

THREE ESSAYS ON EMOTION EXCHANGE IN  
MARKETING RELATIONSHIPS

By

EMILY TANNER

Bachelor of Business Administration in Marketing  
Texas Christian University  
Fort Worth, TX  
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THREE ESSAYS ON EMOTION EXCHANGE IN  
MARKETING RELATIONSHIPS

Dissertation Approved:

Kevin E. Voss, Ph.D

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Dissertation Adviser

Goutam Chakraborty, Ph.D.

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Karen E. Flaherty, Ph.D.

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Denna Wheeler, Ph.D

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Name: EMILY TANNER

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Abstract: Relationships are an integral part of everyday life and play a large role in how products are negotiated, delivered, and consumed. As researchers, our understanding of, and ability to predict relationship outcomes is being held back because emotions are complex. Not isolating emotion from the rest of the social exchange process limits our understanding of social exchange relationships. My dissertation begins to address this gap in social exchange relationship research and separates emotion from other forms of communication or information exchange. In essay 1, I describe the development and validation of a parsimonious, generalizable scale that measures emotion exchange in social exchange interactions. In essay 2, I demonstrate the exchange of emotion between two relational partners and examine potential factors that may influence the process of emotion exchange. I show that violating relational norms rules during an interaction will lead to emotion exchange. Through these studies, I begin to identify the impact that expressing emotion during a social exchange interaction has on the social exchange relationship. Using a social exchange framework, in essay 3, I empirically test the relationships between emotion exchange and the dimensions of trust. I find support for the positive influence of emotion exchange on relational outcomes such as salesperson-sales manager rapport. Finally, I show that sales manager calculative commitment negatively impacts the employee's trust and calculative commitment.

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## CHAPTER I

### MEASURING EMOTION EXCHANGE: FINDING A MISSING PIECE TO THE RELATIONSHIP PUZZLE

#### **Abstract**

This essay describes the development and validation of a parsimonious, generalizable scale that measures emotion exchange in social exchange interactions. The emotion exchange (EEx) scale includes eight likert-type response items that capture the give and take nature of emotion exchange. I conducted four studies to establish the unidimensionality, reliability, and validity of the EEx scale. Nomological validity is established by testing a typical social exchange framework with EEx as the antecedent to trust and information exchange. Results suggest that EEx positively influences the credibility and benevolent trust between relational partners.

Relationships are an integral part of everyday life and play a large role in how products are negotiated, delivered, and consumed. Many measures have been created to examine the antecedents, mediators, and outcomes of marketing relationships (e.g. Anderson and Narus 1990; Crosby, Evans, and Cowles 1990; Morgan and Hunt 1994). Social exchange theory proposes that relationship outcomes are a function of trust and commitment (Ganesan 1994; Geyskens, et al. 1996). Although social exchange constructs such as benevolent trust and affective commitment are thought to contain emotion, these do not capture the exchange of emotion between exchange partners. Thus, our understanding of and ability to predict relationship outcomes are being held back because we do not understand the impact that the exchange of emotion can have on a marketing relationship. Emotions influence decisions and instigate behavior (Bagozzi 1992). In an exchange relationship, partners use emotion exchange to determine how they feel about the relationship and how much shared responsibility for those emotions exist (Lawler 2001). The experience of transmitting an emotion and receiving an emotional response can change the trajectory of a relationship. Yet, with all of the established measures for exploring marketing relationships, researchers struggle to measure the extent to which emotion is exchanged between relational partners. Our primary objective is to develop and validate a scale that measures emotion exchange for use in social exchange models.

I contribute to the literature by placing emotion exchange (EEx) into the social exchange process and isolating it from other social exchange constructs, improving our understanding of how exchange relationships are formed and maintained. The creation of a scale to measure EEx provides the following benefits: First, the give and take nature of emotion exchange in a relationship is captured, providing researchers a more complete view of the relationship. The EEx scale can be administered to one, both, or all parties, but the actions and reactions of both

parties are considered in all scale items. Second, theorists can use the scale to predict relationship outcomes such as cooperation and rapport—which signals the strength and long-term viability of an exchange relationship. Finally, the EEx scale is the product of a rigorous development process, has been scientifically tested, and is reliable, valid, and generalizable across different types of service relationships and contexts. Thus, EEx is an important and useful new tool for researchers studying exchange relationships.

The remainder of this paper is structured as follows: First, I present a detailed discussion of the definition and nature of emotion exchange. Next, I describe the development of the EEx scale in study one. In study two I reduce the number of scale items to a more parsimonious and manageable length. Additionally in study 2, I investigate EEx’s discriminant validity with regard to the Emotional Contagion Scale (Doherty 1997) and Calculative Commitment (Bansal, Irving, and Taylor 2004). In study three, EEx’s discriminant validity is further explored and I provide evidence of the scales’ nomological validity. Next, I examine the scale’s criterion-related validity in study four. I conclude by integrating the findings of the four studies into a coherent whole, discussing the limitations of my approach, and recommending some directions for future research.

## **SCALE DEVELOPMENT**

Using Gilliam and Voss’ (2010) six-step construct definition process, I first sketched out a preliminary definition. This initial definition identified that physical emotional displays were necessary to emotion exchange and that both partners had to be engaged. Next, I consulted the literature on emotion, social exchange, and relationship marketing to build the nomological

network (Table 1). After reviewing this nomological network, I confirmed that existing constructs did not capture the concept of emotion exchange in relationships. Accordingly, I concluded that a new construct would add value to the emotion and social exchange network.

One common aspect of the existing emotion related constructs is that they primarily focus on a single partner and capture either the individual's emotion management or the individual's response. For example, emotion ability is an individual trait that allows a person to use others' feelings as information and behave in specific ways to achieve a desired outcome (Kidwell and Hasford 2014). Thus, the construct is one-sided and does not consider the back and forth inherent in exchange relationships. Similar to emotional ability, emotional orientation is a competency related to self-awareness that allows employees to be able to relate to and positively influence customer emotions (Bardzil and Slaski 2003). Partners that engage in emotion gaming will strategically modify their emotional expression in order to influence the other partner (Andrade and Ho 2009). These constructs only consider one individual in the relationship. They fail to capture how partners interact emotionally during an interaction.

Another construct, emotion contagion attempts to explain how emotions spread and can change the dynamics in a relationship (Hatfield, Cacioppo, and Rapson 1994; Pugh 2001). Additionally, emotion contagion is one kind of response to an emotional expression; however, partners can have other responses to an emotional display. Rather than mimicking or converging to one emotion as posited by emotional contagion theorists, a possible alternative is if a partner responds negatively to an emotional display and moves away from the other's expressed emotion. Ultimately, I concluded that emotion contagion fails to consider the dynamic nature of emotion exchange during a relationship. Empathy is considered to be both a cognitive and affective process that refers to a person's aptitude for understanding and responding to another's

emotional state (Davis 1996; 1983). Empathy requires a person to be able to take the perspective of another (Davis 1983) and to be able to clearly express feelings of consideration and tenderness to someone experiencing something negative (Batson, Fultz, and Schoenrade 1987). Lazarus (1991) observed that empathy augments social interaction by producing and strengthening jointly supportive feelings and actions. An empathetic individual will be more likely to have a full and exact comprehension of their relational partners and will be able to forecast the behaviors of others (Hakansson and Montgomery 2003). While empathy can achieve positive relational results, it is not exchanged between parties. Empathy makes partners receptive to other's feelings— thus enabling emotion exchange.

Based on my analysis of the nomological network, I refined the proposed definition to reflect the process of exchanging feelings between partners. I then sent the proposed definition to three scholars who have related expertise (Gilliam and Voss 2010). Based on their feedback, I adjusted the definition to clarify that emotion exchange is relationship focused and multi-directional— further distinguishing our new construct from other constructs, such as emotion contagion, in the nomological network (Table 1.1). In the process described above, several different versions of the definition were considered before I ultimately arrived at our proposed definition of emotion exchange: emotion exchange occurs when relational partners send and receive emotions during interactions.

To create an EEx measure, I used scale development procedures outlined by Churchill (1979), Gerbing and Anderson (1988), and Mowen and Voss (2008) to narrow an initial list of potential EEx items to an eight-item scale which shows rigorous psychometric properties. Tests of unidimensionality and internal consistency, as well as discriminant, predictive, and

nomological validity establish the emotion exchange scale's pertinence. I describe the scale development process in the following sections.

### **STUDY 1A: INITIAL ITEM SELECTION AND EVALUATION**

To develop an initial group of scale items, I read published articles on similar constructs such as emotion contagion, emotional intelligence, emotional transition, etc. This literature review helped provide guidance on what should *not* be included in the scale. To ensure nomological, construct, and predictive validity of the EEx scale, I made certain that potential items' matched the same level of abstraction as our proposed definition and that I was not combining items from similar constructs (Mowen and Voss 2008). I collaborated with colleagues to revise the potential items and eventually ended up with twenty-one items that seemed to reflect the emotion exchange construct.

Because this measure is intended to capture the exchange of emotion, I initially included in some items that were worded in terms of 'sending and receiving' emotions within a single scale item. Exchange does not occur without both sides sending and receiving. If an item measures only sending emotions or only receiving an emotion, then it cannot be said to measure exchange. Furthermore, splitting sending and receiving emotion into separate items runs the risk of measuring other constructs like emotional intelligence. The original set of items also included alternative wordings such as "each party's feelings are affected" and "sharing emotions."

I asked 276 subjects recruited through the Amazon Mechanical Turk system (MTurk) to evaluate on a seven-point Likert scale the likelihood of emotion exchange occurring in their relationship with their primary care physician. Sample size was Participants were instructed to

think about the relationship they have with their primary care physician and indicate the extent to which they thought the emotion exchange items were likely to occur during an interaction.

To assess the performance of the initial scale items, I used Churchill's (1979) suggested procedures for developing measures. I conducted principal components exploratory factor analysis (EFA) for the emotion exchange scale, and assessed internal consistency and item-to-total correlations (Churchill 1979). All nineteen items loaded on one factor as predicted. Next, I evaluated unidimensionality (Gerbing and Anderson 1988) using confirmatory factor analysis (CFA) in LISREL 8 (Jöreskog and Sörborm 1996). For the one factor model,  $\chi^2 = 440.17$  (degrees of freedom [d.f] = 152,  $p < 0.01$ ); goodness-of-fit index (GFI) = 0.80; normed fit index (NFI) = 0.97; nonnormed fit index (NNI) = 0.98; and comparative fit index (CFI) = 0.98. The average variance extracted (AVE) was .67, close to the .70 minimum (Fornell and Larcker 1981). Table 1.2 contains items, factor loadings, item-to-total correlations, reliability, and AVE.

Using item-total correlations, exploratory factor analysis, Cronbach's alpha, and confirmatory analysis, evidence of unidimensionality was established. However, these statistics led me to conclude that the scale could be improved. To purify the measure I looked at the inter-item correlations. Two items were identified as having low item-total correlations (less than .70) and thus were contributing to error and unreliability (DeVellis 2012). Coefficient alpha ( $\alpha = .98$ ) on the remaining items was above the .90 minimum (Peterson 1994).

Even though the scale passed the reliability assessment ( $\alpha = .98$ ), a seventeen item scale is still too long to be practical (Mowen and Voss 2008). To make the scale length more amenable for use in future research, I reviewed the wording of each item. Based on my conceptualization of emotion exchange, I removed five items that referred to emotion exchange



having a causal impact on the relationship. It is possible to exchange emotions before individuals establish a relationship and I did not want these items to influence a person's perception of EEx.

Additionally, I removed three more items that included the 'sending and receiving' form to eliminate any potential for contamination due to double-barreled wording. A CFA analysis revealed that removing the double-barrel and relationship referencing items improved the scale. Psychometrically, the reduced eight-item scale ( $\chi^2 = 66.07$  [d.f. = 20,  $p < 0.01$ ]; GFI = .92; AGFI = .86, CFI = .98) is better than the nineteen item version ( $\chi^2 = 440.17$  [d.f. = 152,  $p < 0.01$ ]; GFI = .80; AGFI = .75, CFI = .98). Coefficient alpha, composite reliability, and Average Variance Extracted (AVE, Fornell and Larcker 1981) all surpassed established criteria (Table 1.3).

## **STUDY 1B: DISCRIMINANT VALIDITY**

I designed a discriminant validity test using two published scales that we expected to have predictable correlations with our new emotion exchange scale. Emotion contagion is conceptualized as a person's tendency to instinctively imitate and match signals with another resulting in a synchronization of emotions (Hatfield, Cacioppo, and Rapson 1994). The process of emotional contagion can be either an unconscious, spontaneous imitation or a conscious effort to adapt one's mood to another's when it seems appropriate (Barsade 2002; Hatfield, Cacioppo, and Rapson 1994; Salancik and Pfeffer 1978). To individuals predisposed to emotional contagion, the perception of an emotion by another person can cause them to copy the expression and begin to experience the same emotion (Doherty 1997).

Since the conceptualization of emotion exchange includes interactions where emotions are sometimes the result of another's emotion, emotion contagion may be a special case of

emotion exchange. However, during an interaction, emotions can be exchanged between partners without one partner converging on the emotion of the other. I expected emotion exchange and emotion contagion to be positively, but moderately, correlated. The emotion contagion scale was designed to measure a person's susceptibility to emotional contagion and is meant to apply across different emotion expressions and cultures (Doherty 1997).

Emotional contagion may play a role in relationships in which emotion is exchanged, but the phenomenon does not fully explain the influence emotion exchange has on both parties in an exchange relationship. Emotional contagion predicts a convergence of emotion emphasizing that one party synchronizes to the other. Since this process is often unconscious, it does not account for any kind of emotional management from either party. Additionally emotion contagion is not present if one party is experiencing a different emotion from the other. The emotion contagion phenomenon only accounts for one possible outcome of emotion exchange in a relationship. Thus, if my hypothesis of discriminant validity does not hold, the new scale could not be viewed as an adequate measure of emotion exchange as conceptualized above. Otherwise, my claim of validity for the new scale will be strengthened.

Additionally, I included a scale measuring calculative commitment (Bansal, Irving, and Taylor 2004), expecting it to be either orthogonal to, or negatively correlated with emotion exchange. This expectation is because calculative commitment is based on economic motivations to avoid losing investments made in a relationship. Calculative commitment has been defined as the extent to which a partner "perceives the need to maintain a relationship given the significant anticipated termination or switching costs associated with leaving" (Geyskens et al. 1996, p. 304). If calculative commitment and emotion exchange have strong positive correlations then my

claim of validity for the new scale is weakened. However, if the correlation follows our hypothesis the case for validity of the new scale is strengthened.

To establish that the emotion exchange measure was sufficiently different from emotion contagion and calculative commitment, I ran a series of tests to determine discriminant validity. Although originally conceptualized as a unidimensional measure (Doherty 1997), based on my EFA results emotion contagion was separated into three factors I refer to as anger, sadness, and happiness. Items such as “it irritates me to be around angry people,” “I get tense when overhearing an angry quarrel,” and “I notice myself getting tense when I’m around people who are stressed out,” loaded on the anger factor. The sad factor contained two items: “if someone I’m talking with begins to cry, I get teary-eyed” and “I cry at sad movies.” Six items loaded on the happy factor:

- Being with a happy person picks me up when I am feeling down.
- When someone smiles warmly at me, I smile back and feel warm inside.
- When I look into the eyes of the one I love, my mind is filled with thoughts of romance.
- I melt when the one I love holds me close.
- Being around happy people fills my mind with happy thoughts.
- I sense my body responding when the one I love touches me.

To establish discriminant validity, first I compared a single-factor model that included all of the items from the emotion exchange, emotion contagion, and calculative commitment scales to a five-factor model that separated each construct into different factors. The five-factor model resulted in a significant reduction in the  $\chi^2$  statistic relative to the single-factor model ( $\chi^2_{\Delta} = 1461.39$  [d.f. =10,  $p < .001$ ]). I concluded that the five-factor model was a better fit.

Next, I tested whether the construct correlations were less than unity (Anderson and Gerbing 1988; Bagozzi, Yi, and Phillips 1991). I fit two-factor models between EEx and each of the other constructs with the correlation between the constructs fixed at unity (Jöreskog and

Sörbom 1996) and found the construct correlation was less than one in each case (Table 4). Lastly, I compared AVE (.65) to the squared correlation between emotion exchange and the other constructs, and in all cases, (Emotion contagion Happy: 0.004; Emotion contagion Angry: 0.157; Emotion contagion Sad: 0.027; Calculative Commitment: < .001) AVE exceeded the squared correlation (Fornell and Larcker 1981).

Looking at the three tests together, the results suggest that EEx is measuring different information from emotion contagion and calculative commitment. The correlation between EEx and calculative commitment (.01) was essentially orthogonal as expected, but the correlations between EEx and the emotion contagion factors were not consistent with two of three being quite low (EEx and Happy: 0.40; Anger: 0.16; Sad: 0.23). I concluded that the statistical evidence provides enough encouragement for further testing of the scale's validity. Because some of the EEx and emotion contagion correlations are low, however, I sought additional evidence of discriminant validity in the next study, which I designed to test nomological validity.

## **STUDY 2: DISCRIMINANT VALIDITY AND NOMOLOGICAL VALIDITY**

Social exchange theory (SET) aims to predict social behavior resulting from the exchange process. Social exchange theorists hold that parties start and remain in relationships over time with the anticipation that these relationships will produce positive results (Blau 1964; Homans 1958). Social exchange is the “voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others” (Blau 1964, p. 91).

Individuals are more likely to remain in a relationship when the relationship produces positive outcomes (Homans 1958). Geyskens and colleagues (1996) propose that relationships

are built and managed through trust, quality information exchange, and commitment. Trusting a relational partner influences the quality of information exchanged and the level of commitment the partner has to an exchange relationship (Ganesan 1994; Geyskens et al. 1996; Morgan and Hunt 1994). High levels of commitment and high quality information exchange results in higher levels of cooperation, rapport, and reduces the desire to leave the relationship (Anderson and Narus 1990; Gremler and Gwinner 2000; Morgan and Hunt 1995).

Determining how well a measure reflects a construct is contingent on assessing how the measure fits into a network of expected relationships— the nomological network (Nunnally and Bernstein 1994). The social exchange framework is the nomological network for emotion exchange. If the proposed EEx scale has significant relationships with credibility and benevolence and leads to an expected outcome such as cooperation and rapport, then there is support for nomological validity (Churchill 1995). I used the social exchange framework shown in Figure 1.1 and propose that EEx is an antecedent to credibility, information exchange, and benevolence.

Credibility is the faith that a partner has the ability to follow through on what they promise (Ganesan 1994; Geyskens et al. 1996). To establish credibility, partners are focused on the consistency, stability, and control over behavior exhibited by the other partner (Ganesan 1994). Benevolence is the belief that a party will stay loyal to the relationship even if circumstances change (Ganesan 1994; Geyskens et al. 1996). Emotions can be used to predict behavior (Bagozzi, Gopinath, and Nyer 1999). When emotions are exchanged, relational partners can infer the intentions and future behaviors of the other partners, leading to higher levels of credibility and benevolence.

Information exchange is the swapping of significant information by relational partners in an efficient manner (Voss et al. 2006). Relational partners are more likely to commit to a relationship when information is shared (Anderson and Narus 1990; Anderson and Weitz 1992; Dwyer, Schurr, and Oh 1987). Information exchange requires both parties to participate and share information (Palmatier et al. 2006). Since emotions are a mode of communication (Maccoby 1992), partners that are already engaged in emotion exchange will be more likely to share other types of information.

## **Method**

To test the proposed social exchange model in Figure 1.1, I asked 221 subjects recruited through MTurk to answer questions based on their relationship with hair stylists using the revised EEX scale. Credibility and benevolence (Roberts, Varki, and Brodie 2003), calculative and affective commitment (Bansal, Irving, and Taylor 2004), information exchange (Menon and Varadarajan 1992; Voss et al 2006), cooperation (Morgan and Hunt 1994), and rapport (Grewler and Gwinner 2000) were measured using existing scales published in the literature.

*Psychometric analysis.* The EFA did not perform exactly as expected. While EEx and information exchange loaded on their respective factors separately, there was some overlap between benevolence, credibility, and affective commitment. Additionally, low Cronbach alphas showed some potential issues with the reliability of calculative commitment and benevolence. However, the CFA model fit satisfactorily and all items loaded on their respective factors with minimal cross-loading. The psychometric properties of EEx were favorable and consistent with previously reported results (Appendix A).

*Discriminant Validity.* Because study 1b left some lingering concerns about discriminant validity, I ran the three discriminant validity tests used in study 1b on EEx and the SET constructs. The results of these tests provide stronger evidence of our new measure's discriminant validity. A comparison between a single-factor model and a six-factor model (emotion exchange, credibility, benevolence, information exchange, affective commitment, and calculative commitment) resulted in a significant reduction in the  $\chi^2$  statistic ( $\chi^2_{\Delta} = 5776.68$  [d.f. = 15,  $p < .001$ ]). I concluded that the six-factor model was a better fit.

As before, we fit two-factor models between EEx and each of the other constructs with the correlation between the constructs fixed at unity (Jöreskog and Sörbom 1996) and found the construct correlation was less than one in each case (Table 1.4). Lastly, I assessed the AVE (.68) with the squared correlation between emotion exchange and the other constructs, and in all cases, (Credibility: 0.19; Benevolence: 0.43; Information Exchange: 0.59; Calculative Commitment: 0.57; Affective Commitment: .36) AVE exceeded the squared correlation (Fornell and Larcker 1981). Improving on study 1b, I concluded that since EEx was significantly correlated with the other SET constructs, but captures distinct information, that further testing was warranted.

## **Results**

To evaluate EEx's nomological validity, I fit the data to the structural model in Figure 1 using a single group design in LISREL 8. A separate model was fit for each dependent variable. Both models had a satisfactory fit to the data. Table 1.5 shows the standardized parameter estimates and model fit indices. As expected, statistically significant relationships between EEx and credibility ( $\gamma = .73$ ;  $p < .001$ ) and between credibility and calculative commitment ( $\gamma = .36$ ;  $p < .01$ ) were found. Similarly, the relationship between EEx and benevolence ( $\gamma = .49$ ;  $p < .001$ )

and between benevolence and affective commitment ( $\gamma = .81$ ;  $p < .001$ ) were significant. However, EEx did not significantly predict information exchange ( $\gamma = -.13$ ;  $p = .27$ ).

When testing mediation effects in structural equation models, full mediation can be established by significant coefficients along the mediation path and insignificant direct relationships (Iacobucci, Saldanha, and Deng 2007). To confirm mediation, I fit a series of models with direct paths between EEx and calculative commitment, affective commitment, and the dependent variables. I tested the difference between the hypothesized model and the model with the direct relationship. Table 1.6 shows the results from these tests. The direct effect between EEx and calculative commitment was statistically significant in the rapport model ( $\chi^2_{\Delta} = 7.70$ ;  $p\text{-value} < .05$ ;  $\gamma = 0.24$ ;  $p\text{-value} < .05$ ); however in the model with cooperation as the dependent variable the direct effect between EEx and calculative commitment was not statistically significant. The remaining direct relationships were not significant. I concluded that EEx performed as expected in the social exchange framework inferring that the measure has nomological validity. Contrary to my expectations, we found a non-significant relationship between EEx and information exchange but a positive relationship between EEx and calculative commitment— I discuss these relationships further below.

### **STUDY 3: CRITERION (PREDICTIVE) VALIDITY**

I designed study 3 was to establish EEx's concurrent validity, which is the ability of a measure to correlate with a measure of the construct made in a different modality and is a form of criterion validity (Cronbach and Meehl 1955). In order for the EEx scale to be valuable to analysts the data gathered must be useful for discriminating among relationship types that are



expected to vary in the amount of emotion exchange. The goal of this study was to determine whether EEx differentiates among different types of relationships based on closeness and frequency of interaction as expected *a priori*. I expect factors like closeness and frequency of interaction to influence emotion exchange in relationships, because when relationships are high in these factors constructs like trust and commitment become more important to the establishment and management of the relationship (Palmatier et al. 2006).

To create a relationship typology, I asked 188 MTurk participants to complete an elicitation task. They were asked to list relationships they have in each of four categories (close/frequently interact, close/rarely interact, not close/frequently interact, not close/rarely interact). I selected two to four of the most mentioned relationship types from each category. If there were relationship types that were frequently mentioned in more than one category, I excluded these and chose the next most mentioned relationship type. Thirteen relationship types were identified (Figure 2): manager/boss, clerk at the dry cleaners, gas station employee, acquaintance, parent, significant other, colleague, friend, a distant relative, doctor, postal worker, repairman, and public transportation employee.

To examine the ability of the EEx scale to validate the above typology, 1,636 MTurk participants were asked to evaluate one of the randomly assigned relationship types using the new EEx measure. Participants were then asked about the closeness and frequency of interaction with the assigned relationship type. The parent and colleague categories were split among closeness and frequency. The clerk at the dry cleaners remained as a not close relationship but moved from frequent interaction to infrequent interaction. Figure 1.2 shows the expected classification of the relationship types and the observed classification from the main study and

we note that eleven of thirteen types were classified identically. Because of overlap between categories, I removed the parent and colleague relationship type from the analysis.

I fit a CFA in LISREL for each relationship type to check the performance of EEx. Table 1.7 displays these results and further supports the construct validity of EEx. The models fit as expected. Based on an analysis of variance that indicated a statistically significant difference in emotion exchange ( $F = 245.61, p < .001$ ) between relationships categorized as being close with frequent interaction ( $M = 5.36$ ) and relationships that are not close with rare interaction ( $M = 3.31$ ) we concluded that the EEx scale demonstrated strong criterion-related validity. Table 1.8 shows the means and standard deviations for each relationship type. The psychometric evidence combined with our additional evidence of discriminant, nomological, and criterion related validity of EEx, support my conclusion that EEx is a strong measure of emotion exchange.

## **GENERAL DISCUSSION**

The main purpose of this research was to create a rigorous, generalizable, and reliable measure of emotion exchange. This objective has been achieved. The final eight-item EEx scale (Table 1.3) consistently performed well across multiple psychometric tests and in our tests of criterion, discriminant, and nomological validity. I replicated reliability and validity with numerous separate samples from different geographic locations and across various stimuli.

I established the value of EEx to marketing researchers through several studies. First, I showed discriminant validity between EEx, emotion contagion, and constructs found in the social exchange framework (credibility, benevolence, information exchange, calculative commitment, and affective commitment). Second, my nomological validity study revealed that

EEx fits as expected into the network of variables that have been shown to predict relational outcomes such as cooperation and rapport. Finally, I demonstrated through the criterion related validity study that EEx could be used to assess relationship differences. Thus, my EEx scale gives marketing researchers a tool that measures the complex phenomenon of emotion exchange that has not been fully addressed in prior research.

In study 1b I demonstrated the need for a better measure of predisposition to emotional contagion. Doherty's (1997) scale was meant to be one dimensional and generalizable across different emotions. The scale is fifteen-items long and designed to capture one's tendency to respond congruently to happiness, love, fear, anger, and sadness. The results of Study 1b did not match the expectations of the scale. Happiness and love items loaded on the same factor, as did a combination of the anger and fear items. Additionally, the scale did not work when all items were forced on to a single dimension. Development of a new measure that is more parsimonious, reliable, and construct valid would be valuable contribution to the literature.

## **IMPLICATIONS**

My results have important implications for researchers and managers. Prior research has not adequately accounted for how emotion exchange is involved in the social exchange process. Feeling, witnessing, and responding to emotions during an exchange interaction can change the course of the relationship. This scale was designed to capture the give and take nature of exchange and gives researchers a more comprehensive view of the relationship. One benefit of EEx is that it is appropriate for customers and providers alike and it can be administered to both parties in dyadic data collection. This flexibility gives managers the ability to better understand

the relationships they have with their customers or the ability to diagnose potential issues holding the relationship back.

Now that a scale has been developed that can capture emotion exchange, more research should be conducted to understand emotion exchange's role in marketing relationships. One finding that deserves further research is the relationship between emotion exchange and information exchange. While I speculated that emotion exchange would have a direct relationship with information exchange, our data indicated that the effect of emotion exchange on information exchange was completely mediated through credibility and benevolent trust. I suggest that perhaps a moderator might help explain this relationship and encourage further research in that direction. Also in study 3 I found a direct effect between emotion exchange and calculative commitment when rapport was the dependent variable. There are two potential explanations for this finding: one, the calculative commitment measure was weak and a better measure is needed or, two, the theoretical model is wrong and emotion exchange increases the calculative commitment of a relational partner. It is possible that, because emotion exchange is a bonding agent that pulls relational partners together, partners may feel like they are emotionally invested in the relationship. Accordingly, the cost of breaking the bonds made through emotion exchange may seem high, thus increasing one's calculative commitment to the relationship. Future research should focus on how emotion exchange influences important relational constructs like trust and commitment and what impact those relationships have on relational outcomes and relationship performance.

Furthermore, the emotion exchange process should be studied in order to better understand how to create environments and interactions that foster successful emotion exchange. Possible mediators of the emotion exchange process (e.g. feeling rules, social norms, etc.) should

be evaluated so that researchers and practitioners can have a better grasp of the process.

Considering potential moderators of emotion exchange, such as emotional ability or perceived risk, is important to further understanding how emotion exchange occurs and what factors may hamper emotion exchange.

TABLES

Table 1.1

Nomological Network for Emotion Exchange

<i>Construct</i>	<i>Definition</i>	<i>Cite(s)</i>
Acquiescence	"the degree to which a partner accepts or adheres to another's specific requests or policies"	Morgan and Hunt (1994, p. 25)
Affective commitment	desire to remain in a relationship because one has positive feelings to the partnership and partners involved	Geyskens et al. (1996)
Benevolence	belief that a party will remain committed to the relationship if conditions change	Ganesan (1994)
Calculative commitment	extent to which a partner "perceives the need to maintain a relationship given the significant anticipated termination or switching costs associated with leaving"	Geyskens et al. (1996)
Commitment	"an exchange partner believing that an ongoing relationship with another is so important as to warrant maximum efforts to maintain it"	Morgan and Hunt (1994, p. 23)
Communication	"the formal as well as informal sharing of meaningful and timely information between firms"	Anderson and Narus (1990, p. 44)
Consumer disposition	"attitudes and action tendencies to respond to industry-context situations in a particular, predetermined manner"	Nijssen et al (2005, p. 48)
Cooperation	both parties working together to accomplish shared objectives	Anderson and Narus (1990)
Credibility	belief that a party has the ability to perform the service effectively and reliably	Ganesan (1994)
Dependence	the degree to which one partner needs the resources provided by another to achieve its goals	Rusbult and Van Lange (1996); Emerson (1962)
Emotion gaming	strategically modify the expression of a current emotional state in an attempt to influence a counterpart	Andrade and Ho (2009)

Table 1.1 cont.  
Nomological Network for Emotion Exchange

<i>Construct</i>	<i>Definition</i>	<i>Cite(s)</i>
Emotional Ability	ability to use emotional information to achieve desired outcomes	Kidwell, Hardesty, and Childers (2008)
Emotional amplification	"the affective response to an event is enhanced if its causes are abnormal"	Kahneman and Miller (1986, p.145)
Emotional Contagion	"the tendency to automatically mimic and synchronize movements, expressions, postures, and vocalizations with those of another person, and consequently to converge emotionally"	Hatfield, Cacioppo, & Rapson (1992 p. 153-154)
Emotional expressiveness	"the use of facial expressions, voice, gestures, and body movements to transmit emotions"	Friedman, Prince, Riggio, & DiMatteo (1980 p.330)
Emotional investment	"composite of group loyalty, mutual caring and commitment to the group as a whole"	Saavedra and Van Dyne (1999 p. 106)
Emotional Orientation	ability to relate to and have positive effect on another's feelings	Bardzil, Lewis, and Robertson (2002)
Empathy	a person's capacity for being able to identify, experience, understand, and react to another's emotional state	Davis (1983)
Emotional transition	a movement between two or more affective, or emotional states	Filipowicz, Barsade, and Melwani (2011)
Environment dynamism	volatility of environmental change	Dess and Beard (1984)
Environmental complexity	the diversity and range of activities in which one engages	Dess and Beard (1984)
Environmental munificence	ability of the environment to keep up with continued growth	Dess and Beard (1984)
Feeling Rule	social guidelines that direct how we want to try to feel	Hochschild (1979)
Frequency of interaction	Prevalence of contacts between parties	Lagace et al. 1991

Table 1.1 cont.  
Nomological Network for Emotion Exchange

<i>Construct</i>	<i>Definition</i>	<i>Cite(s)</i>
Functional Conflict	ability to resolve conflict in an agreeable fashion	Morgan and Hunt (1994)
Gratitude	the emotion felt when one partner feels that the other has purposefully worked to improve the recipient's well-being	Fredickson (2004); Raggio et al. (2014)
Length of relationship	Tenure of relationship	Lagace et al. 1991; Kumar et al. 1995; Bejou et al. 1996; Doney and Cannon 1997; Bolton 1998; Smith 1998
Opportunistic Behavior	devious behavior that is self-seeking and violates expectations of appropriate behavior	Morgan and Hunt (1994)
Perceived expertise	perception of knowledge, skills, overall ability	Crosby et al 1990; Lagace et al. 1991; Wray et al. 1994; Bejou et al. 1996; Doney and Cannon 1997; Smith 1998; Selnes 1998
Perceived risk	“the amount that would be lost (i.e. that which is at stake) if the consequences of an act were not favourable, and the individual’s subjective feeling of certainty that the consequences will be unfavourable”	Cunningham (1967, p. 37)
Power	ability to impose one's will on another	Blau (1964)
Propensity to Leave	perceived expectation that a partner is likely to end the relationship in the near future	Morgan and Hunt (1994)
Rapport	"customer's perception of having an enjoyable interaction with a service provider, characterized by a personal connection between two interactants"	Gremler and Gwinner (2000, p. 92)



Table 1.1 cont.  
Nomological Network for Emotion Exchange

<i>Construct</i>	<i>Definition</i>	<i>Cite(s)</i>
Reciprocity	a norm driven by a feeling of indebtedness where there is an expectation that good is returned for good received	Gouldner (1960)
Relational Norms	mutually held beliefs for appropriate relational behaviors	Blau (1962); Homans (1958); Kaufmann and Stern (1988)
Relationship Benefits	perceived rewards of a relationship	Morgan and Hunt (1994)
Satisfaction	"overall evaluation based on the total purchase and consumption experience with a good or service over time"	Anderson, Fornell, and Lehmann (1994, p. 54)
Shared Values	"the extent to which partners have beliefs in common about what behaviors, goals, and policies are important or unimportant, appropriate or inappropriate, and right or wrong"	Morgan and Hunt (1994, p. 25)
Social bonds	the personal relationships built between service provider and customer	Bendapudi and Leone (2002); Turnbull and Wilson (1998)
Termination Costs	the costs sustained when ending existing relationships to start new ones	Morgan and Hunt (1994)
Trust	belief in the honesty and integrity of a partner	Crosby, Evans, and Cowles (1990); Morgan and Hunt (1994)
Uncertainty	"the extent to which a partner has enough information to make key decisions, can predict consequences of those decisions, and has confidence in those decisions"	Morgan and Hunt (1994, p. 26)

Table 1.2  
Emotion Exchange: Initial Scale Items and Statistics

<i>Items</i>	<i>Factor Loading<sup>b</sup></i>	<i>Item-Total Correlation</i>
1. My doctor and I send and receive feelings during an interaction <sup>a</sup>	0.91	0.89
2. My feelings are affected by how I think my doctor is feeling	0.76	0.77
3. The exchange of emotions play a role in building the relationship between my physician and me <sup>a</sup>	0.90	0.88
4. My relationship with my doctor involves sending and receiving emotions <sup>a</sup>	0.91	0.88
5. I change my emotions based on the emotion I receive from my doctor	0.72	0.74
6. My doctor will change his/her emotion based on the emotion I express	0.71	0.72
7. My feelings are affected by my doctor	0.71	0.72
8. The feelings shared between my physician and me are a means of communication	0.89	0.88
9. I communicate and receive emotions with my physician <sup>a</sup>	0.88	0.86
10. I bond with my doctor by sharing emotions	0.87	0.86
11. Sharing emotions are part of our give and take <sup>a</sup>	0.89	0.86
12. My physician and I use feelings to build stronger relationships with each other <sup>a</sup>	0.86	0.84
13. Emotion exchange is an important part of building a relationship with my physician <sup>a</sup>	0.87	0.86
14. The feelings shared between my doctor and I guide how we communicate	0.89	0.87
15. My relationship with my physician involves emotions being traded <sup>a</sup>	0.87	0.85
16. My physician is a better doctor when he/she reacts to my feelings <sup>a</sup>	0.67	0.68
17. I'm a better patient when I react to my doctor's feelings	0.71	0.71
18. My relationship with my physician is stronger when genuine emotions are swapped between partners <sup>a</sup>	0.81	0.80
19. I pay attention to the authenticity of my doctor's emotions <sup>a</sup>	0.68	0.68
<i>AVE<sup>c</sup></i>	0.67	
<i>Reliability<sup>c</sup></i>	0.97	
<i>Cronbach Alpha</i>	0.98	

<sup>a</sup>Indicates a dropped item.

<sup>b</sup>From principal components factor analysis (unrotated solution).

<sup>c</sup>Calculations described by Fornell and Larcker (1981).

Table 1.3  
The Final Emotion Exchange Scale is Unidimensional and Internally Consistent

<i>Item</i>	<i>Standardized Loading</i>	<i>Inter-Item Correlation</i>
My feelings are affected by how I think my doctor is feeling	0.79	0.77
I change my emotions based on the emotion I receive from my doctor	0.77	0.76
My doctor will change his/her emotion based on the emotion I express	0.74	0.72
My feelings are affected by my doctor	0.77	0.75
The feelings shared between my physician and me are a means of communication	0.86	0.81
I bond with my doctor by sharing emotions	0.86	0.82
The feelings shared between my doctor and I guide how we communicate	0.88	0.83
I'm a better patient when I react to my doctor's feelings	0.75	0.73
<i>AVE<sup>a</sup></i>	0.65	
<i>Reliability<sup>a</sup></i>	0.94	
<i>Cronbach Alpha</i>	0.94	

Note: Model Fit:  $\chi^2 = 69.31$ , d.f. = 20,  $p < .001$ ; GFI = .92; CFI = .98; NNFI = .97

<sup>a</sup>Calculations described by Fornell and Larcker (1981).

Table 4

Comparison of 1- and 2-Factor Models of Emotion Exchange  
and Correlated Measures Established Discriminant Validity

<i>Emotion Exchange with</i>	$\chi^2_{\Delta}$ <sup>a</sup>	<i>Correlation</i>
<i>Study 1b</i>		
Calculative Commitment	233.09	- 0.06
Emotion Contagion: Happy	733.55	0.40 **
Emotion Contagion: Anger	81.69	0.16 *
Emotion Contagion: Sad	84.63	0.23 **
<i>Study 2</i>		
Credibility	396.82	0.43 **
Benevolence	146.13	0.65 **
Information Exchange	2317.27	0.24 **
Calculative Commitment	245.52	0.24 **
Affective Commitment	409.70	0.60 **

\* Correlation is significant at 0.05 level

\*\*Correlation is significant at 0.01 level

<sup>a</sup>d.f.<sub>Δ</sub> = 1;  $p < .001$

Table 1.5  
Nomological Validity Model Standardized Parameter Estimates

<i>Predictor</i>	<i>Criterion</i>	<i>Cooperation</i>		<i>Rapport</i>	
		<i>Estimate</i>	<i>p-value</i>	<i>Estimate</i>	<i>p-value</i>
Emotion Exchange	Credibility	0.73	<.001	0.73	<.001
Credibility	Information Exchange	0.04	0.85	0.02	0.93
Credibility	Calculative Commitment	0.36	<.001	0.36	<.001
Calculative Commitment	Dependent Variable <sup>a</sup>	- 0.06	0.39	- 0.03	0.46
Emotion Exchange	Information Exchange	- 0.13	0.27	- 0.12	0.29
Information Exchange	Calculative Commitment	- 0.33	<.001	- 0.33	<.001
Information Exchange	Affective Commitment	- 0.12	0.09	- 0.14	0.03
Information Exchange	Dependent Variable <sup>a</sup>	0.40	<.001	0.20	<.001
Emotion Exchange	Benevolence	0.49	<.001	0.50	<.001
Benevolence	Information Exchange	0.63	<.001	0.65	<.001
Benevolence	Affective Commitment	0.81	<.001	0.85	<.001
Affective Commitment	Dependent Variable <sup>a</sup>	0.25	<.001	0.79	<.001

Model Fit Statistics

	$\chi^2$	<i>d.f</i>	<i>P-value</i>	<i>GFI</i>	<i>CFI</i>
Cooperation Model	980.12	420	<.001	0.78	0.97
Rapport Model	1865.03	651	<.001	0.69	0.97

<sup>a</sup> Dependent Variable: Cooperation, Rapport

Table 1.6  
 Test of Direct Effects used in Mediation Analysis

<i>Cooperation</i>						
Predictor	Criterion	$\chi^2_{\Delta^a}$	<i>p</i> -value	Parameter Estimate	<i>p</i> -value	Conclusion
Emotion Exchange	Calculative Commitment	8.25	<.01	0.03	0.10	Partial Mediation
Emotion Exchange	Affective Commitment	2.59	0.11	0.10	0.21	No direct effect
<i>Rapport</i>						
Predictor	Criterion	$\chi^2_{\Delta^a}$	<i>p</i> -value	Parameter Estimate	<i>p</i> -value	Conclusion
Emotion Exchange	Calculative Commitment	7.70	<.01	0.24	0.02	Partial Mediation
Emotion Exchange	Affective Commitment	2.27	0.13	0.10	0.18	No direct effect

<sup>a</sup>d.f.<sub>Δ</sub> = 1

Table 1.7  
Single-Factor Emotion Exchange CFAs Using Relationship Types

	<i>n</i>	$\chi^2$	<i>d.f.</i>	<i>p-Value</i>	<i>GFI</i>	<i>NFI</i>	<i>NNFI</i>	<i>CFI</i>	$\alpha$
Manager/boss	123	38.78	20	0.0070	0.90	0.95	0.96	0.97	0.91
Clerk at Dry Cleaners	120	40.30	20	0.0050	0.90	0.96	0.97	0.98	0.92
Gas Station Attendant	126	63.92	20	<.0001	0.86	0.92	0.93	0.95	0.92
Acquaintance	127	54.70	20	<.0001	0.92	0.98	0.99	0.99	0.89
Significant Other	128	49.48	20	0.0003	0.88	0.90	0.92	0.94	0.84
Friend	103	99.77	20	<.0001	0.77	0.82	0.79	0.85	0.85
Distant Relative	123	57.75	20	<.0001	0.86	0.95	0.95	0.97	0.94
Doctor	122	33.39	20	0.0306	0.91	0.96	0.98	0.98	0.91
Post Office Worker	126	57.35	20	<.0001	0.86	0.94	0.95	0.96	0.93
Repairman	101	55.88	20	<.0001	0.86	0.95	0.95	0.97	0.95
Public Transportation Employee	99	57.35	20	<.0001	0.86	0.94	0.95	0.96	0.93
Average	118	55.33	20	0.0039	0.87	0.93	0.94	0.96	0.91

Table 1.8  
Means and Standard Deviation for Relationship Types in Study 3

	<i>Mean</i>	<i>Standard Deviation</i>
Frequent, Close	5.36	0.84
Frequent, Not Close	4.20	1.18
Rare, Close	4.63	0.98
Rare, Not Close	3.31	1.40

Note: Means are all significantly different



## FIGURES

Figure 1.1  
Social Exchange Theory Framework with Emotion Exchange

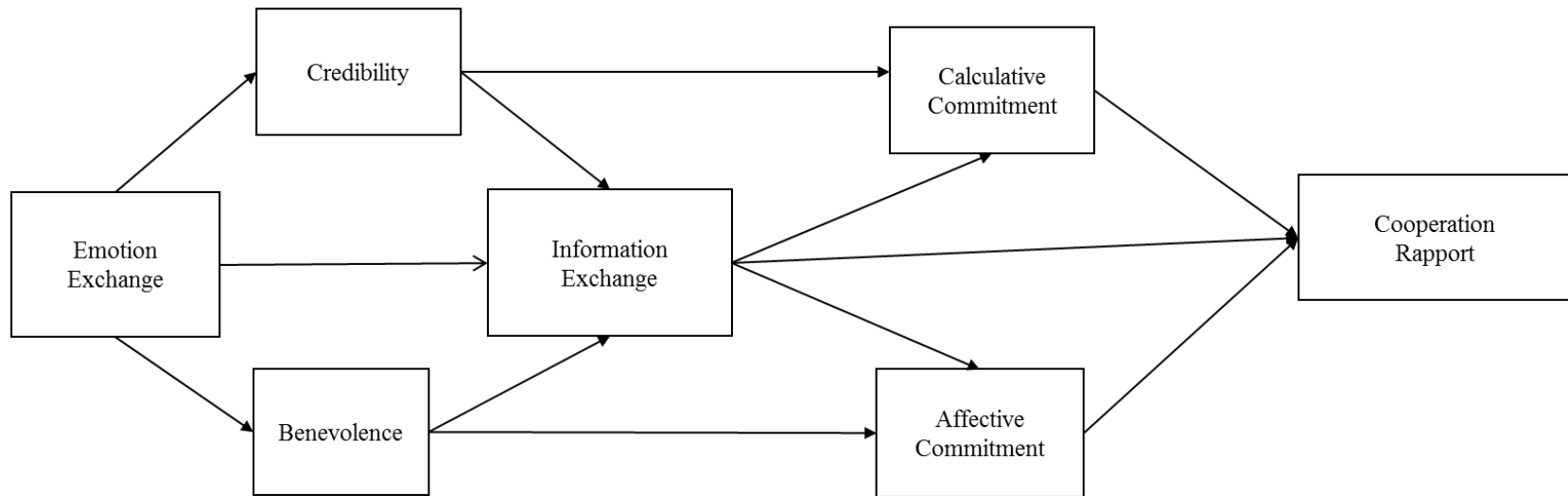


Figure 1.2  
 Relationship Type Categorization for Study 4

Parent Significant Other Colleague Friend	Distant Relative Doctor
Manager/Boss Clerk at Dry Cleaners Gas Station Employee Acquaintances	Postal Worker Repairman Public Transportation Employee

Parent Significant Other Colleague Friend Manager/Boss <sup>a</sup>	Distant Relative Doctor Acquaintances <sup>a</sup>
Manager/Boss <sup>a</sup> Gas Station Employee Acquaintances <sup>a</sup>	Postal Worker Repairman Public Transportation Employee Clerk at Dry Cleaners Distant Relative Doctor

<sup>a</sup> Relationship type removed from analysis

## CHAPTER II

### DO RULES MATTER? EXAMINING THE PROCESS OF EMOTION EXCHANGE

#### **Abstract**

This essay demonstrates the exchange of emotion between two relational partners and examines potential factors that may influence the process of emotion exchange. Using an encoding/decoding model, I show that partners send and receive emotions over the course of an interaction. An emotional expression must be perceived in order for this encoding and decoding process to occur. The emotional expression can be verbally expressed or perceived through body language cues. Finally, I show that violating relational norms rules during an interaction will lead to emotion exchange. Through these studies, I begin to identify the impact that expressing emotion during a social exchange interaction has on the social exchange relationship.

Emotions are a method of communication (Maccoby 1992) through which individuals pull partners closer - or push them away (De Rivera 1994). We know that one partner's expressed emotion can cause an emotional response from the other partner (Izard 1977; Izard and Malatesta 1987). Positive emotions resulting from an exchange act as a tie and through solidarity, increases commitment to a relationship (Cook and Emerson 1984; Lawler and Yoon 1996; Lawler 2001). Experiencing solidarity in an relationship leads to a willingness to increase cooperation, give gifts or benefits with no prospect of reciprocity, become more casual, or stay in a relationship regardless of available other options (Lawler 2001; Lawler, Thye, and Yoon 2008).

Researchers have established that in order for exchange relationships to work, both parties have to communicate or exchange information (Anderson and Weitz 1992; Morgan and Hunt 1994; Palmatier et al 2006). Information exchange must be timely, relevant, and the information must be important (Perks 2000; Voss et al. 2006). However, an important overlooked aspect of social exchange theory is the exchange of emotion that occurs during the formation and management of exchange relationships. Establishing that social exchange partners actually exchange emotions as well as information transforms the way theorists think about social exchange. In this paper, I show that social exchange interactions are not just rational transactions aimed at maximizing gains and minimizing losses, but rather that emotions are part of the exchange process. I establish that emotions are exchanged between two relational partners and examine factors that may influence the process of emotion exchange. I demonstrate that relational partners encode and decode emotions during an interaction. Finally, I determine that partners use feeling rules and relational norms to mediate the process.

## EMOTION IN SOCIAL EXCHANGE

Emotions are used by relational partners to bring others closer or to keep them away (De Rivera 1984). Lawler (2001) introduced the affect theory of social exchange to address the emotional effects of exchange. This theory argues that, “contingent on the exchange structure, emotions or feelings from exchange influence how actors perceive and feel about shared activity, their relation, and/or their common group affiliations (Lawler 2001, p. 322). When a relational partner experiences positive emotions after an interaction, he or she will be more willing to continue with the relationship, conversely negative emotions would have the opposite effect (Cook and Emerson 1984; Lawler and Yoon 1996; Lawler 2001).

Emotional variables have been shown to contribute to commitment in exchange relationships (Barnes 1997). Positive emotions help initiate social interaction and influence the perception of other’s social behaviors (Forgas 2001; Isen 1987). Experiencing negative emotions during an interaction does not necessarily harm the relationship. If a partner believes that throughout the relationship, the balance of positive and negative emotions is positive, then a negative experience will not hurt the relationship outcomes (Ruth, Brunel, and Otnes 2004). However, when the scale is balanced in the other direction, the relationship will start to weaken and negative relationship characteristics will be confirmed (Ruth, Brunel, and Otnes 2004).

Researchers have suggested that positive emotions elicited during service interactions can direct employees to go above and beyond what is expected (Elliot and Thrash 2002; Fisher 2002; Judge and Ilies 2004; Watson, Wiese, Vaidya, and Tellegen 1999), and increase citizenship behavior (Yi and Gong 2008). Additionally, emotion-based motivations explain customer and

employee behaviors such as selflessness, switching intentions, and compliance, which could lead to stronger forms of commitment to the relationship (Fernades and Proença 2013).

Emotions are expressed through verbal communication and/or nonverbal cues, such as facial expressions or body language (Ekman 1992; Scherer 1986). Nonverbal cues are used to identify and translate others' emotions rapidly and reflexively (Keltner and Kring 1998). The successful use of emotional information can determine an interaction's success or failure (Kidwell and Hasford 2014).

### **Relational Norms**

Norms, established over the course of a relationship, are mutually agreed upon rules for behavior among relational partners (Blau 1964; Thibaut and Kelley 1959; Homans 1958). Relational norms increase the efficiency of relationships (Lambe, Wittmann, and Spekman 2001) and play a significant managing role in social exchange (Blau 1964; Homans 1958). Over time, relational partners establish norms as a way to reduce uncertainty (Lambe, Wittmann, and Spekman 2001) and control behavior without using power (Thibaut and Kelley 1959).

Relational norms are mutually agreed upon and consider both parties' interests, diminishing the threat of opportunistic behavior (Nohria and Ghoshal 1990; Ouchi 1980). In order for relational norms to be effective, both parties have to accept and engage in them (Cannon, Achrol, and Gundlach. 2000). Additionally, relational norms can be used as reference points to judge past behavior and resolve conflict (Ivens 2006).

By building mutual understanding and agreement, relational norms provide boundaries in which emotion exchange can occur. Thus, relational norms provide guidance on appropriate

emotional responses. In new relationships that do not have established norms, the emotion exchange process is likely to be stifled or held back.

## **Feeling Rules**

When assessing social interactions and structures, Hochschild (1979) suggested using an emotion-management position since it embraces the relationships among emotional expressions, feeling rules, and ideology. Feeling rules are based on the expected correct emotional responses by parties involved in service transactions (Hochschild 1979, 1983). Feeling rules are, “social guidelines that direct how we want to try to feel,” and are described as socially shared, although often latent rules (Hochschild 1979, p. 562). Also known as display rules, these are the guidelines for what appropriate emotions for a given situation are and how those feelings should be publicly expressed (Ashforth and Humphrey 1993; Ekman 1973).

According to Hochschild (1979), when one party displays an emotion, an expectation of reciprocity in the form of a gesture is owed, thus creating a shared understanding of exchange. The guidelines established by feeling rules operate in particular circumstances (Hochschild 1979). Consumers identify feeling rules by examining their own emotions, how others judge their emotional displays, and by the sanctions resulting from those displays (Hochschild 1983). Emotional exchanges are managed by a sense of entitlement or responsibility which is driven by the established feeling rules (Hochschild 1983).

Feeling rules facilitate the emotion exchange process because they provide individuals with information on what feelings are appropriate in a given situation. In relationships that are new or among partners who have infrequently interacted, feeling rules may compensate for a lack of relational norms and help partners establish norms for the particular relationship.

## **Emotional Ability**

An individual's capacity to capably use emotional information to attain a preferred result is their emotional ability, also known as emotional intelligence (Kidwell, Hardesty, and Childers 2008). The emotional ability of relational partners effects nonverbal communication by improving partners' awareness, use, comprehension, and control of emotional information (Kidwell, Hardesty, Murtha, and Sheng 2011). Consumers who are able to comprehend emotion understand that emotions intermingle, combine, and adjust (Roberts, Zeidner and Matthews 2001). They recognize that behavior can have both short- and long-term emotional outcomes (Roberts, Zeidner and Matthews 2001).

Instant emotional responses often occur in sales transactions (Kidwell and Hasford 2014). When a salesperson is able to recognize the emotions their customers are experiencing, they can adjust their sales approach to make customers feel like their needs are being met, and ultimately, increase their sales (Kidwell, McFarland and Avila 2007). While salespeople with high emotional ability are more likely to be able to influence customers (Kidwell et al. 2011), customers with high emotional ability are less likely to be influenced (Crosby, Evans, and Cowles 1990; Price and Arnould 1999). To fully understand salesperson-customer communication, the shared emotional abilities of both parties must be taken into account (Kidwell and Hasford 2014).

Individuals low in emotional ability will be more likely to rely on emotional signals (Kidwell, Hardesty, and Childers 2008), interpret those signals very basically and respond automatically (Kidwell and Hasford 2014). Those with high emotional ability should be able to consider the meanings of emotions in given situations and respond accordingly (Kidwell and



Hasford 2014). In emotion exchange, high emotional ability partners will be able to identify and understand relational norms and feeling rules better than those with low emotional ability. High emotional ability relational partners will decode information differently from low emotional ability partners.

*Summary.* Emotions are an important part of exchange interactions and influence partner's behaviors in an exchange relationship. Using relational norms and feeling rules as guides for what is appropriate and expected, partners are able to emotionally respond in ways that can benefit the relationship. However, a partner's emotional ability may limit a partner's capacity for interpreting emotional signals and ability to control their emotional response.

The first task is to demonstrate that emotions are exchanged during an interaction. The following studies examine the process of how emotion is exchanged, the influence of feeling rules and relational norms on this process, and the moderating role of emotion ability.

### **STUDY 1:**

Study 1 is a test to determine whether or not emotions were perceived to be exchanged during an interaction through emotional signals. I define emotional signal as an expression of one's present affective state through verbal and or nonverbal behaviors to another person (Bagozzi, Gopinath, and Nyer 1999). Emotional response is the affective response one has when another has expressed an emotional signal. In order for exchange to take place, one person has to express an emotion and the other has to respond to that expressed emotion. For this study, I predicted that when an emotional signal was displayed by one partner, participants would infer the emotional response of the other partner and indicate that emotion exchange occurred during the interaction.

Participants read a scenario about a student and professor discussing a low grade received on a project. In the scenario, the student's emotional signal displayed was manipulated by the body language described (e.g. arms crossed vs. no body language described). Then participants evaluated if the professor has emotional response in the scenario. The norm violation was manipulated by having the fictitious student engaging in either inappropriate (not picking up items he knocked over) or appropriate (picking up the items) behavior.

The study also included an additional experimental treatment, where a relational norm was either violated or respected. I included this treatment because it is expected that witnessing a norm violation will elicit an emotional response by those who observed the violation (Hochschild 1983; Thoits 1990). I hypothesized that participants in the norm violation condition would assume that the violation by one party would elicit a strong emotional response by the other party in the scenario, strengthening the assumption of emotion exchange happening.

## **Method**

Two pretests with different sets of students were conducted to assess the efficacy of the emotional signal and relational norm violation manipulations. In pretest 1 (n=98), participants were exposed to both emotional signal and norm violation conditions and asked to indicate the strength emotional signal displayed by the student and if the student had violated a norm violation. A chi-square analysis showed that pretest participants perceived a statistically significant difference in the two emotional signal conditions ( $\chi^2 = 16.16$ , d.f. =1,  $p < .001$ ). Another chi-square test showed that participants were more likely to acknowledge a norm violation occurred in the norm violation condition than in the norm violation not present condition ( $\chi^2 = 29.30$ , d.f. = 1,  $p < .001$ ). Even though the chi-square analysis showed statistically

significant differences, I administered another pretest in an effort to make the treatments more distinct.

In pretest 2 (n=214) I tested respondent perceptions about the emotional display by the fictitious student. The only information about the student's emotional state presented to participants was the body language the fictitious student displayed during the interaction. In the strong emotional signal condition, the student was described as having his arms crossed. In the weak emotional condition, the student avoided making eye contact with the professor. I also presented the same norm violation conditions from pretest 1. There was not a statistically significant difference in the strength of the emotional signal between the two signal conditions ( $\chi^2 = 1.05$ , d.f. = 1,  $p = .305$ ). Additionally, an analysis of variance test (ANOVA) showed that the norm condition influenced the perception of the emotional signal strength ( $F(1, 197) = 17.65$ ,  $p < .001$ ).

Based on these results, I revised the scenario to either have an emotion signal present (arms crossed) or not (no body language), and revised the norm violation condition so that it was clear that the knocking over the items was an accident. The violation occurred when the student walked out of the room.

Participants were 239 students (61% Female,  $M_{\text{age}} = 20.97$ ) at a large university in the southwestern United States who participated in exchange for course credit. The design was a 2 (emotional signal: present vs. none) x 2 (relational norm: violation vs. no violation) between-subjects design.

*Procedures.* Participants completed the study in front of a personal computer during a research session in a behavioral lab. They read a scenario which said they were partnered with

another student for a major project in one of their classes in which they received a low grade. In the scenario, they decide to meet with the professor to discuss the grade and it is decided that the fictitious student will take the lead in the conversation. Participants were told that the student asked the professor steadily and calmly about the grade. Those in the angry condition were told that the student had his arms crossed. No body language cues were mentioned in the no emotion condition. In the scenario, the professor kindly explains the reason for the grade. Standing up to leave, the student knocked over a stack of paper and pen cup on the desk. Participants in the norm violation condition read that the student walked out of the room. In the no violation condition, the student helped pick up the knocked over items. The stimuli and manipulations used in the study are presented in Appendix B.

*Measures.* After reading the scenario, participants assessed the extent to which the professor and student engaged in an exchange process by responding to questions about whether emotional signals were encoded and decoded. Adapting Zuckerman, Hall, DeFrank, and Rosenthal's (1976) measure, the emotion exchange process was divided into four stages: student encoded, student decoded, professor encoded, and professor decoded. The encoded factors are the transmission of emotional cues, while the decoded factors were the interpretation of those emotional signals (Zuckerman et al. 1976). Each stage was measured using a three-item, seven-point Likert scale.

## **Results**

*Manipulation Checks.* To check the emotional signal manipulation, I asked participants if they perceived the student displayed an emotional signal during the interaction. In the no emotional signal condition, 68% of participants indicated that the student did not display an

emotional signal. In the emotional signal condition, 86% indicated that the student did display an emotional signal. A chi-square analysis showed a significant difference between participants in the emotion signal condition ( $\chi^2 = 9.04$ , d.f. = 1,  $p = .003$ ). A similar manipulation check was conducted regarding the relational norm manipulations. Approximately 66% of participants in the norm violation condition indicated that the student violated a relational norm during the interaction. In the no norm violation condition, 73% of participants indicated that there was no norm violation. Additionally, there were significant differences among the norm violation condition ( $\chi^2 = 33.97$ , d.f. = 1,  $p < .001$ ). These results suggest that the manipulations worked as intended.

*Psychometrics.* Exploratory factor analysis (EFA) was conducted for all four scales measuring the emotion exchange process. All items loaded on expected factors. Although two had low factor loadings, they were above the .40 minimum needed for statistical significance (Hair et al. 2010). The Cronbach's alpha for each scale was above the .70 lower limit (MacKenzie, Podsakoff, and Jarvis 2005). Table 2.1 shows the EFA results and coefficient alphas for each stage.

Because participants in this study were witnessing an interaction as a third party, they have to perceive the initial emotion first in order for them to perceive that emotions were exchanged. For those participants who did not think that fictitious student displayed a strong emotion, then the exchange process never started. Thus, the question, "the student displayed a clear emotion," was added to the analysis so that the manipulations predicted the perceived process of emotion exchange.

Model parameters were estimated by three-stage least squares or “3SLS” (Johnston 1972; Theil 1971). Based on the results, I found that the presence of an emotional signal and norm violation will increase the likelihood a clear emotional display will be perceived. In Figure 2.2 the interaction between emotional signal and relational norm on the perception of the student’s encode is displayed. When the emotional display is perceived, participants are more likely to indicate that the student displayed his emotions to the professor. The emotional display by the student will lead to the professor interpreting the student’s feelings and simultaneously responding with his own emotions. The professor’s emotional display is then decoded or understood by the student. Figure 2.2 displays the parameter estimates and levels of statistical significance. Using Hayes (2013) Process Model 4 I compared the  $R^2$  of the direct effect of treatment condition on the three-items related to the student encoding the professor’s emotional signals ( $R^2 = .0047$ ) with the  $R^2$  of the model with perceived clear emotion as the mediator ( $R^2 = .2969$ ).

## **Discussion**

In study 1, I find preliminary support for the notion that emotions are exchanged during a relational interaction. This finding is important because in order to understand the process of emotion exchange, there needs to be confirmation that emotions are actually exchanged between relational partners. Participants identified that the fictitious student’s encoding of an emotion led to the professor’s encoding of an emotion. Additionally, the perceived student encoding led to the professor signaling an emotion, which the student then decoded. In order for this process to occur, participants have to perceive that a clear emotional signal was sent in the beginning to start this exchange process.

Although this study confirmed the hypothesis that emotions are exchanged during an interaction, there were some limitations of the study. The information given to the participants regarding the emotions being felt by the fictitious student and professor was simple and basic. In reality emotions are complex and the complexity of a felt emotion may change how they are exchanged. By having the participants on the outside of the scenario, this complexity is not captured in the exchange process. Additionally, the impact of the emotional signal is not quite clear, because of the strong influence of the relational norm violation. Additional studies are needed to focus on the emotional signal's role in the exchange process.

## **STUDY 2:**

While the purpose of study 1 was to establish that the emotion exchange process starts with the display of an emotional signal, the purpose of study 2 is to establish the exchange process when an emotional signal is received. Thus, study two tests the emotion exchange process by having participants engage in the exchange process instead of just witnessing the exchange. In this experiment, I manipulated the emotional response of an exchange partner to examine the participants' emotional response and emotional change. If emotion exchange is occurring, then the participant should experience changes in their emotions based on the emotion they perceive the exchange partner is signaling.

### **Method**

Participants were 303 students (51% Female,  $M_{age} = 21.23$ ) at a large university in the southwestern United States who participated in exchange for course credit. The design was a 2 (time 1 emotional signal: angry vs. happy) x 2 (time 2 emotional signal: angry vs. happy) between-subjects design.

A pretest ( $N = 297$ ) was conducted at a university in the southwestern United States' behavior lab to assess the efficacy of the fictional partner's emotion manipulations. Participants were presented with a scenario describing an appointment with their academic advisor to discuss classes for the following semester. They were randomly assigned to emotion conditions either expressing happiness or anger during the course of the interaction. Appendix D displays the stimuli and manipulations used in this pretest.

To check the advisor's initial emotion manipulation, I asked participants what emotion the advisor displayed at the beginning of the conversation. In the time 1 happy emotion condition, 93% of participants indicated that the advisor displayed a happy emotion. A chi-square analysis showed a significant difference between participants in the emotion signal condition ( $\chi^2 = 208.16$ , d.f. = 2,  $p < .001$ ). A similar manipulation check was conducted regarding the time 2 advisor emotion manipulations. In the time 2 angry emotion condition, 95% of participants selected that the advisor was angry at the end of the conversation. There were significant differences among the time 2 advisor emotion conditions ( $\chi^2 = 163.59$ , d.f. = 2,  $p < .001$ ).

The results suggested that the manipulations worked as intended, however, there were a few changes to the manipulations to make them more consistent between conditions. I used the same person in the picture of the advisor and only changed his expression between conditions. Additionally, I revised the text to remove any reason or explanation for his emotional response.

Participants completed the study in front of a personal computer. Prior to the experimental manipulations, they answered questions regarding the feeling rules established for relationships between advisors and their students (Brotheridge and Lee 2003). After participating



in other research studies, they read a scenario that described an interaction with their school advisor in which the participant is late to an appointment. In the angry<sub>1</sub> (happy<sub>1</sub>) condition, participants were shown a photograph of an advisor looking angry (happy) with his arms crossed (smiling). Participants answered questions about the emotions they were likely feeling and the body language cues they were likely expressing. The scenario continued with the advisor continuing the conversation either saying, “Sighing and turning toward the computer, your adviser brusquely says, “Let me see what your options are for next semester.” (angry<sub>2</sub>) or “Smiling and turning toward the computer, your adviser cheerfully says, “Let me see what your options are for next semester.” (happy<sub>2</sub>). Again participants answered questions about their expected feelings at that moment and how they were likely to display those emotions. After participating in the scenario exercise, participants answered the same encoding and decoding items from study 1. The stimuli and manipulations are included in Appendix C.

## **Results**

*Manipulation Checks.* I used the same manipulation checks as the pretest. Almost all of the participants (99%) in time 1 happy emotion condition said the displayed emotion by the advisor was happy. A chi-square analysis showed a significant difference between participants in the emotion signal condition ( $\chi^2 = 254.71$ , d.f. = 3,  $p < .001$ ). In the time 2 angry emotion condition, 61% of participants selected that the advisor was angry at the end of the conversation. There were significant differences among the time 2 advisor emotion conditions ( $\chi^2 = 135.26$ , d.f. = 3,  $p < .001$ ). These results suggest that the manipulations worked as intended.

*Psychometric analysis.* As in study 1, an EFA was conducted for all four scales measuring the emotion exchange process. The items loaded on to two factors: Student

Encode/Decode and had Cronbach's alphas above the acceptable minimums (Hair et al. 2010; MacKenzie, Podsakoff, and Jarvis 2005). Table 2.2 shows the EFA results and coefficient alphas for each stage.

To analyze the results of the pretest, I first coded the participant's emotions as either positive or negative. I created a variable that represented if the change in emotion from time 1 to time 2 was positive (first emotion was negative, second emotion was positive), negative (first emotion was positive, second emotion was negative), or no change (emotion valence was the same in both measures). I created a similar variable that captured the adviser change from the first manipulation to the second. When the advisor's change in emotion was positive, 65% of participants also had a positive change in their emotion. Similarly, 76% of participants reported a negative change in emotion when the advisor's emotions change was negative. A chi-square analysis showed significant differences among the student change depending on the adviser change ( $\chi^2 = 121.41$ , d.f. = 4,  $p < .001$ ).

Next I looked at the body language change, similar to the emotion change; I subtracted the likelihood of displaying one of five nonverbal cues from time 2 to time 1. I then ran a mediation analysis using Hayes (2013) Process Model 4 for each nonverbal cue. As expected, the change in the adviser's emotion directly affected the change in the nonverbal cue of the participant and this was partially mediated by the change in emotion of the participant. Table 2.3 displays the parameter estimates for this analysis. Results for direct and indirect effects are presented in Table 2.4.

## **Discussion**

From this study, I find that emotions displayed by one party in an interaction will affect the other's emotional response. For the positive body language cues, the advisor's emotion positively influences the change in the participant's likelihood to smile and to have relaxed shoulders, partially through the change in the participant's emotion. Similarly, negative body language cues are negatively influenced by the advisor's emotion change partly as a result of the participants change in the emotion. These findings suggest that the experimental method captures emotion exchange between a participant and a fictitious relational partner.

### **STUDY 3:**

The first two studies used laboratory and online experiments to establish the emotion exchange process. However, neither study was able to fully capture the dyadic nature of exchange. In study 1, participants witnessed emotion exchange as a third-party. In study 2, while the participant engaged in the interaction, the response of the other relational partner was fictional. Study 3 involved two relational partners completing tasks either cooperatively together or in competition with each other to achieve a deeper understanding of the process of emotion exchange. As partners completed a series of competitive or cooperative tasks, relational norms developed. Through the violation of feeling rules and relational norms, I demonstrate how important emotion exchange is to productive cooperative relationships.

Additionally, study 3 aims to test the underlying process of emotion exchange by examining the role of emotional ability during the process of emotion exchange. As discussed earlier, relational partners high in emotional ability are able to understand and manage their own emotional responses so that desired outcomes can be achieved. I hypothesize that when

participants have high emotion ability, they will be more proficient at decoding their partner's emotions and have more control over encoding their own emotional signals.

## **Method**

In this study, participants were 320 students (51% Female,  $M_{\text{age}} = 21.23$ ) at a university in the southwestern United States. Confederates and incomplete responses were removed from the data set yielding 220 usable responses. The design was a 4 (relational norm violation: cooperation, cooperation vs. competitive, competitive vs. vs cooperative, competitive vs. competitive, cooperation) x 2 (feeling rule violation: present vs. not present) between-subjects design. For the cooperative task, participants were shown a shape built from 20 Lego blocks and told to recreate the shape with their partner. They had 20 seconds to observe the Lego shape and then the shape was covered. At that point the pair was given 5 minutes to recreate the shape. The teams that were successful in recreating the shape in less than 60 seconds were given a prize.

A similar task to the cooperative Lego task was administered for the competitive task. In this task, participants were given 20 seconds to observe a different Lego shape and competed against their partner to recreate the shape. The participant that most accurately recreated the shape first was deemed the winner and given a prize. The different Lego models are shown in Appendix D.

The manipulation used for the feeling rule violation conditions was elicited in pretests prior to this experiment. Pairs of subjects were randomly assigned to task order and feeling rule conditions. The feeling rule violation condition was manipulated by giving one respondent instructions to violate a feeling rule during the course of a task. Both participants were told that expressing annoyance was deemed in appropriate by other students. The confederate was

instructed to say to his or her partner, “I feel so annoyed,” during the rebuilding phase of the task (Wood and Bettman 2007). The confederate was assigned randomly except in sessions where only one person showed up. In cases where there was only one participant, a lab administrator was used as the confederate. The participant was not aware that their partner was a part of the study. No differences were found in responses when the confederate was randomly assigned or a lab administrator.

At the beginning of the research session, participants’ emotional ability was measured using Wong and Law (2002) Emotional Intelligence Scale. Next, participants were handed individual written instructions for task one which was randomly assigned either a competitive or a cooperative task. Task type was expected to elicit different feeling rules and will have different effects on the relational norms that are built between the two participants. After they completed task one, the participants were administered a questionnaire that included items measuring emotion encoding and decoding identical to those in study 1 and study 2, relational norms (Kaufmann and Stern 1988), feeling rules (Brotheridge and Lee 2003), and finally the emotion exchange scale that I developed in essay 1. Examples of the relational norm items are, “Flexibility in response to requests for changes is a characteristic of this relationship,” and, “The parties in this relationship do not mind owing each other favors.” Feeling rule scale items included asking the appropriateness of their partner, “Frequently displaying emotions,” and, “Acting out when they feel happy.”

Once participants concluded their questionnaire, they were given separate written instructions for task 2, which was another cooperative Lego task, either a cooperative or a competitive model. During task 2, the feeling rules manipulation was administered. To determine which participant was to be given the instructions to violate feeling rules if applicable, a dice roll

prior to the session determined which seat in the room would be assigned violator status. The subject sitting in that seat was given the violation instructions. After partners finished task 2, they were administered a third survey that repeated the same questions from survey 2. Appendix D provides the instructions given to the subjects, the script for the administrators and experiment instructions for lab administrators.

Study administrators were given instructions on how to administer the tasks and the process of moving participants through the experiment, but were not be briefed on the purpose of the study or the constructs measured. Keeping the administrators blind to the purpose and actual measures was to help control any bias they may introduce. Administration instructions and the script used is located in Appendix D.

Several pretests were conducted to test the effectiveness of the Lego models and to test the relational norm and feeling rule violations. The first pretest ( $N=42$ ) was conducted at a university in the southwestern United States to assess the difficulty of the Lego models and to determine an appropriate length of time to display the model. Participants were shown a Lego model for 15, 20, or 30 seconds and then asked to recreate the model either cooperatively or competitively. An ANOVA showed that the amount of time the competitive Lego model was shown did not influence the time it took to recreate the model ( $F(1, 29) = 1.458, p = .249$ ) or the number of blocks accurately put back together ( $F(1, 29) = 1.377, p = .268$ ). The cooperative model had similar results for the time to complete ( $F(1, 39) = .224, p = .800$ ) and accuracy ( $F(1, 39) = 1.121, p = .336$ ). Since there was no significant difference between the times, I used 20 seconds as the amount of time to show each Lego model.

Next, pretests were conducted to test the relational norm and feeling rule violations. Partners were randomly assigned a task order (competitive, cooperative or cooperative, competitive) and feeling rule violation (present or not present). In the feeling rule violation present condition, a participant was randomly selected to receive instructions to say, “I shouldn’t feel so annoyed by this.” In the final pretest ( $N=91$ ), conducted at a different university in the southwestern United States provided support that the relational norm was violated from task 1 to task 2 ( $F(1, 87) = 3.555, p < .10$ ). Additionally, there was a significant interaction between the relational norm violation and feeling rule violation ( $F(1, 87) = 5.124, p < .05$ ).

Based on suggestions from colleagues, I added two additional conditions to the task order: cooperative, cooperative and competitive, competitive. Additionally, to strengthen the feeling rule violation, I revised the feeling rule violation instructions to include a statement that feeling annoyed was not considered appropriate according to other students (Wood and Bettman 2007).

## **Results**

*Manipulation Checks.* To determine if task order violated relational norms, I took the difference of the relational norm responses between task 2 and task 1. Participants in the cooperative, cooperative had a mean of 0.64. Those in the competitive, competitive condition had a mean of -0.49. Participants in the cooperative, competitive had the largest mean difference between task 1 and task 2 at -1.09. Finally, those in the competitive, cooperative condition had a mean difference equal to 0.80. An ANOVA provided support that the relational norm violation varied depending on the combination of the Lego tasks ( $F(3, 216) = 19.115, p < .05$ ). The mean change in the manipulation check measure for the feeling rule violation for those in the no

violation condition was -0.2 and the mean change in the violation condition was 0.36. While the feeling rule violation did not significantly influence the change between task 1 and task 2 feeling rule manipulation check measure ( $F(3, 216) = 2.561, p = .11$ ), task order did have a significant relationship with changes in feeling rule ( $F(3, 216) = 2.951, p < .05$ ) suggesting that the manipulation was potentially confounded. To further assess the confounding of the relational norm manipulation, I ran another ANOVA with the relational norm and feeling rule manipulations as the independent variables and the change in emotion exchange from time 1 to time 2 as the dependent variable. The relational norm violation was the only significant relationship in the model ( $F(3, 216) = 4.116, p < .001$ ) suggesting that the relational norm manipulation was confounded.

Based on the result of the manipulation checks and reviewing the manipulation check measures, I concluded that it was not clear if the feeling rule manipulation truly failed or if the feeling rule measure was not an appropriate choice to measure if a feeling rule violation occurred. The items in the measure are more appropriate for determining which feeling rules are appropriate for a situation rather than the violation of those feeling rules (see Appendix D). Even though the effectiveness of the feeling rule manipulation could not be determined based on the manipulation check, the feeling rule violation manipulation was an explicit emotional expression (“I feel annoyed”) and should have influenced the process of emotion exchange. I proceeded with the analysis of the study to determine how the emotional expression would interact with the relational norm violation and what impact this interaction would have on emotion exchange.

*Psychometrics.* EFA was conducted for all of the scales used in this study. All items loaded on expected factors and had factor loading above .40 (Hair et al. 2010). The Cronbach’s



alpha for each measure was above the .70 lower limit (MacKenzie et al. 2005). Table 2.5 shows the EFA results and coefficient alphas for each measure.

I hypothesized that moving from the cooperative task to the competitive task would reduce emotion exchange in task 2 because the rules of the task would conflict with the relational norms established in task 1. To evaluate change in emotion exchange, I created a variable based on the calculation of the difference between emotion exchange in task 1 and task 2. I found significant differences in change in emotion exchange from task 1 to task 2 depending on the task order ( $F(3, 216) = 3.51, p < .05$ ). Participants perceived higher levels of emotion exchange in task 1 than in task 2 in conditions in which task 2 was competitive ( $M_{\text{competitive, competitive}} = -0.18$ ;  $M_{\text{cooperative, competitive}} = -0.37$ ). When task 2 was a cooperative task, the levels of emotion exchange in task 2 were higher than in task 1 ( $M_{\text{cooperative, cooperative}} = 0.44$ ;  $M_{\text{competitive, cooperative}} = 0.41$ ). The change in emotion exchange by relational norm violation is illustrated in Figure 2.3.

Next, I hypothesized that there would be an interaction between the relational norm and feeling rule violations that would increase the difference in emotion exchange from task 1 and task 2. Based on results from the previous studies, I expected subjects' decoding of their partners emotional expressions to mediate the relationship between the violations and emotion exchange. To maintain consistency, I created a variable that calculated the difference between subject decoding in task 1 and task 2. Model parameters were estimated using 3SLS (Johnston 1972; Theil 1971). The results suggest that when task 2 was competitive, the difference in the subject's decoding would be less than when task 2 was cooperative. In conditions in which the confederate stated, "I feel annoyed," emotion exchange was higher in task 2 compared to task 1. Table 2.6 shows these results.

Using Hayes (2013) Process Model 4 I compared the  $R^2$  of the direct effect of task order, feeling rule violation, and subject's decoding in task 1 on change in emotion exchange from task 1 in task 2 ( $R^2 = .16$ ) with the  $R^2$  of the model with subject decoding change as the mediator ( $R^2 = .33$ ). Additionally, based on these results, I found that the feeling rule violation manipulation had a significant positive relationship with the respondent's change in decoding ( $\beta = .38, p < .05$ ). Respondent's change in decoding fully mediated the relationship between the feeling rule manipulation and EEx ( $\beta = .38, LLCI = .02, ULCI = .42$ ).

Figure 2.5 illustrates the interaction between the relational norm and feeling rule violations on the change in emotion exchange. When there was a feeling rule violation, participants had greater levels of emotion exchange in task 2 compared to task 1. If there was not a feeling rule violation, emotion exchange in task 1 was greater than task 2.

Participants' emotional ability was expected to influence the emotion exchange process, because those with high emotional ability will be able to better interpret their partner's emotions, determine the source, and respond appropriately. However, emotional ability was not a significant moderator and was removed from the analysis. Table 2.7 shows the correlations between the dimensions of emotional ability and the other variables explored in this study.

## **Discussion**

The results of study 3 did not work out quite as expected; however, the findings were still interesting. The feeling rule violation manipulation was selected from an elicitation from subjects, pretested twice, and then strengthened by informing subjects of the inappropriateness. It was expected that violating a feeling rule would be detrimental to the relationship and cause further breakdowns. Instead of being a violation, the expression, "I feel

annoyed,” was perceived as an emotional expression. This emotional expression, necessary to the process of emotion exchange, resulted in the decrease of emotion exchange witnessed in the other conditions to disappear (Figure 2.5).

In the competitive task 2, subjects had a more difficult time decoding their partner’s emotions, thus interfering with emotion exchange compared to whose task 2 was cooperative. When the confederate clearly expressed that he or she was feeling annoyed in the feeling rule violation condition, the ability of the participant to decode emotion improved and subsequently so did emotion exchange. Even though the manipulation explicitly said that feeling annoyed was not appropriate, the expression of the emotion potentially mattered more than the appropriateness of the emotion. The emotional expression of annoyance was a clear demarcation point for the participant to react to and thus begin the emotion exchange process.

While these findings from the feeling rule violation manipulation were not completely expected, they have some interesting implications in the emotion exchange process. Depending on the situation, the feeling rule violation is either going to help or hurt emotion exchange. When there’s no relational norm violation (cooperative, cooperative condition), the feeling rule violation had a negative impact on emotion exchange. This result was anticipated since the emotion expressed was considered to be inappropriate for the situation. However, when both relational norms and feeling rules are violated, the feeling rule violation increased the emotion exchange that occurred. These results suggest that when the relationship is stable, expressing an emotion that is considered inappropriate will not yield emotion exchange. When the situation changes or relational norms no longer apply, the appropriateness of the emotion expressed is not as important as the actual expression to start the emotion exchange process.

I expected that changing the type of task in the second round would have had a significant impact on emotion exchange and when the second task was the same that there would be insignificant differences. The results did not quite work as planned. Regardless of the type of task, relational norms were established in task 1. Some groups would talk smack to each other, some would commiserate, some would encourage and others would stay silent. Task 1 set up norms for how the two subjects would interact throughout in the session. Because the cooperative task had a competitive component, partners in the competitive, cooperative group were able to use the relational norms established in task 1 to work together to try to beat the clock. In this condition, the relational norm violation does not occur as expected and thus the similar effects on emotion exchange as those in the cooperative, cooperative groups.

When the second task was competitive (regardless of the first task), emotion exchange significantly declined. This result was expected with the pairs who began with the cooperative task and then moved to the competitive task would be more likely to engage in emotion exchange in task 2. Because the partners worked together first, there was an opportunity for the relational norms to be established. Switching to the competitive task meant that the norms established in the first task did not apply to the second task causing the relationship to start breaking down. A possible explanation for the decline in emotion exchange when both tasks were competitive is that even if positive relational norms were established in task 1 the environment created in task 2 could not sustain those norms and thus the relationship started breaking down similar to the cooperative, competitive groups.

## GENERAL DISCUSSION

In this research I show that during a social exchange interaction, partners send and receive emotional expressions and use an encoding and decoding process when engaging in emotional exchange. In order for this process to occur, an emotional signal has to be perceived either through a partner's words or body language cues. I further show that the emotion exchange process can be prompted when relational norms or feeling rules are violated.

In Study 1, I found that the emotion exchange process is contingent on the perception that an emotion has been expressed. Once that emotional expression is recognized, then subjects are able to perceive an encoding and decoding process. Study 2 established that relational partners respond to emotions expressed by their partners through body language cues based on what is received from the partner. Violating relational norms and feeling rules during an interaction will elicit this encoding and decoding process and lead to emotion exchange.

Based on the findings from study 1 and study 2, I expected emotional ability to have an influence on the perceptions of the subject decoding their partner's emotions. The ability to appraise other's emotions (OEA) was one of the dimensions measured in study 3 and it was expected that this dimension would be important to being able to decode another's emotional expression. One possible explanation for lack of the hypothesized moderation effect is that instead of OEA and the other emotional ability dimensions influencing the decoding of emotional expressions, the impact of emotional ability may occur elsewhere in the process. It is also possible that the feeling rule manipulation was overt enough that everybody was able to recognize the emotion being expressed regardless of their level of OEA.

## IMPLICATIONS

The results from these series of experiments have several theoretical implications for social exchange research. First, the findings illustrate a process that relational partners engage in during an interaction where they encode and decode emotional responses based on the other's emotional expression as well as based on the situation. Social exchange theory has primarily focused on the rationality of exchange, maximizing gains while minimizing losses (Lawler and Thye 2006). Even trust is built on rationality, one partner begins to trust another when they believe the other partner can and will follow through and will act in the best interest of the relationship (Lawler and Thye 2006; Morgan and Hunt 1994). The results from this research challenge that traditional perspective and provide additional understanding of the role of emotion exchange in social exchange interactions. When people enter into social exchange situations, they do not stop being human. These studies show that people encode and decode emotional expressions as they move through an exchange.

One difference between this research and typical research on emotion is that the focus is on the process of exchange rather than the individual's feelings. Relationships take at least two and the emotions expressed over the duration of an interaction may ebb and flow in intensity and change in valence. Identifying the process of how partners experience other's emotions, regardless of intensity and valence, is important to understanding emotion in social exchange.

By understanding the process of emotion exchange, the factors that antecede emotion exchange can begin to be discovered. This research begins this process by identifying relational norms, feeling rules, and perception of an emotional expression as antecedents to emotion exchange. Relational norms and feeling rules are tools relational partners use to guide and

predict behavior in situations. However, sometimes the situation may change and previously established relational norms no longer apply and the relationship risks breaking down. Emotion exchange can help cope with the situation, but there has to be a clear expression of an emotion in order for the process to begin. The appropriateness of the emotion is not necessary at the beginning of the emotion exchange process.

Several managerial implications as a result of this research are worth noting. First, managers need to understand that in order for emotion exchange to occur an emotional expression has to be perceived. Training employees to be able to recognize emotional expressions and responding with an appropriate emotional response should be a priority. During service interactions, especially during service failures, managers can emphasize the necessity of showing strong emotion signals in order to engage in emotion exchange. Additionally, managers should be aware that violations of relational norms or feeling rules will impact emotion exchange. Service encounters do not always go according to plan and sometimes the “rules” change, emotion exchange is a way to deal with the uncertainty brought on by the relational norm or feeling rule violation. However, emotion exchange is not limited to customer relationships. Understanding the emotion exchange process will allow managers to create environments within the organization that foster emotion exchange. Emotion exchange can have positive impact on cooperation within a relationship, creating a better working environment and a better customer experience.

## **LIMITATIONS**

While this research revealed interesting insights into the emotion exchange process, the studies contained some limitations. First, in order to achieve the feeling rule violation in study 3,

confederates were given instructions to purposefully violate a feeling rule by expressing annoyance during task 2. These instructions revealed the violation and meant that the confederates needed to be removed from the data file, preventing dyadic analysis. However, I was able to capture the emotion exchange process from the perspective of one partner in the dyad. Additionally, the data analyzed in study 3 did include both partners of teams without a feeling rule violation. Because the analysis included both partners (except in the feeling rule violation condition) and due to the measures used, I do not think it is likely that analyzing the data at the dyad level would change the findings regarding the process of emotion exchange. Additionally the encoding and decoding process was found throughout several studies using different scenarios (i.e. witnessing an interaction between two people vs. being a part of an interaction).

Second, because of the nature of the Lego task, often in the competitive conditions, participants would commiserate with each other instead of expressing emotions consistent with a competitive situation. Even though the emotions expressed in competitive conditions were not consistent with a competitive situation, the relational norm violation still occurred which was the main goal of the different task types. Additional research should be conducted (e.g. protocol analysis), to understand the influence of the Lego task and other situational influences that might exist.

## **FUTURE RESEARCH**

The studies conducted in this paper are just the beginning of the exploration into the process of emotion exchange. Emotional ability and the process of emotion exchange should be furthered investigated. While emotional ability was not a moderator to decoding or emotion



exchange, further exploration should be conducted in understanding the role it plays in the emotion exchange process. A different measure of emotion ability or manipulating the emotion ability of a partner may yield different results.

The issues with the feeling rule manipulation and manipulation check measure should be explored with future research. A better manipulation check should be created to measure when a feeling rule is violated and possibly to what extent the violation occurred. Additionally, it is not clear that the violation of a feeling rule is damaging to a relationship. If the violation is through an emotional expression and that expression allows for the emotional exchange process to occur, then feeling rule violations may not always be a bad thing. However, repeated or severe violations may be detrimental and these limits should be explored.

Finally, it is not clear if too much emotion exchange is a good thing for relationships or if at some point intense enough emotion exchange has a negative impact on a relationship. Research should be conducted on other potential moderators of the emotion exchange process. Factors such as relationship duration, previous experiences with the partner, or personality characteristics may influence the process. Especially finding constructs that constrain the process is important to fully understanding how emotion exchange works.

TABLES

Table 2.1

Study 1 Exploratory Factor Analysis for Emotion Exchange Process Stages		
<i>Emotion Exchange Process Stages</i>	<i>Factor Loading</i>	<i>Coefficient Alpha</i>
<b>Student Encode</b>		0.79
Josh communicated about how he was feeling to Dr. Thompson.	0.82	
Josh expressed his feelings to Dr. Thompson during the interaction	0.79	
Josh communicated his emotions about the conversation to the professor	0.74	
<b>Professor Encode</b>		0.80
Dr. Thompson conveyed his feelings to Josh in the interaction	0.46	
Dr. Thompson showed his emotions to Josh	0.88	
Dr. Thompson's emotions were displayed to Josh during the interaction	0.87	
<b>Professor Decode</b>		0.72
Dr. Thompson understood how Josh felt in the conversation	0.52	
Dr. Thompson interpreted the way Josh was feeling	0.82	
The professor understood the emotion Josh was displaying	0.70	
<b>Student Decode</b>		0.85
It was clear to Josh how the professor felt	0.82	
Josh knew how Dr. Thompson felt in the conversation	0.83	
Josh understood the emotion being expressed by the professor	0.83	

Table 2.2  
Study 2 Exploratory Factor Analysis for Emotion Exchange Process Stages

<i>Emotion Exchange Process Stages</i>	<i>Factor Loading</i>	<i>Coefficient Alpha</i>
<b>Student Encode/Decode</b>		0.89
You communicated about how you were feeling to your advisor.	0.78	
You expressed your feelings to your advisor during the interaction	0.81	
You communicated his emotions about the conversation to the professor	0.64	
It was clear to you how your advisor felt	0.80	
You knew how your advisor felt in the conversation	0.81	
You understood the emotion being expressed by your advisor	0.75	
<b>Professor Encode/Decode</b>		0.87
Your advisor conveyed his feelings to you in the interaction	0.64	
Your advisor showed his emotions to you	0.81	
Your advisor's emotions were displayed to you during the interaction	0.76	
Your advisor understood how you felt in the conversation	0.83	
Your advisor interpreted the way you were feeling	0.81	
The advisor understood the emotion you were displaying	0.82	

Table 2.3  
Hayes (2013) Process Model 4 Results for Study 2

Criterion Variable	Outcome	Parameter Estimate	LLCI <sup>1</sup>	UCLCI <sup>2</sup>
Advisor Emotion Change	Participant Emotion Change	0.67***	0.59	0.74
Participant Emotion Change	Change in Smile	1.36***	1.01	1.72
Advisor Emotion Change	Change in Smile	0.68***	0.35	1.01
Advisor Emotion Change	Participant Emotion Change	0.67***	0.60	0.75
Participant Emotion Change	Change in Arms Crossed	- 0.56**	- 0.91	- 0.21
Advisor Emotion Change	Change in Arms Crossed	- 0.84***	- 1.16	- 0.51
Advisor Emotion Change	Participant Emotion Change	0.67***	0.60	0.74
Participant Emotion Change	Change in Eyes Narrowed	- 0.91***	- 1.27	- 0.56
Advisor Emotion Change	Change in Eyes Narrowed	- 0.40*	- 0.72	- 0.07
Advisor Emotion Change	Participant Emotion Change	0.67***	0.60	0.75
Participant Emotion Change	Change in Shoulders Relaxed	1.27***	0.90	1.64
Advisor Emotion Change	Change in Shoulders Relaxed	0.69***	0.35	1.03
Advisor Emotion Change	Participant Emotion Change	0.67***	0.60	0.74
Participant Emotion Change	Change in Clenched Hands	- 0.97***	- 1.30	- 0.63
Advisor Emotion Change	Change in Clenched Hands	- 0.62***	- 0.93	- 0.31

\*  $p$  - value < .05

\*\*  $p$  - value < .01

\*\*\*  $p$  - value < .001

<sup>1</sup>Lower Limit Confidence Interval (95%)

<sup>2</sup>Upper Limit Confidence Interval (95%)

Table 2.4  
Direct and Indirect Effects for Study 2

Outcome	Direct Effect	Standard Error	LLCI <sup>1</sup>	UCLCI <sup>2</sup>	Indirect Effect	Bootstrapped Standard Error	LLCI <sup>1</sup>	UCLCI <sup>2</sup>
Change in Smile	0.68	0.17	0.35	1.01	0.91	0.14	0.65	1.20
Change in Arms Crossed	- 0.84	0.17	- 1.16	- 0.51	- 0.37	0.13	- 0.63	- 0.11
Change in Eyes Narrowed	- 0.40	0.17	- 0.72	- 0.07	- 0.61	0.14	- 0.89	- 0.37
Change in Shoulders Relaxed	0.69	0.17	0.35	1.03	0.85	0.15	0.58	1.16
Change in Clenched Hands	- 0.62	0.16	- 0.93	- 0.31	- 0.65	0.13	- 0.92	- 0.40

Table 2.5a  
Study 3 Exploratory Factor Analysis for Task 1 Measures

<i>Measure</i>	<i>Factor Loading</i>	<i>Coefficient Alpha</i>
<b>Subject Decode</b>		0.86
It was clear to you how your partner felt	0.94	
You knew how your partner felt	0.92	
You understood the emotion being expressed by your partner	0.93	
<b>Relational Norms</b>		0.90
Flexibility in response to requests for changes is a characteristic of this relationship.	0.78	
The parties expect to be able to make adjustments in the ongoing relationship to cope with changing circumstances	0.66	
When some unexpected situation arises, the parties would rather work out a new deal than hold each other to the original terms	0.60	
In this relationship, it is expected that any information that might help the other party will be provided to them	0.64	
Exchange of information in this relationship takes place frequently and informally, and not only according to a pre-specified agreement	0.75	
It is expected that the parties will provide information if it can help the other party	0.75	
It is expected that we keep each other informed about events or changes that may affect the other party	0.77	
Problems that arise in the course of this relationship are treated by the parties as joint rather than individual responsibilities	0.76	
The parties are committed to improvements that may benefit the relationship as a whole, and not only the individual parties	0.79	
The parties in this relationship do not mind owing each other favors	0.66	

<b>Feeling Rules</b>		0.87
Frequently display emotions	0.80	
Display intense emotions	0.74	
Display their true feelings	0.79	
Act out when they feel frustrated	0.63	
Act out when they feel happy	0.67	
Show strong emotions to their partner	0.83	
Display specific feelings when around their partner	0.81	
<b>Emotion Exchange</b>		0.93
My partner and I send and receive feelings during an interaction	0.81	
The exchange of emotions plays a role in building the relationship between my partner and me.	0.83	
My relationship with my partner involves sending and receiving emotions	0.79	
The feelings shared between my partner and me are a means of communication	0.84	
I communicate and receive emotions with my partner	0.77	
Sharing emotions are a part of our give and take	0.75	
Emotion exchange is an important part of building a relationship with my partner.	0.74	
The feelings shared between my partner and I guide how we communicate.	0.85	
My feelings are affected by how I think my partner is feeling.	0.69	
My partner will change his/her emotion based on the emotion I express.	0.70	

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Table 2.5b  
Study 3 Exploratory Factor Analysis for Task 2 Measures

<i>Measure</i>	<i>Factor Loading</i>	<i>Coefficient Alpha</i>
<b>Subject Decode</b>		0.92
It was clear to you how your partner felt	0.86	
You knew how your partner felt	0.82	
You understood the emotion being expressed by your partner	0.86	
<b>Relational Norms</b>		0.96
Flexibility in response to requests for changes is a characteristic of this relationship.	0.87	
The parties expect to be able to make adjustments in the ongoing relationship to cope with changing circumstances	0.86	
When some unexpected situation arises, the parties would rather work out a new deal than hold each other to the original terms	0.71	
In this relationship, it is expected that any information that might help the other party will be provided to them	0.89	
Exchange of information in this relationship takes place frequently and informally, and not only according to a pre-specified agreement	0.84	
It is expected that the parties will provide information if it can help the other party	0.90	
It is expected that we keep each other informed about events or changes that may affect the other party	0.89	
Problems that arise in the course of this relationship are treated by the parties as joint rather than individual responsibilities	0.87	
The parties are committed to improvements that may benefit the relationship as a whole, and not only the individual parties	0.87	
The parties in this relationship do not mind owing each other favors	0.77	



<b>Feeling Rules</b>		0.90
Frequently display emotions	0.86	
Display intense emotions	0.78	
Display their true feelings	0.85	
Act out when they feel frustrated	0.61	
Act out when they feel happy	0.77	
Show strong emotions to their partner	0.85	
Display specific feelings when around their partner	0.86	
<b>Emotion Exchange</b>		0.96
My partner and I send and receive feelings during an interaction	0.87	
The exchange of emotions plays a role in building the relationship between my partner and me.	0.90	
My relationship with my partner involves sending and receiving emotions	0.90	
The feelings shared between my partner and me are a means of communication	0.86	
I communicate and receive emotions with my partner	0.87	
Sharing emotions are a part of our give and take	0.89	
Emotion exchange is an important part of building a relationship with my partner.	0.89	
The feelings shared between my partner and I guide how we communicate.	0.87	
My feelings are affected by how I think my partner is feeling.	0.77	
My partner will change his/her emotion based on the emotion I express.	0.79	

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Table 2.6

Study 3 Three-Stage Least Squares Estimation				
<i>Variables</i>	<i>Dependent Variable</i>	<i>Standardized Coefficient</i>	<i>Standard Error</i>	<i>t Value</i>
Subject Decoding Change	EEX Change	0.48	0.07	6.01***
Feeling Rule Violation	Subject Decoding Change	- 0.08	0.38	- 0.81
Competitive task 1, Competitive task 2	Subject Decoding Change	- 0.29	0.36	- 3.55***
Cooperative task 1, Competitive task 2	Subject Decoding Change	- 0.36	0.34	- 4.61***
Competitive task 1, Cooperative task 2	Subject Decoding Change	- 0.05	0.35	- 0.67
Interaction of Feeling Rule and Competitive, Competitive	Subject Decoding Change	0.15	0.53	1.81*
Interaction of Feeling Rule and Cooperative, Competitive	Subject Decoding Change	0.18	0.55	2.43**
Interaction of Feeling Rule and Competitive, Cooperative	Subject Decoding Change	0.08	0.56	0.99
Subject Decoding in Task 1	Subject Decoding Change	- 0.65	0.07	- 13.01***

\* $p$ -value < .1

\*\* $p$ -value <.05

\*\*\* $p$ -value <.01

Table 2.7  
Study 3 Correlations

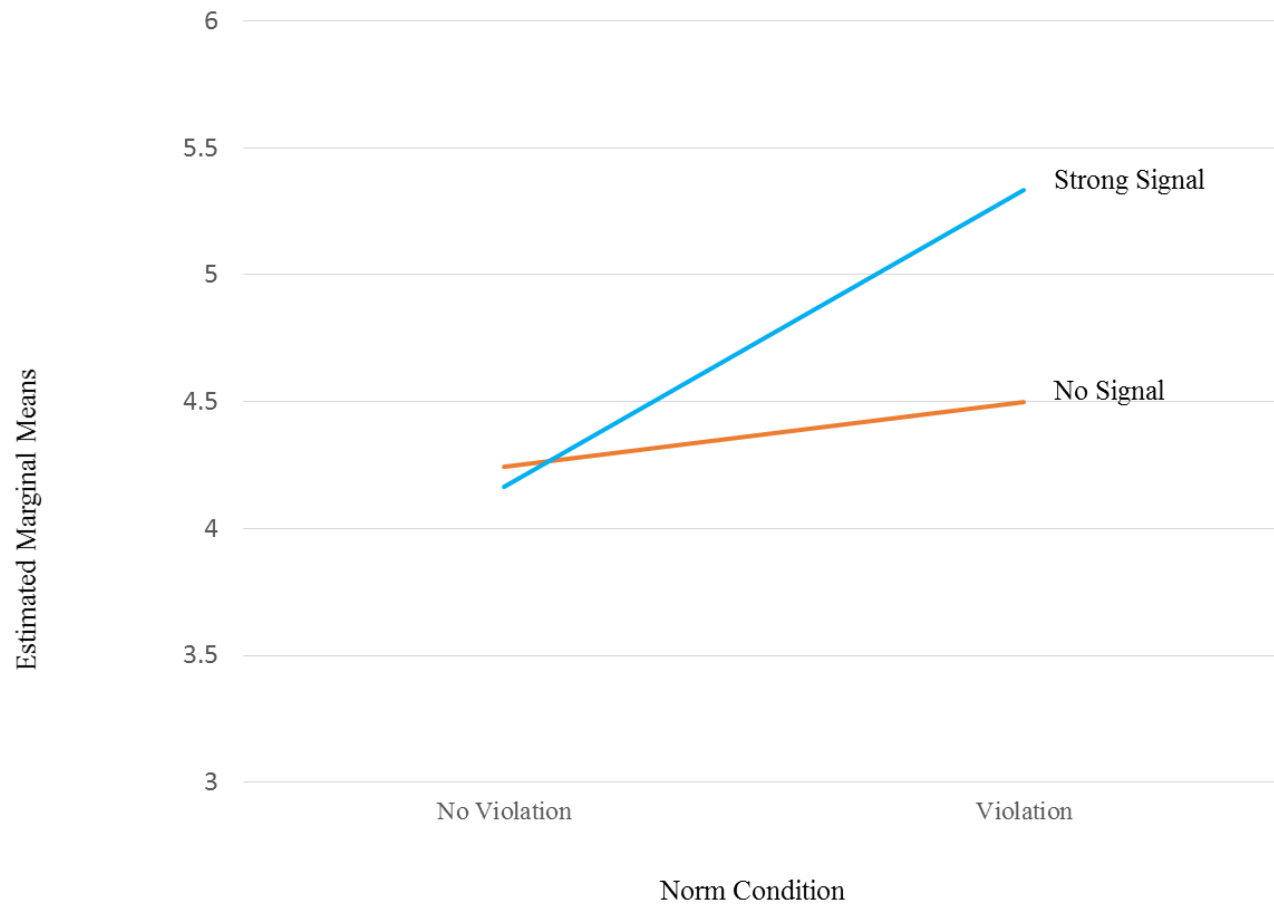
	1		2		3		4		5		6
Self-Emotional Appraisal	0.837										
Other's Emotional Appraisal	0.512	***	0.752								
Use of Emotion	0.629	***	0.472	***	0.834		--				
Regulation of Emotion	0.627	***	0.358	***	0.519	***	0.823				
Change in EEX	0.005		0.078		0.032		0.074	--			
Subject Decode Task 1	-0.004		0.051		-0.070		0.015	-0.238	***		--
Subject Decode Change	0.108		0.125		0.122		0.066	0.563	***	-0.631	***

\*\*\*Correlation is significant at the 0.01 level (2-tailed).

Note: Number on the diagonal are coefficient alphas

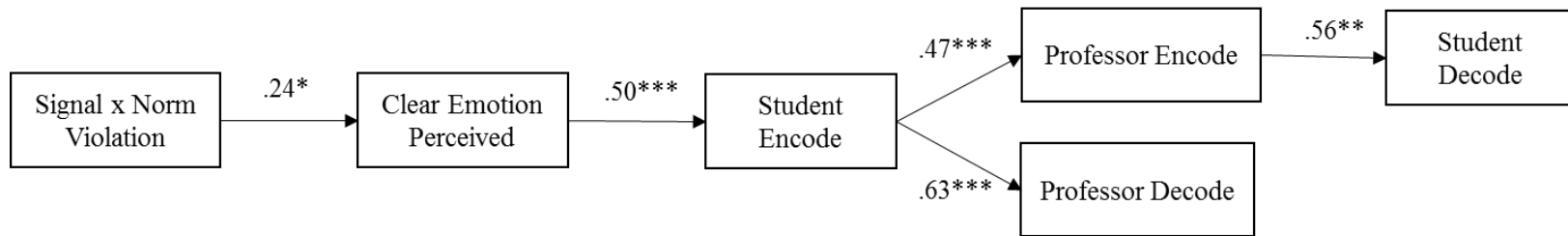
## FIGURES

Figure 2.1  
Estimated Marginal Means of Clear Emotion Perceived



Note: The mean difference is significant at the .05 level

Figure 2.2  
Emotional Exchange Process Results from Study 2



\*Significant at a  $p$  – value < .05  
\*\*Significant at a  $p$  – value < .01  
\*\*\*Significant at a  $p$  – value < .001

Figure 2. 3  
Estimated Marginal Means of Change in EEX by Relational Norm Violation Condition

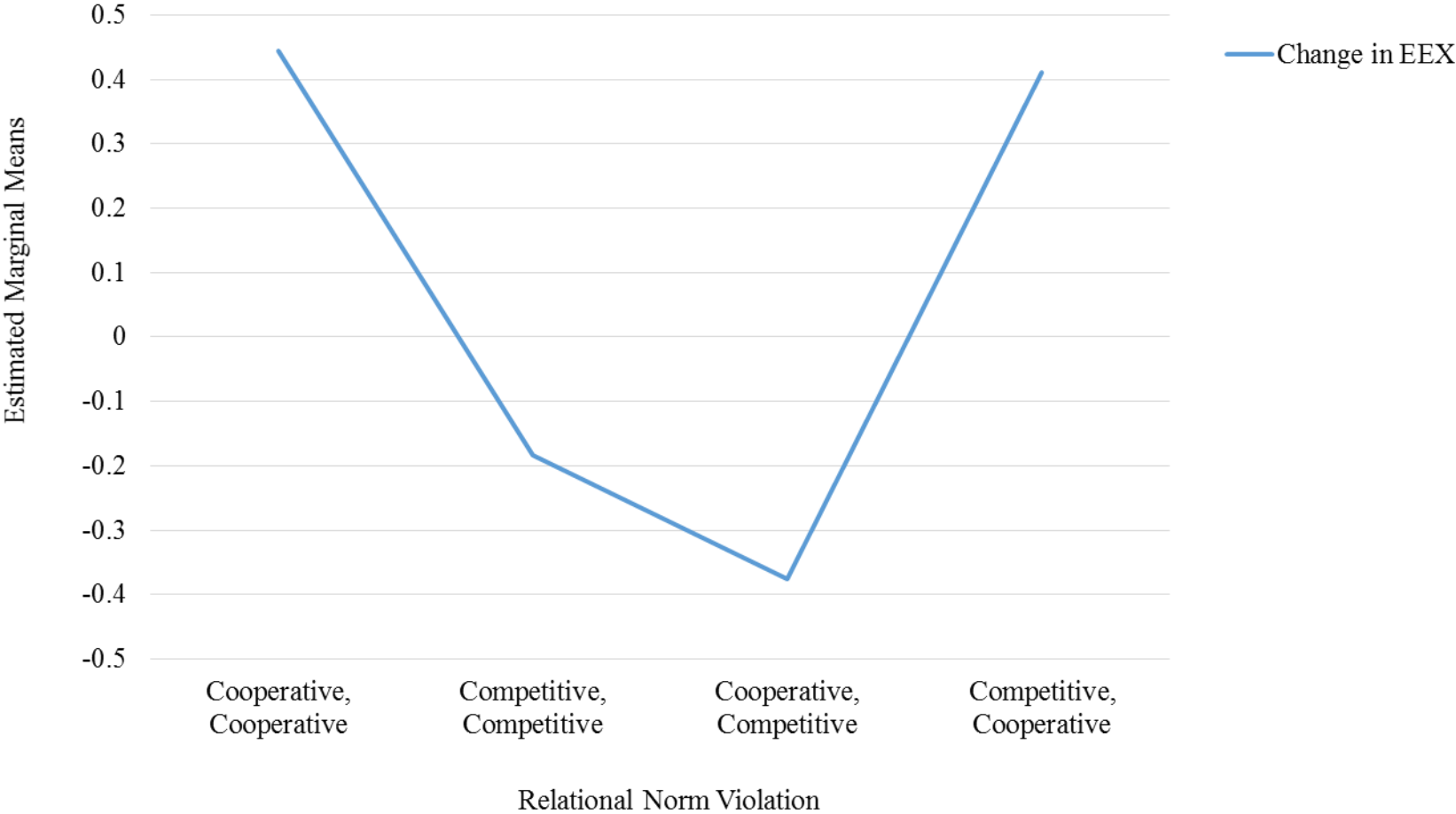


Figure 2. 4  
Estimated Marginal Means of Change in EEX by Feeling Rule Violation Condition

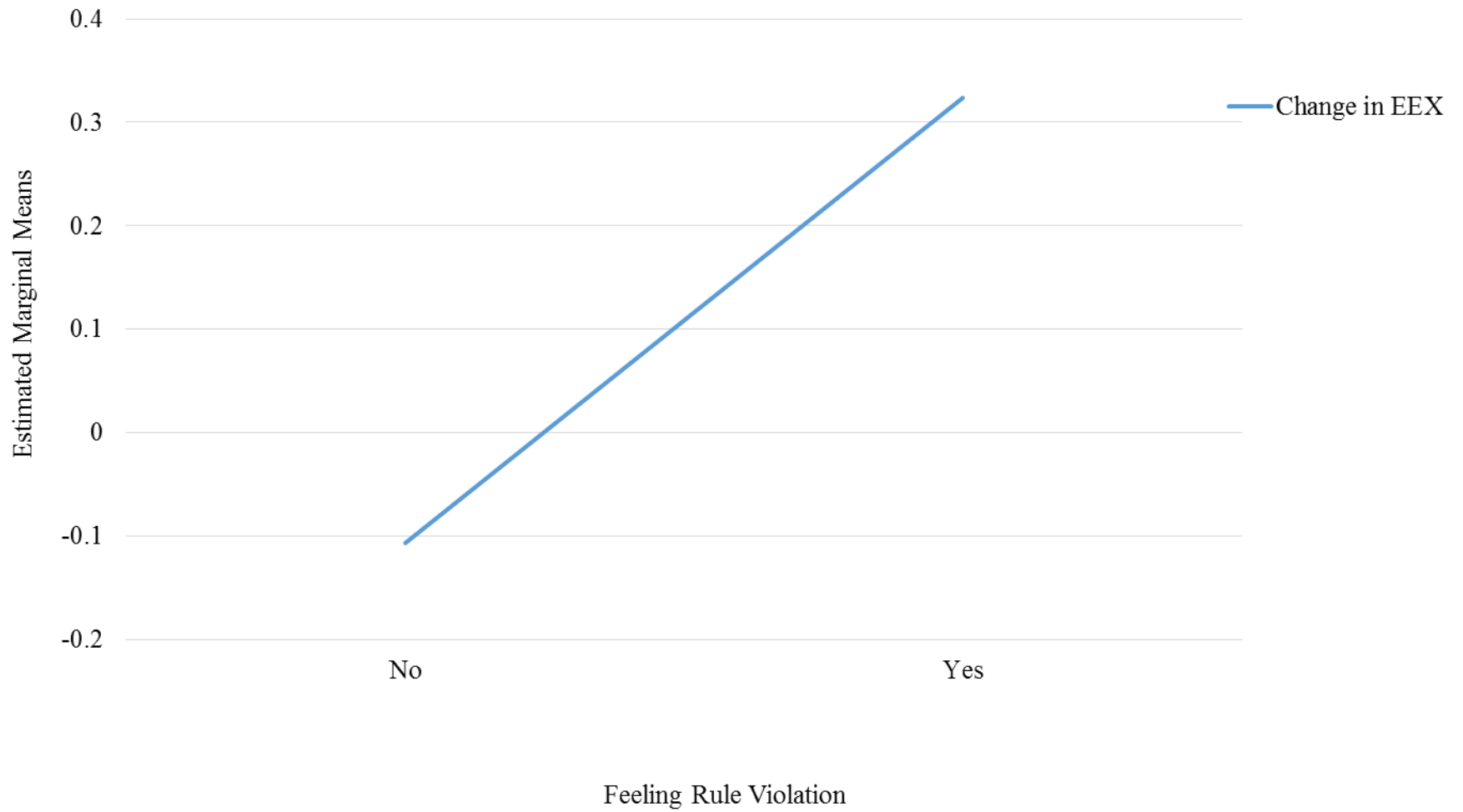
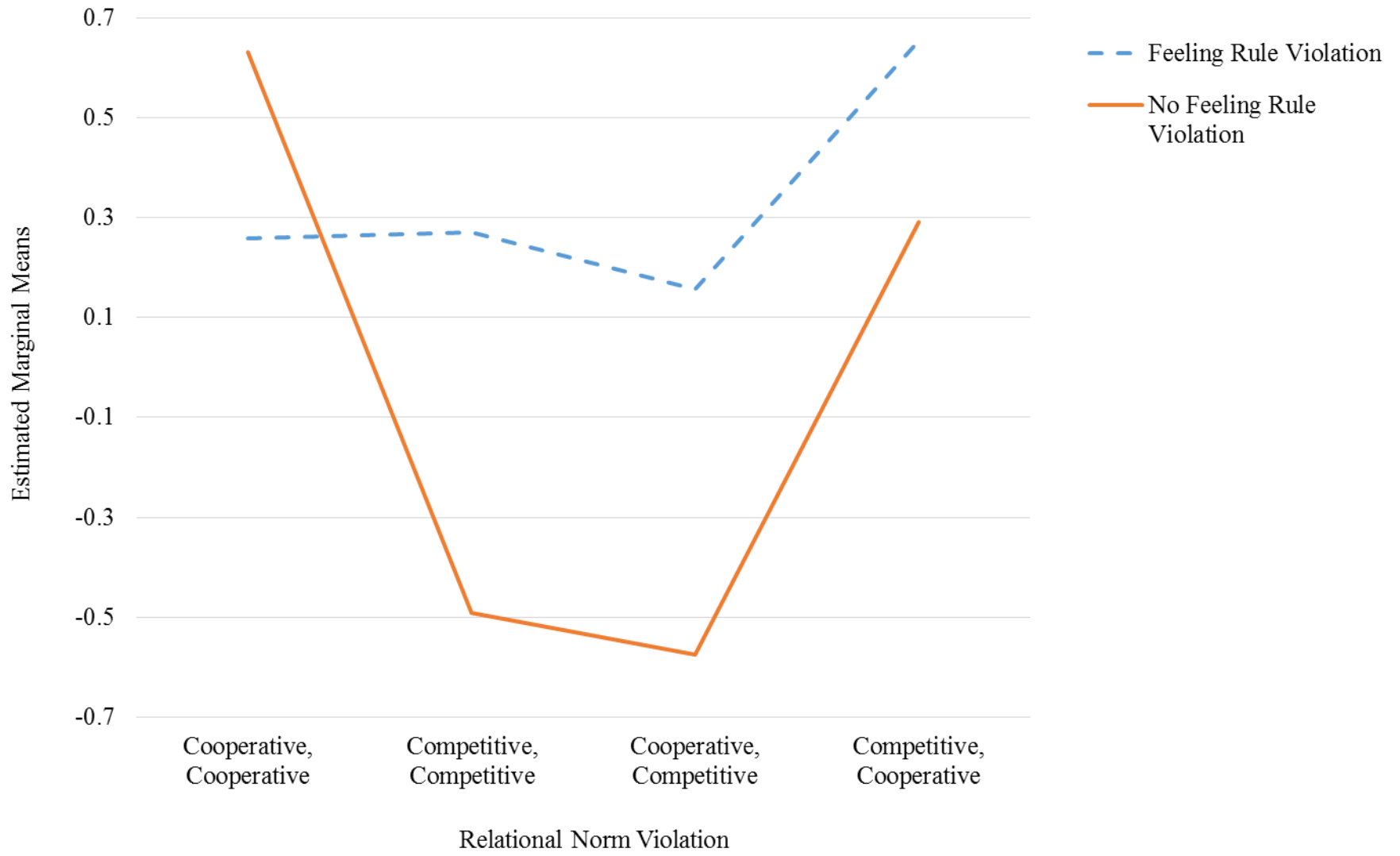






Figure 2. 5  
Interaction of Feeling Rule and Relationship Norm Violation on Change in EEX



## CHAPTER III

### THE TIES THAT BIND: EXPLORING THE INFLUENCE OF EMOTION EXCHANGE ON SALESPERSON-MANAGER RAPPORT

#### **Abstract**

Despite all of the research on how marketing relationships are managed, marketers still struggle to create strong and lasting relationships with their customers. Using a social exchange framework, I empirically test the relationships between emotion exchange and the dimensions of trust. Additionally, I find empirical support for the positive influence of emotion exchange on relational outcomes such as salesperson-sales manager rapport. Finally, I show that sales manager calculative commitment negatively impacts the employee's trust and calculative commitment.

Relationships are an integral part of everyday life and play a large role in how products are negotiated, delivered, and consumed. Studying relationships has been a major part of marketing research since the late 1970s when Arndt (1979) identified that relationships and bonds were being created and managed in industrial and institutional markets. Despite all of the information about how marketing relationships are created and sustained (e.g. Dwyer, Schurr, and Oh 1987; Palmatier et al. 2006; Raciti, Ward, and Dagger 2013), we still see problems in the marketplace with service providers struggling to create strong relationships with customers.

Individuals react to each other's reactions (Parkinson, Fischer, and Manstead 2005). Additionally, people care at an emotional level when those close to them seem to care (Parkinson, Fischer, and Manstead 2005). In this way, emotions affect the outcome of a relationship and a party's willingness to continue or preserve a relationship (Lawler 2001). Consequently, emotions play a role in the formation and management of relationships, and are also a part of interactions during the course of a relationship. For example, a hair stylist may feel sympathetic to a client's sadness over a break up or a doctor may share in the worry with a patient over a particular diagnosis.

In an interview about relationships with health care providers, a patient describes her relationship with her doctor as strained and offered this explanation, "Every interaction is miserable. If I am concerned about a particular medication or express any kind of worry, he sighs really loudly and gives me this scornful look. It makes me feel like a cow for bringing anything up." When the patient talks about her health problems, she is worried or upset and likely to be displaying emotional signals that communicate these feelings to the physician. In return, the physician expresses contempt and frowns, expressing that he is either not concerned about her concerns or just not interested. Both parties are communicating not only with the words they are

saying, but with an exchange of emotion which impacts the relationship between this patient and doctor.

Emotions are not just a singular experience; rather emotions are experienced in social life as a direct result of other's beliefs and actions (Parkinson, Fischer, and Manstead 2005). To help service providers begin to overcome the struggles of forming strong relationships with customers, the social exchange and marketing literature needs a clearer understanding of the critical role played by emotion exchange in social relationships. I begin to address the problem of social exchange theory's lack of research on the emotional piece of exchange by defining emotion exchange and showing the impact of emotion exchange on the social exchange process.

Using social exchange theory as my theoretical framework, I propose emotions are exchanged between partners in a social exchange relationship and that emotion exchange affects the levels of commitment and trust for each party. I posit that successful emotion exchange will have a positive influence on a partner's rapport and cooperation in a relationship. In the following sections, I review social exchange theory and discuss the limited research regarding emotion in exchange relationships. I hypothesize that emotion exchange is necessary for trust and commitment and will lead to better information exchange and ultimately stronger relationships. I test these proposed relationships and discuss the findings and implications. Finally, I conclude with the limitations of this study and suggest future research.

## LITERATURE REVIEW

### Social Exchange Theory

Social exchange theory (SET) explains how social behavior results from exchange processes. The main premise of SET is that individuals enter into and continue relationships with the expectation that these relationships will yield rewards or benefits (Blau 1968; Homans 1958). Social exchange is defined as the “voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others.” (Blau 1964, p. 91).

Relationships are formed during repeated interactions. Thibaut and Kelley (1959, p. 10) clarified interaction as meaning that individuals “emit behavior in each other’s presence, they create products for each other, they communicate with each other...there is at least the possibility that the actions of each person affect the other.” Consumers are likely to engage in a relationship because they believe the benefits associated with a relationship will exceed the costs compared to other offerings (Danaher et al. 2008; Hunt, Arnett, and Madhavaram 2006; Raciti, Ward, and Dagger 2013; Thibaut and Kelley 1959).

For service sectors good relationships between provider and customer is just good for business. Successful relationship marketing activities have a positive influence on a firm’s profitability, customer loyalty, and positive word-of-mouth (Hennig-Thurau, Gwinner, and Gremler 2002). Customers are motivated to enter and maintain a relationship with a service provider because they perceive the relationship will produce social benefits beyond satisfaction with the delivery of the core service (Gwinner, Gremler, and Bitner 1998). Some of the social benefits that have been found to result from long-term relationships are friendship-like relationships, personal recognition, camaraderie (Berry 1995; Gwinner, Gremler, and Bitner

1998). Most importantly to the customer, long-term relationships can also increase comfort or security in a partner which in turn reduces anxiety or risk over the service encounter (Berry 1995; Gwinner, Gremler, and Bitner 1998).

Lambe, Wittmann, and Spekman (2001) using the works of Thibaut and Kelley, Blau, and Homans, identified four foundational premises of SET. These four premises outlined are: “(1) exchange interactions result in economic and/or social outcomes, (2) these outcomes are compared over time to other exchange alternatives to determine dependence on the exchange relationship, (3) positive outcomes over time increases firm’s trust of their trading partner(s) and their commitment to the exchange relationship, and (4) positive exchange interactions over time produce relational exchange norms that govern the exchange relationship” (Lambe, Wittmann, and Spekman 2001, p. 6)

*Exchange interaction result in economic and/or social outcomes:*

Individuals begin and continue relationships because of the outcomes expected (Blau 1964; Homans 1958; Thibaut and Kelley 1959). Lambe, Wittman, and Spekman suggested that social outcomes (e.g. emotional satisfaction and spiritual values) can sometimes be more valued than the economic benefits received. Blau (1968, p. 455) hypothesized that the “most important benefits involved in social exchange do not have any material value on which an exact price can be put at all, as exemplified by social approval and respect.” If an exchange results in no rewards then it will cease to continue (Thibaut and Kelley 1959).

Hakansson and Wootz (1979) conceptualized an exchange relationship as a sequence of distinct interactions that end in economic or other types of relationships (e.g. social). Over time, the interactions become the history of a relationship and are used to forecast the future costs and

benefits of the relationship (Kelley and Thibaut 1978). Sides in an exchange relationship may perceive that a past positive experience can be used to predict positive future outcomes and vice-versa (Lambe, Wittman, and Spekman 2001).

*Outcomes are compared over time to other alternatives to determine dependence:*

For both parties to be willing to continue a relationship an expectation of reciprocity is key (Blau 1964). Gouldner (1960, p. 176) conceptualized reciprocity's function as the "starting mechanism of social interaction." Relationship participants must continually provide value to those with whom they associate and they must receive value in exchange (Homans 1958). Satisfaction with received rewards from the relationship may vary since both economic and social outcomes are evaluated together and compared to an alternative (Blau 1964; Homans 1958; Lambe, Wittmann, and Spekman 2001; Thibaut and Kelley 1959). As long as both parties continue to receive satisfactory rewards, the exchange relationship should continue (Blau 1968; Homans 1958).

Participating in an exchange relationship comes with costs since those involved must use economic and social resources (Lambe, Wittmann, and Spekman 2001). Dwyer, Schurr, and Oh (1987) observed that participants in a relationship may invest substantial resources in negotiating processes, especially if their objectives are vastly different. Additionally, the opportunity costs of missed exchanges with alternative partners may be more important than the resources spent negotiating (Dwyer, Schurr, and Oh 1987). As one expends resources during an interaction, the overall value of the exchange relationship is reduced (Lambe, Wittmann, and Spekman 2001).

Often when two parties enter a new relationship they have different ambitions or expectations for the relationship. In a service relationship, the customer may be focused on

filling a need or desire while the service provider is focused on maximizing profits. Both parties have to rely on the other in order to achieve their desired outcome. In situations like the one just described, a “transformation” occurs in which the customer and provider consider their present dependence on each other and the relationship to resolve differences (Lambe, Wittmann, and Spekman 2001; Kelley and Thibaut 1978; Kelley 1983). During this transformation, both parties consider their past and potential futures economic outcomes and the social benefits of compromise (Kelley and Thibaut 1978). One side of the relationship will be willing to compromise if they believe that future interactions will lead to an equitable split of benefits or if there are not better alternatives available (Lambe, Wittmann, and Spekman 2001).

*Positive outcomes increase trust and commitment:*

When relationships are rewarding, individuals are more likely to stay in the relationship (Homans 1958). Trust and commitment are important to building and maintaining exchange relationships because social exchange is largely managed by social responsibilities (Blau 1964). Trust and commitment are built through joint reciprocation of positive outcomes overtime (Blau 1964; Homans 1958). In order to be willing to continue offering a benefit to another party, one must trust that the benefit will be returned or reciprocated (Blau 1964; Homans 1958).

SET posits that trust is built starting with small transactions that increase over time, as the perceived value of benefits received increases (Homans 1958; Lambe, Wittmann, and Spekman 2001). If there is a pattern of reciprocation of benefits, trust is created (Lambe, Wittmann, and Spekman 2001). The frequency and size of transactions have a positive effect on trust between partners (Lambe, Wittmann, and Spekman 2001).



In addition to trust, a long-term exchange relationship cannot function without both sides being committed to the relationship. How committed a partner is to an exchange relationship largely depends on how much they trust the other party (Blau 1964; Homans 1959). The relationship between trust and commitment is a function of the principle of generalized reciprocity, which states that “mistrust breeds mistrust and as such would also serve to decrease commitment in the relationship and shift the transaction to one of more direct short-term exchanges” (McDonald 1981, p. 834). In a functional social exchange relationship, commitment from both parties is essential to guarantee that both sides will do what is necessary to deliver equally valuable outcomes (Dwyer, Schurr, and Oh 1987; Ganesan 1994).

*Positive interactions create relational norms:*

Norms are mutually held beliefs for appropriate relationship behaviors that are established as the number of interactions between parties increase (Blau 1962; Homans 1958; Thibaut and Kelley 1959). In SET, norms are essential because they are mutually agreed upon and guide behavior without one side having to use power (Blau 1962; Homans 1958; Thibaut and Kelley 1959). Norms increase efficiency and reduce uncertainty (Lambe, Wittmann, Spekman 2001). Parties follow norms because of the belief that they will be rewarded (Blau 1964).

### **Emotion and Exchange**

Recently, research in social exchange has moved from concentrating on structural determinants of exchange outcomes to investigating the emotional outcomes of social exchange and the role that emotions play in how relationships are structured (Cook et al. 2013). However, research in other disciplines has shown that emotion is involved in different types of exchange.

In psychology, researchers proposed that when emotion is expressed in a social relationship by one party it will usually elicit emotions in the other party (Izard 1977; Izard and Malatesta 1987). Maccoby (1992) found that emotion is a significant mode of communication during interactions between mothers and children. In relationships, emotions can be used to pull partners closer or to push them away (De Rivera 1994). Lawler and Thye (1999, p. 218) suggested that the “context of exchange may have a discernible emotional tone, invoke particular emotional rules, and generate corrective measures when emotions surface or *are exchanged*.”

Hochschild (1979) proposed taking an emotion-management perspective when evaluating social interactions and social structures since it considers the relationships among emotional events, feeling rules, and ideology. Feeling rules are socially shared, often latent, and are defined as “social guidelines that direct how we want to try to feel” (Hochschild 1979, p. 563). During an interaction, acts of emotion may be considered “exchanged” and a party may feel that based on prior displays, a particular emotional act is owed (Hochschild 1979).

Emotion management or “emotion work” is the “act of trying to change in degree or quality an emotion or feeling” (Hochschild 1979, p. 561). Emotion management is a form of impression management (Ashforth and Humphrey 1993), in the sense that the employee is intentionally trying to act in such a way that promotes certain social perceptions and creates a specific relational environment (Gardner and Martinko 1988; Grove and Fisk 1989). When emotional acts are exchanged, individuals work on their emotional responses according to the established feeling rules. Feeling rules are identified when individuals examine their own feelings, the reaction by others to their emotional action, and by either self- or other-imposed punishments (Hochschild 1983). Based on the worth established by the rules of the relationship, emotional acts can be used as a medium of exchange (Hochschild 1979). Henning-Thurau et al

(2006) found that authentic emotional displays can alter a customer's affective state to match the emotion displayed by the employee.

Research in emotional contagion tries to explain how emotions are spread among parties and how the dynamics between parties change in social interactions. Emotional contagion is defined as the “tendency to automatically mimic and synchronize facial expressions, vocalizations, and movements with those of another person and, consequently, to converge emotionally” (Hatfield, Cacioppo, and Rapson 1994, p. 5).

The theory of emotional contagion posits that when a person interacts with another who is expressing a positive or negative emotion that person will begin to experience similar emotional states (Pugh 2001). The process of emotional contagion can be unconscious, spontaneous imitation or a conscious effort to adapt one's mood to another's when it seems appropriate (Hatfield, Cacioppo, and Rapson 1994; Salancik and Pfeffer 1978). Research supporting this theory has found that employees with satisfied customers are more likely to have higher job satisfactions than employees with customers who complain (Bearden and Teel 1983; Luo and Homburg 2007; Ping 1993). Additionally, when sales people experience positive emotional contagion, customer orientation and job skills improve (Barnes et al 2013).

Emotion work and emotional contagion may play different roles in relationships in which emotion is exchanged, but neither phenomenon fully explains the influence emotion exchange has on the management of an exchange relationship. With emotional contagion there has to be a convergence of emotion and one party synchronizes to the other. This process is often unconscious and does not account for any kind of emotional management from either party. Thus, emotional contagion may be an outcome of the emotional exchange between two parties.

Emotional work is less about the symmetry of emotion displays and refers more to managing emotional displays that are appropriate for a situation. The emotional management is one-sided and the responsibility falls on the employee. In order for parties to have to manage their own emotions, emotion has to be exchanged.

To address the emotional effects of exchange, Lawler (2001) introduced the affect theory of social exchange, suggesting that individuals use positive emotions as a process for moving from transactional interaction to relationships with other parties. The affect theory of social exchange argues that, “contingent on the exchange structure, emotions or feeling from exchange influence how actors perceive and feel about shared activity, their relation, and/or their common group affiliations” (Lawler 2001, p. 322). The purpose of the affect theory is to integrate emotion into the core of social exchange processes and understand the emotional outcome of different exchange structures (Sierra and McQuitty 2005). Social exchange is conceptualized as a joint activity and the amount of shared responsibility between parties will vary (Lawler 2001; Sierra and McQuitty 2005).

Lawler stated five foundational assumptions of the affect theory of social exchange: (1) social exchange creates immediate feelings of good or bad, (2) these emotions are internal and either strengthen or punish, (3) exchange participants aim to replicate positive emotions resulting from social exchange, (4) participants go through an attribution process to understand the feelings resulting from an exchange, and (5) participants interpret and explain their global emotions using relationships, groups, or networks as a target.

Using the five assumptions as a whole, positive emotions created by an exchange become a bonding agent and increase commitment to a relationship through “solidarity”, while negative

emotions would produce the opposite effect (Cook and Emerson 1984; Lawler and Yoon 1996; Lawler 2001). Solidarity is defined as the “strength and durability of person-to-group and person-to-person relations” (Lawler 2001, p. 329). Examples of solidarity behavior include: expanding the amount of collaboration, exchanging gift or benefits with no expectation of reciprocity, becoming more informal with contracts, becoming more forgiving or staying with a relationship even when there are equal or better alternative available (Lawler 2001; Lawler, Thye, and Yoon 2008).

Lawler and colleagues recognized that emotions exist in exchange relationships and are a part of the process that moves parties from transactional to relational partners, but the focus is only on one partner’s emotional processes. The affect theory of exchange is similar to other research in emotion and exchange in that it only focuses on one party’s emotion and the impact on a partner’s commitment to the relationship. Relationships are at least two-sided, and often both parties are feeling and expressing emotions either simultaneously or in response to one another. Missing from the literature is an understanding of how the exchange of emotion between parties can impact the relationship, either by strengthening it or becoming a problem that hurts or ends the relationship.

In summary, it is clear that emotions play a role in exchange interactions and not just on the party feeling them. Parties in an interaction may experience multiple emotions in response to situational stimuli or based on their own internal processes (Frijda 1993; Lazarus 1991; Thagard and Nerb 2002). The change from one emotional state to another is referred to emotional transition, and this process can influence the perceptions of relational partners (Filipowicz, Barsade, and Melwani 2011). The expressed emotion of one partner ends up impacting the feelings and behaviors of the other partner, making the emotional responses during an interaction

a key factor in the success of the interaction. Having the right emotional reaction to a situation not only affects the party experiencing the emotion, but can also influence the other party's behaviors and emotional responses. Striking the right balance between the emotions exchanged in an interaction may be key to establishing strong and successful exchange relationships.

After reviewing the literature on emotions and exchange, it is clear that emotions are exchanged as a way to communicate intentions, influence partner behavior, and impact future feelings. Thus, I propose that emotion exchange is a separate construct whose influence on commitment, trust, and ultimately strength of a relationship in social exchange should be explored. I define emotion exchange as involving relational partners sending and receiving emotions during an interaction.

### **CONCEPTUAL FRAMEWORK**

Figure 3.1 displays my conceptual framework. I propose that EEx is an exogenous dyadic construct that antecedes credibility and benevolence. Consistent with the social exchange framework, I propose that the effect of credibility on performance is mediated both by calculative commitment, affective commitment, and information exchange. The dependent variables tested include, cooperation, rapport, and intent to leave the relationship. Below I discuss the theoretical rationale for the relationships proposed in my model.

## **Trust**

Using findings from the social exchange literature in other disciplines, Morgan and Hunt (1994) theorized that trust is fundamental to all exchange relationships. Through reciprocity, social exchange theory also explains the relationship between trust and commitment (Morgan and Hunt 1994). Additionally, Moorman, Zaltman, and Deshpandé (1992) found that trust significantly influenced user commitment in a marketing research relationship. Trust can also increase the depth and breadth of a services relationship (Aurier and N'Goala 2010, Selnes 1998).

Research on trust has emphasized trust as belief in the honesty and integrity of a partner (e.g. Crosby, Evans, and Cowles 1990), while other studies capture trust as assurance in the value and dependability of the services being provided (e.g. Garbarino and Johnson 1999). Morgan and Hunt (1994, p. 23) define trust as one party's "confidence in an exchange partner's reliability and integrity." Trust is also defined as a "willingness to rely on an exchange partner in whom one has confidence" (Moorman, Zaltman, Deshpandé 1992, p. 315). Both definitions have been used throughout the relationship marketing literature.

These definitions of trust suggest two distinct dimensions: (1) credibility, which is based on the belief that a party has the ability to perform the service effectively and reliably and (2) benevolence, which is based on the belief that a party will remain committed to the relationship if conditions change (Ganesan 1994; Geyskens et al. 1996; Johnson and Cullen 2001; Moorman et al. 1992). The credibility dimension concentrates on the objective credibility of a partner: the expectation that a partner's actions can be depended on (Lindskold 1978). This dimension

incorporates the consistency, stability, and control over the pattern of behavior exhibited (Ganesan 1994).

Benevolence includes the merits, objectives, and traits ascribed to a partner rather than the partner's actions (Rempel, Holmes, and Zanna 1985). Benevolent trust is the belief that a partner is honest and kind (Geyskens, Steenkamp, and Kumar 1998; Grayson, Johnson, and Chen 2008). Partners who are concerned about the outcomes of others will be more trustworthy than those only concerned with their own outcomes. This dimension can increase trust even if the objective credibility is low (Ganesan 1994).

Trust is created as partners determine the motives and future actions of each other, and is built through five discrete processes (Doney and Cannon 1997). Trust can be built through a *calculative process*; when one party determines that the profits of the other party cheating in a relationship does not exceed the costs of being caught, and therefore that party can be trusted since they are likely to act in their best interests (Akerlof 1970; Lindsfold 1978). The *prediction process* uses prior behavior to predict future behavior (Doney and Cannon 1997). Trust is created over time as a partner makes and follows through with promises (Dwyer, Schurr, and Oh 1998). The *capability process* focuses on the reliability component of trust by evaluating a partner's capacity to meet its promises (Doney and Cannon 1997). When using the *intentionality process*, one partner attempts to decode the other's words and actions to identify their intentions (Doney and Cannon 1997; Lindsfold 1978). Finally, trust can be passed through a *transference process*, where trust is transferred from one trusted "proof source" to another party (Doney and Cannon 1997; Milliman and Fugate 1988; Strub and Priest 1976). Factors such as likeability and social contact can prompt trust-developing processes and one process can spark another (Doney and Cannon 1997).



In order for one partner to trust another, they have to accept the potential loss if the partner takes advantage of their trust (Gundlach and Cannon 2010). Emotion exchange increases a relational partner's credibility trust in another because developing emotional bonds is the foundation of credibility trust. The exchange of emotion during an interaction can activate trust building processes such as the prediction or capability processes. When emotions are exchanged, both partners are pulled closer together facilitating future interactions. Trust is built as the frequency and size of interactions increase, which develops the history of the relationship. Not only are the partners drawn closer, through repeated emotion exchange over the course of multiple interactions relational norms are established. Since relational norms are mutually held beliefs that guide future relational behavior, relational partners develop expectations of their partner's future behaviors. Some of these expectations concern the ability of the partner to do what they promise, thus increasing their credibility trust in a partner. Thus, emotion exchange should antecede credibility trust in exchange relationships.

*Hypothesis 1a: Emotion exchange positively relates to credibility.*

One concern that partners in social exchange relationships have is the potential for their partner to behave in their strategic self-interest rather than in the strategic best interest of the relationship. When emotions are exchanged during a relational interaction the experience acts as a bonding agent— promoting solidarity between partners. Through the process of intentionality, the emotion exchange experience pulls partners closer together and builds the belief that both are working toward common goals increasing feelings of unity and mutual support. Since the partners are gradually becoming closer and are experiencing mutual support, it becomes more difficult to imagine the exchange partner acting against the interest of the relationship. As doubt is erased, faith builds. When relational partners believe that the other partner will act in ways

that benefit both partners' best interest, benevolent trust is built. Therefore, I expect emotion exchange to positively influence the benevolence trust in exchange relationships.

*Hypothesis 1b: Emotion exchange positively relates to benevolence.*

## **Commitment**

The theory of moral sentiments suggests that communicated emotions are an integral part of social interactions and help develop prosocial tendencies between parties through reciprocity (Lawler and Thye 1999). It is through the exchange of emotion between parties where long-term commitment emerges (Lawler and Thye 1999). Morgan and Hunt (1994, p. 23) defined relationship commitment as “an exchange partner believing that an ongoing relationship with another is so important as to warrant maximum efforts at maintain it; that is, the committed party believes the relationship is worth working on to ensure that it endures indefinitely.” Committed relational partners are willing to make sacrifices in the short-term to achieve long-term benefits (Dwyer, Schurr, and Oh 1987). The Commitment-Trust theory suggests that commitment is essential in all relational exchanges between a firm and all of its partners (Morgan and Hunt 1994).

According to the social exchange literature, commitment is a fundamental to differentiating social exchange from a purely economic exchange (Blau 1964; Thibaut and Kelley 1959). In the relationship marketing literature, mutual commitment is considered to be the basis on which relationships are built (Berry and Parasuraman 1991). Aurier and N'Goala (2010) found that commitment helps decide which partners to engage and helps establish the relationship's duration. Relationship commitment increases customer retention and committed

customers will not develop multiple relationships for the same service (Aurier and N'Goala 2010).

Two types of commitment, affective and calculative, have been identified in the literature based on the underlying motivations of a partner's willingness to stay in a relationship (Meyer and Allen 1991). Affective commitment is the desire to remain in a relationship because one has positive feelings to the partnership and partners involved (Geyskens et al. 1996). If customers are not affectively committed, the relationship will be more likely to end when difficulties arise (Venetis and Ghauri 2004).

Calculative commitment is the extent to which a partner "perceives the need to maintain a relationship given the significant anticipated termination or switching costs associated with leaving" (Geyskens et al. 1996, p. 304). It is based on negative motivations to avoid losing investments made and is distinct from affective commitment (Geyskens et al. 1996). Calculative commitment may play a stronger role in channel relationships, when the investments are more tangible, compared to service relationships (Venetis and Ghauri 2004).

Commitment is developed over time and partners may commit to a relationship for different reasons. Some of the general antecedents of commitment have been identified as: structural bonds, social bonds, trust, and satisfaction (Venetis and Ghauri 2004). Structural bonds are related to the interdependency of a relationship, these bonds are the ties created by the investments made that would be lost if the relationship ended (Turnbull and Wilson 1989; Venetis and Ghauri 2004). Structural bonds influence both types of commitment and may keep a customer in a relationship even if they are dissatisfied (Venetis and Ghauri 2004).

Social bonds are the personal relationships that are built between service provider and customer (Bendapudi and Leone 2002; Turnbull and Wilson 1998). Social bonds are important in service relationships because of the intangible nature of the relationship type (Venetis and Ghauri 2004). As previously discussed, trust is an important variable in relationship development and success and has been established as an important antecedent of commitment (Dwyer, Schurr, and Oh 1987; Ganesan 1994; Geyskens et al. 1996; Moorman, Zaltman, and Deshpandé 1992; Morgan and Hunt 1994; Venetis and Ghauri 2004). When relational partners believe that the other partner is willing and able to use their resources as needed for the relationship, the termination costs become greater than the costs to maintain the relationship. Similarly, believing that the other partner is committed to the relationship should increase the bond between the relational partners, thus influencing one partner's affective commitment to the relationship.

I hypothesize that emotion exchange will influence calculative commitment through credibility because of the emotional investments that are made during emotion exchange. As a result of the value received over the course of multiple interactions facilitated by emotion exchange, the cost to end and start a new relationship will increase. Also, because emotion exchange pulls partners closer, the frequency and size of interactions will increase, thus increasing switching costs.

*Hypothesis 2a: Credibility mediates the relationship between emotion exchange and calculative commitment.*

Emotion exchange is linked to affective commitment through the mutual support and positive feelings generated by benevolent trust. Emotion exchange helps create the sense that both parties are working toward the same goal and acting in the relationship's best interest which

strengthens the social bonds felt between partners. These bonds reinforce the desire to continue working with a partner, because of the faith in the other partner. Thus, I hypothesize that affective commitment is positively influenced by emotion exchange through the presence of benevolent trust.

*Hypothesis 2b: Benevolence mediates the relationship between emotion exchange and commitment.*

### **Information Exchange**

Information exchange is, “the exchange of timely, relevant and important information” (Voss et al. 2006, p. 614) and has been shown to play an essential role in relationships (Achrol 1991; Mohr and Nevin 1990). Also known as collaborative communication and sharing, information exchange can strengthen relationships by helping settle disagreements, align objectives, and reveal other options for creating value (Morgan and Hunt 1994).

Communication between relationship partners promotes belief that both partners will stay committed to the relationship (Anderson and Weitz 1989; Anderson and Narus 1990; Dwyer, Schurr, and Oh 1987). Several researchers have found that trust antecedes communication and is necessary for the sharing of confidential information (Achrol 1991; Anderson and Narus 1990; Perks 2000; Perks and Halliday 2003; Voss et al. 2006). When a relational partner believes in the credibility of the other partner, they will be more willing to exchange information (Johnson and Sohi 2001; Voss et al. 2006). Likewise, when a partner believes a partner is likely to act in the relationship’s best interest, they are will be more willing to share information with that partner.

Credibility trust facilitates the relationship between emotion exchange and information exchange, because it helps the partner see the value of sharing information and communicating

effectively with another partner. If a relational partner has confidence that the other partner can and will do what they promise, then they are more likely to share information. This confidence in the other partner's capabilities is enabled by the norms established during emotion exchange. Therefore, I hypothesize that emotion exchange positively influences information exchange through the credibility trust established in the relationship.

*Hypothesis 3a: Credibility mediates the relationship between emotion exchange and information exchange.*

A necessary condition for information exchange to occur is the belief that the information shared will not be used against the party sharing the information. The confidence that is created when a partner believes that the other partner is working in the relationship's best interest is important for information exchange to occur. The bonds created and the solidarity behaviors that may emerge in emotion exchange lead to this trust that it is safe to exchange information that will benefit the relationship. Thus, I hypothesize that through benevolent trust, emotion exchange will positively influence the information exchange that occurs in social exchange relationships.

*Hypothesis 3b: Benevolence mediates the relationship between emotion exchange and information exchange.*

### **Rapport, Cooperation, Expectation of Continuity**

*Rapport.* Rapport is conceptualized as the "customer's perception of having an enjoyable interaction with a service provider, characterized by a personal connection between two interactants" (Gremler and Gwinner 2000, p. 92). Enjoyable interactions focus on the encounter, while personal connection centers on the bond between provider and customer (Gremler and Gwinner 2000). Rapport between partners is created when partners have trust,

open communication, mutual self-disclosure and shared goals (Granitz, Koernig, and Harich 2008; Gremler and Gwinner 2008; Macintosh 2007). Establishing rapport with customers leads to higher levels of customer satisfaction (Macintosh 2007), increase customer loyalty (Gremler and Gwinner 2000; Price and Arnould 1999), and can reduce the negative effects of service failures (DeWitt and Brady 2003).

Rapport can be established through four types of behaviors: attentive behavior, imitative behavior, courteous behavior, and common ground behavior (Gremler and Gwinner 2008). Attentive behaviors occur during an interaction and include eye contact, physical proximity, and nonverbal responses (Bernieri et al. 1996). Imitative behaviors are activities that involve matching the behaviors of the other person (Hunt and Price 2002; Thompson 1998). Courteousness is engaging in simple behaviors that improve the experience for the other person (Gremler and Gwinner 2008). Examples of this type of behavior would be showing concern, remembering a name, or thanking a customer for their business (Hunt and Price 2002). Finally, common grounding behavior occurs when one individual attempts to find a mutual interest or some type of similarity with another (Goleman 1998). Finding common ground to build rapport from is a common strategy salespeople use with customers (Weitz, Castleberry, and Tanner 2007).

Prior to this research, rapport has been largely considered to be an antecedent to trust. The relationship between trust and rapport has been tested with mixed results. Some researchers have found that a strong connection between employees and customers led to increased trust (Doney and Cannon 1997; Gremler et al. 2001; Nicholson et al. 2001). However, in other studies, this relationship between trust and rapport were found only when the relationship was in the early and mature stages (Gournaris and Venetis 2002; Macintosh 2007).

I hypothesize that commitment will have a positive influence on a relational partner's feelings of rapport to the other partner. When a partner is affectively committed to a relationship, their positive feelings toward the relationship and relational partners will make them more likely to engage in attentive and courteous behaviors, because of a desire to strengthen the social bond between them and their partner. Relational partners high in calculative commitment will recognize the potential rewards and benefits associated with establishing rapport with their other partners, and thus be more likely to engage in rapport building behaviors.

*Hypothesis 4a: Affective commitment has a positive influence on rapport.*

*Hypothesis 4b: Calculative commitment has a positive influence on rapport.*

*Cooperation and Expectation of Continuity.* Cooperation is when both parties work together to accomplish shared objectives (Anderson and Narus 1990). Both commitment and trust have been found to positive direct effects on cooperation, as committed partners trust that working together will produce better results than independently (Anderson and Narus 1990; Morgan and Hunt 1994). Cooperation is considered to be a dyadic outcome of exchange relationships as it depicts the amount of coordinated and complementary behaviors to reach shared goals above what each party could attain independently (Palmatier et al. 2006).

Expectation of continuity is conceptualized as a customer's desire to continue the relationship and has been identified as purchase intention, likelihood to leave, and relationship continuity (Crosby, Evans, and Cowles 1990; Doney and Cannon, 1997; Palmatier et al. 2006). While not a measure of loyalty, customers may stay with a provider due to a lack of alternatives, expectation of continuity does capture the likelihood of future purchases (Palmatier et al. 2006). Low expectations of future interaction would indicate that a customer is unhappy with the



relationship and would likely be seeking alternatives elsewhere (Crosby, Evans, and Cowles 1990). Understanding the customer's levels of calculative and affective commitment, will help identify the reasons for future intentions.

The positive relationships between commitment and cooperation and the expectation of continuity have been previously established in the social exchange and marketing relationships literatures (Palmatier et al. 2006). Since these are well-established relationships, formally hypothesizing relationships between commitment and these outcomes do not have new contribution. I am measuring these outcomes to show the impact of adding emotion exchange to the social exchange framework.

## **METHOD**

### **Sample**

To test the hypotheses outlined above, I conducted an online survey with salespeople and their managers from a large construction company. The survey instructed the salespeople to answer considering their relationship with their sales manager. The sales managers took a similar survey thinking about the relationships they have with their sales employees. Emails were sent out to 24 sales managers and 140 sales people. The response rate for the sales managers was 91% and for the salesperson was 67%. For the analysis, I grouped the sales employee data by manager. I removed any data that did not have a sales manager or sales employee in the group for a final sample of 20 usable groups.

Threats to validity, such as non-response bias, common method variance, and socially desirable response bias, were addressed by the procedure and analysis of the survey. All responses were collected within 72 hours of the email invitation being launched and so there

were no email reminders sent. Non-response bias was assessed by comparing early and late respondents on all measures, as well as comparing known characteristics (e.g. geography, tenure, revenue, etc.) for both the salesperson and manager populations (Armstrong and Overton 1977). Respondents were informed that their individual responses will be kept confidential and only aggregate information will be reported (Podsakoff et al. 2003). By conducting the surveys online, the risk of social desirability response bias was reduced due to self-administration of the questionnaire (Holbrook and Krosnick 2010). The email survey invitation can be found in Appendix E.

## **Measures**

Emotion exchange was measured using the scale I developed in Essay 1. Credibility and benevolence (Roberts, Varki, and Brodie 2003), calculative and affective commitment (Bansal, Irving, and Taylor 2004), information exchange (Menon and Varadarajan 1992; Voss et al. 2006), cooperation (Heide and Miner 1992), rapport (Gremmler and Gwinner 2000), and expectation of relationship continuity (Crosby, Evans, and Cowles 1990) were measured using scales published in the literature.

## **RESULTS**

### **Psychometrics**

To evaluate unidimensionality (Gerbing and Anderson 1988), confirmatory factor analysis (CFA) was conducted on all of the scales used in the survey using SAS CALIS Procedure. I ran separate CFAs for the independent and dependent variables for better accuracy. In both models, most of the standardized factor loadings had significant *t*-values and Cronbach's  $\alpha$  for all measures surpassed recommended thresholds providing evidence of construct reliability

(Bagozzi and Yi 2012). Additionally, the average variance extracted for each construct was higher than 0.50 supporting construct reliability (Fornell and Larcker 1981). Additionally, I compared AVE to the squared correlation between the constructs, and in all cases AVE exceeded the squared correlation providing support for discriminant validity (Fornell and Larcker 1981). Although the *t*-value for item 2 in the calculative commitment measure was not significant and item 3 had a loading greater than 1.0, I included it in the analysis to remain consistent with prior research (Bansal, Irving, and Taylor 2004; Hansen, Sandvik, and Selnes 2003). I show the scale items, standardized loadings, and AVE in Table 3.1. In Table 3.2, I present the correlation matrix and descriptive statistics for the employee data.

For the one factor independent variables model,  $\chi^2 = 448.48$  (degrees of freedom [d.f] = 279,  $p < 0.01$ ); standardized root mean square residual (SRMR) = 0.07; goodness-of-fit index (GFI) = 0.72; normed fit index (NFI) = 0.79; nonnormed fit index (NNFI) = 0.89; and comparative fit index (CFI) = 0.91. Since the fit indices were above 0.70 (Bagozzi and Yi 2012), I continued my analysis. Similarly, the one factor dependent variables model fit indices were also above the recommended threshold,  $\chi^2 = 144.17$  (degrees of freedom [d.f] = 85,  $p < 0.01$ ); standardized root mean square residual (SRMR) = 0.03; goodness-of-fit index (GFI) = 0.83; normed fit index (NFI) = 0.91; nonnormed fit index (NNFI) = 0.96; and comparative fit index (CFI) = 0.97.

## Results

Because relationships variables, such as trust and commitment, can have a loop of causality (trust begets commitment which begets more trust, etc.) I used 3-stage least square (3SLS) to estimate the hypothesized relationships to avoid potential problems due to endogeneity (Ailawadi and Harlam 2004). To reduce potential multicollinearity, I mean-centered the independent and mediating variables for both the salesperson and manager data (Aiken and West 1991).

As I indicate in Table 3.3, H1a which hypothesizes that EEX will have a positive relationship with credibility is supported ( $\beta = .28, p < .05$ ). Similarly, as predicted, EEX also has a positive relationship with benevolence ( $\beta = .27, p < .01$ ), supporting H1b. While credibility did significantly mediate the relationship with calculative commitment ( $\beta = -.48, p < .01$ ), the relationship was negative, thus not supporting H2a. However, as predicted, benevolence did positively mediate affective commitment ( $\beta = .75, p < .01$ ), supporting H2b. Additionally, while benevolence trust led to information exchange supporting H3b ( $\beta = .54, p < .01$ ), credibility trust did not ( $\beta = -.01, n.s.$ ). Therefore, H3a was not supported. Calculative commitment did not have a significant relationship with rapport ( $\beta = -.40, n.s.$ ), not supporting H4a. Furthermore, I found that affective comment was not significantly related to rapport ( $\beta = -.36, n.s.$ ), providing no support for H4a.

Although not hypothesized, I found that EEX significantly related to information exchange ( $\beta = .27, p < .05$ ). Additionally, I found that information exchange significantly related to rapport ( $\beta = 1.30, p < .05$ ). In Figure 3.2, I illustrate these relationships.

Because the sample size of the managers was too small, I did not fit the overall model. I have displayed the means, standard deviations, and the correlations for the manager data in Table 3.4. Unexpectedly, calculative commitment was not significantly correlated with any of the study's other variables, however, this may be due to the wide variance and small sample size. Additionally, the small sample size and non-dyadic data collection meant that I was not able to test emotion exchange as a dyadic construct as originally planned.

To determine the effects the sales manager responses potentially had on the salespersons' emotion exchange; I tested all of the relationships in the sales employee model with the manager's emotion exchange. I found no influence on any of the sales employee relationships. I then ran three linear mixed models in SPSS to determine the potential interaction of the manager and found that the manager's calculative commitment moderated the employee's credibility, benevolence, and calculative commitment. Even though there were issues with calculative commitment measure, when the sales manager was high in calculative commitment the relationship between the salesperson's emotion exchange and both dimensions of trust became negative. Additionally, when the sales manager had high calculative commitment, the relationship between the salesperson's credibility trust and calculative commitment also was negative. Low managerial calculative commitment had the reverse effect as employee emotion exchange increase. These interactions are illustrated in Figures 3.3, 3.4, and 3.5.

## **DISCUSSION**

As predicted, one key finding in this study is that emotion exchange antecedes trust and information exchange between salespeople and their sales managers. By engaging in emotion exchange, salespeople are able to develop emotional bonds which pull them closer to their

manager, facilitating future interactions and increasing trust. Additionally, the presence of emotional exchange may allow for sensitive information to be shared without it being used against the salesperson. If the salesperson can exchange emotion without fear, then it may make them more comfortable sharing other types of information with their manager. Unexpectedly credibility trust positively related to calculative commitment. However, benevolence trust was positively related to affective commitment as expected. Ultimately, information exchange positively influenced the salesperson's perception of rapport with his or her sales manager. Identifying emotion exchange as a predictor of trust and information exchange provides more insight into the understanding of how relationships are built and maintained.

Calculative commitment did not have the expected relationship with the outcome variables. It is unclear if this result was due to the measure itself or because of something else. One possible reason for the lack of relationship between calculative commitment with cooperation and rapport is because these outcome variables could be considered more affective in nature. High levels of cooperation depend on having a high number of shared goals and working together to reach those goals (Palmatier et al. 2006). Similarly, rapport is built from trust that is shaped around shared goals and enjoyable interactions (Granitz, Koernig, and Harich 2008; Gremler and Gwinner 2000; Gremler and Gwinner 2008; Macintosh 2007). Having high levels shared goals suggests that a relational partner is invested in the relationship for reasons beyond the cost-benefit reasons of calculative commitment. There has to be a belief that your partner is working toward the same goal and is committed to that goal which is built through benevolence trust.

This study did not just consider the sales employee's perception of the relationship with his or her sales manager; I also had data from the sales managers and could investigate their

impact on the variables in the model. Interestingly, high levels of calculative commitment for the manager negatively impacted the salesperson's credibility trust, benevolence trusts, and calculative commitment. This finding is interesting because even calculative commitment is generally considered to be a positive thing for relationships. However social exchange research generally does not look at the impact of one partner's relational constructs on the other's and while one's calculative commitment to a relationship may have positive implications for that partner's relational behavior, it also can have negative implications for the other partner.

These results suggest that the manager's perception of the relationship has a negative impact on what the salesperson believes about the relationship. Being high in calculative commitment is a relative problem, the range of the manager's calculative commitment was 1 to 7, with the mean= 2.90 and standard deviation = 1.50. When sales managers reported above average calculative commitment the salesperson's trust and commitment seems to begin breaking down. The loss of credibility trust and benevolence trust due to the manager's calculative commitment has significant implications for relational outcomes, such as rapport, as this study found. Additionally, while I did not find significant results regarding intent to leave or with cooperation, other research supports that the relationships examined in this model exist and less trust and commitment will damage the long-term relationship.

## **IMPLICATIONS**

My findings from this study have several theoretical implications. First I identify emotion exchange as an antecedent to credibility trust, benevolence trust, and information exchange providing more insight into how trust is built in a relationship. Second, I find support for rapport as a relational outcome. Adding emotion exchange and rapport to the social exchange

framework, expands understanding of relationships. Finally, by looking at both sales employees and sales managers, I find that while calculative commitment may lead to positive relational outcomes for one side of a relationship, it can also be detrimental to the other side at the same time, challenging general ideas about how strong relationships are created and maintained.

Additionally, there are many managerial implications that can be derived from the results of this study. Even in industries where emotional expressions or feelings are not commonly discussed, like construction, emotion exchange has an impact on the success of the relationships within the organization. Strengthening rapport between sales employee and manager may increase employee satisfaction and loyalty (Macintosh 2007; Gremler and Gwinner 2000; Price and Arnould 1999). Relationships with higher levels of emotion exchange are going to be more likely to have higher levels of cooperation and rapport which will benefit the organization with less turnover and more productive sales people. Managers should be encouraged to create environments that facilitate or encourage emotion exchange. These environments do not have to be kumbaya sessions where everyone talks about how they are feeling; it might be as simple as expressing excitement about a new project, annoyance about an obstacle, or joy about an accomplishment. Finally, upper management should be concerned about the sales manager's level of calculative commitment with their salespeople and should take step to diagnose and deal with potential problems. These problems may be with the manager not feeling like he or she has the hiring or firing authority to manage their teams or potential problems with specific sales people. Perhaps increasing or high levels of calculative commitment are an indicator of ineffective salespeople that the sales manager feels stuck with.

## **LIMITATIONS AND FUTURE RESEARCH**



This study has several limitations. First, the initial plan was to conduct this study between salespeople and their clients. The scales I chose and hypotheses discussion was based on that data collection plan. However, due to data availability, the data collection was switched to intra-firm relationships. Additionally, an older version of emotion exchange scale was used. This change in sample population and not having intra-firm oriented measures may have impacted the results.

Second, the sample size of the managers was small potentially interfering with the results using the manager data. Additionally, the managers only took the survey once rather than evaluating their relationship with each employee on their team. Because of this survey procedure, the data was analyzed in teams rather than individual dyads potentially influencing the results. Future research should be conducted with actual dyads and a larger sample size to confirm the results discussed above.

Another limitation is the reliability issues regarding the calculative commitment measure. It is possible that the some of the results found in this study was due to the faulty measure. Additional research on creating a more reliable measure for calculative commitment should be examined. More research should also be conducted to confirm the results around calculative commitment found in this study.

Future research should look at how emotion exchange-friendly environments are created and what factors may inhibit emotion exchange from occurring. Another future direction may be evaluating emotion exchange longitudinally to understand how emotion exchange changes over time and what impact it has at different stages in the relationship life cycle. Subsequent studies might focus on the outcomes of emotion exchange for customer relationships and what, if

any, differences exist in how emotions are exchanged in different types of relationships. Finally, this research can be extended by exploring the dark side of emotion exchange. Are there situations where emotion exchange is detrimental to the relationship?

TABLES  
Table 3.1a

Sales Employee Scale Items and Statistics: Independent Variables		
	<i>Standardized Loading</i>	<i>AVE</i>
<i>Emotion Exchange</i>		
		0.96
My manager and I send and receive feelings (e.g. smile, raise voices) during an interaction	0.77	
The exchange of emotions plays a role in building the relationship between my manager and me.	0.89	
My relationship with my manager involves sending and receiving emotions (e.g. excitement, frustration)	0.94	
The feelings (e.g. gladness, irritation) shared between my manager and me are a means of communication	0.90	
I communicate and receive emotions (e.g. good spirits, tenseness) with my manager	0.90	
Sharing emotions (e.g. amusement, frustration) are part of our give and take	0.83	
Emotion exchange is an important part of building a relationship with my manager	0.83	
The feelings (e.g. excitement, concern) shared between my manager and I guide how we communicate.	0.84	
<i>Credibility</i>		
		0.94
My sales manager is honest about problems	0.66	
My sales manager has high integrity	0.92	
My sales manager is concerned about my welfare	0.86	
<i>Benevolence</i>		
		0.94
When I confide my problems to my sales manager, I know he/she will respond with understanding	0.81	
I can count on my sales manager considering how their actions will affect me	0.84	
<i>Calculative Commitment</i>		
		0.78
I feel that I have too few options to consider leaving my sales manager	0.33	
I feel somewhat locked into working with my sales manager	0.14	
I feel like I interact with this manager because I have to	1.23	
<i>Affective Commitment</i>		
		0.94
I feel attached to my manager	0.78	
I feel like my sales manager is "part of the family"	0.90	
I feel a strong sense of "belonging" to this manager	0.80	

Table 3.1a Continued

Sales Employee Survey Scale Items and Statistics: Independent Variables		
	<i>Standardized Loading</i>	<i>AVE</i>
<i>Information Exchange</i>		0.97
Accuracy of information	0.87	
Amount of information	0.87	
Reliability of information	0.90	
Consistency of information	0.93	
Timeliness of information	0.83	
Importance of information	0.92	
Relevance of information	0.81	

Note: Model Fit:  $\chi^2 = 511.73$ , d.f. = 279,  $p < .0001$ ; GFI = .72; CFI = .89; NNFI = .88

Table 3.1b

Sales Employee Survey Scale Items and Statistics: Dependent Variables		
	<i>Standardized Loading</i>	<i>Cronbach Alpha</i>
<i>Rapport</i>		0.97
In thinking about my relationship with my manager, I enjoying interacting with him/her	0.92	
My manager creates a feeling of enthusiasm in our relationship	0.95	
My manager relates well to me	0.94	
I have an agreeable relationship with my program coordinator/advisor	0.80	
My manager has a good sense of humor	0.91	
I am comfortable interacting with my manager	0.82	
I feel like there is a partnership between my manager and me	0.88	
I look forward to seeing my sales manager	0.91	
I strongly care about my manager	0.84	
My sales manager has taken a personal interest in me	0.88	
I have a close relationship with my manager	0.88	
<i>Leave Relationship</i>		0.99
within the next six months?	0.99	
<i>Cooperation</i>		0.92
Setting performance goals	0.86	
Setting improvement goals for personal effectiveness	0.96	
On-going training and development needs	0.86	

Note: Model Fit:  $\chi^2 = 144.17$ , d.f. = 85,  $p < .0001$ ; GFI = .83; CFI = .96; NNFI = .95

Table 3.2

Correlation Matrix and Descriptive Statistics – Sales Employee											
Variable	Mean	Standard Deviation	Correlations								
			1	2	3	4	5	6	7	8	9
Emotion Exchange	5.53	1.09	0.96								
Credibility	6.14	0.87	0.29	0.85							
Benevolence	5.78	1.14	0.29	0.76	0.81						
Information Exchange	5.53	1.17	0.45	0.49	0.61	0.96					
Calculative Commitment	3.44	1.15	- 0.12	- 0.46	- 0.37	- 0.28	0.55				
Affective Commitment	5.19	1.30	0.28	0.66	0.77	0.45	- 0.30	0.89			
Leave Relationship	2.39	1.53	- 0.15	- 0.08	- 0.03	- 0.16	- 0.04	0.01	NA		
Rapport	5.89	1.13	0.52	0.55	0.65	0.72	- 0.24	0.47	- 0.13	0.97	
Cooperation	5.54	1.15	0.32	0.52	0.60	0.77	- 0.20	0.40	- 0.10	0.64	0.92

$p < .05$  if the correlation is greater than .20 or less than -.20

$p < .01$  if the correlation is greater than .25 or less than -.25

Table 3.3

## Sales Employee Three-Stage Least Squares Estimation

<i>Variables</i>	<i>Dependent Variable</i>	<i>Standardized Coefficient</i>	<i>Standard Error</i>	<i>t Value</i>
Calculative Commitment	Leave Relationship	0.31	0.93	0.40
Information Exchange	Leave Relationship	- 0.18	0.68	- 0.32
Affective Commitment	Leave Relationship	0.29	0.78	0.41
Calculative Commitment	Rapport	- 0.40	0.70	- 0.57
Information Exchange	Rapport	1.30	0.53	2.53**
Affective Commitment	Rapport	- 0.36	0.59	- 0.55
Calculative Commitment	Cooperation	- 0.09	0.45	- 0.20
Information Exchange	Cooperation	0.50	0.35	1.49
Affective Commitment	Cooperation	- 0.09	0.45	- 0.20
Credibility Trust	Information Exchange	- 0.01	0.17	- 0.05
Credibility Trust	Calculative Commitment	- 0.48	0.19	- 3.25***
Benevolence Trust	Information Exchange	0.54	0.13	4.11***
Benevolence Trust	Affective Commitment	0.75	0.19	4.23***
Information Exchange	Calculative Commitment	0.08	0.22	0.35
Information Exchange	Affective Commitment	0.08	0.31	0.77
Emotion Exchange	Credibility Trust	0.28	0.09	2.52**
Emotion Exchange	Information Exchange	0.27	0.1	3.03**
Emotion Exchange	Benevolence Trust	0.27	0.12	2.50**

\**p*-value < .1\*\**p*-value <.05\*\*\**p*-value <.01

Table 3.4

Correlation Matrix and Descriptive Statistics - Manager Data											
Variable	Mean	Standard Deviation	Correlations								
			1	2	3	4	5	6	7	8	9
Emotion Exchange	5.90	0.77	0.93								
Credibility	6.28	0.45	0.03	0.49							
Benevolence	5.48	0.88	0.34	0.35	0.73						
Information Exchange	5.46	0.75	0.15	0.55	0.57	0.90					
Calculative Commitment	2.90	1.50	0.23	- 0.26	- 0.08	- 0.02	0.81				
Affective Commitment	5.71	0.80	0.40	0.24	0.56	0.37	- 0.24	0.50			
Leave Relationship	2.10	1.29	0.21	- 0.24	- 0.18	- 0.13	0.26	- 0.34	NA		
Rapport	6.12	0.64	0.01	0.41	0.66	0.59	- 0.30	0.73	- 0.22	0.93	
Cooperation	5.23	1.15	- 0.15	0.20	0.39	0.42	- 0.24	0.13	0.03	0.44	0.90

$p < .05$  if the correlation is greater than .35 or less than -.35

$p < .01$  if the correlation is greater than .45 or less than -.45



# FIGURES

Figure 3.1  
Conceptual Model of Relational Exchange

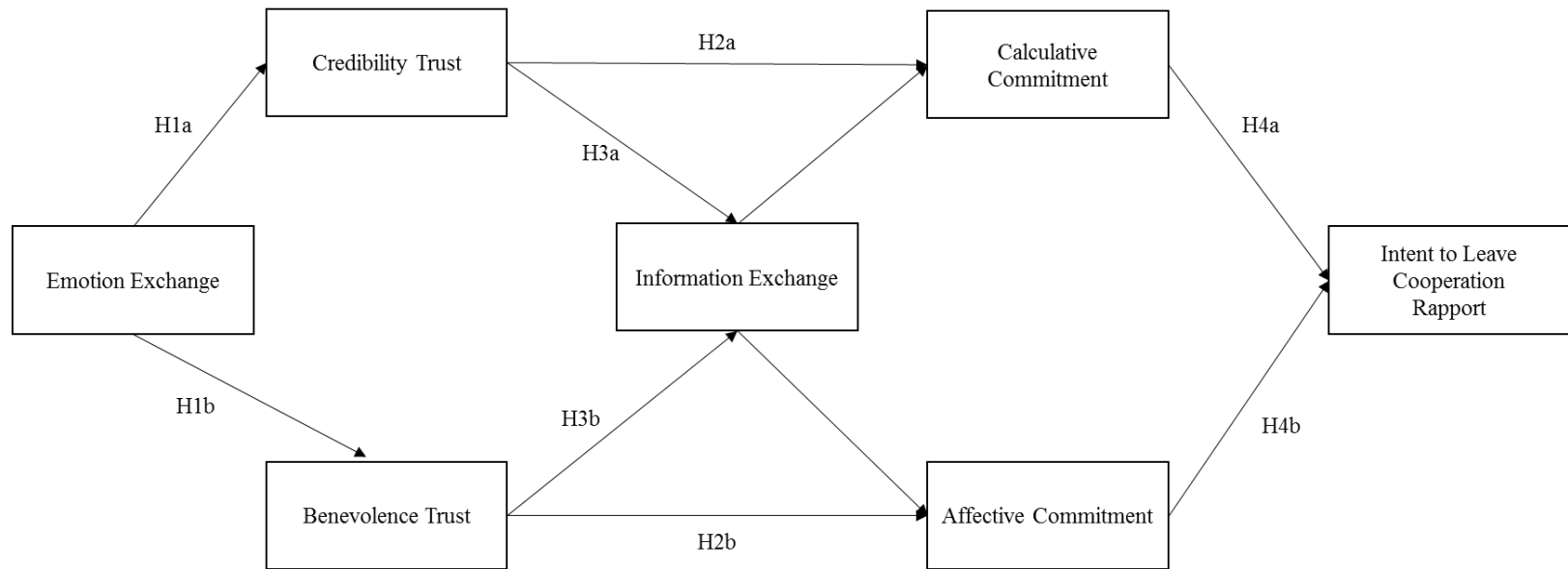
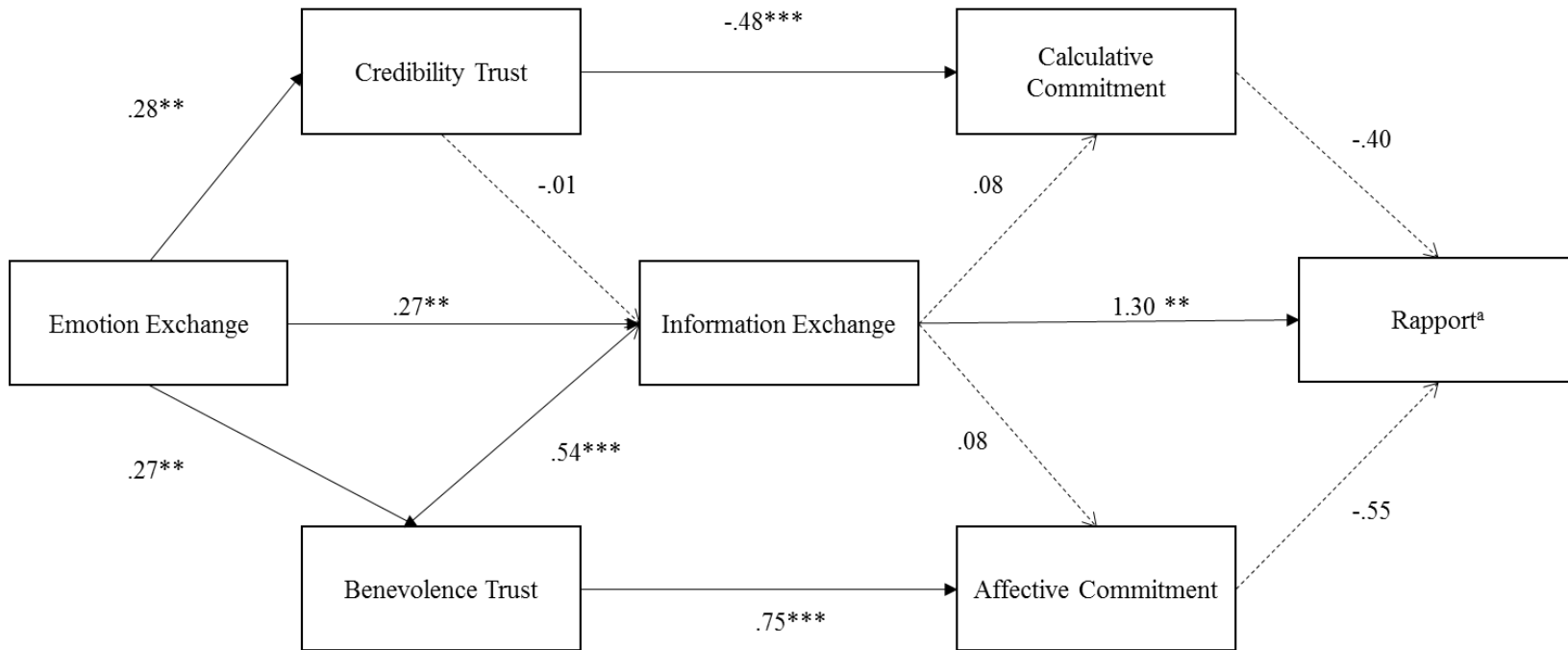


Figure 3.2  
Sales Employee Model



<sup>a</sup>There were no significant relationships with Cooperation or Intent to Leave

Note: Dashed line indicates a non-significant relationship

\*p-value < .1

\*\*p-value < .05

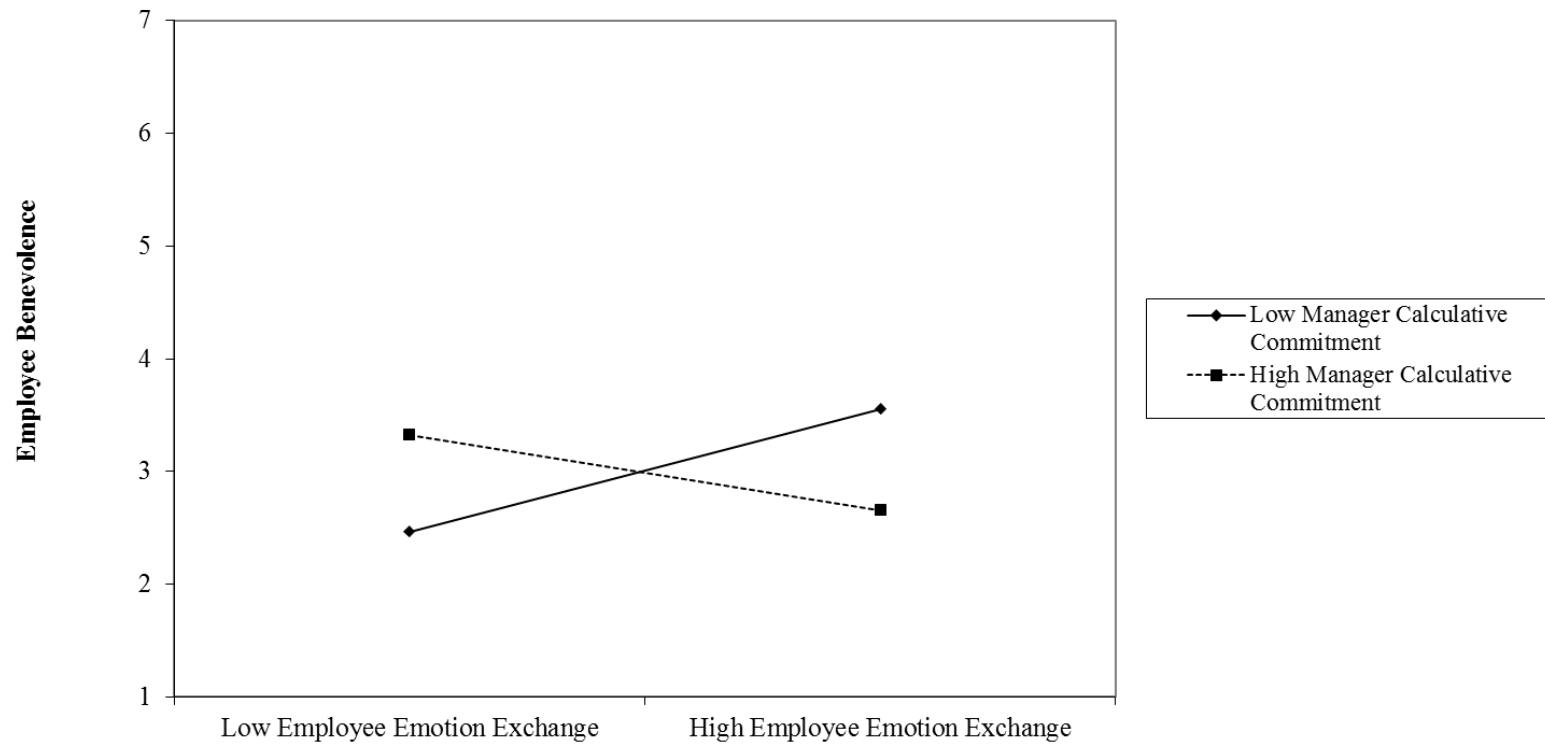
\*\*\*p-value < .01

Figure 3.3  
Interaction of Manager Calculative Commitment and Salesperson's Emotion Exchange on  
Salesperson's Credibility Trust



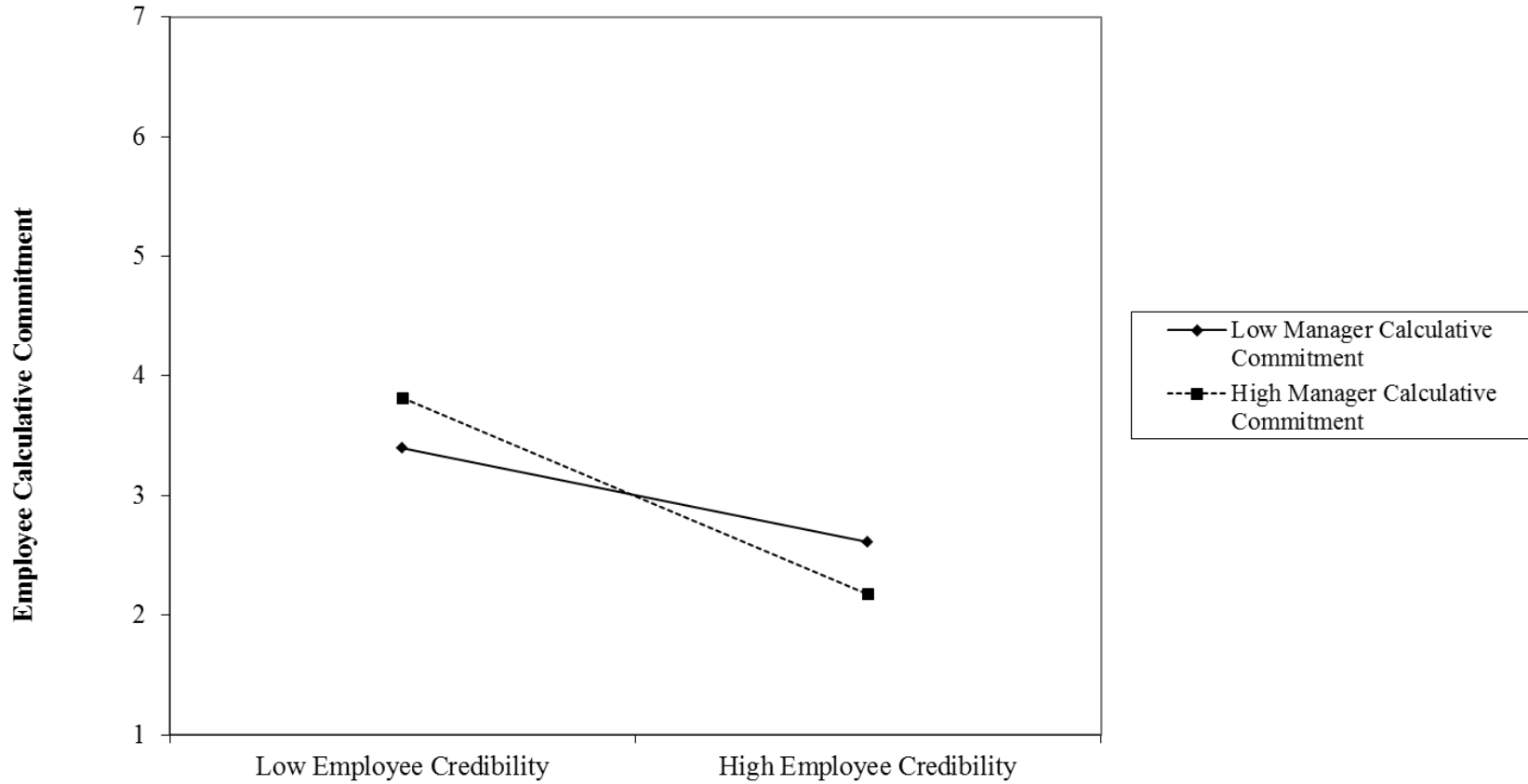
Note: High and Low Employee Emotion Exchange is plus or minus 1 standard deviation

Figure 3.4  
Interaction of Manager Calculative Commitment and Salesperson's Emotion Exchange on  
Salesperson's Benevolence Trust



Note: High and Low Employee Emotion Exchange is plus or minus 1 standard deviation

Figure 3.5  
Interaction of Manager Calculative Commitment and Salesperson's Credibility Trust on  
Salesperson's Calculative Commitment



Note: High and Low Employee Emotion Exchange is plus or minus 1 standard deviation

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### CHAPTER III

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## APPENDICES

### Appendix A

#### Study Three Scale Items and Statistics

	<i>Standardized Loading</i>	<i>CR</i>	<i>AVE</i>	<i>Cronbach Alpha</i>
<i>Emotion Exchange</i>				
My feelings are affected by how I think my hair stylist is feeling	0.83	0.72	0.68	0.96
I change my emotions based on the emotion I receive from my hair stylist	0.78			
My hair stylist will change his/her emotion based on the emotion I express	0.79			
My feelings are affected by my hair stylist	0.87			
The feelings shared between my hair stylist and me are a means of communication	0.86			
I bond with my hair stylist by sharing emotions	0.89			
The feelings shared between my hair stylist and I guide how we communicate	0.84			
I'm a better customer when I react to my hair stylist's feelings	0.78			
I pay attention to the authenticity of my hair stylist's emotions	0.78			
<i>Credibility</i>				
My hair stylist is honest about problems	0.87	0.81	0.79	0.92
My hair stylist has high integrity	0.88			
My hair stylist is trustworthy	0.91			
<i>Benevolence</i>				
My hair stylist is concerned about my welfare	0.83	0.71	0.67	0.86

When I confide my problems to my hair stylist, I know he/she will respond with understanding	0.77			
I can count on my hair stylist considering how their actions affect me	0.85			
<i>.Information Exchange</i>		0.70	0.65	0.95
Accuracy of information	0.91			
Amount of information	0.80			
Reliability of information	0.90			
Consistency of information	0.88			
Timeliness of information	0.86			
Importance of information	0.78			
Relevance of information	0.79			
<i>.Calculative Commitment</i>		0.67	0.62	0.83
I feel that I have too few options to consider leaving this hair stylist	0.78			
I feel somewhat locked into using this hair stylist	0.77			
I feel like I see this hair stylist because I have to	0.81			
<i>.Affective Commitment</i>		0.84	0.82	0.93
I feel "emotionally attached" to this hair stylist	0.92			
I feel like my hair stylist is "part of the family"	0.87			
I feel a strong sense of "belonging" to this hair stylist	0.93			

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Note: Model Fit:  $\chi^2 = 588.82$ , d.f. = 335,  $p < .0001$ ; GFI = .84; CFI = .98; NNFI = .98

## Appendix B

### Study 1 Stimuli and Manipulations

*Emotional Signal (present vs none) x Relational Norm (violation vs no violation)*

You have been partnered with Josh, another student, for a major project in one of your classes. After receiving a low grade on the first part of the project, you and Josh decide to meet with the professor, Dr. Thompson. Prior to the meeting, you and Josh decide that he will take the lead on talking to the professor.

*Emotional Signal: Present*

Josh starts the conversation with his voice steady and calmly asks the professor for the reason for the low grade. You notice that his arms are crossed as he is talking.

*Emotional Signal: Not Present*

Josh starts the conversation with his voice steady and calmly asks the professor for the reason for the low grade.

*Relational Norm: Violation*

After Dr. Thompson kindly explains the reason for the grade, Josh stands up and accidentally knocks over a stack of paper and a pen cup on the desk. He walks out of the room.

*Relational Norm: No Violation*

After Dr. Thompson kindly explains the reason for the grade, Josh stands up and accidentally knocks over a stack of paper and a pen cup on the desk. He helps pick the pens up.

## Appendix C

### Study 2 Stimuli and Manipulations

*Time 1 emotional signal (angry, happy) x Time 2 emotional signal (angry, happy)*

It is time to register for classes for the following semester. In order to know what courses you should register for you set up an appointment with your adviser.

On the day of your meeting, you walk to his office and knock on the door.

You hear your adviser shout, “Come in.” When you open the door, your adviser is sitting at his desk with the following expression.

*Time 1 Emotional Signal: Angry Condition*



As you sit down, your adviser with his arms crossed, asks harshly, “What can I do for you today?”

*Time 1 Emotional Signal: Happy Condition*



As you sit down, your adviser while smiling, asks cheerfully, “What can I do for you today?”

*Time 2 Emotional Signal: Angry Condition*

You tell him that you want to discuss next semester’s classes.

Sighing and turning toward the computer, your adviser says, “Let me see what your options are for next semester.”

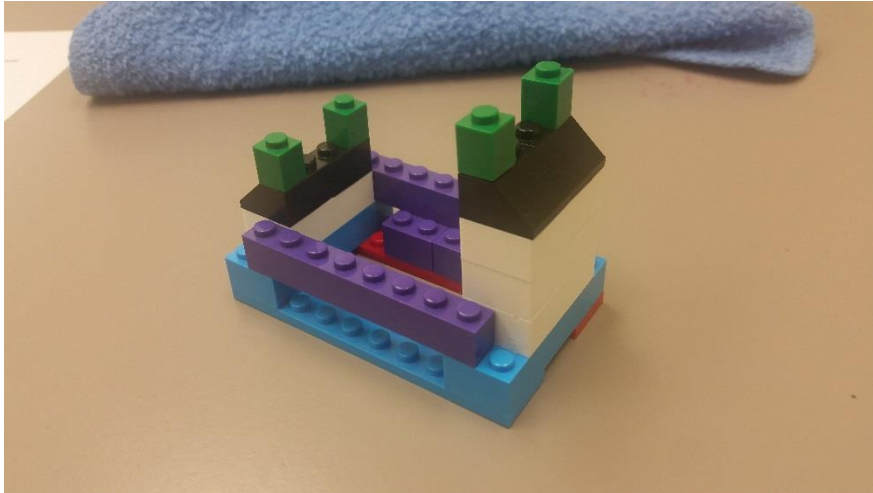
*Time 2 Emotional Signal: Happy Condition*

You tell him that you want to discuss next semester’s classes.

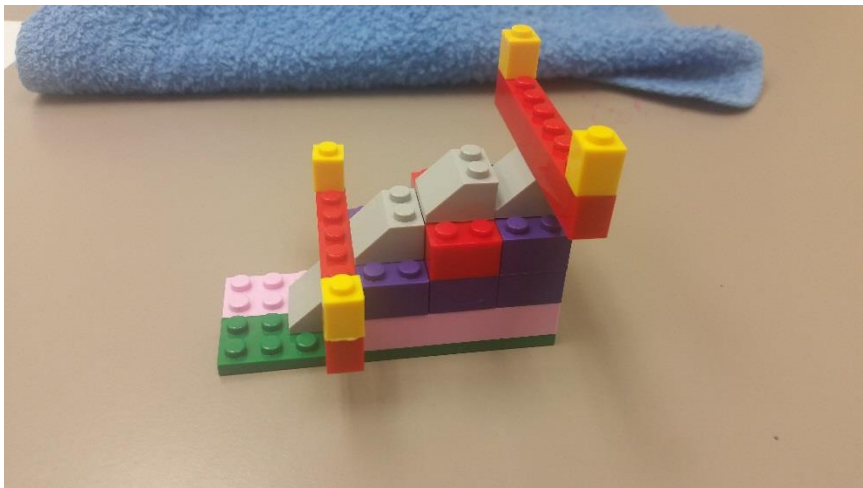
Smiling and turning toward the computer, your adviser cheerfully says, “Let me see what your options are for next semester.”

**Appendix D**  
**Study 3 Experiment Materials**  
*Lego Models*

*Cooperative Model 1*

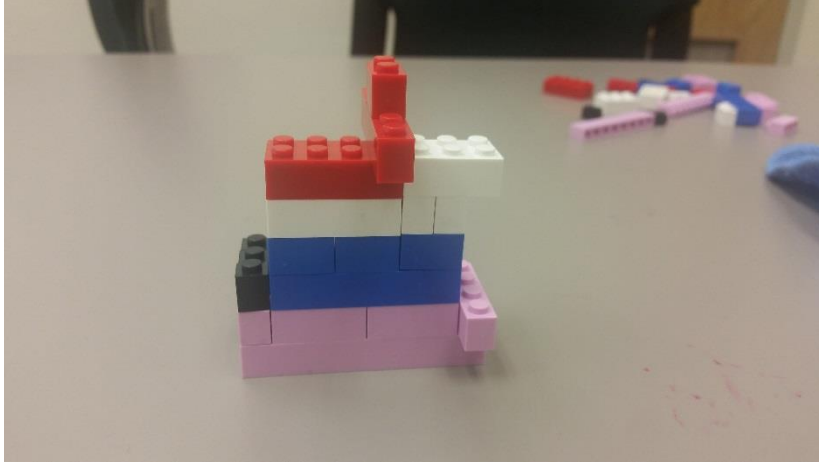


*Cooperative Model 2*

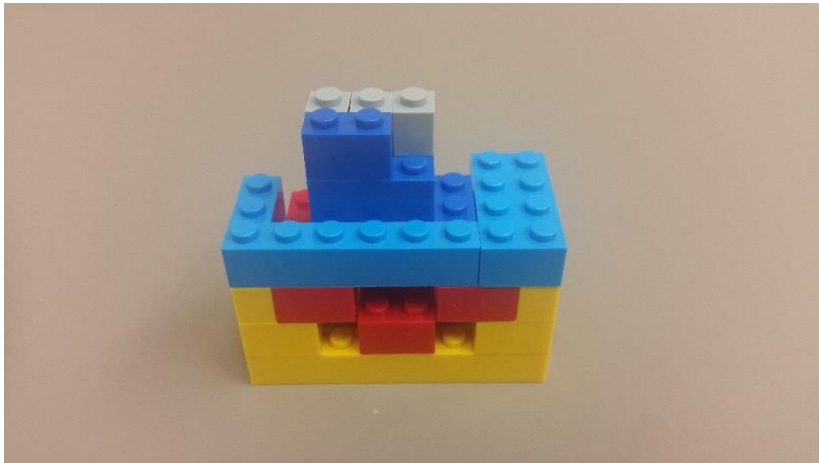




*Competitive Model 1*



*Competitive Model 2*



## **Instructions for Subjects**

### *Instructions for Cooperative Task 1:*

In this task you will be asked to recreate a block model with your partner that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model. You will be judged on accuracy and speed. If you are able to get 100% accuracy in less than 1 minute you and your partner will receive a prize.

### *Instructions for Competitive Task 1:*

In this task you will be asked to compete against your partner to recreate a block model that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model first. You will be judged on accuracy and speed. The winner will receive a prize.

### *Instructions for Cooperative Task 2 with Feeling Rule violation (confederate):*

In this task you will be asked to recreate a block model with your partner that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model. You will be judged on accuracy and speed. If you are able to get 100% accuracy in less than 1 minute you and your partner will receive a prize.

In previous sessions, other students have indicated that it is acceptable to feel competitive in this situation, but feeling annoyed is not appropriate.

During the rebuilding phase, please tell your partner the following, “I feel so annoyed.”

### *Instructions for Cooperative Task 2 with Feeling Rule violation (non-confederate):*

In this task you will be asked to recreate a block model with your partner that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model. You will be judged on accuracy and speed. If you are able to get 100% accuracy in less than 1 minute you and your partner will receive a prize.

In previous sessions, other students have indicated that it is acceptable to feel competitive in this situation, but feeling annoyed is not appropriate.

### *Instructions for Competitive Task 2 with Feeling Rule violation (confederate):*

In this task you will be asked to compete against your partner to recreate a block model that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model first. You will be judged on accuracy and speed. The winner will receive a prize.

In previous sessions, other students have indicated that it is acceptable to feel competitive in this situation, but feeling annoyed is not appropriate.

During the rebuilding phase, please tell your partner the following, “I feel so annoyed.”

*Instructions for Competitive Task 2 with Feeling Rule violation (non-confederate):*

In this task you will be asked to compete against your partner to recreate a block model that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model first. You will be judged on accuracy and speed. The winner will receive a prize.

In previous sessions, other students have indicated that it is acceptable to feel competitive in this situation, but feeling annoyed is not appropriate.

*Instructions for Cooperative Task 2 with no Feeling Rule violation:*

In this task you will be asked to recreate a block model with your partner that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model. You will be judged on accuracy and speed. If you are able to get 100% accuracy in less than 1 minute you and your partner will receive a prize.

*Instructions for Competitive Task 2 with no Feeling Rule violation:*

In this task you will be asked to compete against your partner to recreate a block model that you will have 20 seconds to view. The only rules are that you cannot touch your own blocks until the 20 seconds is up. The goal is to rebuild the same model first. You will be judged on accuracy and speed. The winner will receive a prize.

## Script for Research Administrators

Thank you for agreeing to participate in this research study. Before we begin, please take a minute to carefully read and sign the following consent form.

*[Pass out consent form and collect after signing]*

Now we are going to begin this research session by completing a short survey.

*[Hand out tablets. Make sure you enter their condition number before they begin]*

*[Start survey 1]*

Next we are going to complete a task with Legos. I am going to give you each individual instructions. Please read these carefully and silently to yourself.

*[Hand out task 1 instructions. Once subjects are finished reading the instructions, pick them up and begin task.]*

*[...after Lego task 1 is complete. Count how many blocks are in the right place and declare a winner – give appropriate prize if applicable and make a note of the time it took complete and how many blocks were correct]*

Before we continue to the next Lego task, please take a moment to complete another survey.

*[Hand out tablets. Make sure you enter their condition number before they begin]*

*[Start survey 2]*

We are now going to complete a second Lego task. I am going to give you each individual instructions. Please read these carefully and silently to yourself.

*[Hand out task 2 instructions. Once subjects are finished reading the instructions, pick them up and begin task.]*

*[...after Lego task 2 is complete. Count how many blocks are in the right place and declare a winner – give appropriate prize if applicable and make a note of the time it took complete and how many blocks were correct]*

Lastly, before you leave we have one final survey to complete.

*[Hand out tablets.]*

*For Survey 3 - if you have condition 2, 4, 6, or 8, please include an asterisk when inputting the condition number at the beginning of the survey for the participant that was told to say "I feel so annoyed "]*

Once you have finished the survey, you are free to leave. Thank you for your participation in this research project!

*[send back to behavior lab or have participants complete the debrief survey and sign out]*

## **Lego Study Procedures**

### *Order of Tasks*

1. Get Informed Consents
2. Participants take Survey 1 on tablet: Before they start, please enter the condition number assigned to the group on the first screen.
3. Lego Task 1: Participants will have 20 seconds to view a Lego model. After the 20 seconds is up, you will cover the model back up with a towel and the participants will try to recreate the model. Once they are finished, you will record the time and the number of blocks in the correct place. If applicable, you will let the winner(s) pick a prize.
4. Participants take Survey 2 on tablet: Before they start, please enter the condition number
5. Lego Task 2: Same procedure as Lego Task 1.
6. Participants take Survey 3 on tablet: Before they start, please enter the condition number.\*

### *Lego Models*

Prior to each Lego task, you will pass out instructions that explains the rules of the task. There are 2 types of Lego models: cooperative or competitive. In the cooperative tasks, participants will work together to recreate the shape. You can give them up to 3 minutes to complete the task. To win a prize, however, they must get 100% accuracy in less than 1 minute.

In the competitive tasks, participants will compete against each other to recreate the model. The winner will be the person who recreates the model the fastest and most accurate and will win a prize.

Prizes are kept in the shoeboxes and winners can select 1 prize of their choice per task.

### *Conditions:*

The combination of the Lego tasks and order are determined by the conditions randomly assigned prior to the session. There will be a spread sheet in the room that indicates which condition should be completed per session (in the condition column).

- Condition 1: Relational Norm (Coop, Coop); Feeling Rule (No)
- Condition 2: Relational Norm (Coop, Coop); Feeling Rule (Yes)
- Condition 3: Relational Norm (Comp, Comp); Feeling Rule (No)
- Condition 4: Relational Norm (Comp, Comp); Feeling Rule (Yes)
- Condition 5: Relational Norm (Coop, Comp); Feeling Rule (No)
- Condition 6: Relational Norm (Coop, Comp); Feeling Rule (Yes)
- Condition 7: Relational Norm (Comp, Coop); Feeling Rule (No)
- Condition 8: Relational Norm (Comp, Coop); Feeling Rule (Yes)

*\*Feeling Rule Violation*

Even-numbered conditions will have slightly different instructions in Lego task 2. One participant will be instructed to say “I feel so annoyed.” Look on the schedule and see which column has an asterisk next to “Lab”. If the asterisk is in the Subject 1 column then you will give the “I feel so annoyed” instruction to the person on your left, if it is in Subject 2 column then you will give the instruction to the person on your right.

For survey 3, when you enter the condition number for the subject that received the instruction to say the phrase, please include an asterisk (e.g. 2\* or 4\*) so I know who the violator was in the data.

## Study 3 Survey Instruments

### *Survey 1*

1. Please enter your participant identification code. Hint: Your two digit birth month, two digit birth day, and the last four digits of your cell phone number.
2. How much do you agree with the following statements? (7-point Likert)

I have a good sense of why I have certain feelings most of the time
I have good understanding of my own emotions
I really understand what I feel
I always know whether or not I am happy
I always know my friends' emotions from their behavior
I am a good observer of others' emotion
I am sensitive to the feelings and emotions of others
I have good understanding of the emotions of people around me
I always set goals for myself and then try my best to achieve them
I always tell myself I am a competent person
I am a self-motivated person
I would always encourage myself to try my best
I am able to control my temper and handle difficulties rationally
I am quite capable of controlling my own emotions
I can always calm down quickly when I am very angry
I have good control of my own emotions



*Survey 2*

Q1. Please enter your participant identification code. Hint: Your two digit birth month, two digit birth day, and the last four digits of your cell phone number.

Q2 (Process). Please indicate the extent to which the following occurred during the Lego task you just completed. (7 point Likert)

You communicated about how you were feeling to your partner
You expressed your feelings to your partner during the interaction
You communicated his/her emotions about the conversation to your partner
Your partner conveyed his/her feelings to you in the interaction
Your partner showed his/her emotions to you
Your partner's emotions were displayed to you during the interaction
Your partner understood how you felt in the conversation
Your partner interpreted the way you were feeling
Your partner understood the emotion you were displaying
It was clear to you how your partner felt
You knew how your partner felt during the conversation
You understood the emotion being expressed by your partner

Q3 (Relational Norms). How accurately do the statements below describe the interaction between you and your partner? (7 point Likert Scale)

Flexibility in response to requests for changes is a characteristic of this relationship.
The parties expect to be able to make adjustments in the ongoing relationship to cope with changing circumstances
When some unexpected situation arises, the parties would rather work out a new deal than hold each other to the original terms
In this relationship, it is expected that any information that might help the other party will be provided to them
Exchange of information in this relationship takes place frequently and informally, and not only according to a pre-specified agreement
It is expected that the parties will provide information if it can help the other party
It is expected that we keep each other informed about events or changes that may affect the other party
Problems that arise in the course of this relationship are treated by the parties as joint rather than individual responsibilities
The parties are committed to improvements that may benefit the relationship as a whole, and not only the individual parties
The parties in this relationship do not mind owing each other favors

Q4 (Feeling Rules). Based on your experience in the previous task, when interacting with you, how appropriate is it for your partner to: (7 point Likert Scale)

Frequently display emotions
Display intense emotions
Display their true feelings
Act out when they feel frustrated
Act out when they feel happy
Show strong emotions to their adviser
Display specific feelings when around their adviser

Q5 (EEX). Thinking about the relationship you have with your partner, please indicate the extent to which you think the following are likely to occur during an interaction. (7 point Likert Scale)

My partner and I send and receive feelings during an interaction
The exchange of emotions plays a role in building the relationship between my partner and me.
My relationship with my partner involves sending and receiving emotions
The feelings shared between my partner and me are a means of communication
I communicate and receive emotions with my partner
Sharing emotions are a part of our give and take
Emotion exchange is an important part of building a relationship with my partner.
The feelings shared between my partner and I guide how we communicate.
My feelings are affected by how I think my partner is feeling.
My partner will change his/her emotion based on the emotion I express.

*Survey 3*

Q1. Please enter your participant identification code. Hint: Your two digit birth month, two digit birth day, and the last four digits of your cell phone number.

2. Please indicate the extent to which the following occurred during the Lego task you just completed. (7 point Likert Scale)

You communicated about how you were feeling to your partner
You expressed your feelings to your partner during the interaction
You communicated his/her emotions about the conversation to your partner
Your partner conveyed his/her feelings to you in the interaction
Your partner showed his/her emotions to you
Your partner's emotions were displayed to you during the interaction
Your partner understood how you felt in the conversation
Your partner interpreted the way you were feeling
Your partner understood the emotion you were displaying
It was clear to you how your partner felt
You knew how your partner felt during the conversation
You understood the emotion being expressed by your partner

3. How accurately do the statements below describe the interaction between you and your partner? (7 point Likert Scale)

Flexibility in response to requests for changes is a characteristic of this relationship.
The parties expect to be able to make adjustments in the ongoing relationship to cope with changing circumstances
When some unexpected situation arises, the parties would rather work out a new deal than hold each other to the original terms
In this relationship, it is expected that any information that might help the other party will be provided to them
Exchange of information in this relationship takes place frequently and informally, and not only according to a pre-specified agreement
It is expected that the parties will provide information if it can help the other party
It is expected that we keep each other informed about events or changes that may affect the other party
Problems that arise in the course of this relationship are treated by the parties as joint rather than individual responsibilities
The parties are committed to improvements that may benefit the relationship as a whole, and not only the individual parties
The parties in this relationship do not mind owing each other favors

Q4 (Feeling Rules). Based on your experience in the previous task, when interacting with you, how appropriate is it for your partner to: (7 point Likert Scale)

Frequently display emotions
Display intense emotions
Display their true feelings
Act out when they feel frustrated
Act out when they feel happy
Show strong emotions to their adviser
Display specific feelings when around their adviser

Q5 (EEX). Thinking about the relationship you have with your partner, please indicate the extent to which you think the following are likely to occur during an interaction. (7 point Likert Scale)

My partner and I send and receive feelings during an interaction
The exchange of emotions plays a role in building the relationship between my partner and me.
My relationship with my partner involves sending and receiving emotions
The feelings shared between my partner and me are a means of communication
I communicate and receive emotions with my partner
Sharing emotions are a part of our give and take
Emotion exchange is an important part of building a relationship with my partner.
The feelings shared between my partner and I guide how we communicate.
My feelings are affected by how I think my partner is feeling.
My partner will change his/her emotion based on the emotion I express.

Q6 (Trust). Thinking about your relationship with your partner, please indicate how much you agree or disagree with the statements below. (7 point Likert Scale)

My partner is honest about problems
My partner has high integrity
My partner is trustworthy
My partner is concerned about my welfare
If I confide problems to my partner, I know he/she will respond with understanding
I can count on my partner considering how their actions affect me

Q7 (Commitment). Thinking about your relationship with your partner, please indicate how much you agree or disagree with the statements below. (7-point scale)

I feel that I have too few options to consider leaving this relationship
I feel somewhat locked into working with this partner
I feel like I work with this partner because I have to
I feel "emotionally attached" to my partner
I feel like my partner is "part of the family"
I feel a strong sense of "belonging" to my partner

Q8 (Rapport). Please indicate how much you agree with the following statements regarding your relationship with your partner. (7-point scale)

In thinking about my relationship with my partner, I enjoying interacting with him/her
My partner creates a feeling of "warmth" in our relationship
My partner relates well to me
I have a harmonious relationship with my partner
My partner has a good sense of humor
I am comfortable interacting with my partner

I feel like there is a "bond" between my partner and me
I look forward to seeing my partner
I strongly care about my partner
My partner has taken a personal interest in me
I have a close relationship with my partner

Q9. (Cooperation). How would you characterize your relationship with your partner regarding the following activities? (7 point Likert Scale)

Flexibility in response to requests for changes is a characteristic of this relationship
When an unexpected situation arises, we'd rather work out a new deal than hold each other to the original terms
It is expected that both parties are open to modifying their agreements if unexpected events occur
In this relationship, it is expected that any information that might help the other party will be provided
Exchange of information in this relationship takes place frequently and informally and not only according to a pre-specified agreement
It is expected that the parties will provide information if it can help the other party
It is expected that we keep each other informed about events or changes that may affect the other party
In most aspects of this relationship the parties are jointly responsible for getting things done.
Problems that arise in the course of this relationship are treated by the parties as joint rather than individual responsibilities.
The parties in this relationship do not mind owing each other favors.
The responsibility for making sure that the relationship works for both us and this supplier is shared jointly.
The parties feel it is important not to use any information to the other party's disadvantage.
A characteristic of this relationship is that neither party is expected to make demands that might be damaging to the other.
The parties expect the more powerful party to restrain the use of their power in attempting to get their way

Q10 (Willingness to partner again). Please indicate your willingness to engage in the following actions with your partner. (7 point Likert Scale)

I'd be willing to work in group with my partner again
If given the chance, I would invite my partner to be a part of one of my group projects
I'd partner with my partner on an assignment in one of my classes
I would choose to work with my partner again

Q11. What is your gender?

- Male
- Female

Q12. What is your age?

Q13. What is your ethnicity?

- White
- Black
- Hispanic
- Native American
- Asian/Pacific Islander/Indian subcontinent
- Other (Please specify) \_\_\_\_\_

Q14 (Debrief). The purpose of this study was to identify and understand the process of emotion exchange. Prior to the second Lego task, you may have been informed that other students had said that feeling annoyed during this task was not appropriate for the situation. Your partner may have expressed feelings of annoyance during the session due to instructions provided to him or her. This expression was part of the study and not necessarily representative of the student's emotions.

## Appendix E

### Essay 3 Survey Materials and Instrument

#### *Recruitment Email*

**Subject:** Quick Survey about Sales Employee – Manager Interactions

Dear [insert name],

We would like to invite you to participate in a short survey on the interactions between Ferguson sales employees and their managers. This survey is being conducted by Jeff Tanner, Dean of the Strom School of Business at Old Dominion University, and Emily Tanner, PhD candidate from the Spears School of Business at Oklahoma State University. Your feedback will be used to improve manager-employee interactions, hopefully leading to greater successes for employees.

Each sales employee and sales manager pair has been assigned a unique ID that will keep your answers anonymous and confidential. Results will be reported in averages to Ferguson and no individual answers or information will be shared.

Your unique ID is: XXX

To participate, please click on the link below.

Thank you in advance for your cooperation!



*Sales Employee Survey*

Q1. Thank you for taking the time to participate in this project.

This is a study about sales manager/salesperson relationships. In order to match the data of salespeople and sales managers for analysis purposes, your company has assigned you a number but they haven't told us who is what number. We promise (and are bound by Federal regulations) to not tell your company what any individuals said on their survey or give them the raw data - we will only give them averages.

So that we can protect your identity and allow you to answer freely and honestly, please refer to the email and enter your ID number here. \_\_\_\_\_

Q2. Thinking about the relationship you have with your sales manager, please indicate the extent to which you think the following are likely to occur during an interaction with him or her. Feelings or emotions refer to an expression or a reaction (e.g. good spirits, irritation, gladness, anger, excitement, frustration, etc.) (7 point Likert Scale)

My manager and I send and receive feelings (e.g. smile, raise voices) during an interaction
The exchange of emotions plays a role in building the relationship between my manager and me.
My relationship with my manager involves sending and receiving emotions (e.g. excitement, frustration)
The feelings (e.g. gladness, irritation) shared between my manager and me are a means of communication
I communicate and receive emotions (e.g. good spirits, tenseness) with my manager
Sharing emotions (e.g. amusement, frustration) are part of our give and take
Emotion exchange is an important part of building a relationship with my manager
The feelings (e.g. excitement, concern) shared between my manager and I guide how we communicate.

Q3. Thinking about your relationship with your sales manager, please indicate how much you agree or disagree with the statements below. (7 point Likert Scale)

I feel that I have too few options to consider leaving my sales manager
I feel somewhat locked into working with my sales manager
I feel like I interact with this manager because I have to
I feel attached to my manager
I feel like my sales manager is "part of the family"
I feel a strong sense of "belonging" to this manager
My sales manager is honest about problems
My sales manager has high integrity
My sales manager is concerned about my welfare
When I confide my problems to my sales manager, I know he/she will respond with understanding
I can count on my sales manager considering how their actions will affect me

Q4. Please indicate the extent to which the information flow between your sales manager and you meets your needs. (7 point Semantic Differential Scale)

Accuracy of information
Amount of information
Reliability of information
Consistency of information
Timeliness of information
Importance of information
Relevance of information

Q5. How long have you worked with this manager?

- Less than 1 year
- 1-2 years
- 2-3 years
- 3-4 years
- More than 4 years

Q6. Please indicate how much you agree with the following statements regarding your relationship with your sales manager. (7 point Likert Scale)

In thinking about my relationship with my manager, I enjoying interacting with him/her
My manager creates a feeling of enthusiasm in our relationship
My manager relates well to me
I have an agreeable relationship with my program coordinator/advisor
My manager has a good sense of humor
I am comfortable interacting with my manager
I feel like there is a partnership between my manager and me
I look forward to seeing my sales manager
I strongly care about my manager
My sales manager has taken a personal interest in me
I have a close relationship with my manager

Q7. What is the likelihood that you will change roles that would necessitate a manager change? (7 point Likert Scale)

within the next six months?
within the next one year?
within the next two years?

Q8. What is the likelihood that you will leave Ferguson? (7 point Likert Scale)

within the next six months?
within the next one year?
within the next two years?

Q9. Cooperation refers to situations in which both parties work together to achieve mutual goals. How would you characterize the level of cooperation between you and your manager regarding the following activities? (7 point Semantic Differential Scale)

Setting performance goals
Setting improvement goals for personal effectiveness
On-going training and development needs

Q10. How would you describe your relationship with your sales manager?

- It is a close relationship with frequent interactions
- It is a close relationship but rare interactions
- It is not a close relationship with frequent interactions
- It is not a close relationship but rare interactions

Q11. How satisfied are you with in your current position?

- Extremely dissatisfied
- Moderately dissatisfied
- Slightly dissatisfied
- Neither satisfied nor dissatisfied
- Slightly satisfied
- Moderately satisfied
- Extremely satisfied

Q12. What percentage of sales budget did you achieve in 2015?

Q13. How long have you been in your current position? (in years)

*Sales Manager Study*

Q1. Thank you for taking the time to participate in this project.

This is a study about sales manager/salesperson relationships. In order to match the data of salespeople and sales managers for analysis purposes, your company has assigned you a number but they haven't told us who is what number. We promise (and are bound by Federal regulations) to not tell your company what any individuals said on their survey or give them the raw data - we will only give them averages.

So that we can protect your identity and allow you to answer freely and honestly, please refer to the email and enter your ID number [here](#)\_\_\_\_\_

Q2. Thinking about the relationship you have with your salesperson, please indicate the extent to which you think the following are likely to occur during an interaction with him or her. Feelings or emotions refer to an expression or a reaction (e.g. good spirits, irritation, gladness, anger, excitement, frustration, etc.) (7 point Likert Scale)

My salesperson and I send and receive feelings (e.g. smile, raise voices) during an interaction
The exchange of emotions plays a role in building the relationship between my salesperson and me.
My relationship with my salesperson involves sending and receiving emotions (e.g. excitement, frustration)
The feelings (e.g. gladness, irritation) shared between my salesperson and me are a means of communication
I communicate and receive emotions (e.g. good spirits, tenseness) with my salesperson
Sharing emotions (e.g. amusement, frustration) are part of our give and take
Emotion exchange is an important part of building a relationship with my salesperson
The feelings (e.g. excitement, concern) shared between my salesperson and I guide how we communicate.

Q3. How long have you worked with this salesperson?

- Less than 1 year
- 1-2 years
- 2-3 years
- 3-4 years
- More than 4 years

Q4. Thinking about your relationship with your salesperson, please indicate how much you agree or disagree with the statements below. (7 point Likert Scale)

I feel that I have too few options to consider not working with this salesperson
I feel somewhat locked into working with this salesperson
I feel like I interact with this salesperson because I have to (3)
I feel attached to this salesperson
I feel like this salesperson is "part of the family"
I feel a strong sense of "belonging" to this salesperson
This salesperson is honest about problems
This salesperson has high integrity
This salesperson is trustworthy
This salesperson is concerned about my welfare
When I confide my problems to this salesperson, I know he/she will respond with understanding
I can count on this salesperson considering how their actions affect me

Q5. Please indicate the extent to which the information flow between this salesperson and you meets your needs. (7 point Semantic Differential Scale)

Accuracy of information
Amount of information
Reliability of information
Consistency of information
Timeliness of information
Importance of information
Relevance of information

Q4. Please indicate how much you agree with the following statements regarding your relationship with your salesperson. (7 point Likert Scale)

In thinking about my relationship with my salesperson, I enjoying interacting with him/her
My salesperson creates a feeling of enthusiasm in our relationship
My salesperson relates well to me
I have an agreeable relationship with my salesperson
My salesperson has a good sense of humor
I am comfortable interacting with my salesperson
I feel like there is a partnership between my salesperson and me
I look forward to seeing my salesperson
I strongly care about my salesperson
My salesperson has taken a personal interest in me
I have a close relationship with my salesperson

Q5. What is the likelihood that you will change roles that would necessitate a manager change for your salesperson? (7-point Semantic Differential Scale)

within the next six months?
within the next one year?
within the next two years?

Q6. What is the likelihood that you will leave Ferguson? (7-point Semantic Differential Scale)

within the next six months?
within the next one year?
within the next two years?

Q7. Cooperation refers to situations in which both parties work together to achieve mutual goals. How would you characterize the level of cooperation between you and your salesperson regarding the following activities? (7-point Semantic Differential Scale)

Setting performance goals
Setting improvement goals for personal effectiveness
On-going training and development needs

Q8. How would you describe your relationship with your salesperson?

- It is a close relationship with frequent interactions
- It is a close relationship but rare interactions
- It is not a close relationship with frequent interactions
- It is not a close relationship but rare interactions

Q9. How satisfied are you with in your current position?

- Extremely dissatisfied
- Moderately dissatisfied
- Slightly dissatisfied
- Neither satisfied nor dissatisfied
- Slightly satisfied
- Moderately satisfied
- Extremely satisfied

Q10. What percentage of sales budget did you achieve in 2015?

Q11. How long have you been in your current position? (in years)



## Appendix F

### Oklahoma State University Institutional Review Board

Date: Thursday, October 09, 2014  
IRB Application No BU1462  
Proposal Title: Emotion Exchange Study

Reviewed and Exempt  
Processed as:

**Status Recommended by Reviewer(s): Approved Protocol Expires: 10/8/2017**

Principal  
Investigator(s):

Emily Tanner	Kevin E. Voss
218 Hanner Hall	211 Business
Stillwater, OK 74078	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

  
Hugh Crethar, Chair  
Institutional Review Board

Oklahoma State University Institutional Review Board

Date: Monday, November 24, 2014  
IRB Application No BU1470  
Proposal Title: Emotion Exchange Study\_Judging Task

Reviewed and Exempt  
Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 11/23/2017

Principal Investigator(s):

Emily Tanner Kevin E. Voss  
218 Hanner Hall 211 Business  
Stillwater, OK 74078 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

- 1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
- 2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
- 3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
- 4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

  
Hugh Crethar, Chair  
Institutional Review Board

Oklahoma State University Institutional Review Board

Date: Monday, November 24, 2014
IRB Application No BU1473
Proposal Title: Emotion Exchange Study - Scale Development - mTurk1

Reviewed and Exempt
Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 11/23/2017

Principal Investigator(s):
Emily Tanner Kevin E. Voss
218 Hanner Hall 211 Business
Stillwater, OK 74078 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

- 1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,
Hugh Crethar, Chair
Institutional Review Board

## Oklahoma State University Institutional Review Board

Date: Tuesday, November 25, 2014  
IRB Application No BU1476  
Proposal Title: Emotion Exchange Study - Nomological Validity

Reviewed and Exempt  
Processed as:

**Status Recommended by Reviewer(s): Approved Protocol Expires: 11/24/2017**

Principal  
Investigator(s):

Emily Tanner	Kevin E. Voss
218 Hanner Hall	211 Business
Stillwater, OK 74078	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Hugh Crethar, Chair  
Institutional Review Board

## Oklahoma State University Institutional Review Board

Date: Tuesday, January 20, 2015 Protocol Expires: 11/24/2017  
IRB Application No: BU1476  
Proposal Title: Emotion Exchange Study - Nomological Validity

Reviewed and Processed as: Exempt  
**Modification**

Status Recommended by Reviewer(s) **Approved**

Principal Investigator(s):

Emily Tanner  
218 Hanner Hall  
Stillwater, OK 74078

Kevin E. Voss  
211 Business  
Stillwater, OK 74078

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The requested modification to this IRB protocol has been approved. Please note that the original expiration date of the protocol has not changed. The IRB office **MUST** be notified in writing when a project is complete. All approved projects are subject to monitoring by the IRB.

- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

The reviewer(s) had these comments:

Modification to recruit via the Marketing SONA system instead of MTurk and to conduct the study in the marketing lab.

Signature :



Hugh Crethar, Chair, Institutional Review Board

Tuesday, January 20, 2015  
Date

Oklahoma State University Institutional Review Board

Date: Monday, March 02, 2015  
IRB Application No BU152  
Proposal Title: Emotion Exchange Study\_Criterion Related Validity

Reviewed and Exempt  
Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 3/1/2018

Principal Investigator(s):

Emily Tanner	Kevin E. Voss
218 Hanner Hall	211 Business
Stillwater, OK 74078	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

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3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Hugh Crethar, Chair  
Institutional Review Board

**Oklahoma State University Institutional Review Board**

Date: Thursday, March 05, 2015  
IRB Application No BU1510  
Proposal Title: Emotion exchange study-process study 1

Reviewed and Exempt  
Processed as:

**Status Recommended by Reviewer(s): Approved Protocol Expires: 3/4/2018**

Principal Investigator(s):

Emily Tanner	Kevin E. Voss
218 Hanner Hall	211 Business
Stillwater, OK 74078	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
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3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Hugh Crethar, Chair  
Institutional Review Board

Oklahoma State University Institutional Review Board

Date: Friday, September 18, 2015  
IRB Application No BU1553  
Proposal Title: Emotion exchange study\_process study 2

Reviewed and Exempt  
Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 9/17/2018

Principal Investigator(s):

Emily Tanner	Kevin E. Voss
218 Hanner Hall	211 Business
Stillwater, OK 74078	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
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Sincerely,



Hugh Crethar, Chair  
Institutional Review Board



Oklahoma State University Institutional Review Board

Date: Tuesday, March 08, 2016  
IRB Application No BU1614  
Proposal Title: Emotion Exchange Study\_Managerial Study

Reviewed and Processed as: Expedited

Status Recommended by Reviewer(s): Approved Protocol Expires: 3/7/2017

Principal Investigator(s):

Emily Tanner 218 Hanner Hall Stillwater, OK 74078	Kevin E. Voss 211 Business Stillwater, OK 74078
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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnnett.watkins@okstate.edu).

Sincerely,



Hugh Crethar, Chair  
Institutional Review Board

## Oklahoma State University Institutional Review Board

Date: Friday, March 11, 2016  
IRB Application No BU1615  
Proposal Title: Emotion exchange study\_Process study 3

Reviewed and Processed as: Exempt

**Status Recommended by Reviewer(s): Approved Protocol Expires: 3/10/2019**

Principal Investigator(s):

Emily Tanner	Kevin E. Voss
218 Hanner Hall	211 Business
Stillwater, OK 74078	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

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2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
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Sincerely,  
  
Hugh Crethar, Chair  
Institutional Review Board

VITA

Emily C. Tanner

Candidate for the Degree of

Doctor of Philosophy

Thesis: THREE ESSAYS ON EMOTION EXCHANGE IN MARKETING RELATIONSHIPS

Major Field: Marketing

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy/Education in your major at Oklahoma State University, Stillwater, Oklahoma in July, 2016.

Completed the requirements for the Bachelor of Business Administration in your marketing at Texas Christian University, Fort Worth, TX in 2005.

Experience:

TX	2011- Present	Managing Partner, Attic Birds, LLC	Dallas,
TX	2005 – 2011	Sales Director, Research Now	Dallas,
TX	2005 – 2005	Independent Consultant	Dallas,

Professional Memberships:

Member, American Marketing Association

Member, Society for Marketing Advances