Emotional Response to Customer Helping and Its Impact on Job Stress and Job Performance*

Suji Hong**

Jae-Il Kim***

· ·

Previous research showed that customer helping enhances employees' job performance. However, there are also some empirical evidences that customer helping increases job stress. The purpose of this paper is to resolve the conflicting effects of customer helping. Specifically, it investigates (1) how employees' feeling shame and gratitude toward the customer helping relates to job stress and job performance and (2) whether the effects of customer helping on emotional responses depend on employees' mental simulation (outcome vs. process). The results show that feeling shame toward the customer helping leads to job stress and job performance, whereas feeling gratitude increases job performance. The employees' mental simulation also had significant moderating effect when the level of customer helping is high.

Keywords: Customer Helping, Shame, Gratitude, Job Stress, Job Performance

· ·

I. Introduction

With a major shift from goods-dominant to service-dominant logic for marketing (Vargo and Lusch, 2004), the role of customer is getting important in these days. Now, customers are not just passive receivers, but rather proactive co-creators. The issue pertaining customer

participation and customer's value co-creation has gradually gained considerable attention in both academic and managerial circles. Especially, researchers have examined the impact of customer participation on employees, companies, and customers as well.

Most of the research focused on the positive side of customer participation. They asserted that the more customers participate in the value co-creation process in proactive way, the more they are likely to be satisfied with the service (Chan, Yim and Lam, 2010). Moreover, customer participation positively affects employee's job performance. Prior research (Yi, Nataraajan and Gong, 2011) suggests that customer participation gives employees an opportunity to learn effective tactics with respect to how customers contribute efforts, time and other resources to the service creation process. In other words, customer participation may influence employees indirectly by enhancing role clarity and fostering a sense of stability. Another aspect of research noted that customer participation can effectively remove or substitute for some of the labor tasks performed by service providers (Bendapudi and Leone, 2003; Rodie and Kleine, 2000). In turn, observing customer's citizenship behavior is helpful for increasing employee's actual performance.

However, customer participation is not always a good thing for service providers. Recently, Yim and Lam (2012) posit that customer participation is highly related to employees' perceived job stress because higher level of customer participation leads to more role conflict. Hsieh and Yen (2005) also asserted that employees, while observing customers who actively participate in the service creation process, might perceive more workload.

As described above, there are conflicting explanations with regard to how customer participation affects service providers' performance and job stress. The objective of the present paper is (1) to explore the underlying mechanism of the relationship between customer helping and employees' job stress, customer helping and job performance, (2) to examine how employees' feeling shame and gratitude toward the customer helping relate to job stress and job performance and (3) to demonstrate the moderating effect of the employees' outcome versus process focused thinking on this mechanism. The research questions of this study are as follows: (1) how both positive and negative side of customer participation can be explained in one mechanism? (2) what the emotional responses toward the customer participation would be (3) under what conditions customer participation affects employee positively (e.g.,

improves their job performance) or negatively (e.g., increases their job stress)?

II. Concepts and Hypotheses development

1. Qualitative research for hypotheses development

Compared to the other customers' prosocial behavior, in other words, customer citizenship behavior (e.g., feedback, advocacy, recommendation, word of mouth), customer helping may refer to the most pro-social action, which aimed at voluntarily assisting other customers (Yi and Gong, 2013). In a service co-creation process, customers usually exercise helping behavior for other customers just like employees do. Therefore, in the helping situation, customers can be viewed as "partial employee."

The in-depth interview was conducted to explore the underlying mechanism which can explain conflicting results of customer helping. The interviewees were required to answer the following questions:

Have you ever observed customer helping behavior? How did you feel or think? Good or bad? Customer helping behavior gives you any changes?

Two cases are introduced as good illustrations of major findings.

Case 1:

Kang is 31 years old, female, an employee working at H department store information desk.

"I saw a customer wondering around the same place two or three times. I don't know what he is looking for, so I was up to approach him and ask him how I can help him with. At that time, a woman (other customer) nearby him asked him if he needs any favor. He seems a bit embarrassed at the first glance, but soon felt gratitude toward the customer who gave him a helping hand. What he was looking for is the route connected to a subway station. She kindly explained how to get there. When I observed the behavior, I felt relieved and grateful toward the customer who helped the other customer in trouble. After that, I decided to focus more on customers who need help or who are in trouble."

Kang discusses her experiences and feelings about customer helping behavior. As prior research asserted, customer helping motivates her to improve job performance. According to the Kang's interview, "gratitude" is the underlying emotion which stimulates her to improve future performance after observing helping behavior. However, there was no predictor of job stress from this conversation. This is because the level of customer helping isn't high enough to provoke job stress or role-conflict.

Case 2:

Lee is 28 years old, male, a salesperson working at S electronics store.

"A customer asked me to recommend a suitable laptop for her. I showed her several models and explained the specification of those models. Unfortunately, she seemed hard to get my explanations. I have no idea how to explain easier than this. At that moment, another customer who was shopping around the store came to us and started explaining lucidly. The explanation was so clear that I was also amazed. At last, she decided to purchase the suitable laptop because of his help. She expressed her gratitude toward me and the customer who helped her. I felt gratitude to him as well, because I learned a lot from his way of explanation. On the other side, I was ashamed that I couldn't give a help to the customer in need. More importantly, what I concerned the most is that how he (the customer who explained better than I) would perceive me. He might perceive me as an inadequate and unqualified salesperson. I felt a sudden stress at that moment. Even now, it's quite shameful and stressful for me to recall this memory. After that day, I took a lot of effort not to make the same mistake, I mean, that kind of shameful memory."

What Lee experienced is the high level of customer helping. The customer directly and spontaneously participated in the service creation process, and helped both Lee and the customer in trouble. Just like Kang did, Lee also felt gratitude toward the customer. But in this time, gratitude is not the focal emotion. Rather, shame is the intense emotion. While standing by two customers, Lee felt ashamed and perceived stress instantly. However, as noted above, the painful feeling induces not that bad result. To avoid making painful memory, he decided to train harder than before. In sum, shame is the emotional responses of an employee that can explain both negative and positive results of customer helping behavior.

As this qualitative research shows, shame and gratitude are the main emotions which link the customer helping to job performance and job stress. Based on the findings, these two

emotions will be discussed.

2. Shame

Shame is a painful, social emotion resulting from the comparison of one's action with his or her standards. However, it may equally arise when comparing his or her state of being with the ideal social context's standard (Lewis et al., 1992). Thus, it refers to one of the most negatively intense self-conscious emotions (Lindsay-Hartz, 1984; Tangney, 1996).

As the definition of the shame shows, vast amount of research has focused on the negative side of shame. Shame was viewed as an ugly feeling because experiences of shame are characterized by confusion in thought, inability to speak, and rumination (Miller, 1995; Orth, Berking, and Burkhardt, 2006). Moreover, previous research has examined the negative consequences of shame in both psychological and behavioral side: having a lower self-esteem, less empathy, more stress, more social anxiety, and a higher likelihood of depression (Gilbert, Pehl, and Allan, 1994; Harder, Cutler, and Rockart, 1992). Not only in our daily lives, shame is an intensely felt and frequently experienced emotions by service providers in reaction to customer behavior (Bagozzi, Verbeke, and Gavino Jr., 2003).

In addition to prior research, the above qualitative research provides an evidence that higher customer helping behavior elicits shameful feeling, which results in higher perceived job stress. Thus,

> **H1:** Customer helping leads to employee's feeling shame.
> **H2:** Feeling shame relates positively to employee's job stress.

However, shame is not always an ugly feeling. Recent research clarified the positive aspect of shame, which means, shame may motivate goal-directed behavior. Panagopoulos (2010) asserted that manipulations that activate shameful feelings appear to stimulate responsible behavior considerably. Just like Lee mentioned in Case 2, people tend to enhance themselves not to make the same shameful result, and to attenuate the painful feeling.

Especially, when the influence of shame is endogenous, that is, relevant to the current

decision situation, stronger behavioral effects can be expected (De Hooge, Breugelmans, and Zeelenberg, 2008). Likewise, shame is somewhat stressful and painful, though it also makes employees to move forward in a good way. In turn, shameful feeling resulting from customer helping behavior may improve employee's job performance.

H3: Feeling shame relates positively to employee performance.

3. Gratitude

Gratitude, by definition, is a positive emotion expressing appreciation toward others. It is experienced when observing the admirable deeds of others, and motivates observers to engage in admirable deeds themselves (Haidt, 2000; 2003). Gratitude has its similarity with shame within the context of other-oriented emotion. Unlike shame, however, it is positively valanced affect.

Gratitude may also serve to reinforce pro-social behavior in benefactors. McCullough et al. (2001) asserted that grateful people were often motivated to respond pro-socially both to their benefactor and toward others. Based on these research and findings from the in-depth interviews, customer helping behavior can be considered as admirable deeds to employees so that it's natural for employees to feel grateful toward the customers who helped others. Moreover, this will provoke employees to spontaneously engage in their performance and care more about the customers.

H4: Customer helping leads employee's feeling gratitude.
H5: Feeling gratitude relates positively to employee performance.

4. Employees' Process-Oriented and Outcome-Oriented Thinking

Not all employees may feel the same extent of shame and gratitude toward customer helping. Then, to what extent employees react to customer helping? Based on the previous literature, process-oriented and outcome-oriented thinking could be the answer to moderate

the relationship between customer helping and employees' reaction.

Previous research on mental simulation introduces two types of elaboration: process-oriented and outcome-oriented thinking (Pham and Taylor, 1999; Liberman and Trope, 1998; Zhao et al., 2007). Individuals with Outcome-oriented thinking focuses on the end state they want to achieve (e.g., a student imagining getting a high grade; Taylor et al., 1998). In contrast, process-oriented thinking encourages individuals to envision the step-by-step process that leads to accomplishing a desire (e.g., a student imagining the activities she/he would do to achieve a high grade).

Although these two types of elaboration can be applied to employees as well, outcome oriented employees may focus on the outcome, not on the process. From their perspective, the most important thing is to obtain a better outcome. If the outcome brings good results (e.g., get promoted or more incentives), the process doesn't matter. It can be applied to the customer behavior situation. On behalf of the customer helping, they raise their sales, which means they obtain good outcome. As outcome-oriented employees only care about the result, they feel gratitude toward the customers very much, whereas they feel less shame. This is because what they are concerned about is not how customers think of themselves but sales increase.

On the other hand, process-oriented employees may react differently from outcome-oriented ones. They do focus on service creation process, and are concerned about the relationship with customers. In addition, they consider overall service process is important, because they think good process will lead to good outcome after all. From their perspective, the desired status of themselves as employees is the professional who provide service to the customers in need. In the customer helping situation, however, there comes the discrepancy between their current status and desired status. Because of their lack of effort or ability, they need a customers' help to obtain good outcome. Moreover, they are also concerned about how customers rate the service provided by them and whether customers view them as somewhat disqualified salespersons.

H6: Employees' process- or outcome-oriented thinking may moderate the relationship between customer helping and emotional responses.
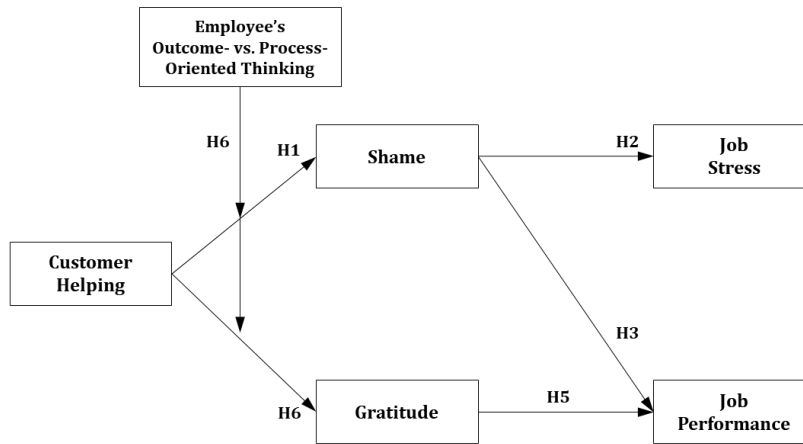
Figure 1. Conceptual Framework

a) Outcome-oriented employees feel more gratitude than shame.

b) Process-oriented employees feel more shame than gratitude.

c) Process-oriented employees feel more shame than outcome-oriented employees do.

The The chart above chart describes the research model of the study.

III. Method

1. Research Design

The study is designed as a 2 (customer helping: high vs. low) × 2 (employee's mental simulation: outcome vs. process) between-subjects experiment. Subjects were randomly assigned across four conditions. Initially, 244 subjects attended the main experiment. However, 9 participants were eliminated from the subsequent analyses, since these subjects did not fully answer the survey questionnaires. In conclusion, the data of 235 (Male = 130, Female = 105) were used for testing the six hypotheses in this research.

Participants were randomly assigned to one of four experimental conditions. In the first

part, participants were asked to imagine that they needed to finish a difficult assignment that required a great deal of efforts (Liberman and Trope, 1998). This is the procedure which encourages participants to involve in outcome- or process- oriented thinking. As previous research has suggested, these two types of elaboration can be changed and manipulated through mental simulation. Individuals who were mentally simulated by step-by-step procedures are likely to be more engaged in process-oriented thinking. Conversely, those who were simulated by the end states are likely to be engaged in outcome-oriented thinking.

Consistent with prior research (Escalas and Luce, 2003; 2004), process-oriented instructions focused on the activities associated with completing the assignment, whereas outcome-oriented instruction focused on the benefits associated with completing the assignment. To ensure that participants performed the process- or outcome- oriented thinking, they were asked to write down a detailed list of their thoughts following the mental simulation exercise. They were also asked to answer the items whether they have outcome- or process- oriented thoughts.

In the second part, participants were asked to read the scenario regarding customer helping. Before reading the scenario, all participants were informed to imagine themselves as an employee in the scenario. Then, participants in each condition read the scenario regarding customer helping.

2. Measurement

After reading the scenario, respondents are asked to answer the following questions regarding shame, gratitude, job stress, and job performance on 7-point Likert scale, varying from "*strongly disagree* (=1)" to "*strongly agree* (=7)."

Mediating variables (Shame & Gratitude): Shame is measured within the context of the customer helping behavior. The shame questions used in this study were developed by Leary (1991). Those questions are related to (a) action tendencies (e.g., *I think the blushing coming on*), (b) belief that the core self is threatened or the self is diminished (e.g., *I think that the customers sees me as an incomplete and inadequate person*), (c) self-focused attention that others are looking at every detail (e.g., *I think the customer knows what I am thinking and feeling*), and

psychological description (e.g., *I feel embarrassed, I feel ashamed*).

Gratitude questions (Grant and Wrzesniewski, 2010) consist of two parts: (1) the value of the grateful action itself (e.g., *Customer's help is valuable to me.*) and (2) grateful feeling itself (e.g., *I admired the customer who gives help to other, I feel gratitude toward the person who helped a customer*).

Dependent variables (Job Stress & Job Performance): After the emotion part, job stress and job performance are evaluated. Job stress questionnaires were employed (Van Yperen and Hagedoorn, 2003). Within the customer helping context, the questionnaire was changed into the following way. (e.g., *Customer helping makes me nervous, increase my job stress, makes me work under conflicting directives, makes me under more time pressure.*)

Job performance in the present study is operationalized in terms of the quality of predicted performance, and anticipated effort exerted at the job right after observing customer's helping behavior. This operationalization is quite similar with empirical studies in the areas of job performance (Lawler, Porter, and Tennenbaum, 1968). However, compared to the prior research, information on job performance was obtained from employees themselves, not from respondents' immediate supervisors. In other word, in the present study, employees will rate their future job performance by themselves. They were provided with the following questions. (e.g., *customer helping motivates me to work harder, customer helping makes me pay more attention to the customers' need, customer helping encourages me to take more effort on my job.*)

Other Measures: Participants also answered some additional items. First, questions regarding customer helping were asked for manipulation check. Second, socio-demographic information such as age and sex was obtained.

IV. Results

1. Manipulation Check

The level of customer helping was assessed using the following items (Yi and Gong, 2013): "The female customer helped David to solve his problem," "The customer gave him advice, which is helpful for him to choose the product," with seven-point scales ranging from "strongly disagree (=1)" to "strongly agree (=7)" (α = .88). An independent-samples t-test was conducted for the manipulation check. The result showed that the level of customer helping was successfully manipulated (M_{high} = 5.54, M_{low} = 3.93; t (209.72) = 25.459, p = .000).

Likewise, employee's mental simulation manipulation was tested using the following items: "Focusing on outcome (process: reverse coding) helps me to achieve my goal" with seven-point scales, and "Which one do you think is more important to achieve your goal?" with simple choice of "outcome-oriented (=1)" or "process-oriented (=2)." As expected, the result indicates that participants had more outcome-related thoughts in the outcome simulation conditions than in the process simulation conditions ($M_{outcome}$ = 4.08 $M_{process}$ = 1.91; t (232.74) = 23.748, p = .000).

2. Structural Equation Modeling Approach

Structural equation modeling (SEM) was used to investigate the proposed research model.

Measurement Model – Validity and Reliability: Confirmatory factor analysis was conducted to determine the number of constructs and the loadings of items on the corresponding construct. The result of confirmatory factor analysis was shown in Table 1.

The average variance extracted for each measure ranges from 0.54 to 0.80, indicating convergent validity. The composite reliability estimates range from 0.70 to 0.92, suggesting acceptable properties in terms of internal consistency. In addition, the loading of each indicator is higher than all of its correlation estimates. Considered in total, the results suggest sufficient convergent and discriminant validity.

Table 1. Correlations and Reliability

Constructs	Correlations				
	1	2	3	4	5
1. Customer Helping	1.00				
2. Shame	.44	1.00			
3. Gratitude	.56	.23	1.00		
4. Job Stress	.31	.73	.18	1.00	
5. Job	.69	.46	.56	.38	1.00
Composite Reliability	.70	.91	.79	.92	.87
Average Variance Extracted	.54	.71	.57	.80	.69
Cronbach's alpha	.70	.91	.76	.92	.87

Table 2. Summary of Model Fit Indices

	Criteria	Indicators
χ^2 **Test**		
χ^2	$p > .05$	8.674 ($p = 0.193$)
χ^2/df	≤ 2.00	.803 (df = 6)
Fit Indices		
GFI	> .90	.986
AGFI	> .90	.928
NFI	> .90	.985
Alternative Indices		
RMSEA	< .06	.044
CFI	> .95	.995

Testing of Structural Model: The proposed structural equation model is estimated with a maximum likelihood estimation method and a correlation matrix as an input data. The fit indices of the structural model are shown in Table 2. The results of chi-square test and the fit indices are within the suggested criteria, which indicates that the proposed model is a good fit.

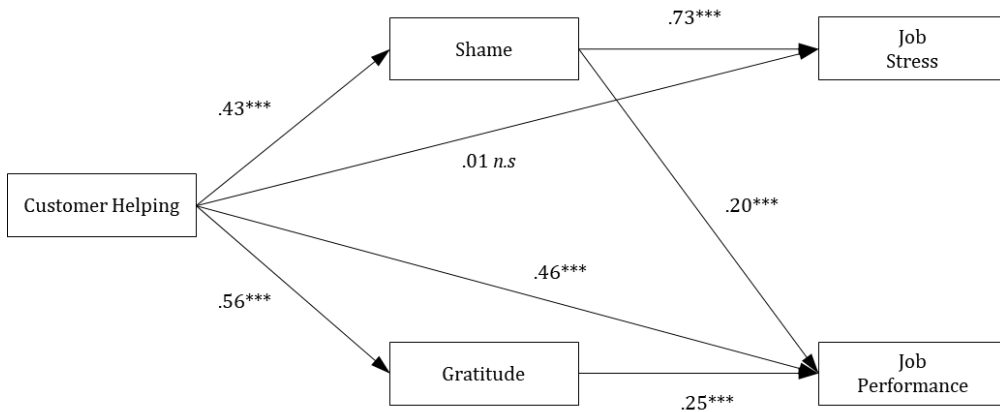Mediation Analysis: Figure 2 and Table 3 describes the path results and standardized

Figure 2. Structural Model

Table 3. The results of Path analysis

Paths	Estimate (standardized)	SE	CR	p−value
Help → Shame	.425	.065	7.189	***
Help → Gratitude	.562	.047	10.403	***
Shame → Stress	.726	.056	14.684	***
Shame → Performance	.203	.042	4.185	***
Gratitude → Performance	.253	.059	4.754	***
Help → Stress	.005	.062	.109	.913
Help → Performance	.458	.055	8.036	***

coefficient estimates for mediation analysis. The results H1 proposes the positive relationship between customer helping behavior and shame. Consistent with H1, shame is positively related with customer helping. The structural coefficient of 0.43 suggests that a higher customer helping put more shame to employees. H2 examines the relationship between shame and job stress. As proposed in H2, the coefficient is significant. Interestingly, the path from customer helping to job stress is insignificant, which indicates shame fully mediates the relationship between customer helping and job stress.

Moreover, shame also influences job performance in a positive way. Therefore, H3 is supported. However, unlike the relationship between customer helping and job stress, shame

Table 4. The results of Multi–Group analysis

Paths	Estimate (standardized)	SE	CR	p–value
Outcome Oriented				
Help → Shame	.039	.090	.419	.675
Help → Gratitude	.577	.069	7.632	***
Shame → Stress	.527	.083	6.784	***
Shame → Performance	.054	.071	.841	.400
Gratitude → Performance	.252	.093	3.198	.001
Help → Stress	−.148	.081	−.1.899	.058
Help → Performance	.539	.085	6.849	***
Process Oriented				
Help → Shame	.808	.052	14.778	***
Help → Gratitude	.550	.062	7.100	***
Shame → Stress	.477	.119	4.570	***
Shame → Performance	.288	.071	3.079	.002
Gratitude → Performance	.119	.059	1.805	.071
Help → Stress	.309	.113	2.960	.003
Help → Performance	.482	.072	4.806	***

is a partial mediator of the link between customer helping and job performance. Thus, shame is shown as a powerful explanatory variable to understand the positive and negative consequences of customer helping. In addition, H4 and H5 proposes a positive link between customer helping and gratitude, and job performance. As expected, two hypotheses are all supported. gratitude positively related to customer helping and job performance, as I proposed in the H4 and H5.

Moderated Mediation Analysis: The sixth hypothesis is related to the moderating role of employee's outcome vs. process focused thinking. A multi-group analysis was employed to verify this hypothesis. The results of multi-group analysis in Table 4 revealed that the emotional responses toward the customer helping is different from outcome- vs. process-

oriented thinking. In the outcome-oriented condition, customer helping is significantly related to gratitude, while there's no significant link between customer helping and shame. Moreover, for participants in outcome-oriented condition, observing customer helping increases the job performance but does not increase the job stress.

However, participants in process-oriented conditions perceived gratitude and shame toward the customer helping. Shame is positively linked to job stress and job performance. Specifically, shame partially mediates the relationship between customer helping and job stress, and that between customer helping and job performance. The impact of gratitude in this condition is marginal on job performance ($p = .071$). Thus, the different paths resulting from the employee's thinking types partially support for hypothesis 6.

To further examine hypothesis 6, a 2×2 factorial MANOVA was employed. The MANOVA examined the two different emotional responses to customer helping as dependent variables, and the level of customer helping and employee's outcome versus process oriented thinking as independent variables. It showed a significant multivariate effect for the two dependent variables with regard to customer helping (low vs. high: $p = .000$) and the employee's mental simulation (outcome vs. process: $p = .000$). In addition, the interaction between customer helping and mental simulation was significant ($p = .000$), which indicates that there is a significant moderating effect of outcome versus process oriented thinking, as proposed in hypothesis 6.

As can be seen in Figure 3, outcome oriented participants felt more gratitude than shame. However, the difference between two emotional responses is significant only in the case of observing a high level of customer helping (4.91 vs. 3.44, $t(113) = 10.42$, $p = .000$). Although gratitude is evaluated higher than shame as in the low helping condition, there's no significant difference between the two (3.90 vs. 3.79, $t(98) = .86$, $p > .01$). Accordingly, hypothesis 6a is supported only in the high level of customer helping.

Process oriented participants, on the other hand, responded differently to the level of customer helping. When the helping level is high, they perceived more shame than gratitude (5.12 vs. 5.35, $t(86) = -2.30$, $p < .05$). Whereas process-oriented participants perceived more gratitude than shame toward the low level of customer helping (4.36 vs. 3.92, $t(113) = 3.09$, $p < .01$). Therefore, hypothesis 6b is supported only in case of high level of customer helping.
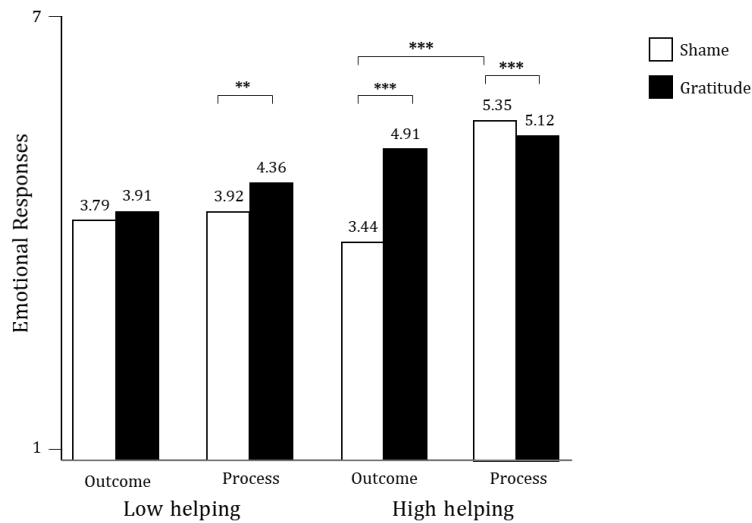
Figure 3. Effect of Customer Helping and Mental Simulation on Shame and Gratitude

Finally, hypothesis 6c is also supported in case of high helping. The mean in process oriented group is always higher than the one in outcome oriented group. However, the difference between the two is not significant in the low level of helping. In conclusion, employee's thinking types is a significant moderator between customer helping and its emotional responses. However, the moderating role has its effect only in the high level of customer helping. Therefore, H6 a, b and c is partially supported.

V. Implications and Future Research Directions

1. Implications

Theoretically, this paper demonstrated that customer helping makes people perceive shame and gratitude at the same time, and the emotional responses toward the customer helping not only increases the job stress but also promote job performance. Especially, the significant impacts of shame on job stress and job performance are noteworthy. Although most of the psychological theories and research on shame have focused the negative aspects

of consequences of this emotion, the findings from this paper revealed the positive aspect of shame. For example, employees' feeling shame on customer helping motivates them to work harder. This paper also showed the importance of examining employees' emotion in the service situation and the moderating role of employees' process vs. outcome orientation in the relationship between customer helping and emotional responses (e.g., shame and gratitude).

The findings also suggest several important managerial implications. For managers, they can select the outcome or process oriented framing when they train the employees. Even though process oriented employees feel more shame and more job stress than outcome oriented ones, they are more encouraged to work harder, focusing more on customers' needs. Therefore, process oriented training would be the best option to make employees perform better, through the customer participation.

Future Research Direction: Although this research provides useful insights, there are following limitations. First, focus was given to anticipated shame and gratitude as mediating variables, but there may exist additional emotions which are not yet found. More research is needed to reveal other emotions resulting from customer participation. Secondly, as briefly noted above, we considered those cases which the good outcome comes from customer helping, such as sales increase. However, in the future study, it would be meaningful to examine the impact of customer participation resulted in bad consequences as well.

Third, future research may examine the impact of customers' attitudes toward the service providers while they offer others a help. For example, after helping other customers, the customer who helped others will behave badly toward the employee, and laugh at him. In this case, employee felt extreme shame, which cannot be repaired by improvement of self.

References

Bagozzi, R. P., W. Verbeke, and J. C. Gavino Jr. (2003), "Culture moderates the self-regulation of shame and its effects on performance: The case of salespersons in The Netherlands and the Philippines," *Journal of Applied Psychology* 88(2), 219.

Bendapudi, N. and R. P. Leone (2003), "Psychological implications of customer participation in

co-production," *Journal of Marketing* 67(1), 14-28.

Caldwell, D. F. and C. A. O'Reilly (1982), "Responses to failure: The effects of choice and responsibility on impression management," *Academy of Management Journal* 25(1), 121-136.

Chan, K. W., C. K. Yim, and S. S. Lam (2010), "Is customer participation in value creation a double-edged sword? Evidence from professional financial services across cultures," *Journal of Marketing* 74(3), 48-64.

Czub, T. (2013), "Shame as a self-conscious emotion and its role in identity formation," *Polish Psychological Bulletin* 44(3), 245-253.

De Hooge, I. E., S. M. Breugelmans, and M. Zeelenberg (2008), "Not so ugly after all: when shame acts as a commitment device," *Journal of Personality and Social Psychology* 95(4), 933.

Escalas, Jennifer Edson and Mary Frances Luce (2003), "Process versus Outcome Oriented Thought Focus and Advertising," *Journal of Consumer Psychology* 13(3), 246-254.

Escalas, Jennifer Edson and Mary Frances Luce (2004), "Understanding the Effects of Process-Focused Verses Outcome-Focused Thought in Response to Advertising," *Journal of Consumer Research* 31(September), 274-285.

Fujita, K., M. D. Henderson, J. Eng, Y. Trope, and N. Liberman (2006), "Spatial distance and mental construal of social events," *Psychological Science* 17(4), 278-282.

Gilbert, P., J. Pehl and S. Allan (1994), "The phenomenology of shame and guilt: An empirical investigation," *British Journal of Medical Psychology* 67(1), 23-36.

Grant, A. M. and A. Wrzesniewski (2010), "I won't let you down... or will I? Core self-evaluations, other-orientation, anticipated guilt and gratitude, and job performance," *Journal of Applied Psychology* 95(1), 108.

Haidt, J. (2000), "The Positive emotion of elevation," *Prevention & Treatment* 3(1), Article 3c.

Haidt, J. (2003), "Elevation and the positive psychology of morality," in C. L. M. Keyes and J. Haidt (Eds.), *Flourishing: Positive Psychology and the Life Well-Lived*, 275-289.

Harder, D. W., L. Cutler and L. Rockart (1992), "Assessment of shame and guilt and their relationships to psychopathology," *Journal of Personality Assessment* 59(3), 584-604.

Hsieh, A. T. and C. H. Yen (2005), "The effect of customer participation on service providers' job stress," *The Service Industries Journal* 25(7), 891-905.

Lawler, E. E. (1968), "A correlational-causal analysis of the relationship between expectancy attitudes and job performance," *Journal of Applied Psychology* 52(6p1), 462.

Lawler, E. E., L. W. Porter, and A. Tennenbaum (1968), "Managers' attitudes toward interaction episodes," *Journal of Applied Psychology* 52(6p1), 432.

Lewis, M., S. M. Alessandri, and M. W. Sullivan (1992), "Differences in shame and pride as a function of children's gender and task difficulty," *Child Development* 63(3), 630-638.

Liberman, N. and Y. Trope (1998), "The role of feasibility and desirability considerations in near and distant future decisions: A test of temporal construal theory," *Journal of Personality and Social Psychology* 75(1), 5.

Lindsay-Hartz, J. (1984), "Contrasting experiences of shame and guilt," *American Behavioral Scientist* 27(6), 689-704.

McCullough, M. E., S. D. Kilpatrick, R. A. Emmons, and D. B. Larson (2001), "Is gratitude a moral affect?," *Psychological Bulletin* 127(2), 249.

Meuter, M. L. and M. J. Bitner (1998, January), "Self-service technologies: Extending service frameworks and identifying issues for research," in *American Marketing Association Conference Proceedings* (Vol. 9, p. 12), American Marketing Association.

Miller, R. S. (1995), "Embarrassment and social behavior," in J. P. Tangney and K. W. Fischer (Eds.), *Self-Conscious Emotions: The Psychology of Shame, Guilt, Embarrassment, and Pride* (pp. 322-339). New York: Guilford Press.

Orth, U., M. Berking, and S. Burkhardt (2006), "Self-conscious emotions and depression: Rumination explains why shame but not guilt is maladaptive," *Personality and Social Psychology Bulletin* 32(12), 1608-1619.

Panagopoulos, C. (2010), "Affect, social pressure and prosocial motivation: Field experimental evidence of the mobilizing effects of pride, shame and publicizing voting behavior," *Political Behavior* 32(3), 369-386.

Pham, D. T. and M. A. Wani (1997), "Feature-based control chart pattern recognition," *International Journal of Production Research* 35(7), 1875-1890.

Pham, L. B. and S. E. Taylor (1999), "From thought to action: Effects of process-versus outcome-based mental simulations on performance," *Personality and Social Psychology Bulletin* 25(2), 250-260.

Rodie, A. R. and S. S. Kleine (2000), "Customer participation in services production and delivery," *Handbook of Services Marketing and Management*, 111-125.

Tangney, J. P. (1996), "Conceptual and methodological issues in the assessment of shame and guilt," *Behaviour Research and Therapy* 34(9), 741-754.

Tangney, J. P., J. Stuewig, and D. J. Mashek (2007), "Moral emotions and moral behavior," *Annu. Rev. Psychol.* 58, 345-372.

Taylor, S. E., L. B. Pham, I. D. Rivkin, and D. A. Armor (1998), "Harnessing the imagination:

Mental simulation, self-regulation, and coping," *American Psychologist* 53(4), 429.

Teper, R., C. B. Zhong, and M. Inzlicht (2015), "How emotions shape moral behavior: Some answers (and questions) for the field of moral psychology," *Social and Personality Psychology Compass* 9(1), 1-14.

Tepper, B. J., M. K. Duffy, J. Hoobler, and M. D. Ensley (2004), "Moderators of the relationships between coworkers' organizational citizenship behavior and fellow employees' attitudes," *Journal of Applied Psychology* 89(3), 455.

Vandewalle, D. (1997), "Development and validation of a work domain goal orientation instrument," *Educational and Psychological Measurement* 8, 995-1015.

Van Yperen, N. W. and M. Hagedoorn (2003), "Do high job demands increase intrinsic motivation or fatigue or both? The role of job control and job social support," *Academy of Management Journal* 46(3), 339-348.

Vargo, S. L. and R. F. Lusch (2004), "Evolving to a new dominant logic for marketing," *Journal of Marketing* 68(1), 1-17.

Yi, Y. and T. Gong (2013), "Customer value co-creation behavior: Scale development and validation," *Journal of Business Research* 66(9), 1279-1284.

Yi, Y., R. Nataraajan, and T. Gong (2011), "Customer participation and citizenship behavioral influences on employee performance, satisfaction, commitment, and turnover intention," *Journal of Business Research* 64(1), 87-95.

Yim, C. K., K. W. Chan, and S. S. Lam (2012), "Do customers and employees enjoy service participation? Synergistic effects of self-and other-efficacy?" *Journal of Marketing* 76(6), 121-140.

고객참여행동에 대한 직원의 감정적 반응이 직무 스트레스와 직무 성과에 미치는 영향

홍 수 지*
김 재 일**

고객참여행동을 경험한 직원은 직무성과가 향상되는 한편, 직무 스트레스를 느낀다. 본 논문은 적극적 고객참여행동에 대해 직원의 감정적 반응이 직무성과향상과 직무스트레스에 끼치는 영향을 연구하였다. 그 결과, 고객참여행동을 통해 직원이 부끄러움을 강하게 느낄수록 직무성과가 향상되고, 직무스트레스 또한 증진됨을 확인하였다. 반면, 참여행동을 한 고객에 대해 고마운 마음이 클수록, 직무성과는 향상하지만 이를 통해 직무스트레스가 발생하지는 않음을 검증했다. 또한, 직원의 목표지향성은 고객참여행동의 정도가 높을 때에만 조절효과가 유의하였으며 그 효과는 부분적인 것으로 나타났다. 본 연구의 결과는 서비스 상황에서 직원이 느끼는 감정을 질적, 계량적으로 연구했다는 점에서 이론적 의의가 있으며, 서비스 기업과 기업 인사담당자들에게 다양한 시사점을 제공한다.

주제어: 고객참여행동, 부끄러움, 감사함, 직무스트레스, 직무성과

---

*서울대학교 경영학 석사
**서울대학교 경영대학 교수