Satisfaction with process measure=1 item; used when customer given option to participate or not. Find that customers take more responsibility for outcome when co-producing. Suggest process must provide psychic benefits; that individual differences such as locus of control may affect co-production perceptions; customers must have expertise and willingness to co-produce | | |
| Berry and Parasuraman 1991 | | *Financial Bonds | *Social Bonds (e.g., card/gifts) |
| Bitner, Booms and Tetreault 1990 | (CIT study) | Adaptability *(Adaptability interpreted as hairstylist fixes hairstyle at end if customer says it's not quite what he asked for.) | |
| Bitner et al. 1997 | Haircuts are low in self-service participation; high in experience properties. | | |
| Ennew and Binks 1999 | Exploratory study in banking; participation characterized as <u>being by both provider and customer</u> . Suggest 3 broad dimensions: information sharing, responsible behavior, personal interaction. Evidence of effects on perceptions and intentions. Deemed crucial to future research efforts in service relationships. | | |
| Fisk, Grove and John 2000 | | Task proficiency | Social skills |
| Gangestad and Snyder 2000 | | | *High self-monitors are more likely to engage in impression management tactics for status enhancement. |
| Gronroos 1983; 1984; 1990 | | WHAT. Technical result/outcome of process (1984). <i>Instrumental</i> values = technical quality; from Swan and Combs 1976 (1984). | HOW. Interaction human and nonhuman parts of service process (1984). <i>Expressive</i> values = functional quality (1984). |

(Table A cont.)

| | | | |
|--|---|---|---|
| <p>(Gronroos 1983; 1984; 1990 cont.)</p> | | <p>Employee provides = tech. knowledge; equipment; solutions.</p> <p>1990 – <u>By customer</u>: completing documents; providing information; identification of needs; understanding of time constraints; and cooperation.</p> | <p>Interpersonal contributions by Employee</p> |
| <p>Gremler and Gwinner 2000</p> | <p>Rapport is element of functional quality, although technical functional distinction may be blurred at times. Functional quality = “overarching concept that....encompasses a variety of interpersonal interaction elements (including eye contact, language, and nonverbal gestures) related to the provision of service.” (p.91)</p> <p>Rapport = “a)customer’s perception of having an <u>enjoyable interaction</u> with a service provider employee, where enjoyable interaction is an “affect-laden, cognitive evaluation of one’s exchange with a contact EE” (p.91), and b)characterized by a <u>personal connection</u> between the interactants.” (p.83), where “personal connection represents a strong affiliation with the other person (perhaps unspoken) based on some tie(e.g., close identification with the other, mutual caring, etc.) (p. 91).</p> | <p>Hairstylist = haircut itself</p> | <p>Rapport measure (customer’s perceptions):</p> <p>a)enjoyable interaction: (hairstylist) tells jokes; asks about family/work/hobbies in common; nice conversation while cutting; interesting personality. Measure items: enjoy interacting with EE; EE creates feeling of warmth in relationship; EE relates well to me; have harmonious relationship with EE; EE has good sense of humor; am comfortable interacting with EE.</p> <p>b)personal connection: eventual bonding due to other things in common; treat customer’s needs with compassion; true interest in other life aspects. Measure items: bond between EE and myself; look forward to seeing this EE; strongly care about this EE; EE has taken personal interest in me; have close relationship with EE.</p> <p>General hairstylist=relational aspects of trip to salon = exchanging gossip; discussing aspects of one’s life with a sympathetic listener</p> |
| <p>Gwinner, Gremler and Bitner 1998</p> | <p>All positively correlated to satisfaction, loyalty, positive word-of-mouth, relationship continuance.</p> <p>Used haircut as 1 in a group of services studied to represent high customer contact,</p> | <p>*Ongoing Relational Benefits perceived by customer:</p> <p>*1)Confidence (most important) = psychological benefits of comfort; feeling of security; anxiety reduction</p> | <p>*Ongoing Relational Benefits perceived by customer:</p> <p>*2)Social = friendship; personal recognition; fraternization. (EE tells jokes; shares experiences; like personal</p> |

(Table A cont.)

| | | | |
|---|---|---|--|
| <p>(Gwinner, Gremler and Bitner 1998 cont.)</p> | <p>individual customized solutions from Bowen's 1990 services directed at customer classifications.</p> <p>Implications: 1.Relational benefits make up for less than superior core service for some customers. 2.Satisfaction and loyalty strategies can be built around relational benefits. 3.Quantify and promote value of relational benefits to customers. 4.Differentiate on relational benefits since social benefits aren't easy to replicate by other firms.</p> | <p>(of having bad experience); trust; confidence. 6 Factor items= less risk, trust, confidence in performance, less anxiety, know what to expect, get highest level of service.</p> <p>*3)Special treatment = EE learning customer's likes/dislikes and remembering; additional services; consideration; customization seen as preferential treatment.(however the authors originally describe two separate groups of economic and customization, which seen to have factored into this one group). 5 factor items= get special deals or discounts, get better prices than most customers, do additional services for me, placed higher on priority list when in line, get faster service than other customers.</p> | <p>confidante).</p> <p>5 factor items= recognized by EE's, familiar with EE performing service, developed friendship with provider, they know my name, enjoy certain social aspects of relationship.</p> |
| <p>Harris, Harris, and Baron 2001</p> | <p>Authors compare retail experience to interactive play settings in theater to offer managerially useful ways to increase customer participation in hopes of increasing satisfaction.</p> | <p>*By customer: Any form of knowledge sharing or gaining.</p> | <p>By customer: *Engagement in activities such as "trying out, playing with cosmetics" in store (p. 359), or to "touch, feel and experience the product." (p. 360).</p> |
| <p>Hoffman and Turley 2002</p> | <p>Discuss how improving service encounters can help differentiate providers, by increasing economic value to an ultimate experience: e.g. like moving a coffee bean from commodity to good to service to experience (from Pine and Gilmore 1999).</p> | | <p>By firm: *Atmospherics both tangible and intangible (e.g., music, colors, temperature, scents). Provides encounter cues and evaluative measures during and after encounter.</p> |
| <p>Kellogg, Youngdahl and Bowen 1997</p> | <p>Identified 4 categories of customer participation used as "quality assurance behaviors" to affect encounter quality (1 is a pre-encounter category).</p> | <p>By customer: *1. information exchange to clarify service expectations</p> | <p>By customer: *Relationship-building; e.g. smiling, offering words of kindness, getting to know</p> |

(Table A cont.)

| | | | |
|-----------------------------------|--|---|--|
| | | *2. intervention; e.g. providing negative performance feedback and involving oneself in problem diagnosis and resolution. | providers, trying to build loyalty, asking for servers by name. |
| Kelley, Donnelly and Skinner 1990 | <p>They present a classification scheme based on customization level and nature of service act dimensions. Haircuts = services directed toward people with high level of customization, which says that the service quality components that apply are customer technical and functional quality (in addition to EE both).</p> <p>Outcomes of poor customer technical/functional quality inputs: 1)reduces overall efficiency, productivity, and SQ delivered. 2)prevents optimal provision of EE tech/funct SQ. 3)negative EE responses due to rude/incompetent C behavior.</p> <p><i>Service customers are segmented into 2 participation groups: self-serve and human interaction</i></p> <p>Reinforcement often given to self servers in form of discounts (e.g., online broker discount; self-serve gas discount; bank teller use fee). Customer’s benefits from participating include lower prices, more efficient service delivery, greater customization, perception of greater control over process.</p> <p><i>*Implication note by this author - Thus, providers may be able to segment customers based on whether they are: 1)internally</i></p> | <p>By customer:</p> <p>All labor, effort and info input; <i>hair style</i> preference info.</p> <p>More important in highly customized services.</p> <p>Motivational direction = role perceptions and view of appropriateness of a behavior.</p> <p>Motivational effort = “amount of effort an individual exerts during the performance of a task” p.321</p> <p>Motivational effort and direction are both important in high customization services directed toward people.</p> | <p>By customer:</p> <p>All interpersonal contributions; e.g. friendliness, respect.</p> <p>More important for services directed toward customer and intangibles; HOW is more relevant.</p> |

(Table A cont.)

| | | | |
|--|--|---|--|
| <p>(Kelley, Donnelly and Skinner 1990 cont.)</p> | <p>directed to participate with high technical quality inputs (then EE should let them do so and lower their own functional quality behaviors); or 2) more externally directed or higher self monitors bent on impression management and more likely to engage in higher levels of functional quality inputs (EE should let them do so and increase levels of their own functional quality behaviors.)</p> | | |
| <p>Kelley, Skinner and Donnelly 1992</p> | <p>Satisfaction directly positively associated with customer's technical and functional quality inputs.</p> <p>Organizational socialization to increase input levels should increase satisfaction.</p> <p>Also say to study individual differences impact on participation and perceptions.</p> <p>Found that customers who contributed more superior technical quality also contributed more functional quality, but only briefly mentioned this in results; never came back to it for discussion.</p> <p>“ Motivational Direction” <u>items</u>: 1)Having a plan is important to me as bank C. 2)I try to think out beforehand how I am going to get the service I want. 3)It is important for me as a C to know how to use this service. 4)It is important for me to understand what to do when I am receiving this service. 5)It is important for me as a C to understand the procedures associated with this service. 6)It is important for me as a C to underhand my role associated with the service.</p> | <p>By customer: Labor (complete loan app); give proper info (give tax records); explain what EE wanted to do; cooperate with EE; understand procedures.</p> <p>Empirically linked to motivational direction.</p> <p>“what” customer does.</p> <p>Full list of technical quality <u>items</u> : 1)I was on time for my appointment. 2)I gave the bank EE proper info. 3)I clearly explained what I wanted the bank EE to do. 4)I tried to help the bank EE. 5)I am careful to keep accurate records. 6)I knew what service I needed before talking with the bank EE. 7)I understand the procedures associated with this service. 8)I know what I am supposed to do when I receive this service. 9)I was honest with the bank ee. 10) I tried to cooperate with the bank EE.</p> | <p>By customer: Interpersonal aspects = courtesy, friendliness, respect, good relationship with EE.</p> <p>Empirically linked to favorable organizational climate.</p> <p>“how” customer does it.</p> <p>Full list of functional quality <u>items</u>: 1)I was friendly to bank EE. 2)I was courteous to “. 3)I was respectful to “. 4)I was considerate to “. 5)I have good relationship with “. 6)Receiving this service was a pleasant experience.</p> |

(Table A cont.)

| | | | |
|---|--|--|--|
| (Kelley, Skinner and Donnelly 1992 cont.) | Increased C motivational direction may cause C to dispense with functional inputs in order to get the job done and may increase satisfaction. | | |
| Klaus 1985 | Procedural same as instrumental. Situation includes participant factors = mood, time available, etc. | *Procedural elements; Task-related. Punctuality. | *Ceremonial behaviors (from Goffman 1959). Smiles, greetings, eye contact. |
| Kraft and Martin 2001 | Compliments should be as important to firm as complaints and are underutilized due to lack of understanding. Encourage more research to study motivations, appropriate EE responses, and managerial implications for organization's improvement. | | Kelley, Skinner and Donnelly 1992 They model customer compliments as a function of several factors including: expected benefits, social norms, and personal factors. State they may also be a customer's form of interpersonal communication to express self-identity or to establish rapport with EE. |
| Lovelock 3 rd Edition | Hair salon=high in customer involvement and experiential properties; a high people processing service with tangible actions directed at people's bodies (i.e., c. must be present); a high customization and provider expertise service.; high contact levels. | | Personal treatment |
| Lovelock 4 th Edition | P.37 – list of haircut process steps: make appointment, arrive, wait, shampoo, discuss options, cut and style, tip, pay, leave. Haircut = high human interaction service Expectations and perceptions change throughout encounter. Reference to perceptions to satisfaction. to intentions link. | | |
| Miller and Cardy 2000 | | | *Impression management examples = favor-doing; ingratiation; self-enhancing communications (amongst employee project teams). |
| Parasuraman, Zeithaml and Berry 1988 | *Unclear which columns Responsiveness and Assurance dimensions would fall into. | Reliability and tangibles dimensions | Empathy dimension |

(Table A cont.)

| | | | |
|---------------------------------|---|--|--|
| <p>Patterson and Smith 2001</p> | <p>For <i>Hairdressers</i>: social bonds are significant predictor of relationship commitment. Also technical quality significant for high experience services where technical outcomes can be judged with confidence (includes hairdressers).</p> | <p><i>Hairstyling and tint</i> consistent with C's instructions; free of errors.</p> | <p>Gratification of C's self-esteem; social bonds.</p> <p>Items used for social bonds: EE usually takes interest in me; never too busy to be contacted; has my best interests at heart; treats me as individual not just another c.; treats me like personal friend.</p> |
| <p>Price and Arnould 1999</p> | <p>Commercial exchange defines limits of sociability; not all customers want friendships.</p> <p>Justification of using hairstylist industry for their study:</p> <p>Service delivery process highly interactive; requires both C and EE inputs; involves intimate proximities; extended duration; affectively charged, repeated semi regularly over time; all of which increases likelihood of friendship or friendly relation forming; hairstylists also often identified as "informal helpers and providers of social support" (cites Bitner 95)</p> | <p><i>Instrumental</i> values (see also Klaus '95 above)</p> | <p><i>Terminal</i> values.</p> <p>"Commercial Friendship" = by customer (and EE):</p> <p>Accommodations of customer or provider needs; reciprocal self-disclosure (intimacy); social bonding attempts; gift-giving; friendliness; perceived reciprocal friendship (by client); caring; giving of advice.</p> <p>Summary = affection, intimacy, social support, loyalty, reciprocal gift-giving.</p> <p><u>Items:</u></p> <p>1)"Show interest in my life or family"</p> <p>2)"My Interaction with this stylist feels like a meeting with one of my friends"</p> |
| <p>Rodie and Klein 2000</p> | <p>They summarize some of the customer participation (CP) literature:</p> <p>Definition: CP uses customer perspective, and is "behavioral concept referring to actions and resources supplied by customers for service production and/or delivery" (p. 111). Includes mental, physical and emotional inputs and labor; is contrasted from customer "contact", "involvement", and "consumption".</p> | | |

(Table A cont.)

| | | | |
|-------------------------------------|---|--|---|
| <p>(Rodie and Klein 2000 cont.)</p> | <p>State that empirical evidence shows CP is related to attributions, S.Q., satisfaction, future intentions. “The valance of the relationship seems to depend in part, however, on the substantive nature of the customer’s inputs” (p. 113).</p> <p>Firm benefits of CP: increased productivity, adds valued service; fills market niches; reaches unserved markets; enhances loyalty and retention. (opportunity for segmentation based on customer ability/willingness, customer roles).</p> <p>Describe CP as function of org. socialization effect on role clarity, which affects ability, willingness, and role size. Customer benefits of CP: process efficiency, outcome efficacy; hedonic/emotional benefits, increased perceived control.</p> <p>Future research implications: explore CP antecedents; CP effects on evaluations and behaviors; motives/psychological benefits of CP; org. socialization effects; attributions.</p> | | |
| <p>Strutton and Pelton 1998</p> | <p>In study of ingratiation tactics <i>between sales-team members</i>, they developed measures for 6 types. 2 were assertive and 4 were defensive.</p> <p>Only 3 of the defensive types were positively correlated with lateral interpersonal attachment (assertives were negatively correlated).</p> <p>Assertives (self-promotion and court/counsel) meant to make oneself more attractive and defensives (attitudinal conformity(n.s.), behavioral conformity(#3), favor</p> | | <p>Scale items p.7:</p> <p>*1)favor rendering=listen to personal problems even if uninterested; offer to help by using a personal contact.</p> <p>2)other-enhancement=compliment achievements however trivial to you.</p> <p>*3)behavioral conformity=give frequent smiles to indicate interest about something even if you don’t like it; show you share</p> |

(Table A cont.)

| | | | |
|---|---|--|---|
| <p>(Strutton and Pelton 1998 cont.)</p> | <p>rendering(#1), other enhancement(#2) meant to preempt criticism if one feels his self-image is at stake.</p> | | <p>enthusiasm about idea even when you may not actually lie it; laugh at jokes even when they aren't funny; exaggerate admirable qualities to convey impression you think highly of them.</p> |
| <p>Turnley and Bolino 2001</p> | <p>Impression management tactic = ingratiation; self-promotion; exemplification to achieve favorable image.</p> | | <p>Items:</p> <p><i>*Ingratiation:</i> Praise group members for efforts so they consider you nice person; compliment them so they see you as likeable; do personal favors for them to show you are friendly; take interest in their personal lives to show you are friendly.</p> <p><i>*Self-Promotion:</i> Make them aware of your talents or qualifications; make them aware of your unique skills and abilities; let them know you are valuable member of the group; talk proudly about your past accomplishments which might help make this project successful.</p> |
| <p>Yagil 2001</p> | | | <p>*Has measures for employee and customer ingratiation.</p> <p>*C ingratiation items: Ask in polite way; make EE feel good about me; act in friendly manner; praise EE; make EE feel important; act humbly while making request; show my need for help; inflate the importance of what I want EE to do. Need EE to enhance customer's self-esteem for customer's impression management efforts to work; also use EE ingratiation to increase customer's satisfaction.</p> |

(Table A cont.)

| | | | |
|---------------------------------|--|---|--|
| <p>Yagil and Gal 2002</p> | | <p>*3 item measure to rate Customer's perception of control over the service:</p> <p>To what extent do you feel that you:</p> <p>1)can influence the quality of the service that you receive?</p> <p>2)have the freedom to choose the way in which you receive the svc (e.g. place, time, duration)</p> <p>3)can affect the service. worker's behavior?</p> | |
| <p>Zeithaml and Bitner 2000</p> | <p>Responsiveness and Assurance dimensions may be for both functional and technical quality.</p> | <p>“Hard” customer-defined standards</p> <p>Service outcome</p> | <p>“Soft” customer-defined standards</p> <p>EE courtesy, listening skills, interactive skills, appreciation, spontaneity.</p> <p>EE Empathy=treat customer as individual, caring, attention, convey that customer is unique and special and understood, knows customer's name, knows customer requirements and preferences, remembers customer's previous problems and needs, anticipates customer's needs, and is patient with customer</p> |

APPENDIX B – TABLE B.1 AND TABLE B.2 – EMPLOYEE QUALITY INPUTS

| TABLE B.1: Pretest 1 - Quality Inputs (Hairdressing Industry) | |
|--|---|
| TECHNICAL | |
| Positive | Negative |
| Offer hairstyle magazine | No hairstyle magazines available |
| Calling customer on time | Make customer wait |
| Offer a smock/robe for customer to change into | No smock/robe available |
| Ask for haircut specifications | Cut without asking preferences |
| Repeat/verify specifications before beginning cut | No clarification made prior to cut |
| Offer shampoo/conditioner product choice with information regarding each | No choice or information given |
| Show customer progress at intervals for evaluation | No progress evaluation offered |
| Offer change option at end if not satisfied | No change option available |
| Instruct how to care and manage hairstyle | No hairstyle instructions given |
| Offer product purchase | No product available |
| Instruct how to use new products if purchased | No product instructions given |
| Hang coat carefully in closet | Toss coat carelessly on chair |
| Cut with care and precision | Inattentive to job performance |
| Clean, neat work station | Dirty, untidy work station |
| Give lotion hand massage | Lotion hand massage not available |
| Give shampoo head massage | No shampoo head massage given |
| Give head/neck massage before cut | No head/neck massage before cut |
| Cut hair exactly according to specifications | Hair not cut to specifications |
| Provide service quickly and efficiently | Either very slow or too rushed to provide good hairstyle |
| Prevent service interruptions | Allows frequent interruptions |
| New customer discount | No new customer discount available |
| Show interest in creating commercial relationship/ e.g., Frequent purchase options offered | No interest in creating commercial relationship shown; No frequent purchase options available |
| Referral discount offered | No referral discount available |
| Give product sample (may also be functional) | No samples available |
| Clean, neat, well-kept, modern facility | Dirty, untidy, not well-kept, rundown facility |
| Easy access and parking | Inconvenient access and inadequate parking |
| Convenient location | Inconvenient location |
| Good price/value | High price/poor value |
| Wonderful cut | Terrible cut |
| Offer to make next appointment | No future appointment offer made |
| Request personal info to put customer on mailing list for special offers | No mailing list available/special offers not used |

(Table B.1 cont.)

| | |
|--|---|
| Serve customer on time | Make customer wait |
| Offer hair product purchase option | No offer to purchase hair products |
| Shampoo hair thoroughly | Does not shampoo hair thoroughly |
| Free drink or snack | Free drink/snack not available |
| FUNCTIONAL | |
| Positive | Negative |
| Use first name/personal recognition | No personal recognition given |
| Extra friendly, courteous and polite beyond what's necessary to perform core service | Unfriendly, rude, bad manners |
| Extra conversation and small talk beyond what's necessary to perform core service | No small talk at all |
| Show interest in personally getting to know customer | No interest in getting to know customer |
| Tell jokes/have good sense humor | No jokes/bad sense humor |
| Ask about family/work/hobbies | No personal questions |
| Exchange gossip | No gossip exchange |
| Ask birthday/anniversary for sending cards | No birthday/anniversary question |
| Smiles | Frowns |
| Good eye contact | No eye contact |
| Personal compliments | No compliments |
| Good listener | Not interested in listening to customer |
| Patient with customer | Impatient with customer |
| Glad to see customer | Could care less customer is there |
| Thankful for business | Not thankful for business |
| Trendy/luxury/boutique style décor and atmosphere | Utilitarian, sparse décor and atmosphere |
| Offer gifts/extra favors/pampered feeling | No pampering feeling given |
| Friendly, conversation-driven layout/design | Private, cubicle layout/design |
| Show interest in creating commercial friendship | No interest in commercial friendship shown |
| Show empathy and willingness to let customer self-promote | Not interested in making customer feel good about herself/himself |
| Relaxing, soothing atmosphere and music | Nerve-wracking atmosphere and music |

TABLE B.2: Pretest 1 - Specific Haircut Employee Quality Inputs

| TECHNICAL | |
|--|--|
| Positive | Negative |
| receptionist asks your name to verify your appointment | receptionist doesn't ask your name to verify your appointment |
| receptionist offers you hairstyle magazine from which to consider a new cut | receptionist doesn't offer you hairstyle magazine from which to consider a new cut |
| you are called precisely at your appointment time | you are called 45 minutes past your appointment time |
| you are offered a robe/smock to change into | no one offers you a robe/smock |
| you are directed to a chair in a clean, neat workstation | you are directed to a chair in a dirty, untidy workstation |
| hair stylist asks how you would like your hair cut | hair stylist doesn't ask how you would like your hair cut |
| stylist verifies your haircut requirements by repeating your instructions back to you | stylist doesn't listen closely to your haircut instructions |
| stylist describes advantages/disadvantages of several shampoo and conditioner products from which you can choose | stylist doesn't offer you any shampoo or conditioner choices |
| stylist thoroughly shampoos your hair | stylist carelessly shampoos your hair |
| your hair is cut with care and precision | your hair is cut in rushed and inattentive manner |
| stylist asks your opinion on the progress of the cut | stylist never asks your opinion on the progress of the cut |
| stylist offers specific advice on how to manage the new cut in the future | stylist doesn't offer any specific advice on how to manage the new cut in the future |
| on completion of cut and dry, a mirror is held up so you can inspect the results | on completion of cut and dry, you are not offered a small mirror to enable you to inspect the results |
| your hair looks wonderful and is exactly what you specified | your hair looks awful and is in no way what you specified |
| stylist offers you frequent-patron card giving you first-time discount and free cut every 7 th visit | stylist doesn't offer you frequent-patron card giving you first-time discount and free cut every 7 th visit as was done for other customers |
| stylist asks if you would like to be added to mailing list for special promotions | stylist doesn't ask if you would like to be added to mailing list for special promotions as was done for other customers |
| receptionist asks if you need to buy any of the products your stylist used today | receptionist doesn't ask if you need to buy any of the products your stylist used today |
| receptions offers to make your next appointment | receptionist doesn't offer to make your next appointment |
| entire procedure was efficient | entire procedure was inefficient |

(table B.2 cont.)

| FUNCTIONAL: | |
|--|---|
| receptionist welcomes you to salon with bright smile | receptionist greets you with a frown |
| hairstylist nearest to you smiles at you | hairstylist nearest to you looks in your direction, but frowns |
| hairstylist nearest to you compliments your new shoes | hairstylist nearest to you doesn't acknowledge you being there |
| salon has relaxing, soothing atmosphere with pleasant background music | salon has nerve-wracking atmosphere with unpleasant background music |
| hairstylist smiles warmly upon introduction | hairstylist frowns, looking distracted upon introduction |
| stylist greets you by name upon introduction | stylist immediately forgets your name upon introduction |
| stylist congratulates you on being promoted at work | stylist doesn't respond to your statement about being promoted at work |
| stylist asks about your new job | stylist doesn't ask about your new job |
| stylist nods approvingly as you specify your haircut requirements | stylist looks bored as you specify your haircut requirements |
| stylist compliments your unusual hair color | stylist doesn't mention your unusual hair color |
| stylist chats amiably during cut | stylist remains silent during cut |
| stylist asks about your family, hobbies, shows genuine interest in getting to know you | stylist asks no questions and shows no interest in getting to know you |
| stylist uses good eye contact while chatting during cut | stylist uses no eye contact while remaining silent during cut |
| attendant offers you beverage | no one offers you beverage like they did for other customers |
| stylist says it was nice to meet you (after cut) | stylist acts as though it doesn't matter whether you came in today or not (after cut) |
| stylist thanks you for your business (after cut) | stylist neglects to thank you for your business (after cut) |
| receptionist compliments your new haircut | receptionist doesn't notice your new haircut |
| receptionist offers you some candy | receptionist forgets to offer you candy that was offered to previous customer |
| receptionist thanks you warmly (after cut) | receptionist neglects to thank you (after cut) |
| salon staff was extremely friendly | salon staff was extremely unfriendly |
| salon staff was extremely caring toward you | salon staff was extremely uncaring toward you |

**APPENDIX C -
PRETEST 2 - QUESTIONNAIRE**

Thank you for participating in this academic research study. Your responses are completely anonymous. However, to ensure the scientific validity of the data collected, we must ask that you provide your first name and telephone number. A small random sample of survey respondents will be selected and contacted, only to verify the accuracy of the answers provided. (No one will be contacted for any other purpose, and names/ph. #'s will be deleted after verification of the data!!)

name _____

Ph.# _____

Survey:

1) For many *services*, a customer’s overall satisfaction is usually based on the following two categories of customer evaluations:

- a) evaluations of what goes into **producing the “outcome” of the service**, and
- b) evaluations of the **“process” of service delivery**.

Please read the following definitions of “producing the outcome” and “process of service delivery” which include some examples in parentheses. These examples relate to various service settings:

| Producing the Outcome | Process of Service Delivery |
|--|--|
| “What” is delivered (a restaurant meal) | “How” the service is delivered (the restaurant atmosphere and employee behavior) |
| The core service itself (a medical physical exam) | The supplemental service (the doctor’s bedside manner) |
| The technical “outcome” (your loan is approved) | The “experience” of the service encounter (how the bank and personnel make you feel between the application and closing of the loan) |
| What is involved in producing the technical outcome (your attorney requests the appropriate information from you necessary to win your case) | How the experience is created (the law firm’s respect for your privacy and whether it conveys if it has your best interests at heart) |
| Task-oriented (performing proper medical tests to conclude a correct diagnosis) | Non-task oriented (medical staff’s concern over whether you understand or want the procedures or not) |
| Technical expertise and proficiency (a new dry cleaner cleans your clothes very well, including removal of some old stubborn stains) | Relational aspects (whether dry cleaner employees have good social skills or not) |
| Economic benefits (such as value) | Psychological benefits (such as social aspects) |
| Competence (your grocer is always well-stocked with good selection of your favorite items) | Courtesy (grocer clerks use their own membership cards for you when you forget to bring yours) |
| Reliability (the dealership where you bought your car properly diagnoses and repairs the car when it stops running one day) | Empathy (since your car’s warranty period ended 6 months ago, you are no longer entitled to a loaner car during the repair, but the manager makes an exception in your case so that you can get to school to take your final exam) |
| Basic interactions necessary to perform core service (travel agent provides the information you request regarding your destination) | Extra interpersonal interactions (travel agent offers firsthand personal anecdotes regarding your destination that will make your trip more fun and romantic) |

2) Next, please read the following description of a haircut service. After reading it, you will be asked to answer a few questions regarding your perceptions of the haircut service's production of the **outcome** and **process** of service delivery¹.

(Scenario #1; TQ+/FQ+) You walk into a new hairdresser for your 12:00 appointment. The receptionist welcomes you to the salon with a bright smile and offers you a hairstyle magazine from which to consider a new cut. The salon has a relaxing, soothing atmosphere with pleasant background music. At 12:00 precisely, you are offered a robe or smock to change into, directed to a chair in a clean, neat workstation and introduced to a hair stylist, who smiles warmly and greets you by name.

The stylist asks how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work, whereby the stylist congratulates you and asks about your new job. The stylist nods approvingly as you specify your haircut requirements and then verifies your instructions by repeating them back to you. Next, the stylist shampoos your hair thoroughly and compliments your unusual hair color. Your hair is then cut with care and precision, while the stylist chats amiably, asking about your family and hobbies, showing genuine interest in getting to know you. The stylist asks your opinion on the progress of the cut, offering specific advice on how to manage it in the future. During the cut, an attendant offers you a beverage. On completion of the cut and dry, a mirror is held up so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The stylist then offers you a frequent-patron card giving you a first-time discount and free cut every 7th visit. The stylist says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly and offers to make your next appointment. The entire procedure was efficient.

(Scenario #2; TQ+/FQ-) You walk into a new hairdresser for your 12:00 appointment. The receptionist greets you with a frown and offers you a hairstyle magazine from which to consider a new cut. The salon has a nerve-wracking atmosphere with unpleasant background music. At 12:00 precisely, you are offered a robe or smock to change into, directed to a chair in a clean, neat workstation and introduced to a hair stylist who frowns, looks distracted and immediately forgets your name.

The stylist asks how you would like your hair cut. When you explain that you need a new cut because you were recently promoted at work, the stylist doesn't respond and doesn't ask about your new job. The stylist looks bored as you specify your haircut requirements and then verifies your instructions by repeating them back to you. Next, the stylist shampoos your hair thoroughly and doesn't mention your unusual hair color. Your hair is then cut with care and precision, while the stylist remains silent, asking you no questions and showing no interest in getting to know you. The stylist asks your opinion on the progress of the cut, offering specific advice on how to manage it in the future. During the cut, no one offers you a beverage as was done for other customers. On completion of the cut and dry, a mirror is held up

¹ In Pretest 2, each subject received and evaluated only one scenario. However, all four scenario manipulations are shown below, followed by the remainder of the questionnaire.

so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The stylist then offers you a frequent-patron card giving you a first-time discount and free cut every 7th visit. The stylist acts as though it doesn't matter whether you came in today or not and neglects to thank you for your business. Upon leaving, the receptionist doesn't notice your new haircut, neglects to thank you and offers to make your next appointment. The entire procedure was efficient.

(Scenario #3; TQ-/FQ+) You walk into a new hairdresser for your 12:00 appointment. The receptionist welcomes you to the salon with a bright smile without offering you a hairstyle magazine from which to consider a new cut. The salon has a relaxing, soothing atmosphere with pleasant background music. No one offers you a robe or smock to change into and at 12:45 you are directed to a chair in a dirty, untidy workstation and introduced to a hair stylist, who smiles warmly and greets you by name.

The stylist doesn't ask how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work, whereby the stylist congratulates you and asks about your new job. The stylist nods approvingly as you specify your haircut requirements and doesn't listen closely to your instructions. Next, the stylist shampoos your hair carelessly and compliments your unusual hair color. Your hair is then cut in a rushed and inattentive manner while the stylist chats amiably, asking about your family and hobbies, showing genuine interest in getting to know you. The stylist never asks your opinion on the progress of the cut and doesn't offer any specific advice on how to manage it in the future. During the cut, an attendant offers you a beverage. On completion of the cut and dry, you are not offered a small mirror to enable you to inspect the results. You notice in the wall mirror that your hair looks awful and is in no way what you specified.

The stylist doesn't offer you a frequent-patron card that gives you a first-time discount and free cut every 7th visit as was done for other customers. The stylist says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly and doesn't offer to make your next appointment. The entire procedure was inefficient.

(Scenario #4; TQ-/FQ-) You walk into a new hairdresser for your 12:00 appointment. The receptionist greets you with a frown without offering you a hairstyle magazine from which to consider a new cut. The salon has a nerve-racking atmosphere with unpleasant background music. No one offers you a robe or smock to change into, and at 12:45 you are directed to a chair in a dirty, untidy workstation and introduced to a hair stylist who frowns, looks distracted and immediately forgets your name.

The stylist doesn't ask how you would like your hair cut. When you explain that you need a new cut because you were recently promoted at work, the stylist doesn't respond and doesn't ask about your new job. The stylist looks bored as you specify your haircut requirements and doesn't listen closely to your instructions. Next, the stylist shampoos your hair carelessly and doesn't mention your unusual hair color. Your hair is then cut in a rushed and inattentive manner while the stylist remains silent, asking you no questions and showing no interest in getting to know you. The stylist never asks your opinion on the progress of the cut and doesn't offer any specific advice on how to manage it in the future. During the cut, no one offers you a beverage as was done for other customers. On completion of the cut and dry,

you are not offered a small mirror to enable you to inspect the results. You notice in the wall mirror that your hair looks awful and is in no way what you specified.

The stylist doesn't offer you a frequent-patron card that gives you a first-time discount and free cut every 7th visit as was done for other customers. The stylist acts as though it doesn't matter whether you came in today or not and neglects to thank you for your business. Upon leaving, the receptionist doesn't notice your new haircut, neglects to thank you and doesn't offer to make your next appointment. The entire procedure was inefficient.

- 3) Based on the outcome and process definitions provided earlier, **think only about the production of the outcome** that was provided by this hair salon and hairstylist. Overall, how would you rate the **production of the outcome**? Please circle the number that corresponds most closely to your rating of the *production of the outcome* for each row of descriptors below: (Feel free to refer back to the haircut service description or to the definitions if you need to.)

| | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|---------------------|
| <i>bad</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>good</i> |
| <i>poor</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>excellent</i> |
| <i>low quality</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>high quality</i> |
| <i>negative</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>positive</i> |

- 4) Based on the outcome and process definitions provided earlier, **think only about the process of service delivery** that was provided by this hair salon and hairstylist. Overall, how would you rate the **process of service delivery**? Please circle the number that corresponds most closely to your rating of the *process of service delivery* for each row of descriptors below: (Feel free to refer back to the haircut service description or to the definitions if you need to.)

| | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|---------------------|
| <i>bad</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>good</i> |
| <i>poor</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>excellent</i> |
| <i>low quality</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>high quality</i> |
| <i>negative</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>positive</i> |

- 5) Overall, how believable was this description of a haircut service?

| | | | | | | | | | | |
|------------------------------|---|---|---|---|---|---|---|---|---|------------------------|
| <i>not at all believable</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>very believable</i> |
|------------------------------|---|---|---|---|---|---|---|---|---|------------------------|

- 6) Overall, how realistic was this description of a haircut service?

| | | | | | | | | | | |
|-----------------------------|---|---|---|---|---|---|---|---|---|-----------------------|
| <i>not at all realistic</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <i>very realistic</i> |
|-----------------------------|---|---|---|---|---|---|---|---|---|-----------------------|

- 7) On average, how many times per year do you have your hair cut at a barbershop or hair salon? (For example, a haircut every 3 months equals 4 times per year.)

_____ *times per year.*

8) Do you normally use a barbershop or a hair salon for your haircuts? (Circle which one)

barbershop *hair salon* *other*

9) If you had to choose something that occurred during this haircut service that was especially unrealistic or unbelievable, what one thing would it be?

10) Next, think about what is usually important to you in determining **your overall satisfaction** with your haircuts and barbershop or salon experiences. Is there anything else important to you **that was not mentioned** in the haircut service description you just read? If so, please list as many examples as you can think of (that were not mentioned) in the table below:

| Production of the Outcome Examples | Process of Service Delivery Examples |
|------------------------------------|--------------------------------------|
| | |

11) Please circle your gender: female male

Thank you very much for your time and participation in this survey.

**APPENDIX D -
MANIPULATED INDEPENDENT VARIABLE:
SERVICE QUALITY INPUTS**

Scenario 1 (TQ+/FQ+) - Barbershop

You walk into a new barbershop for your 12:00 appointment. The receptionist welcomes you with a bright smile. She offers you a haircut magazine from which to consider a new cut. The barber nearest to you smiles, asks how you are doing and compliments your new shoes. The shop has a relaxing, soothing atmosphere with pleasant background music. At 12:00 precisely, you are directed to a chair in a clean, neat workstation and introduced to barber. The barber smiles warmly and greets you by name.

The barber asks how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The barber congratulates you and asks about your new job. The barber nods approvingly as you specify your haircut requirements. Your instructions are then repeated back to you and verified. Next, the barber shampoos your hair thoroughly. Your unusual hair color is complimented. Your hair is then cut with care and precision. The barber chats amiably using good eye contact, asking with genuine interest about your family and hobbies. The barber asks your opinion on the progress of the cut, offering specific advice on how to manage it in the future. An attendant offers you a beverage. On completion of the cut and blow dry, your face, neck and clothes are brushed off carefully. A mirror is held up so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The barber says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly, and offers you some candy. Your next appointment is scheduled. The entire procedure was very efficient. The staff was extremely friendly and caring toward you.

Scenario 1 (TQ+/FQ+) - Salon

You walk into a new hair salon for your 12:00 appointment. The receptionist welcomes you with a bright smile. She offers you a hairstyle magazine from which to consider a new cut. The hair stylist nearest to you smiles, asks how you are doing and compliments your new shoes. The salon has a relaxing, soothing atmosphere with pleasant background music. At 12:00 precisely, you are directed to a chair in a clean, neat workstation and introduced to a stylist. The stylist smiles warmly and greets you by name.

The stylist asks how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The stylist congratulates you and asks about your new job. The stylist nods approvingly as you specify your haircut requirements. Your instructions are then repeated back to you and verified. Next, the stylist shampoos your hair thoroughly. Your unusual hair color is complimented. Your hair is cut with care and precision. The stylist chats amiably using good eye contact, asking with genuine interest about your family and hobbies. The stylist asks your opinion on the progress of the cut,

offering specific advice on how to manage it in the future. An attendant offers you a beverage. On completion of the cut and blow dry, your face, neck and clothes are brushed off carefully. A mirror is held up so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The stylist says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly, and offers you some candy. Your next appointment is scheduled. The entire procedure was very efficient. The staff was extremely friendly and caring toward you.

Scenario 2 (TQ+/FQ-) - Barbershop

You walk into a new barbershop for your 12:00 appointment. The receptionist greets you with a frown. She offers you a hairstyle magazine from which to consider a new cut. The barber nearest to you looks in your direction, but frowns and doesn't acknowledge you being there. The barbershop has a nerve-wracking atmosphere with unpleasant background music. At 12:00 precisely, you are directed to a chair in a clean, neat workstation and introduced to a barber. The barber frowns, looks distracted and immediately forgets your name.

The barber asks how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The barber doesn't respond and doesn't ask about your new job. The barber looks bored as you specify your haircut requirements. Your instructions are then repeated back to you and verified. Next, the barber shampoos your hair thoroughly. Your unusual hair color is not mentioned. Your hair is then cut with care and precision. The barber remains silent, using no eye contact, showing no interest in asking you questions about your family or hobbies. The barber asks your opinion on the progress of the cut, offering specific advice on how to manage it in the future. No one offers you a beverage as was done for other customers. On completion of the cut and blow dry, your face, neck and clothes are brushed off carefully. A mirror is held up so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The barber acts as though it doesn't matter whether you came in today or not and neglects to thank you for your business. Upon leaving, the receptionist doesn't notice your new haircut, neglects to thank you and forgets to offer you the candy given to other customers. Your next appointment is scheduled. The entire procedure was very efficient. The staff was extremely unfriendly and uncaring toward you.

Scenario 2 (TQ+/FQ-) - Salon

You walk into a new hair salon for your 12:00 appointment. The receptionist greets you with a frown. She offers you a hairstyle magazine from which to consider a new cut. The hair stylist nearest to you looks in your direction, but frowns and doesn't acknowledge you being there. The salon has a nerve-wracking atmosphere with unpleasant background music. At 12:00 precisely, you are directed to a chair in a clean, neat workstation and introduced to a stylist. The stylist frowns, looks distracted and immediately forgets your name.

The stylist asks how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The stylist doesn't respond and doesn't ask about your new job. The stylist looks bored as you specify your haircut requirements. Your instructions are then repeated back to you and verified. Next, the stylist shampoos your hair thoroughly. Your unusual hair color is not mentioned. Your hair is then cut with care and precision. The stylist remains silent, using no eye contact, showing no interest in asking questions about your family or hobbies. The stylist asks your opinion on the progress of the cut, offering specific advice on how to manage it in the future. No one offers you a beverage as was done for other customers. On completion of the cut and blow dry, your face, neck and clothes are brushed off carefully. A mirror is held up so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The stylist acts as though it doesn't matter whether you came in today or not and neglects to thank you for your business. Upon leaving, the receptionist doesn't notice your new haircut, neglects to thank you and forgets to offer you the candy given to other customers. Your next appointment is scheduled. The entire procedure was very efficient. The staff was extremely unfriendly and uncaring toward you.

Scenario 3 (TQ-/FQ+) - Barbershop

You walk into a new barbershop for your 12:00 appointment. The receptionist welcomes you with a bright smile. No one offers you a hairstyle magazine from which to consider a new cut. The barber nearest to you smiles, asks how you are doing and compliments your new shoes. The barbershop has a relaxing, soothing atmosphere with pleasant background music. At 12:45 you are directed to a chair in a dirty, untidy workstation and introduced to a barber. The barber smiles warmly and greets you by name.

The barber doesn't ask how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The barber congratulates you and asks about your new job. The barber nods approvingly as you specify your haircut requirements. Your instructions are neither repeated back to you nor verified. Next, the barber shampoos your hair carelessly. Your unusual hair color is complimented. Your hair is then cut in a rushed and inattentive manner. The barber chats amiably using good eye contact, asking with genuine interest about your family and hobbies. The barber never asks your opinion on the progress of the cut and doesn't offer any specific advice on how to manage it in the future. An attendant offers you a beverage. On completion of the cut and blow dry, your face, neck and clothes are carelessly brushed off. You are not offered a small mirror to enable you to inspect the results. You notice in the wall mirror that your hair looks awful and is in no way what you specified.

The barber says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly, and offers you some candy. Your next appointment is not mentioned. The entire procedure was very inefficient. The staff was extremely friendly and caring toward you.

Scenario 3 (TQ-/FQ+) - Salon

You walk into a new hair salon for your 12:00 appointment. The receptionist welcomes you with a bright smile. No one offers you a hairstyle magazine from which to consider a new cut. The hair stylist nearest to you smiles, asks how you are doing and compliments your new shoes. The salon has a relaxing, soothing atmosphere with pleasant background music. At 12:45 you are directed to a chair in a dirty, untidy workstation and introduced to a stylist. The stylist smiles warmly and greets you by name.

The stylist doesn't ask how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The stylist congratulates you and asks about your new job. The stylist nods approvingly as you specify your haircut requirements. Your instructions are neither repeated back to you nor verified. Next, the stylist shampoos your hair carelessly. Your unusual hair color is complimented. Your hair is then cut in a rushed and inattentive manner. The stylist chats amiably using good eye contact, asking with genuine interest about your family and hobbies. The stylist never asks your opinion on the progress of the cut and doesn't offer any specific advice on how to manage it in the future. An attendant offers you a beverage. On completion of the cut and blow dry, your face, neck and clothes are carelessly brushed off. You are not offered a small mirror to enable you to inspect the results. You notice in the wall mirror that your hair looks awful and is in no way what you specified.

The stylist says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly, and offers you some candy. Your next appointment is not mentioned. The entire procedure was very inefficient. The staff was extremely friendly and caring toward you.

Scenario 4 (TQ-/FQ-) - Barbershop

You walk into a new barbershop for your 12:00 appointment. The receptionist greets you with a frown. No one offers you a hairstyle magazine from which to consider a new cut. The barber nearest to you looks in your direction, but frowns and doesn't acknowledge you being there. The barbershop has a nerve-wracking atmosphere with unpleasant background music. At 12:45 you are directed to a chair in a dirty, untidy workstation and introduced to a barber. The barber frowns, looks distracted and immediately forgets your name.

The barber doesn't ask how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The barber doesn't respond and doesn't ask about your new job. The barber looks bored as you specify your haircut requirements. Your instructions are neither repeated back to you nor verified. Next, the barber shampoos your hair carelessly. Your unusual hair color is not mentioned. Your hair is then cut in a rushed and inattentive manner. The barber remains silent using no eye contact, showing no interest in asking questions about your family or hobbies. The barber never asks your opinion on the progress of the cut and doesn't offer any specific advice on how to manage it in the future. No one offers you a beverage as was done for other customers. On completion of the cut and blow dry, your face, neck and clothes are carelessly brushed off.

You are not offered a small mirror to enable you to inspect the results. You notice in the wall mirror that your hair looks awful and is in no way what you specified.

The barber acts as though it doesn't matter whether you came in today or not and neglects to thank you for your business. Upon leaving, the receptionist doesn't notice your new haircut, neglects to thank you and forgets to offer you the candy given to other customers. Your next appointment is not mentioned. The entire procedure was very inefficient. The staff was extremely unfriendly and uncaring toward you.

Scenario 4 (TQ-/FQ-) - Salon

You walk into a new hair salon for your 12:00 appointment. The receptionist greets you with a frown. No one offers you a hairstyle magazine from which to consider a new cut. The hair stylist nearest to you looks in your direction, but frowns and doesn't acknowledge you being there. The salon has a nerve-wracking atmosphere with unpleasant background music. At 12:45 you are directed to a chair in a dirty, untidy workstation and introduced to a stylist. The stylist frowns, looks distracted and immediately forgets your name.

The stylist doesn't ask how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The stylist doesn't respond and doesn't ask about your new job. The stylist looks bored as you specify your haircut requirements. Your instructions are neither repeated back to you nor verified. Next, the stylist shampoos your hair carelessly. Your unusual hair color is not mentioned. Your hair is then cut in a rushed and inattentive manner. The stylist remains silent using no eye contact, showing no interest in asking questions about your family or hobbies. The stylist never asks your opinion on the progress of the cut and doesn't offer any specific advice on how to manage it in the future. No one offers you a beverage as was done for other customers. On completion of the cut and blow dry, your face, neck and clothes are carelessly brushed off. You are not offered a small mirror to enable you to inspect the results. You notice in the wall mirror that your hair looks awful and is in no way what you specified.

The barber acts as though it doesn't matter whether you came in today or not and neglects to thank you for your business. Upon leaving, the receptionist doesn't notice your new haircut, neglects to thank you and forgets to offer you the candy given to other customers. Your next appointment is not mentioned. The entire procedure was very inefficient. The staff was extremely unfriendly and uncaring toward you.

**APPENDIX E -
STUDY – MEASUREMENT INSTRUMENT**

Thank you in advance for completing these 2 surveys.

Survey #1 relates to the hairdressing industry.

Survey #2 is about society in general.

Although some questions may seem repetitive, please treat each one as being unrelated to any other question and be sure to give all questions equal attention.

For each question, circle only one number, and please do not skip any questions.

INSTRUCTIONS:

In Survey #1, there are two passages describing a purchase situation. One portrays a barber shop and the other portrays a hair salon (or beauty shop).

If you usually go to a barbershop to get your hair cut, then please read the barbershop passage **ONLY**. Read the passage carefully, *imagining that you are the customer buying the service*.

OR

If you usually go to a hair salon or beauty shop to get your hair cut, then please read the hair salon passage **ONLY**. Read the passage carefully, *imagining that you are the customer buying the service*.

DO NOT READ BOTH PASSAGES.

Survey #1

If you usually use barbershops for haircuts, read the barbershop passage below, **OR** if you usually use hair salons or beauty shops for haircuts, read the hair salon passage below. Read the passage you select carefully, *imagining that you are the customer buying the service*.
DO NOT READ BOTH PASSAGES.

Barbershop¹:

You walk into a new barbershop for your 12:00 appointment. The receptionist welcomes you with a bright smile. She offers you a haircut magazine from which to consider a new cut. The barber nearest to you smiles, asks how you are doing and compliments your new shoes. The shop has a relaxing, soothing atmosphere with pleasant background music. At 12:00 precisely, you are directed to a chair in a clean, neat workstation and introduced to a barber. The barber smiles warmly and greets you by name.

The barber asks how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The barber congratulates you and asks about your new job. The barber nods approvingly as you specify your haircut requirements. Your instructions are then repeated back to you and verified. Next, the barber shampoos your hair thoroughly. Your unusual hair color is complimented. Your hair is cut with care and precision. The barber chats amiably using good eye contact, asking with genuine interest about your family and hobbies. The barber asks your opinion on the progress of the cut, offering specific advice on how to manage it in the future. An attendant offers you a beverage. On completion of the cut and blow dry, your face, neck and clothes are brushed off carefully. A mirror is held up so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The barber says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly, and offers you some candy. Your next appointment is scheduled. The entire procedure was very efficient. The staff was extremely friendly and caring toward you. *(Skip next passage and go to the next page.)*

Hair Salon:

You walk into a new hair salon for your 12:00 appointment. The receptionist welcomes you with a bright smile. She offers you a hairstyle magazine from which to consider a new cut. The hair stylist nearest to you smiles, asks how you are doing and compliments your new shoes. The salon has a relaxing, soothing atmosphere with pleasant background music. At 12:00 precisely, you are directed to a chair in a clean, neat workstation and introduced to a stylist. The stylist smiles warmly and greets you by name.

¹ This sample of the study measurement instrument presents Scenario 1 (TQ+FQ+). See Appendix D for Scenarios 2, 3, and 4.

The stylist asks how you would like your hair cut. You explain that you need a new cut because you were recently promoted at work. The stylist congratulates you and asks about your new job. The stylist nods approvingly as you specify your haircut requirements. Your instructions are then repeated back to you and verified. Next, the stylist shampoos your hair thoroughly. Your unusual hair color is complimented. Your hair is cut with care and precision. The stylist chats amiably using good eye contact, asking with genuine interest about your family and hobbies. The stylist asks your opinion on the progress of the cut, offering specific advice on how to manage it in the future. An attendant offers you a beverage. On completion of the cut and blow dry, your face, neck and clothes are brushed off carefully. A mirror is held up so you can inspect the results. You notice that your hair looks wonderful and is exactly what you specified.

The stylist says it was nice to meet you and thanks you for your business. Upon leaving, the receptionist compliments your new haircut, thanks you warmly, and offers you some candy. Your next appointment is scheduled. The entire procedure was very efficient. The staff was extremely friendly and caring toward you.

Please circle the passage you selected: barbershop hair salon

The questions on this page refer to the passage that you selected and read:

In the passage that you just read, did any of the following occur? Circle **yes** if it was provided or **no** if it was NOT provided. (You may refer back to the passage if you need to do so.)

- | | | |
|--|-----|----|
| 1. you were given a head and neck massage | yes | no |
| 2. you were congratulated on job promotion | yes | no |
| 3. good conversation with stylist/barber | yes | no |
| 4. your hair was blow-dried | yes | no |
| 5. you received a price discount | yes | no |
| 6. you were thanked for your business | yes | no |
| 7. your next appointment was scheduled | yes | no |
| 8. you received very friendly service | yes | no |

Indicate the degree to which you agree or disagree with the following statements by circling a number:

Regarding this haircut service:

- | | | | | | | | | |
|---|------------------------|---|---|---|---|---|---|---------------------|
| | <u>disagree</u> | | | | | | | <u>agree</u> |
| 1. I felt that everything was under my control. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 2. I felt that it was easy to get my own way. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

3. I felt that I was able to influence the way things were. 1 2 3 4 5 6 7

For the following descriptive statements, circle the number that best indicates your response:

To me, this haircut service was:

- | | | | | | | | | | |
|-----|-----------------------------|---|---|---|---|---|---|---|--------------------------|
| 1. | <i>unimportant</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>important</i> |
| 2. | <i>irrelevant</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>relevant</i> |
| 3. | <i>means nothing to me</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>means a lot to me</i> |
| 4. | <i>unexciting</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>exciting</i> |
| 5. | <i>dull</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>neat</i> |
| 6. | <i>doesn't matter to me</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>matters to me</i> |
| 7. | <i>not fun</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>fun</i> |
| 8. | <i>unappealing</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>appealing</i> |
| 9. | <i>boring</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>interesting</i> |
| 10. | <i>of no concern</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>of concern to me</i> |

Questions on this page refer to the passage you selected and read:

To me, this haircut service was:

- | | | | | | | | | | |
|----|---------------------|---|---|---|---|---|---|---|-------------------|
| 1. | <i>useless</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>useful</i> |
| 2. | <i>worthless</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>valuable</i> |
| 3. | <i>harmful</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>beneficial</i> |
| 4. | <i>foolish</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>wise</i> |
| 5. | <i>unpleasant</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>pleasant</i> |
| 6. | <i>awful</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>nice</i> |
| 7. | <i>disagreeable</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>agreeable</i> |
| 8. | <i>sad</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>happy</i> |

Next, please circle the number that best reflects your assessment of the “overall service quality” of this haircut service:

- | | | | | | | | | | |
|----|-------------------------|---|---|---|---|---|---|---|------------------------|
| 1. | <i>poor</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>excellent</i> |
| 2. | <i>inferior</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>superior</i> |
| 3. | <i>low quality</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>high quality</i> |
| 4. | <i>low standards</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>high standards</i> |
| 5. | <i>one of the worst</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>one of the best</i> |

Circle the number that best indicates how satisfied you are with this haircut service:

- | | <u>extremely</u> | | | | | | | | <u>extremely</u> |
|----|--|---|--------------------|----------------------|---|---|---|---|---|
| | | | <u>neither one</u> | <u>nor the other</u> | | | | | |
| 1. | <i>this haircut service displeased me</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>this haircut service pleased me</i> |
| 2. | <i>disgusted with this haircut service</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>contented with this haircut service</i> |
| 3. | <i>very dissatisfied with this haircut service</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>very satisfied with this haircut service</i> |
| 4. | <i>did a poor job for me</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>did a good job for me</i> |
| 5. | <i>poor choice in buying from this hair salon</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>wise choice in buying from this hair salon</i> |
| 6. | <i>unhappy with this haircut service</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>happy with this haircut service</i> |

Questions on this page refer to the passage you selected and read:

Circle the number that best indicates your response to each of the following statements:

- | | <u>very low</u> | | | | | | <u>very high</u> |
|---|-----------------|---|---|---|---|---|------------------|
| 1. The probability that I would use this facility’s services again is: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The likelihood that I would recommend this facility’s services to a friend is: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3. If I had it to do it over again, the probability I would make the same choice is :
- 1 2 3 4 5 6 7

Next, think only about the **PROCESS** of service delivery. This process includes what is involved in creating the overall “experience” of the service, such as the service atmosphere, any experiential extras, the social and interpersonal aspects, and service employee behavior (like friendliness, respect, empathy, rapport, etc.).

This process does **NOT** include the basic actions involved in creating the technical outcome, nor the outcome itself, such as how well your hair was washed, cut, or styled.

Circle the number that best indicates your rating of the **PROCESS of service delivery** for this haircut service:

| | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---------------------|
| <i>bad</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>good</i> |
| <i>poor</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>excellent</i> |
| <i>low quality</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>high quality</i> |
| <i>negative</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>positive</i> |

Next, think only about the basic actions involved in **creating the technical OUTCOME** and the **OUTCOME itself**, such as how well your hair was washed, cut, or styled.

This outcome does **NOT** include anything involved in the process of service delivery described in the previous question above, such as the friendliness of the staff and the facility’s atmosphere.

Circle the number that best indicates your rating of the **creation of the technical outcome and the OUTCOME itself**, for this haircut service:

| | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---------------------|
| <i>bad</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>good</i> |
| <i>poor</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>excellent</i> |
| <i>low quality</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>high quality</i> |
| <i>negative</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <i>positive</i> |

Thank you. This completes Survey #1. Please turn the page and begin Survey #2.

Survey #2:

The following statements concern your personal reactions to a number of different situations. No two statements are exactly alike, so consider each statement carefully before answering. If a statement is TRUE or MOSTLY TRUE as applied to you, circle the “T” for that statement. If a statement is FALSE or NOT USUALLY TRUE as applied to you, circle the “F”. It is important that you answer as frankly and as honestly as you can. Your answers are completely anonymous.

- | | | | |
|-----|--|---|---|
| 1. | I find it hard to imitate the behavior of other people. | T | F |
| 2. | At parties and social gatherings, I do not attempt to do or say things that others will like. | T | F |
| 3. | I can only argue for ideas which I already believe. | T | F |
| 4. | I can make impromptu speeches even on topics about which I have almost no information. | T | F |
| 5. | I guess I put on a show to impress or entertain others. | T | F |
| 6. | I would probably make a good actor. | T | F |
| 7. | In a group of people I am rarely the center of attention. | T | F |
| 8. | In different situations and with different people, I often act like very different persons. | T | F |
| 9. | I am not particularly good at making other people like me. | T | F |
| 10. | I’m not always the person I appear to be. | T | F |
| 11. | I would not change my opinions (or the way I do things) in order to please someone or win their favor. | T | F |
| 12. | I have considered being an entertainer. | T | F |
| 13. | I have never been good at games like charades or improvisational acting. | T | F |
| 14. | I have trouble changing my behavior to suit different people and different situations. | T | F |
| 15. | At a party I let others keep the jokes and stories going. | T | F |
| 16. | I feel a bit awkward in public and do not show up quite as well as I should. | T | F |
| 17. | I can look anyone in the eye and tell a lie with a straight face (if for a right end). | T | F |
| 18. | I may deceive people by being friendly when I really dislike them. | T | F |

Go to the next page → → → → → → → → →

The following questions are to find out the way in which certain important events in our society affect different people. Each question consists of a pair of alternatives lettered “a” or “b”. Please select the one statement of each pair (*and only one*) which you more strongly *believe* to be the case as far as you’re concerned. Be sure to select the one you actually *believe* to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

Please answer these questions *carefully* but do not spend too much time on any one question. Be sure to find an answer for *every* choice. *Circle either a or b*, whichever corresponds to the statement that you more strongly believe to be the case as far as you’re concerned.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the *one* you more strongly believe to be the case as far as you’re concerned. Also try to respond to each question *independently* when making your choice; do not be influenced by your previous choices.

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people’s lives are partly due to bad luck.
b. People’s misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don’t take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual’s worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don’t realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don’t like you.
b. People who can’t get others to like them don’t understand how to get along with others.
8. a. Heredity plays the major role in determining one’s personality.
b. It is one’s experiences in life which determine what they’re like.
9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.
 - a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
 - b. Getting a good job depends mainly on being in the right place at the right time.
12.
 - a. The average citizen can have an influence in government decisions.
 - b. This world is run by the few people in power, and there is not much the little guy can do about it.
13.
 - a. When I make plans, I am almost certain that I can make them work.
 - b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14.
 - a. There are certain people who are just no good.
 - b. There is some good in everybody.
15.
 - a. In my case getting what I want has little or nothing to do with luck.
 - b. Many times we might just as well decide what to do by flipping a coin.
16.
 - a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
 - b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17.
 - a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
 - b. By taking an active part in political and social affairs the people can control world events.
18.
 - a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 - b. There really is no such thing as "luck."
19.
 - a. One should always be willing to admit mistakes.
 - b. It is usually best to cover up one's mistakes.
20.
 - a. It is hard to know whether or not a person really likes you.
 - b. How many friends you have depends upon how nice a person you are.
21.
 - a. In the long run the bad things that happen to us are balanced by the good ones.
 - b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22.
 - a. With enough effort we can wipe out political corruption.
 - b. It is difficult for people to have much control over the things politicians do in office.
23.
 - a. Sometimes I can't understand how teachers arrive at the grades they give.
 - b. There is a direct connection between how hard I study and the grades I get.
24.
 - a. A good leader expects people to decide for themselves what they should do.
 - b. A good leader makes it clear to everybody what their jobs are.
25.
 - a. Many times I feel that I have little influence over the things that happen to me.
 - b. It is impossible for me to believe that chance or luck plays an important role in my life.
26.
 - a. People are lonely because they don't try to be friendly.
 - b. There's not much use in trying too hard to please people, if they like you, they like you.
27.
 - a. There is too much emphasis on athletics in high school.
 - b. Team sports are an excellent way to build character.

- 28. a. What happens to me is my own doing.
 - b. Sometimes I feel that I don't have enough control over the direction my life is taking.
 - 29. a. Most of the time I can't understand why politicians behave the way they do.
 - b. In the long run the people are responsible for bad government on a national as well as on a local level.
-

Your answers to the following are completely anonymous, and will be used for classification purposes only:

- 1. Circle male or female to indicate your gender: male female
 - 2. Are you an undergraduate, or graduate student? Undergrad Grad
 - 3. What is your age? _____
 - 4. In what country did you live the majority of the time you were growing up? _____
 - 5. What is the cultural heritage of your immediate family? For example, if one parental figure is Puerto Rican and the other is French Canadian, write "Puerto Rican and French Canadian". Or, if one parental figure is from India and the other is from the U.S., write "Indian and U.S.". Or, if both parental figures are Japanese, write "Japanese".
-

This completes the second survey. Thank you for your time and participation! (a

VITA

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Denise earned the Bachelor of Science degree in Marketing in 1992 and the Master of Science degree in Marketing in 1994 at the Louisiana State University. She earned the Doctor of Philosophy in Business Administration degree, with a major in Marketing and a minor in Psychology, at the E. J. Ourso College of Business of the Louisiana State University in Baton Rouge, Louisiana.

Born in Rockford, Illinois, Denise grew up in Lafayette and Baton Rouge, Louisiana. She worked as a licensed florist and in life insurance administration before returning to graduate school fulltime. She has taught undergraduate marketing classes at Louisiana State University and graduate marketing classes at Framingham State College and Clark University in the greater Boston area, where she currently lives with her husband, Joby, and three children, Jacob, Catherine, and Ami.