Understanding Frontline Employees' Work Attitude and Behavior: Combining the Theory of Implicit-beliefs and the Job Demands-Resources (JD-R) model

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Sun-Hwa Kim

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ABSTRACT

Despite vast research regarding the JD-R model, little is known about the roles of personal resources within it. Therefore, a nomological model that builds on the JD-R model and integrates implicit-belief (from the theory of implicit-beliefs) as a personal resource is proposed to understand frontline employees' (FLEs') attitudes and behavior in the context of the hospitality and retail industries. Data are collected in two phases−a pilot test and a main test. A sample of 168 FLEs in the hospitality and retail industries are hired for the pilot test. Using exploratory factor analysis (EFA), the pilot test confirms the dimensionalities of constructs and refines the measurement items.

The main test uses 701 FLEs and performs confirmatory factor analysis (CFA) and structural equation modeling (SEM). The CFA results confirm that the data fit a hypothesized measurement model. Structural equation modeling (SEM) is performed to estimate the relationships between antecedents (supervisor support, customer workload, and implicit-beliefs), mediators (engagement and burnout), and FLE job outcomes (service performance, satisfaction, and turnover intentions).

Overall, the SEM analysis results support the hypothesized model. Specifically, findings demonstrate that (a) supervisor support affects engagement and burnout, and customer workload influences burnout, (b) engagement and burnout clearly influence job outcomes, and (c) the entity theory of implicit-beliefs determines FLE burnout and satisfaction. However, entity theory does not determine engagement, performance, and turnover intentions. These results advance understanding of how job demands and

resources affect FLEs in the hospitality and retail industries, showing how supervisor support and customer workload influence engagement and burnout, how FLEs respond to burnout and engagement, and what type of role personal resources play concerning FLEs at work.

This research contributes to the body of FLE research, in the context of hospitality and retail, by incorporating the theory of implicit-beliefs and various job outcome variables. It also shows the possible utility of the theory of implicit-beliefs, which has not previously been used to explain FLEs' attitudes and behavior. The findings suggest that managers need to foster their interpersonal skills and design workflows to fit FLEs' characteristics.

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CHAPTER I

INTRODUCTION

Overview

Frontline employees (FLEs), workers whose roles are focused on dealing with customers daily and regularly (Slåtten & Mehmetoglu, 2011) are the faces of their organizations (Sergeant & Frenkel, 2000). This notion implies that the quality of service provided by FLEs will determine customer satisfaction and the organization's profit, in that the higher the service quality provided by FLEs, the higher the customer satisfaction and thus the greater the financial performance a company achieves in the market (Chi & Gursoy, 2009; Heskett, Jones, Loveman, Sasser, & Schlesinger, 2008; Heskett & Schlesinger 1994). Particularly, the roles of FLEs are crucial for service-centered businesses in, for example, the hospitality (Liao & Chuang, 2004; Singh, 2000) and retail industries, where the interactions of FLEs with customers are more direct and frequent than in other industries (Hartline, Maxham, & McKee, 2000; Schneider & Bowen, 1999).

Empirical evidence has confirmed the importance of FLE performance by demonstrating that effective FLEs contribute to their organizations in various ways, such as through proactive behavior (e.g., service recovery efforts, customizing service, and providing superior service quality; Babakus, Yavas, Karatepe, & Avci, 2003; Bell & Menguc, 2002; Bettencourt & Gwinner, 1996), affective attitudes (e.g., organizational citizenship, commitment, and sharing the values of the company; Bell & Menguc, 2002; Hartline, Maxhan, & McKee, 2000; Lichtensten, Netemeyer, & Maxham, 2010), and

fostering a positive culture (e.g., generating innovative ideas for company improvement; Lages & Piercy, 2012).

Despite the importance of FLEs for success in business (Chi & Gursoy, 2009), achieving effective FLE management is still a major challenge for the hospitality and retail industries, as shown in the industry statistics. First, a survey conducted by NewVoiceMedia reported that 49% of customers had switched to a different business because of bad service by FLEs (Hyken, 2016). Second, compared to the 46.1% average turnover rate across all private sectors in the U.S., for the hospitality and retail segments the rates were 72.9% and 53.3% in 2016, respectively (U.S. Bureau of Labor Statistics, 2017). Specifically, the rate of quits (voluntary terminations of employment by employees) is very high in both industries. In 2016, the annual quits rates for the accommodation and food services segment, as well as the retail segment, were 53.5% and 35.2%, respectively, compared to an average of 27.9% across all private sectors (U.S. Bureau of Labor Statistics, 2017). These figures, together with the fact that nearly 33% of revenue in the hospitality sector is spent on labor costs (lodgingmagazine.com, n. d.), draw attention to the critical and longstanding question: *How can a business hold on to valuable FLEs for the long term?*

The high turnover rate of FLEs has a detrimental effect on organizations for two primary reasons. First, it brings a high cost in time and money because a company must go through the hiring (e.g., recruitment and selection) and training processes again for new FLEs (Koys, 2001). For example, the estimated annual turnover costs for each FLE in the hospitality and retail industries are nearly $6,000 and $3,500, respectively (Hinkin

& Tracey, 2000; Stock & Bhasin, 2015). Second, high turnover leads to poor service performance because FLEs with less knowledge and experience do not perform as well as FLEs with knowledge of the customers and the service process (Schneider & Bowen, 1985; Staw, 1980). Accordingly, managers need a better understanding of what factors affect FLEs' performance and satisfaction at work.

Problem Statement

Despite the considerable attention given to FLEs by practitioners as well as researchers, much remains to be studied about FLEs (Malhotra & Mukherjee, 2004). Largely, extant research on FLE can be categorized according to three research focuses that examine (1) the effects of *organization-related factors* on FLEs' performance (e.g., Bettencourt & Brown, 1997; Liao & Chuang, 2007), (2) the effect of *customers* on FLEs' performance (e.g., Rupp & Spencer, 2006; Singh, 2000), and (3) the effect of *FLEs' individual differences* on FLEs' performance (e.g., Bettencourt, Gwinner, & Meuter, 2001; Silva, 2006).

Two major problems have been identified in previous studies which will guide the direction of current and future research. First, much research has examined the three aforementioned factors separately; very few studies have taken an inclusive approach that integrates all three components (i.e., organization, customer, and individual characteristics) simultaneously. This study aims to address this issue by taking the factors predicting employee burnout and engagement, and thus organizational consequences, comprehensively, based on the Job Demand-Resources model (hereafter the JD-R model;

Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Second, among the three factors, the first two (i.e., organizational and customer factors) have been of predominant interest in the literature, while FLEs' individual differences (personal resources) have been largely ignored (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007; Schaufeli & Taris, 2014). Specifically, research investigating the functions of individual characteristics is mostly limited to the Big Five personality traits (John & Srivastava, 1999). This calls for further research into other potentially influential personal characteristics. This study intends to fill this void by focusing on an understudied personal trait: an individual's implicit-belief, based on the theory of implicit-beliefs (Dweck, 1986).

Additionally, the literature around each theory includes some issues that are still to be addressed. First, while the JD-R model has been tested and confirmed in various organizational contexts (Bakker & Demerouti, 2007; Demerouti et al., 2001), research findings on the relationship between the demands of the job and the resources available remain inconsistent (Bakker, Demerouti, & Verbeke, 2004). Some findings supported the dual processes of the JD-R model (i.e., both job demands and resources independently influence employees' organizational behavior; e.g., Demerouti et al., 2001; Xanthopoulou et al., 2007) and others supported an interactive model for the JD-R process (i.e., job demands and resources interact with each other; e.g., Bakker et al., 2010). Second, the outcomes explained by the JD-R model were limited to engagement and emotional exhaustion (Bakker & Demerouti, 2007); other aspects of employees' performance, such

as service performance, job satisfaction, and quitting intentions also deserve empirical investigation.

Lastly, as an emerging theoretical concept in the psychology and human resource management fields, an implicit-belief, the crux of the theory of implicit-beliefs, is receiving growing attention in research (Murphy & Dweck, 2016). However, to my knowledge, no attempt has been made to consider FLEs' implicit-beliefs as a personal resource at work, or the effects of implicit-beliefs on FLEs' organizational attitudes and behavior. Addressing these research voids will make a substantial contribution to the literature.

Purpose of the Study

The primary objective of this study is to develop a nomological model that delineates the relationships between key antecedents, mediators (FLE job stress and engagement levels), and job outcomes within the hospitality and retail contexts. Specifically, building on the JD-R model, this model includes job demands, job resources, and personal resources as key antecedents that influence FLEs' attitudes and behavior at work. These three are measured in terms of customer workload, supervisor support, and implicit-beliefs, respectively. In addition, as outcome variables, this model explores burnout (as a job stress factor), engagement (as a job engagement factor), service performance, job satisfaction, and turnover intentions**,** where the latter three capture the FLEs' attitudes and behavior at work.

Further, this study examines how FLEs' personal resources (i.e., the individual differences between the FLEs) influence FLE organizational attitudes and behavior. The personal resource of focus is implicit-belief (belief in either incremental or entity theory; Dweck, 1986). Briefly, incremental theory is a belief system in which pre-dispositional characteristics, such as intelligence, can be changed by effort. On the other hand, entity theory is a belief system in which innate qualities such as intelligence or morality are fixed and cannot be changed by effort (Dweck & Leggett, 1988). This study tries to understand how FLEs' organizational attitudes and behavior are linked to their implicit-beliefs.

Updating and extending previous research on the JD-R model (Demerouti et al., 2001) and the theory of implicit-beliefs (Dweck, 1986), this dissertation aims to explain the organizational attitudes and behavior of FLEs in the hospitality and retail contexts. Based on the literature review and the theoretical underpinnings that will be presented in Chapter 2, this study intends to examine:

a) how supervisor support (job resources) and customer workload (job demands) affect FLE burnout and job engagement levels, which, in turn, influence service performance, job satisfaction, and turnover intentions,
b) how implicit-beliefs affect engagement and burnout, which, in turn, influence service performance, job satisfaction, and turnover intentions, and
c) how implicit-beliefs directly predict service performance, job satisfaction, and turnover intentions.

Significance of the Study

This study will make contributions concerning the effective management of FLEs, both practically and academically. Practically, FLEs play a crucial role in hospitality and retail businesses because customers evaluate companies based on the quality of service provided by their FLEs. Therefore, in order for firms to remain competitive, they need to fully understand their FLEs: what influences FLEs' organizational attitudes and behavior, and how they cope with and respond to job demands and resources. Understanding the effects of job demands and job resources, in association with personal resources, is likely to provide managers with guidelines for developing effective retention strategies and for motivating FLEs to perform better at work. This study aims to help practitioners understand their FLEs better for the sake of strong human resources management.

Understanding the individual differences between FLEs and the impacts of these differences on job performance, practitioners may be able to personalize their responses to FLE needs, thereby reinforcing FLEs' performance. For example, entity-minded FLEs may be more vulnerable to burnout than incremental-minded FLEs when handling customer complaints, because they may perceive the complaint as a reflection of their failure to perform, causing them to feel ashamed. Managers could therefore redesign workflows to team-up entity-minded FLEs with incremental-minded FLEs, as the latter may be more immune to customer complaints through believing that their service can be improved, even if they may have failed on the present occasion.

In terms of theory, this study contributes to the literature of the JD-R model and the theory of implicit-beliefs by testing their core notions within the hospitality and retail

industry contexts. Developing a nomological model that integrates organizational and personal factors, this study answers research calls for an extension of the JD-R model (Schaufeli & Taris, 2014). To my knowledge, this study is the first study that introduces the theory of implicit-beliefs (Dweck, 1986) to the study of FLEs' organizational attitudes and behavior. There is a research call for the use of this theory in business literature (Murphy & Dweck, 2016); however, so far, the theory has been primarily used in educational psychology, and has only recently surfaced in explaining consumer behavior (e.g., Mathur, Chun, & Maheswaran, 2016).

Definitions of Terms

In this study, terms and constructs of importance are defined as follows.

Burnout: A state of mental weariness (Schaufeli & Bakker, 2004) that requires prolonged counteractive measures in response to the chronic emotional and interpersonal stressors of a job (Maslach, Schaufeli, & Leiter, 2001).

Customer workload: The extent to which frontline employees divide their attention among a relatively large number of customers during any given shift or day (Bakker et al., 2010)

Frontline employees: Workers who have daily or regular contact with customers in their work role (Slåtten, & Mehmetoglu, 2011)

Implicit-beliefs theory: Lay beliefs about the malleability of personal attributes (e.g., ability, intelligence, and personality) that affect behavior (Dweck, 1986).

Job engagement: The investment of an individual's complete self into a role (Rich, Lepine, Crawford, 2010).

Job demands: Aspects of the job that require prolonged cognitive and/or emotional effort or skills (Bakker & Demerouti, 2014).

Job resources: The physical, psychological, social, and organizational aspects of a job that either reduce job demands or stimulate learning and development (Schaufeli & Bakker, 2004).

Job satisfaction: The level of contentment an FLE feels regarding his or her work, resulting from an assessment of their job experiences (Tett & Meyer, 1993).

Personal resources: Psychological characteristics or aspects of the self that are generally associated with an ability to impact one's environment (Schaufeli & Taris, 2014).

Service performance: FLEs' performance serving and helping customers (Liao & Chuang, 2004).

Supervisor support: Aspects of an FLE's interpersonal relationships with supervisors at work that are helpful or are intended to be helpful (Sarason, Pierce, & Sarason. 1990).

Turnover intention: The subjective and conscious likelihood that an individual will voluntarily leave the organization within a relatively limited time frame (Fried, Shirom, Gilboa, & Cooper, 2008).

CHAPTER II

LITERATURE REVIEW

Overview

This chapter consists of three sections, which provide the theoretical and conceptual frameworks of this dissertation. The first section reviews FLE literature, including a discussion of the major research streams concerning FLEs and the roles of FLEs in association with their organizations and customers. The second section discusses the theoretical frameworks of this study by presenting: (a) the Job Demands and Resources (JD-R) model (Demerouti et al., 2001), (b) the variables used in this study, and (c) an overview of the theory of implicit-beliefs and its applications in research. The third section develops research hypotheses and stipulates the conceptual model of this study.

Frontline Employee Research

Definition of FLE

There is no fixed definition for "frontline employees." Instead, the term has been used in a general sense by researchers to refer to those who encounter customers in their primary work-role (Slåtten & Mehmetoglu, 2011). When Berry (1981) introduced the term "frontline employees" for the first time, he defined it as meaning those who work at the boundary of a service organization, such that they have customer contact and provide customer service (Singh, Brady, Arnold, & Brown, 2017). In a similar vein, Slåtten and Mehmetoglu (2011) defined "frontline employees" as those who, in their work roles,

have daily or regular contact with customers. These definitions lay out an essential characteristic of FLEs; their main role in an organization is to have contact with customers.

Terms such as “customer-contact employees” (e.g., Chebat & Kollias, 2000) and “boundary spanner employees” (e.g., Stamper & Johlke, 2003) have been used synonymously with “frontline employees” (e.g., Zablah, Franke, Brown, & Bartholomew, 2012) in FLE literature. Subjectively, “frontline employees” is used in this dissertation over the other terms because it has been frequently used in recently published studies. In this study, “frontline employees” are defined as those who encounter customers directly by providing service in the hospitality and retail industries.

Research streams in FLE research

Three primary research streams have been identified within FLE literature: (1) how organizational factors influence FLEs’ attitudes and behavior at work, (2) how customers impact FLEs’ attitudes and behavior, and (3) how FLE personal characteristics play a role in attitudes and behavior.

The effects of organizational factors. FLEs’ attitudes and behavior are linked to various factors in an organization. For example, supervisors who frequently communicate with their FLEs influence job satisfaction by promoting the development of FLEs’ affective feelings toward their jobs (Johlke & Duhan, 2000). Furthermore, in any cohort, one co-FLE influences another FLE’s perceptions of the work environment, job satisfaction, and job performance (Babin & Boles, 1996). Aspects of the organization’s culture, such as service climate (Johnson, 1996) and leadership (Sergeant & Frenkel,

2000), are important as well, because they facilitate positive relationships between FLEs and organizational resources (Salanova, Agut, & Peiró, 2005). For example, an organization that emphasizes customer service (i.e., service climate) tends to provide more service training (a job resource), which in turn increases FLEs' engagement and service performance (Clark, Hartline, & Jones, 2009; Salanova et al., 2005). Similarly, FLEs who perceive their leadership to be supportive tend to be more satisfied with their jobs and more committed to the company (Sergeant & Frenkel, 2000).

Organizational activities such as training and benefits affect FLE attitudes and behavior. FLEs who perceive organizational activities positively exhibit positive attitudes and behavior toward the organization, which lead to a good provision of service and higher customer satisfaction (Sergeant & Frenkel, 2000). Training, rewards, autonomy, and empowerment positively influence FLEs' levels of satisfaction, performance, commitment, and service recovery (Babakus et al., 2003; Lee, Nam, Park, & Lee, 2006).

The effects of customers. Customers have both positive and negative impacts on FLEs. Some argue that meeting customers' desires and needs induces negative emotions and burnout in FLEs (e.g., Rafaeli et al., 2012; Rupp & Spencer, 2006), which decrease FLEs' job satisfaction and service performance, and increase turnover intentions (e.g., Sliter, Sliter, & Jex, 2010; Zapath-Phelan, Colquitt, Scott, & Livingston, 2009). Accumulating evidence shows that when FLEs feel mistreated by customers, burnout increases, thereby lowering satisfaction and performance (Grandey, 2000). However, some contend that the influence of customers on FLE attitudes and behavior may not always be as negative as those results would suggest. For example, Price and Arnould

(1999) argue that “commercial friendship” can take place between customers and FLEs. When FLEs and customers feel bonded through this relationship, they can both be satisfied (Price & Arnould, 1999).

The effects of FLE personal characteristics. Concerning FLEs’ individual differences, previous studies have mainly focused on the Big Five personality traits. Results have shown that conscientiousness (i.e., a personality trait of being careful or vigilant) has a positive effect on engagement and service performance (e.g., Brown et al., 2002); stability (i.e., a personality trait of being emotionally stable and less reactive to stress) has a positive effect on commitment (e.g., Silva, 2006), while neuroticism (i.e., a personality trait of focusing on negative emotions) has a positive (negative) effect on burnout (engagement; e.g., Barrick & Mount, 1991; Kim, Shin, & Swanger, 2009).

Other notable personality traits that have been investigated are flexibility, self-efficacy, and customer orientation. Gwinner, Bitner, Brown, and Kumar (2005) asserted that FLEs’ flexibility (i.e., ability to cope with changes in circumstances) helped them to create a “wow” factor by customizing each service encounter. Karatepe et al. (2006) identified self-efficacy (i.e., one’s belief in one’s ability to succeed in a situation) as an important predictor of FLE attitudes and behavior. FLEs with high levels of self-efficacy show higher job satisfaction because the feeling of confidence makes their job more enjoyable and attractive. Customer orientation (i.e., the degree to which FLEs try to help customers and to satisfy customer needs; Saxe & Weitz, 1982) can operate as a work-value (i.e., a service-oriented value) in FLEs (Deshpand, Farley, & Webster, 1993). As a work-value, FLEs’ customer orientation decreases job stress (Zablah et al., 2012) and

increases job satisfaction (Donavan, Brown, & Mowen, 2004) and service performance (Cross, Brashear, Rigdon, & Bellenger, 2007; Liao & Chuang, 2004)

Relationships among the three components in FLE research

There are three vital factors that influence FLEs' attitudes and behavior: the organization, the customers, and the other FLEs. FLEs function as middlemen who stand between the organization and customers. FLEs who are satisfied with the company provide better service to customers and give back to the company by being proactive servers (e.g., through commitment and good service performance). The more the satisfied customers become loyal to the company, the more the company achieves financial gain through their business. The opposite is also possible; unsatisfied FLEs can exhibit negative attitudes and behavior toward the company and customers. The resulting unsatisfied customers will leave the company, eventually leading to the failure of the business. Figure 1 depicts the conceptualized relationships discussed in FLE research.

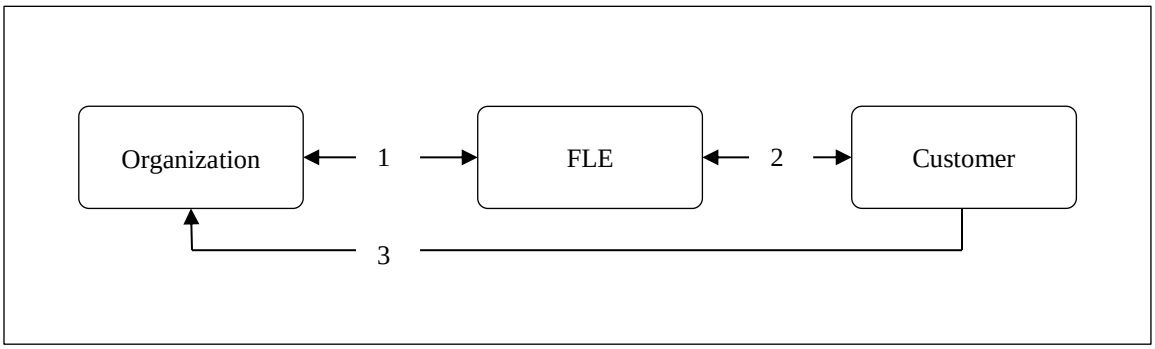


Figure 1. Conceptualized relationships among the three components

Theoretical Framework

For this study, the JD-R model (Demerouti et al., 2001) and the theory of implicit-beliefs (Dweck, 1986) provide the foundations for understanding (a) how job demands and resources influence FLEs' organizational attitudes and behavior, and (b) how FLEs' personal characteristics play a role in the development of FLE attitudes and behavior at work. This study considers job demands and job resources as organizational resources and FLE's individual characteristics (i.e., implicit theories) as a personal resource.

The job demand-resource (JD-R) model

This model builds on the assumption that every occupation has unique factors in two categories: (a) job demands, the "organizational aspects of the job that require sustained cognitive or emotional effort or skills," and (b) job resources, the "organizational aspects of the job that either reduce job demands or evoke personal learning and/or development" (Schaufeli & Bakker, 2004, p. 296). Briefly, job demands include workload, time pressure, and shift work, while job resources include feedback, rewards, and job control. The original JD-R model posits a dual-process in which job demands affect strain while job resources separately determine engagement. It is noteworthy that the original model did not fully deal with job outcomes; subsequent research has integrated job outcomes (e.g., performance, health problems) into the model (Bakker, Demerouti, De Boer, & Schaufeli, 2003; Schaufeli & Taris, 2014). Figure 2 depicts this version of the JD-R model (Demerouti et al., 2001).

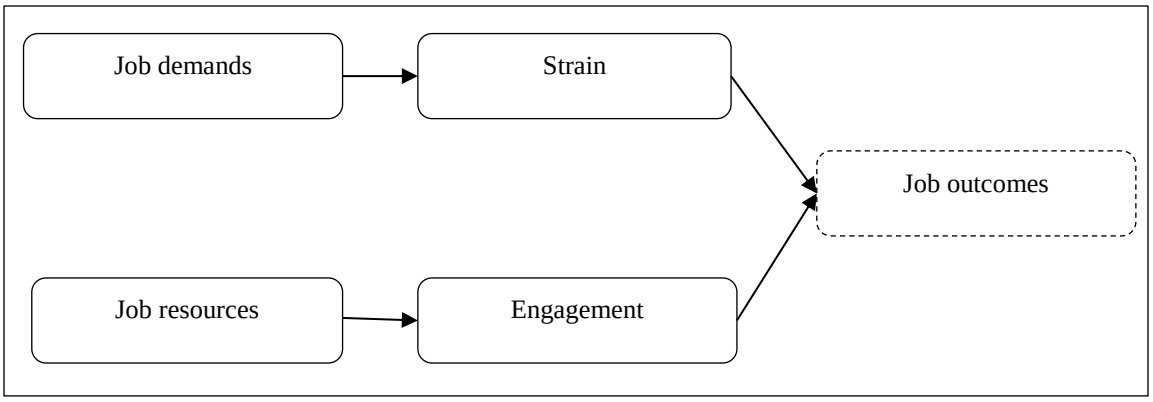


Figure 2. The early JD-R model (adapted from Demerouti et al., 2001)

Job demands (JDs). JDs are defined as the aspects of a role that require cognitive and emotional efforts from FLEs (Bakker, Demerouti, & Schaufeli, 2003). Generally, JDs are associated with negative outcomes such as health impairment and burnout. For example, customer interaction, one of the major job demands in hospitality and retail (Kim, Shin, & Swanger, 2009), heightens burnout, increases turnover intentions, and results in the inferior service performance of FLEs (Hakanen, Schaufeli, & Ahola, 2008). Research has provided evidence that JDs predict burnout across different professions and sectors (Hakanene et al., 2008). In principle, when JDs increase, the cognitive and/or emotional costs to FLEs also increase to accommodate the level of the demands (Schaufeli & Bakker, 2004). The greater the effort required, the greater the cost to a FLE (Demeroti et al., 2001).

Job resources (JRs). JRs are defined as the assets around a FLE's job that enable FLEs to achieve their work goals and which stimulate personal growth (Xanthopoulou et al., 2007). Positive outcomes, such as satisfaction, engagement, and commitment,

accompany JRs (Bakker & Demerouti, 2007), because JRs stimulate FLEs' positive emotions, which increase their energy to meet JDs. For example, a manager's feedback (JR) stimulates an FLE's learning, thereby increasing their job performance (Janssen & Yperen, 2004).

The key JDs and JRs are variable depending on organizational characteristics and environments (Zablah et al., 2012). A review of JD-R research indicates that workload and emotional demands are common JDs and that supervisor support is the most common JR. Table 1 shows the JDs, JRs, outcomes, and contexts examined in the select JD-R model research.

Table 1. Review JD-R model research

Author(s)	**Job demands**	**Job resources**	**Outcomes**	**Context**
Demerouti, Bakker, Nachreiner, & Schaufeli (2001)	Physical workload, Time pressure, Recipient contact, Physical environment shift	Feedback, Rewards, Job control, Job security, Supervisor support	Exhaustion & Disengagement	Human services, industry, transportation
Bakker, Demerouti, & Schaufeli (2003)	Emotional demands, Workload, Changes in tasks, Computer problem	Social support, Supervisory coaching, Feedback, Time control	Turnover & Absenteeism	Call center
Bakker, Demerouti, Boer, & Schaufeli (2003)	Reorganization, Workload	Job control, Participation in decision making	Absent & Commitment	Nutritionist
Bakker, Demerouti, & Verbeke (2004)	Workload, Emotional demands, Work-home conflict	Social support Autonomy, Possibility of development	Performance	Various context (human service)
Schufeli & Bakker (2004)	Emotional demands, Workload	Supervisory coaching, Social supports	Health problems & Turnover	Various contexts (human service)

Table 1. Continued

Author(s)	Job demands	Job resources	Outcomes	Context
Bakker, Demerouti, & Euwema (2005)	Workload, Emotional demands, Physical - demands, Work-home inference	Autonomy, Social support, Feedback, Quality of the relationship with the supervisor	Burnout	Higher education
Mauno, Kinnunen, & Ruokolainen (2007)	Job insecurity, Time demands, Work-to-family conflict	Control, Organization-based Self-esteem, Management quality	Engagement	Health care
Xantropoulou et al. (2007)	Emotional demands, Workload, Emotional dissonance	Autonomy, Social supports, Supervisory coaching, & Professional development	Burnout & Engagement	Engineering
Hakanen, Schaufeli, & Ahola (2008)	Workload, Work environment, Interactions, Emotional demands	Support, Professional contacts	Commitment	Health care
Babakus, Yavas, & Ashill (2009)	Role ambiguity Role conflict Role overload	Social support	Job performance & Turnover	Banks (FLEs)
Xanthopoulou, Bakker, Demrouti, & Schaufeli (2009)	NA	Job Resources: Autonomy, Coaching, Team climate Personal resources: Self-efficacy, Self-esteem, Optimism	Engagement	An electrical engineering and electronics company
Crawford, Lepine, & Rich (2010)	Workload, Job responsibility, Emotional demands, Resource inadequacies, Role conflict, Role overload, Time urgency, Job responsibility	Social support, Autonomy, Feedback, Development opportunity, Work-role fit, Job variety, Recovery, Positive work climate	NA	N/A (meta-analysis study)
Fernet, Austin, & Vallerand (2012)	Emotional exhaustion	Control, Autonomy	Commitment	Education (teachers)

Personal resources (PRs). PRs are defined as the psychological characteristics or aspects of self that are associated with the ability of an individual to impact their environment (Schaufeli & Taris, 2014). As work outcomes often result from personal characteristics, the significant role of PRs on FLEs has begun to be recognized (Schaufeli & Taris, 2014). Nevertheless, attempts to find out how PRs operate within the JD-R model are still scarce (Bakker, Demerouti, & Sanz-Vergel, 2014; Ellingson, Tews, & Dachner, 2016; Schaufeli & Taris, 2014)

PRs usually take two roles in the JD-R model; they can function as mediators or as direct predictors. First, PRs mediate the relationships between JRs and engagement (Bakker & Demerouti, 2008). Research that conceptualizes PRs as mediators argues that employees with abundant job resources are more likely to develop PRs such as self-efficacy or optimism, which in turn positively affect engagement (Schufeli & Taris, 2014). Xanthopoulou, Bakker, Demerouti, and Schaufeli (2007). Llorens, Schaufeli, Bakker, and Salanova (2007) found that PRs (e.g., optimism, self-efficacy and organizational self-esteem) mediated the effects of JRs on engagement. Even though the effects of PRs have been demonstrated only with respect to engagement within the JD-R model, this study understands that the effects of PRs on burnout are conceptually similar to those of JRs, because resources buffer the impact of JDs on burnout and therefore minimize it (Bakker et al., 2010).

As a direct predictor, PRs stimulate the personal development of FLEs at work, like JRs (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). The notion of PRs as a direct predictor is that PRs can affect both FLEs' perceptions of JDs and JRs, as well as

their attitudes and behavior. For example, emotional and mental competencies directly predict burnout and engagement among teachers (Lorente et al., 2008), in that more competent teachers report less burnout and more engagement at the end of each semester. Similarly, self-efficacy, optimism, and self-esteem positively influence engagement (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). The PRs' influence is explained with the idea that an employee's self-efficacy (PR) may foster a positive-self-evaluation, therefore motivating the FLE to pursue their goals by engaging more (Bakker & Demerouti, 2008).

In applying the JD-R model to explain the behavior of FLEs in hospitality and retail environments, the present study identifies focal constructs that are representative of the constructs of the JD-R model. Particularly, customer workload and supervisor support are examined to capture JDs and JRs, respectively. Additionally, engagement and burnout are examined as mediators of the two facets of FLE performance. Lastly, job satisfaction, service performance, and turnover intentions are measured to capture FLEs' effectiveness within the organization.

Customer workload as JD

Customer workload (CW) is defined as the extent to which a frontline employee divides his/her attention between customers during work (Bakker et al., 2010). Since CW is physically, emotionally, and mentally demanding (Lee & Ashforth, 1996), it is often linked to negative consequences, such as burnout and high turnover intentions (Singh, 2000). Furthermore, the negative impacts of CW on FLEs are deemed more severe in the hospitality and retail fields than in other industries because in these fields FLEs interact

with many customers every day, which is an emotionally and mentally demanding task (Zablah et al., 2012). Therefore, CW is a significant detrimental factor of FLEs' work in the hospitality and retail industries, as evidenced by the report that FLEs who experience a severe CW account for 43% of the turnover among FLEs in hotels (Karatepe et al., 2008).

Supervisor support as JR

Supervisor support (SS) is defined as the functions of an interpersonal relationship with a supervisor at work that are helpful or are intended to be helpful (Sarason et al., 1990; Stroebe, 2000). Literature holds that SS helps FLEs to cope with JDs and improves their attitude and behavior (Barbin & Boles, 1996), while lowering stress (Nielsen, Randall, Yarker, & Brenner, 2008). Prior research also found that SS significantly reduces job stress and thereby promotes job engagement (Yang et al., 2015). By providing emotional support (e.g., listening sympathetically or caring for employees) or instrumental support (e.g., providing the information needed to complete a task; Fenlason & Beehr, 2003), supervisors can mitigate burnout in FLEs (Malecki & Demaray, 1994). For example, manager support significantly moderates the effect of JDs on burnout (Bakker & Demerouti, 2007). In fact, Woerkom, Bakker, and Nishii (2016) found that FLEs with high JDs tend to seek SS to buffer their burnout. SS not only helps FLEs to cope with JDs positively and to improve their performance (Barbin & Boles, 1996), but also has the strongest effect in reducing burnout (Nielsen, Randall, Yarker, & Brenner, 2008).

Engagement

Engagement is defined as a positive work-related state of mind (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2003), and is characterized by vigor, dedication, and absorption (Schaufeli & Bakker, 2004). "Vigor" consists of "high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties." "Dedication" is characterized by "a sense of significance, enthusiasm, inspiration, pride, and challenge" (Schaufeli & Bakker, 2004, p. 295). "Absorption" means being fully concentrated on one's work, whereby time passes quickly and one has difficulty detaching oneself from work (Schaufeli & Bakker, 2004, p. 295).

In a meta-analysis study, Crawford, LePine, and Rich (2010) confirmed that the relationship between engagement and JRs is constantly positive and leads to positive organizational outcomes (Schaufeli & Bakker, 2004). For instance, engaged FLEs contribute to the company in several ways, including positively affecting financial return (Xanthopoulou et al., 2014), providing a positive service culture (Slanova, Agut, & Peiró , 2005), and taking on extra tasks (Gierveld & Bakker, 2005).

Burnout

Burnout is defined as a state of mental weariness (Schaufeli & Bakker, 2004) caused by emotional and interpersonal stressors on the job (Maslach, Schaufeli, & Leiter, 2001). It is often associated with exhaustion, cynicism (or depersonalization), and reduced professional efficacy (Maslach & Jackson, 1986; Schaufeli et al., 2002). "Exhaustion" implies "the draining of emotional resources that results from interpersonal

contact with others" (Schaufeli et al., 2002, p. 72). "Cynicism" refers to "an indifferent or distant attitude to work and people, along with a lack of personal accomplishment" (Schaufeli & Bakker, 2004, p. 294). "Professional efficacy" describes feelings of occupational accomplishment (Demerouti et al., 2001; Schaufeli & Bakker, 2004), which are diminished when an FLE feels burnout.

According to Maslach and Schaufeli (1993), employees tend to feel more negative emotions, such as burnout, when they face an uncontrollable work environment. Based on this understanding, FLEs in the hospitality and retail industries are more likely to be exposed to burnout because their jobs are often beyond their control as they interact with customers and respond to their unique needs and desires. Burnout plays an important role in predicting the impact of JDs on FLEs' work outcomes (Singh, Goolsby, & Rhoads, 1994). Overall, the higher the level of burnout, the lower the level of FLE satisfaction and performance; the higher the level of burnout, the higher the turnover (Singh et al., 1994).

FLEs organizational attitude and behavior

Job satisfaction (SA). Job satisfaction is defined as "a positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1304) and has been linked to job performance (Judge, Thoresen, Bono, & Patton, 2001). Although conventional logic would suggest that higher SA levels lead to higher job performance, this does not necessarily hold true; several prior studies have shown an insignificant relationship between the two (e.g., Chebat & Kollias, 2000). SA can be broken down into five dimensions (Koeske, Kirk, Koeske, & Rauktis, 1994): satisfaction with work, supervision, coworkers, pay, and promotion (Smith, Dendall, & Hulin, 1969).

Satisfaction in each of these areas is associated with job outcomes such as turnover intentions, absenteeism, and commitment (Judge & Watanabe, 1994; Tett & Meyer, 1993), in that satisfied FLEs are likely to engage more in their jobs and to provide a better service than unsatisfied ones (Eagly & Chaiken, 1993; Malhotra & Mukherjee, 2004). Therefore, SA antecedes FLEs' service performance and turnover (Saari & Judge, 2004).

Service performance (SP). FLEs' SP is defined as their activity serving and helping customers (Liao & Chuang, 2004). SP consists of two parts: in-role and extra-role performance. In-role performance represents the extent to which an FLE meets their given role-requirements and is characterized by "proficiency" (Griffin, Neal, & Parker, 2007). Extra-role performance describes the extent to which FLEs take on self-initiated tasks in response to customer needs (Griffin et al., 2007).

SP is critical for customer satisfaction because SP by FLEs plays an important role in the formation of customer perceptions of service quality. Therefore, the factors that make FLEs perform better have been of great interest to the industries and to academics. A number of factors contribute to good service performance. Liao and Chuang (2004) suggested that FLEs' personalities and HR practices can lead to superior SP. Zablah, Franke, Brown, and Bartholomew (2012) argued that a customer-oriented work culture led to good SP among FLEs by enforcing a high standard of service.

Turnover-intention (TO). TO is defined as the subjective and conscious likelihood that an individual will voluntarily leave the organization within a relatively limited period of time (Fried et al., 2008). Knowing the importance of TO to any given

company, a vast amount of literature has been devoted to finding determinants of TO (Cotton & Tuttle, 1986). Empirical studies on service workers have revealed that TO is influenced by affective attachment (Mowday, Steers, & Porter, 1979), SA (Barak, Bissly, & Levin, 2000), commitment, and supervisor support (Arthur, 1994; Bakker & Demerouti, 2007). Maertz, Griffeth, Campbell, and Allen (2007) as well as Dawley, Houghton, and Bucklew (2010) found that supervisor support and job satisfaction negatively influence FLEs' TO.

The theory of implicit-beliefs

The theory of implicit-beliefs (Dweck, 1986) guides this dissertation to propose and examine a personal resource that has not yet been explored, but is expected to be important in FLEs' job performance. "Implicit-beliefs" describes one's psychological attitude (Dweck, 1986). Rooted in the theory of personality (Kelly, 1995) and social perception theory (Heider, 1958), the theory of implicit-beliefs states that people typically use one of two ways to formulate their views on something: some believe it to be malleable and improvable (i.e., incremental belief) while others view it as a fixed entity (i.e., entity belief). Research has shown that the different implicit views emphasize the processing of different information, goal choices, and attributions, which subsequently lead to different cognitive, affective, and behavioral responses (Dweck, Chiu, & Hong, 1995; Dweck & Leggett, 1988). The theory has been used mainly in educational psychology to explain students' academic performances and behavior, but has recently gained increased attention across various domains including marketing and management (e.g., Yorkston, Numers, & Matta, 2010).

Per this theory, individuals are regarded as either incremental theorists (having a "growth" mindset) or entity theorists (with a fixed mindset). An incremental theorist is one who believes that individuals' pre-dispositional qualities, like intelligence and morality, can be changed or improved by individual effort and/or by applying strategies (Dweck et al., 1995), while an entity theorist is one who believes that individuals' innate qualities cannot be changed by effort (Dweck & Leggett, 1988; 1995). Thus, the primary difference between the two mindsets lies in the views held concerning innate qualities or characteristics: incremental theorists view them as adaptive while entity theorists consider them maladaptive (Dweck et al., 1995). Research has demonstrated that the two groups are also different in terms of various cognitive and behavioral patterns.

Incremental theory vs. entity theory

Cognitive patterns. The central concept, in terms of the cognitive patterns of implicit-beliefs, is relatively simple: whether one believes self-attributes, such as intelligence, are stable and immutable or not (Cury, Ellito, Fonseca, & Moller, 2006). Entity theorists, who believe that individuals' characteristics are fixed, think that individual effort or learning to improve these self-attributes cannot change the qualities (Murphy & Dweck, 2009). Conversely, incremental theorists believe that self-attributes are malleable and expandable (Dweck & Leggett, 1988), such that ones' lay dispositions can be improved or changed as one learns and attempts to improve them.

Research has examined and confirmed this psychological phenomenon. For example, Hong, Chiu, Dweck, Lin, and Wan (1999) found that "effort" was much more focused among incremental theorists than among entity theorists. Along a similar vein, Chiu et al.

(1997) revealed that entity theorists expected trait-related behaviors to be consistent across situations, whereas incremental theorists tended not to predict consistent behaviors across different situations. These results are consistent with other research findings that found that entity theorists had greater stability in their attitudes than incremental theorists (Petrocelli, Clarkson, Tormala, & Hendrix, 2010).

Goal (or motivation) patterns. There are two types of goals related to implicit-beliefs: performance-oriented goals (or achievements) and learning-oriented goals (or mastership) (Dweck, 1986; Dweck & Leggett, 1988). Typically, entity theorists focus on achievements or performance-oriented goals (Hong et al., 1999) because they believe there are finite psychological resources available to conduct a task (Elliott & Dweck, 1988). Incremental theorists, however, emphasize learning-oriented or mastership goals based on the belief that ones' malleable abilities can be improved through effort (Elliott & Dweck, 1988). For them, learning is more valuable than achievements.

A considerable amount of research has demonstrated different goal patterns as functions of either entity or incremental theory (Grant & Dweck, 2003). Greene and Miller (1996) found that incremental theorists focus on their learning when applying new strategies, rephrasing materials in their own words to learn new concepts, whereas entity theorists tend to memorize answers from study guides to achieve good scores. Robins and Pals (2002) found a similar result that incremental theorists focus on learning and increasing their ability levels, while entity theorists adhere to performance goals.

Behavioral patterns. The different behavioral patterns between incremental and entity theorists become more pronounced in the face of challenges (Hong et al., 1999).

Entity theorists, in comparison to incremental theorists, are more influenced by perceived failure or challenging situations (Hong et al., 1999; Robins & Pals, 2010). When undesirable outcomes are anticipated from a challenging situation, entity theorists tend to withdraw themselves from it or to surrender to the challenge to hide their incapability or incompetency (Dweck & Leggett, 1988). Such cognitive processes can ultimately overwhelm them (Chiu et al., 1997), leading them to select tasks in such a way as to avoid failure or negative assessment (Bandura & Dweck, 1985; Dweck, 1986; Elliott & Dweck, 1988).

On the contrary, neither unfavorable outcomes (e.g., failure) nor challenging situations affect incremental theorists (Dweck & Leggett, 1988). Instead, they actively take on new challenges by persisting and investing effort, or by using effective strategies (Robins & Pals, 2010). Thus, they often perform well on difficult tasks. In their 2006 study, Cury et al. found that, relative to entity theorists, incremental theorists achieved higher math scores as the math problems became more difficult, demonstrating that the incremental theorists persisted in difficult math exercises despite the increasing difficulty of the problems. A consistent pattern can also be found in previous studies on academic performance (Blackwell et al., 2007) and self-esteem maintenance (Nussbaum & Dweck, 2008).

Affective patterns. Affective patterns are salient among entity theorists when failure occurs or a setback is predicted (Dweck, 1986). Because entity theorists tend to attribute negative performance not to a lack of effort, but to lack of ability, they are more likely to have negative feelings such as helplessness or anxiety when they fail a task or

when a setback occurs (Dweck et al., 1995;Robins & Pals, 2002). On the other hand, incremental theorists feel more positive in the same situations. For example, Ommundsen (2001) found that when facing sport competition, entity theorists feel more anxiety, while incremental theorists feel more satisfaction at the prospect of a challenge. Similarly, Miller, Burgoon, and Hall (2007) reported that entity and incremental theorists displayed negative emotions (e.g., anger) and positive emotions (e.g., respect), respectively, regarding self-improvement through physical activity. Table 2 briefly summarizes the characteristics of incremental and entity theorists. Importantly, "goals" and "cognitive patterns" refer to general tendencies, whereas "affective patterns" and "behavioral patterns" apply relatively. For example, when entity FLEs fail to meet service performance, they have more helplessness and anxiety than incremental FLEs.

Table 2. Characteristics of incremental and entity theorists

Pattern	**Entity-focused**	**Incremental-focused**
Goal (motivation)	Performance goal (highlight outcome or achievement)	Learning goal (highlight process or effort)
Cognition	Inherent ability is maladaptive	Inherent ability is adaptive
Affection	Negative emotions (e.g., anxiety, emotional-distress, helpless)	Positive emotions (e.g., ride or self-satisfaction, resilience)
Behavior	▪ Avoid challenging tasks ▪ Withdraw from difficulty ▪ Make less effort as facing challenges	▪ Seek challenge ▪ Persist for mastery ▪ Make more effort as facing challenges

Hypotheses Development

The effects of supervisor support in the JD-R model

Supervisor support (SS) is a critical factor that motivates FLEs (Bakker & Demerouti, 2007) and is an antecedent of employee engagement (Saks, 2006). In other words, FLEs who positively perceive SS at work may become more engaged in their jobs because they feel psychological safety (Kahn, 1990), due to the supportive supervisors (May, Gilson, & Harter, 2004). When FLEs perceive that they are being cared for, they are more likely to respond favorably toward the company (Saks, 2006). On the other hand, a lack of SS is linked to burnout (Schaufeli, Leiter, & Maslach, 2009). JD-R model research has confirmed that employees perform better in, and are more satisfied with a well-resourced working environment (Bakker et al., 2003), and that engagement mediates the relationship between JRs and job performance, promoting low turnover rates and high levels of commitment (Hu, Schaufeli, & Tris, 2011).

In the contexts of hospitality and retail, SS is critical to FLEs' engagement (Edomondson & Boyer, 2013) because customer-contact can be stressful for FLEs as they must accommodate the various needs and desires of customers (Kim et al., 2008). Also, FLEs in those industries often undertake heavy workloads and experience job-conflicts between what customers want and what they are supposed to do, per their company (Zablah et al., 2012). In helping FLEs cope with such difficulties, the emotional and instrumental supports of supervisors are important. Specifically, supervisors' emotional support may be instrumental in releasing FLEs' stress and in helping them to regain strength to focus on their work. Furthermore, instrumental support can help FLEs

to meet customers' expectations while fulfilling company requirements. For example, hotel guests frequently request early check-in and late check-out, which can create conflicts between customers and FLEs when the hotel is fully booked. In these cases, SS can help FLEs to cope with the situation and to resolve the conflict without discomforting the customer or the FLE him/herself. In summary, SS influences FLEs' job outcomes through their levels of engagement; therefore, hypotheses 1a and 1b are presented.

H1a. There is a positive relationship between a FLE's perception of supervisor support and job engagement.

H1b. There is a negative relationship between a FLE's perception of supervisor support and burnout.

The effects of customer workload in the JD-R model

Despite there being various kinds of JDs, research has widely agreed that CW is a critical JD that affects FLEs' job engagement negatively and burnout positively (Bakker et al., 2014; Lee & Ashforth, 1996). In an extended model of the antecedents and consequences of FLEs' performance, Singh (2000) identified two consistently significant pathways: (1) role stressors (role ambiguity and role conflict) → burnout → lower service quality, and (2) role stressors → burnout → lower commitment → higher turnover. A similar path (JDs → burnout → negative job outcomes) has also been confirmed in a study by Hu, Schaufeli and Taris (2011).

JD-R research has dealt with burnout and engagement as exact opposites. They are contradictory in that higher burnout reduces engagement (Cole, Walter, Bedeian, & O'Boyle, 2012). Also, in a longitudinal study, van Vegchel et al. (2004) tested the effects of JDs (i.e., emotional demands and workload) on burnout, and found that JDs positively

influenced burnout. It is apparent that burnout mediates the relationships between JDs and negative FLE outcomes.

FLEs in the hospitality and retail industries may not be able to avoid CW because it is a part of their work (Suan & Basurdin, 2016); therefore, burnout from CW appears inevitable in these jobs. If FLEs were to experience burnout from CW, it is likely that they would change their work attitudes on the floor. They would avoid taking responsibility and detach themselves from work (Bakker et al., 2004). In the hospitality and retail settings, excessive workload demands from customers could cause fatigue and stress among FLEs and lead to them not smiling at customers even though they are requested to do so. Hypotheses 2a and 2b are as follows:

H2a. There is a negative relationship between a FLE's perception of customer workload and job engagement.

H2b. There is a positive relationship between a FLE's perception of customer workload and burnout.

The effects of implicit-beliefs in the JD-R model

Individual differences in FLEs' implicit-beliefs, as a PR, may affect burnout and engagement. Concerning the role of PRs in performance, Lorente, Salanova, Martinez, and Schaufeli (2008) found that the competencies of teachers determine their levels of burnout and engagement. Likewise, Xanthopoulou et al. (2009) reported that PRs (self-efficacy, optimism, and self-esteem at work) predict engagement.

According to the theory of implicit-beliefs, entity theorists are more vulnerable to negative emotions such as anxiety and helplessness (Dweck et al., 1995); incremental theorists experience less, if any, of these emotions than their counterparts, due to their

belief in improvement (Dweck & Leggett, 1988). These emotional patterns imply that entity FLEs should experience more burnout than incremental FLEs. Furthermore, entity theorists focus on achievement-goals while incremental theorists focus on learning-goals. As such, it is expected that entity FLEs will engage more in their work in the first instant, compared to incremental FLEs, perceiving that higher levels of engagement will lead to the achievements that they aim for. On the other hand, incremental FLEs may be less engaged in their work because, for them, there is always more time. The implications of believing entity theory have been largely neglected in research, which generally emphasizes the favorable aspects of incremental theory (Janssen & Yperen, 2004; Joo & Park, 2010); thus, this study focuses particularly on the entity theory of implicit-beliefs. Hypotheses 3a and 3b are presented.

H3a. There is a positive relationship between a FLE's entity theory and job engagement.

H3b. There is a positive relationship between a FLE's entity theory and burnout.

Ample evidence supports the notion that individual differences between FLEs determine their job effectiveness. For example, Liao and Chuang (2004) found that conscientiousness (an achievement-oriented trait) is related to higher service-performance. In meta-analysis research (Barrick & Mount, 1993), conscientiousness has been consistently associated with high job performance. Previous studies have also confirmed that personal characteristics such as self-efficacy, competitiveness, conscientiousness, and instability have significant effects on FLEs' levels of job performance and satisfaction (e.g., Brown, Mowen, Donavan, & Licata, 2002; Karatepe et al., 2006). As the characteristics described by conscientiousness and entity theory are

similar—for example, being achievement-driven and conscious of others' evaluations—this study conceptualizes that entity FLEs will show better service performance than their counterparts.

However, job satisfaction and turnover intention are expected to increase by believing incremental theory. Job satisfaction may increase because incremental FLEs experience less stress (or negative emotions in general). Experiencing less negative emotions may help FLEs to feel more satisfaction with their jobs. Furthermore, incremental theorists tend to take on more challenges than entity theorists. This tendency may encourage them to take more chances in terms of transferring to potentially better jobs. On the other hand, entity FLEs tend to have more certainty in their attitudes (Petrocelli et al., 2010), once they perceive that there are no failures or setbacks; thus, they can be more loyal to their company by exhibiting lower turnover-intentions. Therefore, hypotheses 4a, 4b, and 4c are postulated.

H4a. There is a positive relationship between a FLE's entity theory and service performance.

H4b. There is a negative relationship between a FLE's entity theory and job satisfaction.

H4c. There is a negative relationship between a FLE's entity theory and turnover intention.

The effects of engagement and burnout on FLEs' job effectiveness

Studies have suggested positive relationships between engagement and various factors of job effectiveness, such as low turnover (Saks, 2006), high satisfaction (Yeh, 2013), and better performance (Bakker & Bal, 2010). Engagement can be a motivational construct that helps FLEs to attain high levels of performance (Salanova et al., 2005). As

such, it is beneficial for a company to stimulate engagement among its FLEs to improve their work effectiveness (Demerouti & Cropanzano, 2010). Engaged FLEs are important in service encounters because they are self-initiated in anticipating customer needs (Griffin, Neal, & Parker, 2007). For example, engaged FLEs go the extra mile by, for example, suggesting new items a customer might like or identifying opportunities for better service-delivery (McKenizie, Podsakoff & Ahearne, 1998).

Burnout is the most significant work-problem recognized by HR managers (Wilkie, 2017). In contrast to engagement, burnout lowers performance and satisfaction (Low, Cravens, Grant, & Moncrief, 2001) and increases turnover (Singh et al., 1994). This occurs because burnout is derived from stress and is therefore strongly related to negative emotions (Bakker et al., 2004).

In hospitality and retail environments, FLE burnout is pivotal for two reasons. First, the company's service performance consists of FLEs' service performance, so the FLEs determine customer satisfaction and customer loyalty to the company (Liao & Chuang, 2004). One failed service-encounter by a burnt-out FLE may have a prolonged effect on the company's revenue generation. Second, burnout influences engagement; that is, FLEs who feel burnout are less engaged in their work, as they must try to balance their emotions with their work (Grandey, 2000). More importantly, the negative effects of burnout may spillover to other FLEs, including engaged FLEs, as they interact with each other at work. Either way, the influence of burnout on FLEs and the business is negative. Given that most hospitality and retail businesses operate 24 hours a day, 365 days a year,

FLEs in these fields are vulnerable to burnout. When this happens, engagement is at risk as well. Hypotheses 5a–5c, 6a–6c, and 7 are presented.

H5a. There is a positive relationship between job engagement and service performance.

H5b. There is a positive relationship between job engagement and job satisfaction.

H5c. There is a negative relationship between job engagement and turnover intention.

H6a. There is a negative relationship between burnout and service performance.

H6b. There is a negative relationship between burnout and job satisfaction.

H6c. There is a positive relationship between burnout and turnover intention.

H7. There is a negative relationship between burnout and engagement.

The relationships among service performance, job satisfaction, and turnover

Despite the consensus that satisfied employees perform better (Petty, McGee, & Cavender, 1984), there is evidence suggesting a reverse relationship: performance → satisfaction (Christen, Lyer, & Soberman, 2006). This relationship is derived from the notion that performance leads to valued outcomes that satisfy employees (Judge, Thorese, Bono, & Batton, 2001). For example, Christen et al (2006) explained that as job performance improves, job satisfaction increases. In comparing attitudes between FLEs in banks and professionals in hospitals, Shore and Martin (1989) found that performance leads to satisfaction for FLEs in banks, yet satisfaction leads to performance for hospital professionals. Also, Judge et al. (2001) argued in their meta-analysis study that performance causes satisfaction in non-professional occupations. It is possible that FLEs in the hospitality and retail industries—generally FLEs in these industries are considered

non-professional—need to have good customer comments or feedback for their performance. Having a good assessment of their service will satisfy them later. It has been shown that job satisfaction is negatively related to turnover (Porter, Steers, Mowday, & Boulian, 1974); satisfied FLEs are most likely to remain with their companies. For example, job satisfaction is negatively related to FLEs turnover intention the context of hospitality (Jang & George, 2012) or retail (Arndt, Arnold, & Landry, 2006). This discussion leads to hypotheses 8 and 9. Taken these proposed hypotheses together, Figure 3 presents the proposed research model.

H8. There is a positive relationship between service performance and job satisfaction.

H9. There is a negative relationship between job satisfaction and turnover intention.

Competing Model Development

This study discusses (above) the two research streams in JD-R research regarding the roles of PRs in the JD-R Model: PRs as predictors (e.g., Lorente et al., 2008; Xanthopoulou et al., 2009) and PRs as mediators (e.g., Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008). While this study upholds the idea that PRs directly predict FLE performance, this study also aims to test a competing model to assess the quality of the two views. In the competing model (Figure 4), PR is positioned to mediate the effects that JD and JR have on burnout and engagement.

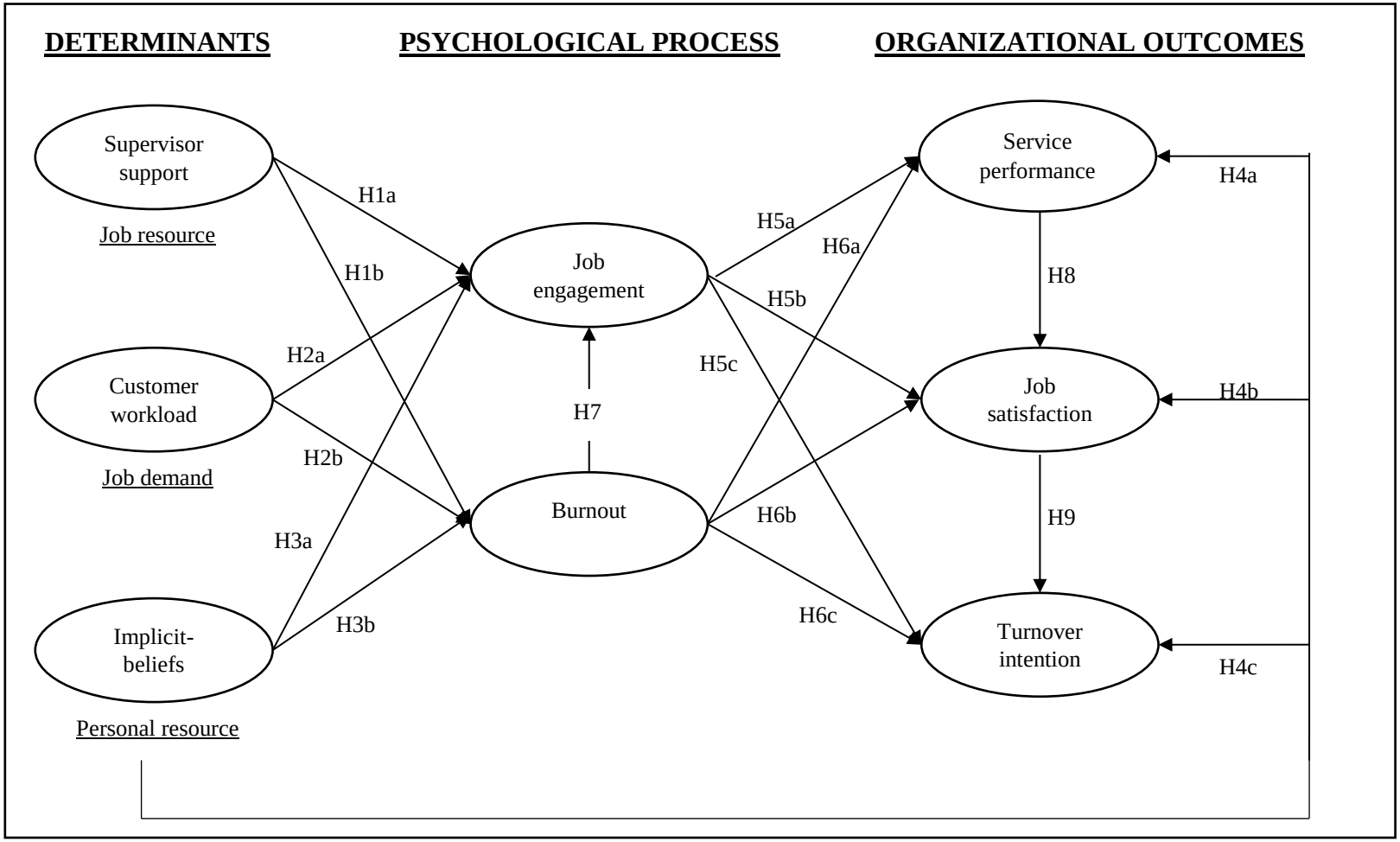


Figure 3. Research model

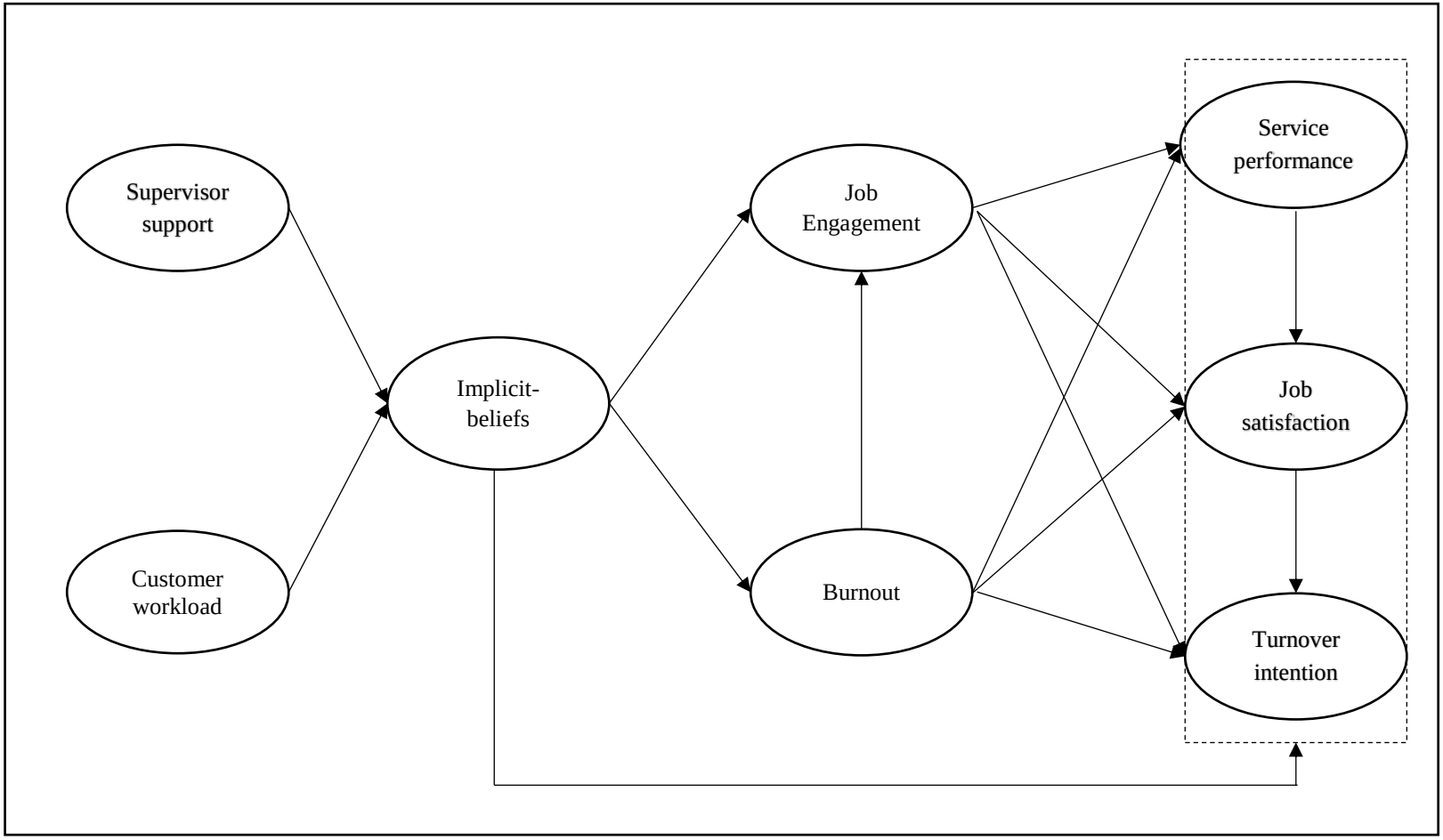


Figure 4. Competing model

CHAPTER III

METHODS

Overview

This dissertation aims to develop a comprehensive explanatory model that explains how JD-R factors and personal resources have an impact on FLEs' attitudes and behavior at work. This chapter describes the methodological approach that was used to achieve this purpose. The chapter consists of three sections. The first section describes the research design, including the overall procedure, the sampling method, and the process used to develop a measurement. The second section explains the pilot test and its results. The third section presents the procedure used for the main test and the analysis of the data, including confirmatory factor analysis (CFA) and structural equation modeling (SEM). This study was reviewed and was exempted by the University of Tennessee Institutional Review Board prior to data collection (Approval No: UTK IRB-17-03676-XM; Appendix A).

Overall procedure

This quantitative research employed a survey method with two phases of data collection: the pilot test and the main test. Selected measurement items were reviewed and contextualized by the principal investigator and relevant researchers to fit them to FLEs in the hospitality and retail contexts. Upon IRB approval, the developed measurement items were transcribed into the Qualtrics survey system to collect data

electronically. Finally, hospitality and retail management researchers checked the survey in Qualtrics for its visual appeal and technical flow. Samples for the pilot test and main test were collected using Mechanical Turk (crowdsourcing internet marketplace) and a research company (Researchnow), respectively, which provided FLE panels for this study.

Research population

This study aims to understand the mechanism controlling FLEs' organizational attitudes and behavior, with a special interest in the roles of organizational and personal determinants. Accordingly, the population of focus was FLEs in the hospitality and retail industries who were 18 years of age or older and whose work roles mainly consisted of regular and direct contact with customers, including providing quality service (Slåtten & Mehmetoglu, 2011).

Measurement development

Procedure to develop survey

The measurement items were selected from well-established research across multiple disciplines. The total number of items initially generated was 82. During the first review of the items, conducted by the principal investigator, four items were eliminated due to their ambiguity to FLEs in the hospitality and retail industries, resulting in 78 items. In addition, two academics contextualized the items. To seek additional contextual modifications, 19 students who were FLEs in various fields, including hospitality, retail,

marketing, and management, reviewed the items and provided their feedback, wherefrom the measurements were finalized.

Selection of JD-R variables

The identification of key JD and JR variables, which fit FLEs in the hospitality and retail industries, is crucial for JD-R model research (Zablah et al., 2012). In order to identify variables, the JD-R research reviewed in the previous chapter was used. This study selected *supervisor support* as a key JR factor because it was the most frequently used indicator in organizational research (Haines, Hurlbert, & Zimmer, 1991; Johnson & Hall, 1988). In this study, *supervisor support* means an FLE's perception of general support or of specific supportive behaviors from supervisors at work (Demaray & Malecki, 2002). As a key JD factor, *customer workload* (Zablah et al., 2012) was used as a measure of customer-related stressors (Dormann & Zapf, 2004). Customer workload implies to any conflict or unfair behavior that FLEs may experience from customer interactions in any work shift or day (Bakker et al., 2010).

Supervisor support. Eight items were derived from the social support scale (SSS) by Shakespeare-Finch and Obst (2011). The original SSS scale includes supervisor and coworker support. Since supervisor support was the interest of this study, eight items were used (Table 3). Research reported high internal reliability for these items, with a Cronbach's alpha value of .92 (Shakespeare-Finch & Obst, 2011). The items were rated by respondents on a 7-point Likert scale ranging from *not at all* (1) to *always* (7).

Table 3. Supervisor support items

Indicator	Item
SS1	I can talk to my supervisor about the pressure at work
SS2	When I am feeling down at work, I can lean on my supervisor
SS3	I can turn to my supervisor for help with tasks
SS4	I can get emotional support from my supervisor
SS5	My supervisor helps me when I am busy to get everything done
SS6	My supervisor helps me to perform my responsibilities well at work
SS7	My supervisor assists me to my job well
SS8	My supervisor provides me information so that I can perform better at work

Customer workload. To measure customer workload, this study used the customer-related social stressors (CSS) scale derived from Dormann and Zapf (2004). The original scale includes 28 items measuring four CSS factors. After a review of the items, 11 were selected that capture FLEs' experiences of customer workload (Table 4). The Cronbach's alphas of the selected items ranged from .60 to .86 (Dormann & Zapf, 2004). The items used a 7-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (7).

Table 4. Customer workload items

Indicator	Item
CW1	Some customers always demand special treatment
CW2	Customers vent their bad mood out on us
CW3	Our customers do not recognize when we are very busy
CW4	Some customers ask us to do things they could do by themselves.
CW5	Customers personally attack us verbally
CW6	Customers are always complaining about us
CW7	We have to work with hostile customers
CW8	Customers' wants and requests are often contradictory
CW9	It is not clear what customers request from us
CW10	It is difficult to make arrangements with customers
CW11	Customers' instruction requests can complicate our work

Burnout. The general Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981) was used to measure burnout. Ten items were selected and respondents rated them on a 7-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (7). The items' reliabilities ranged from .86 to .89 (Schutte et al., 2000). Table 5 shows the measures used for burnout.

Table 5. Burnout items

Indicator	Item
BU1	I feel emotionally drained from my work
BU2	I feel used up at the end of the workday
BU3	When I get up, I feel fatigued for having another day on the job
BU4	Working with customers all day is really a strain on me
BU5	I feel burned out from my work
BU6	I feel that I am working too hard on my job
BU7	I feel that I treat some customers as if they were impersonal objects
BU8	I have become disliked by people since I took this job
BU9	I worry that this job is hardening me emotionally
BU10	I feel frustrated by my job

Job engagement. Job engagement was measured using the Utrecht Work Engagement Scale (UWES, Schaufeli et al., 2002). It included 13 items that used a 7-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (7) (Table 6). Acceptable internal reliability was reported with Cronbach's alpha values between .74 and .87 (Schaufeli, Bakker, & Slanova, 2006).

Table 6. Job engagement items

Indicator	Item
JE1	When I get up in the morning, I feel like going to work
JE2	Most of the time at my work, I am active
JE3	Even when things go bad at work, I keep doing what I do
JE4	At my work, I can keep working for long hours
JE5	I can keep a very strong mentality at work
JE6	Most of the time at my work, I can be energetic
JE7	To me, my job is challenging
JE8	My job inspires me
JE9	I find meaning in my work
JE10	I am proud of the work that I do
JE11	When I work, I forget everything else around me
JE12	Time flies when I am working
JE13	I get carried away when I am working

Job satisfaction. To measure FLE job satisfaction, 12 items were selected from Koeske, Kirk, Koeske, and Rauktis (1994). They used a 7-point Likert scale, ranging from *extremely dissatisfied* (1) to *extremely satisfied* (7). Cronbach's alphas were reported between .83 and .91 (Koeske et al., 1994). Table 7 shows the items used for job satisfaction.

Table 7. Job satisfaction items

Indicator	Item
JS1	Working with customers
JS2	Opportunity for serving customers
JS3	The challenge my job provides
JS4	Chance for acquiring new skills
JS5	Interpersonal relations with fellow workers
JS6	Amount of personal development I get from my job
JS7	The quality of supervision I receive
JS8	The recognition given to or on my work by my supervisor
JS9	Clarity of guidelines for doing my job
JS10	Opportunity for involvement in decision making
JS11	My salary and benefits
JS12	Opportunities for promotion

Service performance. Eleven items were derived from Borucki and Burke (1996; Table 8). Respondents rated the items on a 7-point Likert scale ranging from *completely unsatisfactory* (1) to *extremely good* (7). Cronbach's alpha was .88 (Liao & Chuang, 2004).

Table 8. Service performance items

Indicator	Item
SP1	I have up-to-date knowledge about our services and products
SP2	I am a dependable employee
SP3	I provide service at the time that I promise to do so
SP4	I am always polite to the customers
SP5	I provide prompt service, always
SP6	I am friendly to customers
SP7	I am always willing to help customers
SP8	I can surprise customers with excellent service
SP9	I can "tune in" to each specific customer
SP10	I do more than usual for customers
SP11	I find out what customers need by asking good questions and listening to customers

Turnover intention: A 4-item scale was adopted from Abrams, Ando, and Hinkle (1997) to measure turnover intention. It used a 7-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (7). Cronbach's alpha was .77 (Nissly, Barak, & Levin, 2005). Table 9 shows the turnover intention items used for this study.

Table 9. Turnover intention items

Indicator	Item
TO1	I will likely look for another job in the next twelve months
TO2	I will likely look for another job in the next three years
TO3	I often think about leaving this company
TO4	I intend to change my job in the foreseeable future

FLEs' implicit-beliefs. Nine items were used to measure implicit-beliefs (Dweck, Chiu, & Hong, 1995; Dweck & Hederson, 1988). Respondents rated the items on a 6-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (6). The Cronbach's alpha values ranged from .85 to .95 (Dweck & Leggett, 1988). All the items describe entity characteristics (e.g., "a person has a certain amount of intelligence, and the person cannot really do much to change it"). Therefore, the higher (lower) a respondent's score on the implicit-beliefs scale, the higher the likelihood he/she holds entity (incremental) beliefs. Table 10 shows the items used to measure implicit-beliefs.

Table 10. Implicit-beliefs items

Indicator	Item
IMB1	A person has a certain amount of intelligence, and the person cannot really do much to change it.
IMB2	A person's intelligence is something about the person that the person cannot change very much.
IMB3	A person can learn new things, but the person cannot really change his/her basic intelligence
IMB4	A person's moral character is something very basic about the person, and it cannot be changed very much
IMB5	Whether a person is sincere or not is fixed in their personality. It cannot be changed very much
IMB6	Your intelligence is something about you that you cannot change very much
IMB7	There is not much that can be done to change a person's moral traits
IMB8	Our world has its basic or fixed characteristics, and I really cannot do much to change them
IMB9	Social trends come and go, but the fundamental nature of our world cannot be changed much.

Survey design. The survey used self-reported measures in an electronic format (Qualtrics). The survey consisted of 11 sections. During the survey, each respondent was

guided to review and answer (1) a consent form, (2) a screening question to select potential participants (individuals who were FLEs at the time of the survey), (3) questions asking about the type of business that the participant worked in (e.g., hotel or retail store), tenure with the current company and in the industry, position, and average number of hours per week, (4) the scale for implicit-beliefs (9 items), (5) job engagement (13 items), (6) customer workload (11 items), (7) burnout (10 items), (8) service performance (11 items), (9) turnover intentions (4 items) and job satisfaction (12 items), (10) supervisor support (8 items), and (11) demographic questions including gender, age, ethnicity, annual personal and household income, and education. In order to ensure that respondents were attentive throughout, four unobtrusive questions were incorporated into the survey. Following the instructional manipulation check (IMC; Oppenheimer, Meyvis, & Davidenko, 2009), questions such as “please check strongly agree” and “click four for this item” were used. If a participant answered one of these questions wrongly, they were disqualified from participating in the survey.

CHAPTER IV

ANALYSIS AND RESULT

Pilot Test

Procedure

The purpose of the pilot test was to test the adequacy of the developed measurement system. Specifically, it was to identify potential problems that could appear in the main test in terms of reliability and validity issues. For the pilot test, the survey was distributed to FLEs in the hospitality and retail industries through Mechanical Turk (MTurk). One major concern with collecting data through MTurk lies in the potential for duplicate participation (Goodman, Cryder, & Cheema, 2012). In order to prevent this (i.e., to keep people from taking the survey more than once), "survey protection for ballot box stuffing" was set within Qualtrics. In addition, when a participant either checked "no" to the age qualification question, or wrongfully responded to one of the four IMCs, which were spread throughout the survey, the system automatically disqualified the participant from continuing the survey.

One hundred and ninety-eight participants attempted the survey and twenty-nine were disqualified because either they were not FLEs or they wrongfully answered one of the four IMCs. As a result, a total of 169 respondents completed the survey. SPSS statistical analysis program 24 was used to examine data quality and the reliability of the initial survey items. Furthermore, exploratory factor analysis (EFA) and confirmatory

factor analysis (CFA) were conducted to evaluate the underlying structure of each construct and to finalize the measurement items.

Sample profile

Males (*n* = 83; 49%) and females (*n* = 86; 51%) were evenly distributed with an average age of 33 years old. The sample consisted of both hospitality (*n* = 83; 55%) and retail FLEs (*n* = 76; 45%) with an average tenure of 4 years with their then-employers and 8 years in the hospitality and/or retail industries. Nearly 40% of the respondents (*n* = 63) made less than $30,000 in annual personal income. The average number of working hours was 38 hours per week. Nearly 41% of the FLEs had a 4-year college degree and a further 50% had finished at least a 2-year college degree. Almost two thirds of the respondents were Caucasian (*n* = 129; 76%), followed by African Americans (*n* = 17; 10%) and Hispanics (*n* = 7; 4.1%). Half of the participants (*n* = 85) were working at the entry level, followed by 31.4% at the supervisor level (*n* = 53), and 16% at the management level (*n* = 27).

Exploratory factor analysis (EFA)

Data screening. The data were screened for univariate outliers. A couple of outliers were identified but they were not considered significant. Therefore, the data from all 169 individuals were confirmed for EFA. It was concluded that the study needed to focus on some key factors rather than trying to consider all of the original 87 items, some of which may have been be trivial. Therefore, 9 items that did not correlate with any of the factors were eliminated; EFA was an appropriate analysis to place the items into meaningful categories (Yong & Pearce, 2013).

Preparation. Initially, the factorability of the items for each construct was examined. The Kaiser-Meyer-Olkin measure of sampling adequacy for each construct was above the recommended value of 0.6 (Hair et al., 2006). In addition, Bartlett's test of sphericity for each construct produced significant results, suggesting that there were sufficient correlations among the variables to proceed (Hair et al., 2006). Finally, the communalities were all above .3, further confirming that each item shared some common variance with other items. Therefore, exploratory factor analysis was conducted with all 78 items.

Results. EFA was conducted with the use of maximum-likelihood estimation and direct oblimin rotation to identify the underlying structure of the constructs used for the study. A minimum eigenvalue of 1.0 was used as a criterion to determine the number of factors. Only items that had loadings greater than .60 on a single construct and cross-loadings of .20 or below were included.

A total of 30 items were eliminated because they failed to meet the minimum requirements (Tabachnick & Fidell, 2007). Therefore, 48 items remained for confirmatory factor analysis (CFA). For each factor, unidimensionality was confirmed with a high AVE value. Reliabilities, factor loadings, item-total correlations, and average variances extracted from EFA are presented in Table 11.

Table 11. Reliability and factor loading

Construct/Indicator	Factor loading	Item-total correlation	α	AVE
Customer workload			.82	.53
CW6	.70	.62		
CW9	.77	.62		
CW10	.90	.76		
Service performance			.91	.65
SP3	.71	.66		
SP4	.81	.75		
SP6	.82	.80		
SP7	.81	.75		
SP8	.78	.75		
SP9	.71	.66		
SP11	.80	.77		
Turnover intention			.95	.65
TO1	.95	.85		
TO2	.90	.84		
TO3	.88	.88		
TO4	.88	.91		
Job satisfaction			.81	.65
JS7	.90	.69		
JS8	.77	.69		
JS9	.63	.60		
Supervisor support			.95	.77
SS1	.82	.83		
SS2	.85	.85		
SS3	.84	.86		
SS4	.88	.82		
SS5	.91	.85		
SS6	.88	.85		
SS7	.86	.81		
SS8	.72	.76		
Implicit-beliefs			.95	.64
IMB2	.84	.81		
IMB3	.81	.78		
IMB4	.81	.78		
IMB5	.80	.78		
IMB7	.84	.81		
IMB8	.81	.80		
IMB9	.80	.78		
Job engagement			.90	.83
JE1	.76	.73		
JE8	.80	.75		
JE9	.82	.78		
JE11	.77	.68		
JE12	.70	.71		
JE13	.77	.74		

Table 11. Continued

Construct/Indicator	Factor loading	Item-total correlation	α	AVE
Burnout			.95	.61
BU1	.87	.84		
BU2	.85	.80		
BU3	.82	.78		
BU4	.83	.79		
BU5	.89	.85		
BU6	.80	.76		
BU7	.64	.64		
BU8	.72	.73		
BU9	.73	.73		
BU10	.83	.82		

Main test

Structural Equation Model

This study performed structural equation modeling (SEM) analysis to test the research hypotheses (Hair et al., 2006). SEM involves both (a) a measurement model, which links the observed variables to the latent variables (constructs), and (b) a structural model which links the latent variables to each other using systems of simultaneous equations (Jais, 2007). Therefore, following a two-step approach (Anderson & Gerbing, 1988), a confirmatory factor analysis (CFA) of the measurement model was performed first, and then the full structural model was estimated.

Preparation

Data collection. Data were collected through an online research firm, Researchnow, which provided employee panels. Out of the initial 1443 attempts, 442 responses were disqualified, as these respondents failed to meet the qualification of being

an FLE in the hospitality and/or retail industry. Additionally, 258 responses were eliminated because the individuals did not answer correctly to one of the attention-checking questions. Forty-two people were eliminated for specifying another industry (e.g., software sales or education) as their work sector. These processes resulted in 701 usable responses. This sample size was deemed large enough for SEM analysis it yielded over 14 cases per indicator (Hair et al., 2006).

Sample profiles. The demographic characteristics of the respondents are summarized in Table 12. Nearly 70% of the FLEs were female (*n* = 510) and 78% of them were Caucasian (*n* = 546). Approximately 48% of the respondents reported their personal annual income to be under $49,999. The respondents were working in various settings, including the retail (25%), tourism (12%), and lodging (10.6%) industries. The respondents (37%) who did not specify their industries were still FLEs, as mentioned earlier.

The majority of the respondents were entry level FLEs (52.8%). However, there were also FLEs at entry management levels, such as supervisors (about 22%), as well as at higher management levels, such as managers or executives (17.4%). Despite the fact that 4-year college graduates accounted for nearly 30% of the respondents, 42.7% of them had finished after less than 2-years of college. The respondents' average tenure with their then-employer was 9 years; 20% of them answered that they had worked for 6 to 10 years with their current company.

However, nearly 44% of them had worked for less than 5-years with their then-employer. Although there is no clear cut-off to distinguish between part-time and full-

time employment (www.bls.gov), respondents who worked less than 30 hours and over 30 hours were considered part-time and full-time employees, respectively (www.healthcare.gov). Based on this information, nearly 28% of the respondents were part-time FLEs and the rest of them were full-time FLEs.

Assumption check. Like other multivariate statistical methodologies, SEM requires multivariate normality. The normality assumption was tested and it was confirmed that (a) the skewness values of the latent variables were near zero and (b) the kurtosis values stayed in the acceptable range between −2 and +2 (George & Mollery, 2010). Regarding factorability, the Kaiser-Meyer-Olkin (KMO) values for sampling adequacy were between .70 and .94 and the Bartlett test of sphericity index for linearity was statistically significant ($p < .001$) for each construct. It was thus concluded that the normality and factorability assumptions for SEM were met.

Table 12. Demographic characteristics of respondents

Demographic information	**Frequency (*N* = 701)**	**Percentage**
Age		
Average age	46 years	
> 18 years old	85	12.13%
20 ~ 30 years old	143	20.40%
30 ~ 40 years old	115	16.41%
40 +	358	51.06%
Sex		
Female	510	72.8%
Male	191	27.2%
Ethnicity		
White or Caucasian	546	77.9%
Black or African American	49	7.0%
Hispanic or Latino	46	6.6%
Asian / Pacific Islander	44	6.3%
Caribbean	4	0.6%
Others (e.g., mixed race)	12	1.7%

Table 12. Continued

Demographic information	Frequency (*N* = 701)	Percentage
Education (*N* = 554)		
Less than high school	1	0.1%
Completed high school / GED	165	23.5%
2-year college degree	134	19.1%
4-year college degree	202	28.8%
Master's degree	43	6.1%
Ph.D. degree	9	1.3%
Annual personal (household) income		
< $29.900	162 (69)	23. (9.8)%
$30.000 ~ $49.999	173 (104)	24.7 (14.8)%
$50.000 ~ $69.999	91 (103)	13.0 (14.7)%
$70.000 ~ $89.999	36 (79)	5.1 (11.3)%
$90,000 ~ $109.999	22 (50)	3.1 (7.1)%
$110,000 ~ $129,999	15 (42)	2.1 (6.0)%
$130,000 ~ $149,999	9 (32)	1.3 (4.6)%
$150,000 & above	8 (33)	1.1 (4.7)%
I would rather not answer	185 (189)	26.4 (27)%
Industry of Employment		
Lodging (e.g., hotel, resort, country club)	74	10.6%
Restaurant or Bar	39	5.6%
Tourism (e.g., travel agency, travel guide)	84	12.0%
Airline	38	5.4%
Catering service, Meeting and Convention	13	1.9%
Spa	13	1.9%
Retail store	174	24.8%
Other	258	36.8%
Position level		
Entry-level	370	52.8%
Supervisor level	152	21.7%
Management level	122	17.4%
Owner	57	8.1%
Average tenure for the current company	9 years	
< 1 year	38	5.4%
1 – 2 years	132	18.8%
3 – 5 years	137	19.5%
6 – 10 years	142	20.3%
11 – 15 years	66	9.4%
16 – 20 years	53	7.6%
21 – 30 years	59	8.4%
Over 30 years	74	10.6%
Average working hours per week	36 hours	
> 30 hours	195	27.8%
31 – 40 hours	409	58.3%
40 hours +	97	13.8%

Confirmatory factor analysis (CFA)

CFA was conducted with all the indicators using maximum likelihood estimation. Given the complexity of structural equation modeling, this study applied absolute fit indices to determine how well a model fit the sample data (McDonald & Ho, 2002). Absolute fit indices include five fit statistics (Hooper, Couglan, & Mullen, 2008): the chi-squared test (χ^2), the root mean square error of approximation (RMSEA), the goodness-of-fit index (GFI), the adjusted goodness-of-fit statistic (AGFI), and the standardized root mean square residual (SRMR). First, a good model fit is expected to be insignificant at a .05 threshold, as chi-square is sensitive to sample size (Barrett, 2007). To minimize the impact of sample size, relative chi-square (χ^2/df) can be examined; a χ^2/df ratio below 5.0 (Wheaton et al., 1977) indicates an acceptable model fit. Second, RMSEA indicates how well the measurement model fits the population covariance matrix (Byrne, 1998); a value below .06 is considered a good fit and a value below .08 is considered an acceptable fit (Hu & Bentler, 1998). Third, both the goodness-of-fit index (GFI) and the adjusted goodness-of-fit statistic (AGFI) tend to increase as sample size increases; a value greater than .90 is recommended for a good fit. Lastly, a standardized root mean square residual (SRMR) close to zero indicates a perfect fit and a value less than .05 is considered to imply a good fit (Hooper et al.,2008). In addition to absolute fit indices, other common fit indices were examined as well: the comparative fit index (CFI), the Tucker-Lewis index (TLI), and the normed fit index (NFI) (Hooper at al., 2008). For a good fit, TLI, and NFI need to be above .90 and CFI needs to be above .95 (Hu & Bentler, 1999).

Model fit. The initial model failed to show acceptable fit: χ^2 (874) = 3892.9 (p < .001), χ^2/df = 4.45, goodness-of-fit index (GFI) = .77, comparative fit index (CFI) = .77, Tucker-Lewis index (TLI) = .86, normed fit index (NFI) = .84, root mean square error of approximation (RMSEA) = .07, and standardized root mean square residual (SRMR) = .17. Modifications were made locally in order to improve model fit by (a) checking high covariate items and those with weak loadings (items loaded lower than .6 were deleted), and (b) removing items with standardized residual covariance values of 4 or above (Dampérat & Johibert, 2009). As a result, 33 measurement items were used.

The re-specification process resulted in a measurement model showing acceptable fit indices: χ^2 (417) = 930.435 (p < .001), χ^2/df = 2.23, goodness-of-fit index (GFI) = .92, comparative fit index (CFI) = .97, Tucker-Lewis index (TLI) = .96, normed fit index (NFI) = .94, root mean square error of approximation (RMSEA) = .04, and standardized root mean square residual (SRMR) = .04. It was concluded that the measurement model was satisfactory for predicting the overall data. Table 13 shows the final items and their loadings.

Measurement validity. Convergent and discriminant validity were assessed in order to examine the extent to which measures of latent variables shared their variance and how they were different from others (Jöreskog, 1969). Convergent validity refers to the degree to which theoretically related items of a certain construct are, in fact, observed to be related to each other; discriminant validity refers to the degree to which theoretically unrelated constructs are, in fact, observed to be unrelated to each other (Trochim & Donnelly, 2006).

Convergent validity is established when the average variance extracted (AVE) of each construct is greater than .50 (Fornell & Larcker, 1981), while discriminant validity is confirmed when the maximum shared variance (MSV) is smaller than the AVE (Fornerll & Larcker, 1981). The AVE of each construct was measured and compared to the inter-factor correlations. As shown in Table 14, convergent and discriminant validity were confirmed.

Construct reliability was also checked by estimating composite reliability. Each construct was shown to have a fairly high reliability: CW (.76), SP (.90), TO (.87), JS (.79), SS (.96), IMB (.84), JE (.90), and BU (.89). The proposed model explains 47%, 50%, 12%, 52%, and 49% of the variance in engagement, burnout, performance, satisfaction, and turnover intentions, respectively.

Structural model and hypothesis testing

The proposed structural model was analyzed using AMOS 24 with the Maximum Likelihood estimation function. The model included three of the FLEs' individual-level determinants as exogenous variables (i.e., supervisor support, customer workload, and implicit-beliefs), and five endogenous variables (i.e., burnout, job engagement, service performance, job satisfaction, and turnover). Dynamic relationships among the FLEs' individual-level determinants (supervisor support, customer workload, and implicit-beliefs), psychological process factors (burnout and job engagement), and organizational outcomes (service performance, job satisfaction, and turnover) were hypothesized. The hypotheses were tested first and then the proposed model was compared to a rival model that used implicit-beliefs as mediator.

Table 13. Final measurement items

Construct /Indicator	Measurement items	Factor loading
Customer workload		
CW6	Customers are always complaining about us.	.74
CW9	It is not clear what customers request from us.	.64
CW10	It is difficult to make arrangements with customers.	.80
Service performance		
SP4	I am always polite to the customers	.83
SP6	I provided prompt service, always.	.91
SP7	I am friendly to customers.	.90
SP8	I am always willing to help customers.	.70
SP11	I do more than usual for customers.	.70
Turnover intention		
TO1	I will likely look for another job in the next twelve months.	.71
TO2	I will likely look for another job in the next three years.	.65
TO3	I often think about leaving this company.	.99
Job satisfaction		
JS7	The quality of supervision I receive	.90
JS8	The recognition given my work by my supervisor	.77
JS9	Clarity of guidelines for doing my job	.75
Supervisor support		
SS1	I can talk to my supervisor about the pressure at work.	.80
SS2	When I am feeling down at work, I can lean on my supervisor.	.87
SS3	I can turn to my supervisor for help with tasks	.90
SS4	I can get emotional support from my supervisor.	.89
SS5	My supervisor helps me when I am busy to get everything done.	.87
SS6	My supervisor helps me to perform my responsibilities well at work	.90
SS7	My supervisor assists me to my job well	.92
SS8	My supervisor provides me information so that I can perform better at work.	.88
Implicit-beliefs		
IMB5	Your intelligence is something about you that you cannot change very much.	.75
IMB8	Our world has its basic or fixed characteristics, and I really cannot do much to change them.	.87
IMB9	Social trends come and go, but the fundamental nature of our world cannot be changed much.	.79
Job engagement		
JE8	My job inspires me.	.93
JE9	I find meaning in my work.	.90
Burnout		
BU1	I feel emotionally drained from my work.	.80
BU2	I feel used up at the end of the workday.	.79
BU3	When I get up, I feel fatigued for having another day on the job.	.89
BU6	I feel that I am working too hard on my job.	.67
BU9	I worry that this job is hardening me emotionally.	.75

Table 14. Measurement reliability and validity

	CR	AVE	MSV	MaxR	SS	IMB	CW	SP	BU	JE	JS	TO
SS	.96	.77	.46	.97	**.88**							
IMB	.84	.64	.06	.85	.25	**.80**						
CW	.77	.53	.40	.78	-.29	.62	**.73**					
SP	.90	.65	.14	.93	-.14	.22	.51	**.81**				
BU	.89	.61	.40	.90	.005	-.44	.31	.01	**.78**			
JE	.90	.83	.43	.90	-.37	-.30	-.39	.25	-.48	**.91**		
JS	.85	.65	.46	.87	.20	-.41	.67	-.52	.62	-.60	**.81**	
TO	.84	.65	.38	1.0	-.62	-.15	.70	-.13	.08	.37	-.57	**.80**

Note: CR-composite reliability, AVE-average variance extracted, MSV-maximum shared variances, MaxR-maximum reliability, Diagonal values denote square root of AVE and off-diagonal values represent correlation coefficients between constructs.

Model fit. Model fit statistics showed that the model fitted the data well (Hu & Benter, 199): $\chi^2 = 1203.25$ ($df = 427$, $p < .0001$), NFI = .93, CFI = .96, TLI = .95, GFI = 90, RMSEA = .05, and SRMR = .06. χ^2/df ratio was 2.82, which fell within the recommended acceptable range below 5.0 (Tabachnick & Fidell, 2007). Therefore, a well-fitted model was confirmed.

Hypotheses testing. Implicit-belief scores were treated as a continuous variable (ranging from 1 = *strongly disagree* to 6 = *strongly agree*) with a higher score indicating a stronger belief in entity theory (Dweck et al., 1995; Grant & Dweck, 2003), because the implicit-belief items described entity theory exclusively (e.g., "whether a person is sincere or not is fixed in their personality. It cannot be changed very much").

To test the hypotheses, standardized parameters and their *p*-values were examined. As proposed, supervisor support increased FLEs' job engagement (H1a: $\lambda = .33$; $p < .001$) while decreasing burnout (H1b: $\lambda = -.31$; $p < .001$). Thus, H1a and H1b were supported. Customer workload had no effect on job engagement (H2a: $\lambda = -.06$; $p =$

.23) but significantly increased FLE burnout (H2b: $\lambda = .51$; $p < .001$). Therefore, H2a was not supported but H2b was supported.

The positive effect of entity theory on job engagement was insignificant (H3a: $\lambda = -.05$; $p = .12$). The positive effect of entity theory on burnout (H3b: $\lambda = .10$; $p < .001$) was statistically significant. The hypothesis that entity theory increases service performance (H4a: $\lambda = -.08$; $p = .06$) was insignificant statistically. Unlike the hypothesis that FLEs' belief in entity theory would decrease job satisfaction, the result showed that entity theory rather increased job satisfaction (H4b: $\lambda = .16$; $p < .001$). Despite the fact that entity theory decreased turnover intentions (H4c: $\lambda = -.04$; $p = .22$), it was not statically significant. Therefore, H3b was supported. H3a, H4a, H4b and H4c were not supported.

Job engagement had a positive effect on service performance (H5a: $\lambda = .19$; $p < .001$) and satisfaction (H5b: $\lambda = .58$; $p < .001$), while having a negative impact on turnover intentions (H5c: $\lambda = -.24$; $p < .001$). Therefore, H5a, H5b, and H5c were supported. Burnout had a positive impact on turnover intentions (H6c: $\lambda = .37$; $p < .001$) and a negative impact on service performance (H6a: $\lambda = -.16$; $p < .001$), satisfaction (H6b: $\lambda = -.19$; $p < .001$) and job engagement (H7: $\lambda = -.44$; $p < .001$). Therefore, H6a, H6b, H6c, and H7 were supported. Service performance had no impact on job satisfaction (H8: $\lambda = .04$; $p = .29$); job satisfaction had a negative effect on turnover intentions (H9: $\lambda = -.20$; $p < .001$). Thus, H8 was not supported but H9 was supported. Table 15 summarizes the results of SEM analysis.

Competing model testing

This study tested a rival model in which implicit-beliefs were considered a mediator. The fit indices of the rival model are as follows: chi-square (χ^2) = 1565.17 (*df* = 429, $p < .0001$), χ^2/df = 3.65, GFI = .89, CFI = .92, TLI = .92, NFI = .91, RMSEA = .06, and SRMR = .20. The competing model yielded poor model fit statistics relative to the proposed model. After adding 4 direct effects (supervisor support → job engagement, supervisor support → burnout, customer workload → job engagement, and customer workload → burnout), the competing model offered at least a comparable fit to that of the proposed model: χ^2 = 1171.1 (*df* = 425), $p < .0001$, χ^2/df = 2.75, GFI = .91, CFI = .96, TLI = .92, NFI = .94, RMSEA = .05, and SRMR = .09. This model explained 8.4%, 5.6%, 39%, 11.4%, 48%, and 48% of the variance in implicit-beliefs, burnout, engagement, performance, satisfaction, and turnover intentions, respectively; therefore, it showed poorer explanatory power than the main conceptual model that this study proposed.

Table 15. Results of SEM analysis

	Hypothesis	**Std Estimate**	**S.E**	***t*-value**	**Result**
H1a	*There is a positive relationship between a FLE's perception of supervisor support and job engagement.*	.33	.04	8.75 ***	supported
H1b	*There is a negative relationship between a FLE's perception of supervisor support and burnout.*	- .31	.03	-10.03***	supported
H2a	*There is a negative relationship between a FLE's perception of customer workload and job engagement.*	-.06	.61	-.99	rejected
H2b	*There is a positive relationship between a FLE's perception of customer workload and burnout.*	.51	.05	11.68 ***	supported
H3a	*There is a positive relationship between a FLE's entity theory and job engagement.*	-.05	.05	-1.57	rejected
H3b	*There is a positive relationship between a FLE's entity theory and burnout.*	.10	.05	3.77 ***	supported
H4a	*There is a positive relationship between a FLE's entity theory and service performance.*	-.08	.03	-1.84	rejected
H4b	*There is a negative relationship between a FLE's entity theory and job satisfaction.*	.16	.04	4.58***	rejected
H5a	*There is a positive relationship between job engagement and service performance.*	.19	.03	3.55***	supported
H5b	*There is a positive relationship between job engagement and job satisfaction.*	.58	.04	11.28 ***	supported
H5c	*There is a negative relationship between job engagement and turnover intention.*	-.24	.06	-4.72 ***	supported
H6a	*There is a negative relationship between burnout and service performance.*	-.16	.30	-3.05***	supported
H6b	*There is a negative relationship between burnout and job satisfaction.*	-.19	.37	-4.33***	supported

Table 15. Continued

	Hypothesis	**Std Estimate**	**S.E**	***t*-value**	**Result**
H6c	*There is a positive relationship between burnout and turnover intention.*	.37	.05	7.90 ***	supported
H7	*There is a negative relationship between burnout and engagement.*	-.44	.55	-8.30***	supported
H8	*There is a positive relationship between service performance and job satisfaction.*	.04	.05	1.05	rejected
H9	*There is a negative relationship between job satisfaction and turnover intention.*	-.20	.07	-4.19 ***	supported

Note: $p < .001$

Proposed vs. competing model

The results between the proposed and competing models were consistent. In the competing model, entity theory had no significant impact on job engagement ($\lambda = -.06$; $p = .13$) and turnover intentions ($\lambda = -.04$; $p = .26$). Also, service performance had no effect on job satisfaction ($\lambda = .05$; $p = .15$), as the proposed model also showed. In both models, entity theory had a negative effect on service performance ($\lambda = -.08$; $p < .05$), against H4a, which proposed the positive effect of entity theory on service performance.

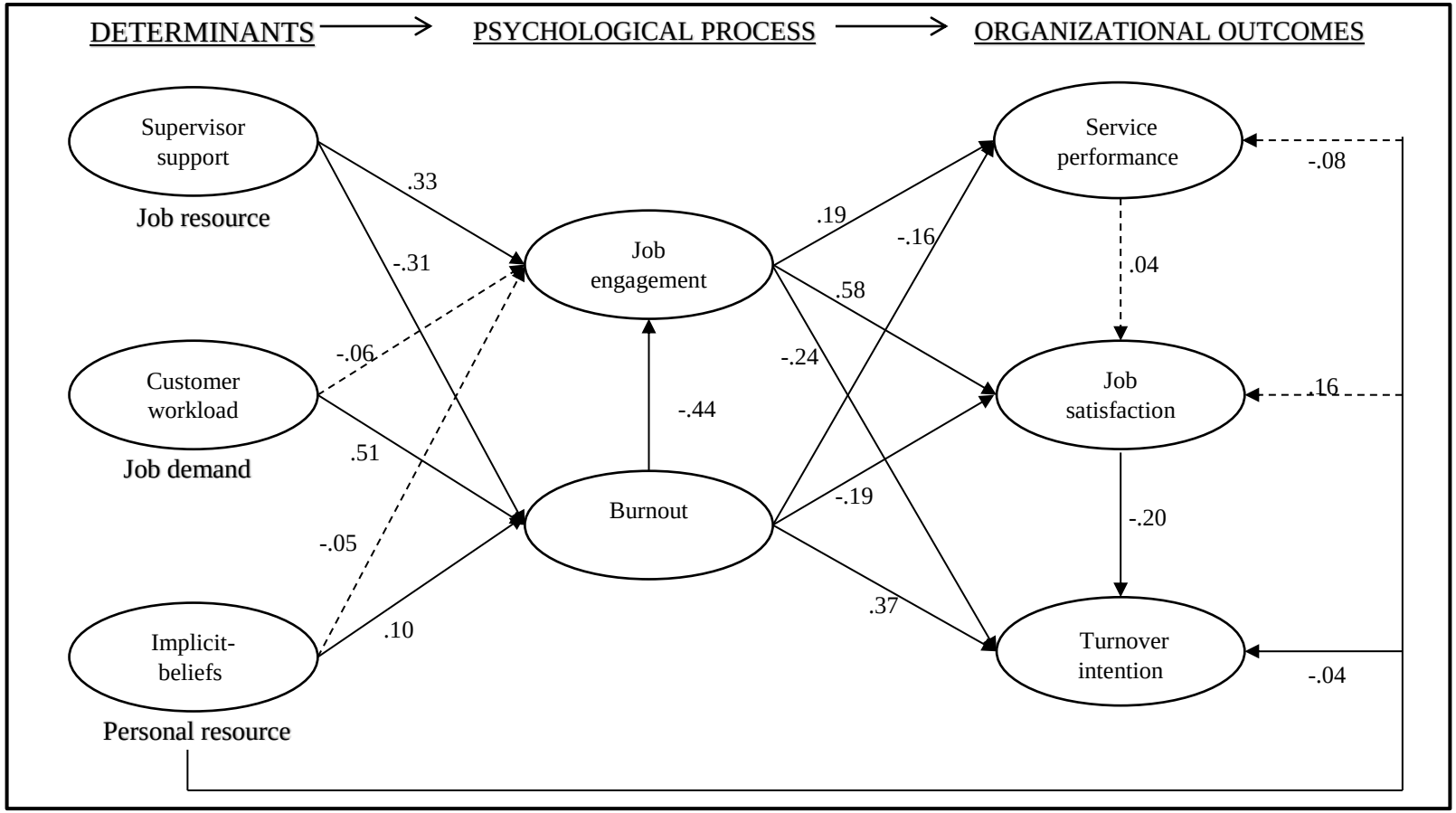
SS did not promote the tendencies of entity theory in FLEs ($\lambda = .04$; $p = .14$); however, CW strengthened the characteristics of entity theory ($\lambda = .28$; $p < .001$) in FLEs. This result shows that entity theory mediated the positive relationships between CW and performance ($\lambda = .91$; $p = .032$), as well as CW and satisfaction ($\lambda = .15$; $p < .001$), but not the relationship between CW and turnover ($\lambda = -.04$; $p = .26$).

The results suggest that implicit-beliefs, as a PR, do not effectively mediate the effects of supervisor support or customer workload on job outcomes. To examine the utility of implicit-beliefs in relation to job outcomes within the JD-R model, two models were compared. Importantly, mediated effects account for a small fraction of the total effects of SS and CW. Collectively, the results support the greater role of implicit-beliefs as a determinant rather than as a mediator. Table 16 compares the fits of models. Figures 5 and 6 present ML estimates for the proposed and rival models.

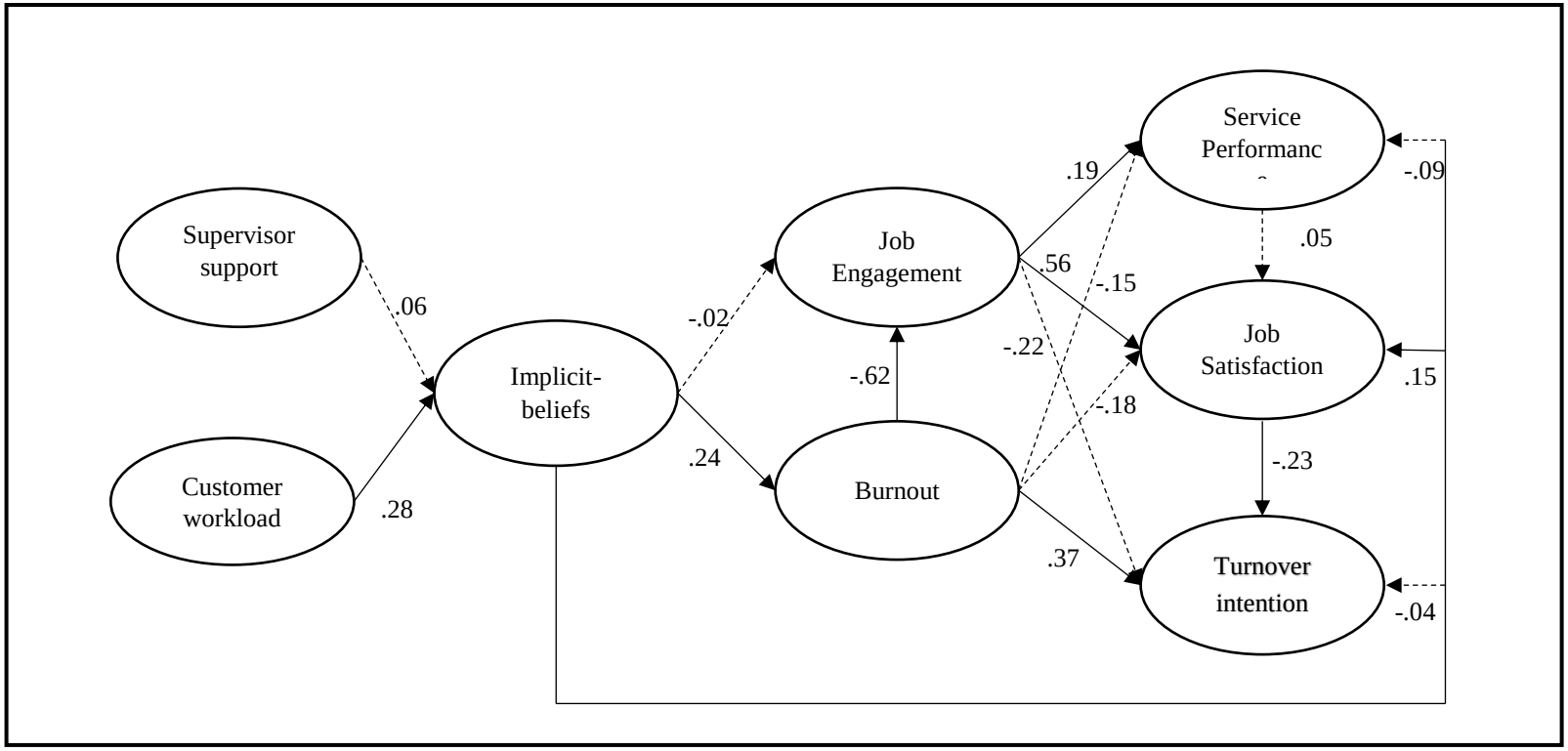
Table 16. Comparison of models

		Model A	**Model B**	**Model C**
Fit measures	Fit guideline			
GFI	≥ .90	.90	.89	.91
IFI	≥ .90	.96	.93	.95
TLI	≥ .90	.95	.92	.92
CFI	≥ .95	.96	.92	.96
RMSEA	≤ .06	.05	.06	.05
SRMR	≤ .05	.06	.20	.09
χ^2-value (df)		1203.25 (427)	1565.17 (429)	1171.1 (425)
p-value		p <.0001	p <.0001	p <.0001
χ^2/df		2.82	3.65	2.75

Note. Model A: A proposed model, Model B: A competing model, Model C: A competing model with additional paths



Notes: Dashed lines indicate statistically insignificant. All other parameter estimates are statistically significant ($p < .001$)
Figure 5. Research model with ML estimates



Notes: Dashed lines indicate statistically insignificant. All other parameter estimates are statistically significant ($p < .001$)
Figure 6. Competing model with ML estimates

CHAPTER V

DISCUSSION

Overview

This dissertation developed a nomological model that explains the relationships between key antecedents (supervisor support and customer workload), FLE burnout and engagement, and job outcomes (service performance, satisfaction, and turnover intentions) within the hospitality and retail contexts. Furthermore, considering that the JD-R model has rarely incorporated job outcome variables, this study extends the model by integrating representative job outcome variables (service performance, satisfaction, and turnover), and shows how supervisor support (JR) and customer workload (JD) affect those outcomes through burnout and engagement. Also, combining implicit-beliefs, as a personal resource (PR), with the JD-R model, this study asserts the role of PR: how FLEs' implicit-beliefs influence their job attitudes and behavior.

To test the model, this study used a survey and recruited 701 FLEs in the hospitality and retail industries. For data analysis, structural equation modeling (SEM) was used to test the relationships between variables. Briefly, the results revealed that (a) supervisor support (JR) and customer workload (JD) are antecedents of engagement and burnout, (b) engagement and burnout influence FLEs' job outcomes, and (c) entity theory, an aspect of implicit-beliefs (PR), only influences burnout. Job engagement, service performance, job satisfaction, and turnover intentions were not predicted by the PR. This chapter summarizes the results of the study and discusses them.

Supervisor support

The first hypotheses proposed concerned the effects of supervisor support on engagement (H1a) and burnout (H1b). The results showed that SS decreased burnout and increased engagement, thereby positively influencing service performance and satisfaction, and negatively influencing turnover intentions. Not only is the positive effect of SS (as a JR factor) on engagement consistent with prior JD-R research (e.g., Bakker & Demerouti, 2007; Bakker et al., 2014), but it also confirms previous research showing that FLEs who draw upon SS are more motivated to engage in their jobs (Bakker et al., 2013). One possible explanation for why SS positively influences engagement is that it may reduce FLEs' stress levels (Yang et al., 2015) and promote feelings of psychological safety (Kahn, 1990). In situations where FLEs feel psychological safety, due to their supervisors, they will be more confident in their engagement at work, sensing that they will be supported regardless of their work outcomes (Kahn, 1990).

Also, this study demonstrated that SS reduces FLE burnout. This finding is inconsistent with JD-R research, which argues that SS is a determinant of engagement but not of burnout (e.g., Demerouti et al., 2001), and that SS merely moderates the relationship between JD and burnout (e.g., Bakker et al., 2007), rather than decreasing burnout directly. Nonetheless, this finding adds to the JD-R model literature by revealing the direct negative effect that SS can have on burnout. This may occur because burnout accompanies strong negative emotions (Rupp & Spencer, 2006), and since SS can soothe FLEs' negative emotions, SS could also decrease burnout.

Customer workload

The second set of hypotheses examined the negative and positive effects of CW on engagement (H2a) and burnout (H2b), respectively. The positive effect of CW on burnout was supported, but CW had no effect on engagement. The initial prediction as to how CW negatively influences engagement was derived from the fact that CW is a strong factor of stress (Singh, 2000), and therefore should also directly and negatively influence engagement. In other words, CW should lead to reduced levels of engagement (i.e., disengagement). However, the unanticipated result was consistent with the predominant view in JD-R model research, which argues that JDs are only associated with burnout, but not engagement (e.g., Bakker et al., 2003; Hakanen et al., 2006). The result can be explained by the fact that the average CW score for FLEs in this study was 2.43. This is relatively low and may not have been strong enough to trigger disengagement in the FLEs of this study.

The result regarding the positive effect of CW on burnout was consistent with prior research (e.g., Bakker et al., 2003). The most significant aspect of this result was that the reported average score for CW (2.43) implies that the respondents were mostly fairly satisfied with their interactions with customers at work. However, this did not translate to low burnout levels (the average score for burnout was 3.41). This means that consistent interactions with customers are detrimental to FLEs, and in turn influence their attitudes and behavior, even when they don’t feel that their customer interactions are especially negative.

Implicit-beliefs

Hypotheses 3 and 4, which predicted the effects of entity theory in FLEs, were mostly not supported, except for the positive relationship between entity theory beliefs and burnout. The result that entity theory in FLEs is positively related to burnout supports entity theory patterns in the theory of implicit-beliefs; entity FLEs are more vulnerable to stressors than incremental ones. This finding is consistent with empirical evidence that shows that entity theorists experience more helpless responses in comparison to their incremental-theorist counterparts (e.g., Dweck, Chiu, & Hong, 1995; Tamir et al., 2007). This explains why some FLEs get more anxious than others about customer complaints concerning their service failures. Entity FLEs have difficulty taking failure and usually aim to hide their areas of incompetence. When perceiving CW as a sign of potential failure, entity FLEs feel strong burnout. On the other hand, incremental FLEs respond to failure in more adaptive ways (Hong et al., 1999). Incremental theory beliefs may benefit FLEs in avoiding burnout.

Hypothesis 3a, concerning the positive effect of entity theory on engagement, was not supported. In fact, entity theory had a negative effect on engagement. The hypothesis was based on the observed pattern that entity theorists are generally goal-oriented and it was thought that this would motivate entity FLEs to engage in their work (Dweck, 1996; Erdely, Loomis, Cain, & Dumas-Hines, 1997). Although this relationship between entity theory and engagement was not supported, the result does parallel the claim that entity theorists do not think they need to invest a lot of effort in their work, because for them, effortless success is the most rewarding (Murphy et al., 2013). Jain et al. (2009) also

argued that incremental theorists focus on effortful and engaging learning processes. On the other hand, entity FLEs tend to believe that working hard does not lead to performance improvement, so do not necessarily engage in their jobs. These lines of reasoning may explain this finding.

Contrary to the prediction of H4a, entity theory in FLEs was not a significant determinant of service performance. Initially, it was conceptualized that entity theory in FLEs would have a positive effect on performance, due to entity theorists' achievement-focused goals. The proposed hypothesis was parallel to research findings (e.g., Elliot, 1999; Elliot & Church, 1997) that suggested that entity theorists are motivated to outperform others to demonstrate their superiority and to avoid being considered incompetent; therefore, entity theory was expected to correlate with superior performance (Barron & Harackiewicz, 2000). However, entity theory was found to be negatively related to FLEs' service performance in this study. This supports Janssen and Yperen's (2004) findings, which show that entity theory is negatively associated with performance. This unexpected result can be explained under the contention that entity theorists tend to value effortless success (Jain et al., 2009). Thus, FLEs may engage less in their work, causing their service performance to also be lower. Also, unlike research reporting the positive effects of entity theory on performance, which has mainly been conducted among children and students (young adults) in laboratory settings, this study tested the phenomenon with adults in natural business settings (FLEs in the hospitality and retail sectors). The results of this study add support to the argument that FLEs in different organizational settings exhibit different patterns (Janssen & Yperen, 2004).

Hypothesis 4b, which predicted that entity theory in FLEs would negatively influence satisfaction, was not supported. The prediction largely relied on the idea that achievement-oriented individuals have increased negative emotions (Linnenbrink & Pintrich, 2002), making them less satisfied with their jobs than incremental theorists. The result was inconsistent with Janssen and Yperen (2004). It was, however, consistent with the findings of Harris, Mowen, and Brown (2015), who showed that performance/goal-oriented individuals have higher job satisfaction in real estate agencies, and of Lee, Tan, and Javalgi (2010), who argued that performance-oriented employees exhibit greater affection for their companies. This study shows that entity theory is not a significant predictor of overall job satisfaction. Further investigation into the relationship between implicit-beliefs and job satisfaction would be worthwhile.

The prediction concerning the negative effect of entity theory on turnover was originally conceptualized based on the idea that the stable nature of entity theory would negatively affect entity FLEs' turnover intentions; they would have longer tenure with their companies. However, this (hypothesis 4c) was not supported. This is inconsistent with the finding that entity employees remain longer with their companies than incremental employees (Lin & Chang, 2005) and that incremental theorists show higher turnover intentions (Dysvik & Kuvaas, 2010). Considering the fact that incremental theory is conceptually antipodal to entity theory, it was suspected that entity theory would predict lower turnover intentions in this study. Although why entity theory in FLEs did not influence turnover intention needs to be investigated more, this study suspects that FLEs' turnover intention may more prone to the contextual influences of a FLE's need

(Dysvik & Kuvaas, 2010). For example, a chance to have more attractive position in another company would influence a FLE's turnover intention.

Engagement and burnout

Hypotheses 5 and 6, predicting the effects of engagement and burnout on service performance, satisfaction, and turnover intentions, were supported. The results are consistent with research (e.g., Bakker et al., 2014; Kim & Stoner, 2008; Singh et al., 1994), and are especially important considering that the JD-R model has rarely addressed performance, satisfaction, and turnover intentions. It is apparent that engagement leads to good performance (Salanova et al., 2005) and high job satisfaction (Yeh, 2013). Furthermore, these relationships have been tested across various contexts, such as among employed students (Alarcon & Edwards, 2010), in the public service sector (Rich et al., 2010), in restaurants (Lam et al., 2001), and with FLEs in hotels (Yang, 2010; Yeh, 2013). The findings of this study add further support to the JD-R model research by (a) demonstrating the significant roles of engagement and burnout in FLEs' work performance, (b) incorporating final organizational outcomes (service performance, satisfaction, and turnover intentions) into the JD-R model, and (c) demonstrating the effects of engagement and burnout on organizational outcomes.

Hypothesis 7 postulated that engagement decreases as burnout increases, given that burnout is physically and emotionally demanding and thus depletes FLEs' engagement levels (Crawford et al, 2010). However, JD-R model research specifying the effect of burnout on engagement is scarce. The results of this study demonstrate that the

relationship (burnout → engagement) is very significant, highlighting the importance of taking this relationship into account within the JD-R model.

Job outcomes

Although a meta-analysis (Judge et al., 2001) showed a substantial relationship between job satisfaction and performance (satisfaction → performance), Hypothesis H8 proposed that *service performance led to satisfaction* for FLEs in the hospitality and retail industries. It was based on the idea that the causal relationship from satisfaction to performance may be occupation-specific or context-dependent, in that unskilled employees' (e.g., FLEs') good performance may lead to satisfaction (Judge et al., 2001). However, the hypothesis was not supported, in contrast to a study that previously confirmed this (Christen et al., 2006). Other studies have also observed no relationship between the two (Babakus et al., 2003; Chebat & Kollias, 2002; Varela-Gonzalez & Garazo, 2006). These inconsistent findings invite further research.

Hypothesis 9 proposed a negative relationship between FLEs' satisfaction and turnover intentions, and it was supported. Organizational research has agreed that satisfied FLEs have fewer turnover intentions (Cotton & Tuttle, 1986; Tett & Meyer, 1993). The results of this study do not differ from findings that assert that the more a FLE is satisfied with his/her job, the less he/she intends to leave the job, both in the retail (Arndt, Arnold, & Landry, 2006) and hospitality (Karatepe, Uludag, Menevis, & Hadzimehmedagic, 2006) industries. Thus, this study verified the satisfaction/turnover intentions association for the population of FLEs in the hospitality and retail industries.

CHAPTER VI

CONCLUSION

Overview

As a research effort to understand FLEs' organizational attitudes and behavior, this study has questioned the utility of PRs and has specifically highlighted the influence of implicit-beliefs on FLEs in the hospitality and retail industries. The impact of PRs on FLEs' attitudes and behavior in these industries has been previously overlooked. The findings have meaningful implications both in theory and practice. This chapter discusses the theoretical contributions and practical implications of this study, followed by its limitations and possible topics for future research.

Theoretical contribution

The results of this study provide new insights for JD-R theory. The effects of PRs on job outcomes have been largely neglected in the JD-R model literature (Schaufeli & Taris, 2014). This study provides theoretical logic for how having an entity theory of implicit-beliefs relates to FLEs' attitudes and behavior, and empirical evidence for a possible use of the theory of implicit-beliefs in organizational research.

In addition, the results shed new light on the effects of engagement and burnout on job outcomes within the JD-R model. Much JD-R research has focused on how JD and JR affect burnout and engagement. However, there has been a lack of understanding of the nomological net of relationships among JD, JR, PR, and job outcomes. This study

will be at starting point for the development of this. Also, the findings add to the increasing body of JD-R literature by showing the negative relationship between burnout and engagement, which has not yet surfaced in the JD-R model literature.

The theory of implicit-beliefs suggests that entity theory in FLEs is strongly related to burnout and job satisfaction. However, the theory of implicit-beliefs has not been previously investigated in relation to FLEs' attitudes and behavior. This research highlights that researchers need to pay more attention, in organizational research, to the functions of implicit-beliefs, to better understand FLE work outcomes (Murphy & Dweck, 2016).

Lastly, this study provides insight into leadership in the service context; namely, that supervisor support decreases FLEs' burnout and increases their levels of engagement. Prior JD-R research has only rarely suggested the negative effects of JR on burnout. These empirical findings will give different perspectives on supervisor roles for FLEs in the service industries.

Practical implications

The results of this study can help guide service organizations in designing training programs. The study highlights the functions of supervisor support on burnout and engagement. Because supervisors are the most visual agents for FLEs in an organization, they can determine FLEs' levels of burnout and engagement. Therefore, training programs to enhance the interpersonal skills of supervisors, such as sympathetic listening skills and effective communication, will be beneficial both for the company and for

FLEs. FLEs could even change their view of the company through the support of supervisors (Eisenberger et al., 2002), as FLEs infer company support from supervisor support.

Additionally, this dissertation demonstrates the detrimental effects of burnout on FLEs' attitudes and behavior; especially, entity FLEs tend to have greater burnout. Training for FLEs to help them develop coping strategies or better manage stress would be beneficial for FLEs and the company. Many strategies to prevent burnout, such as job redesign, can be implemented at the company level to help FLEs tackle job demands. Increasing job resources may be another way to protect FLEs from burnout. Also, managers could apply this research to institutionalize effective mentoring programs. For example, entity FLEs experience more burnout and incremental FLEs experience less. Therefore, entity FLEs and incremental mangers could be paired up to handle work barriers and customer complaints. Managers could also use this research to examine the sources of burnout and recommend approaches that make their FLEs feel comfortable in doing their work.

Entity FLEs are most likely to have job satisfaction. In order to retain these entity FLEs, managers could personalize their responses to fit entity FLEs' communication styles. For example, constant recognition may work more for entity FLEs because they especially respond to positive assessment from others. Also, managers could show them the possibilities for career progression. This might encourage entity FLEs to engage more in their work, because career advancement may feel to them like an indicator of superior performance.

Also, HR managers could develop and implement career management programs to fit FLEs' personal characteristics. These would add positive outcomes to FLEs' attitudes and behavior. Managers need to investigate the factors of satisfaction and dissatisfaction among their specific FLEs, because satisfaction levels lead to turnover intentions. Strengthening satisfaction and reducing dissatisfaction factors will help retain FLEs.

Limitations

These findings are based on online panels and the sample profiles turned out to be slightly different from labor force statistics (www.bls.gov) for the retail and hospitality industries. For example, the average age among FLEs in those industries is 36. The average for this data set was 46 years. Although the average age of FLEs was higher in this study, these data included various FLE positions, including managers and business owners, which leads a greater diversity. Regardless, generalizations beyond the specific context of this research need to be guarded against.

Also, despite the fact that many people of Hispanic ethnicity, followed by African Americans, work in these service industries (www.bls.gov), the majority of study participants were Caucasian. Data interpretation therefore needs to be done cautiously, because the different ethnicities may stress different work values and have differing typical attitudes toward work.

The focus of this study was FLEs in the hospitality and retail industries, and no further demographic distinctions were made beyond this. Specific studies concerning

different subgroups may produce different results. For example, supervisor-level FLEs (22%) might be different from those at the management level in terms of satisfaction or turnover intentions. In addition, due to the nature of this study (cross-sectional and using self-reported assessment), common method bias may have occurred (creating inflated relationships between independent variables and dependent variables).

Future research

This study treats PR as a third exogenous variable that works alongside JD and JR. However, as a PR factor, implicit-beliefs could also be an independent variable that affects JD and JR; JD and JR could be differently perceived based on PR. Moderating effects of implicit-beliefs should be considered for study in the future. Because implicit-beliefs reflect various different patterns between entity and incremental theory, they can be expected to make a difference in terms of FLEs' organizational attitudes and behavior. For example, whether FLEs respond differently to SS (instructional and emotional support) based on their implicit-beliefs could be an interesting area of study. Moreover, the results of this study regarding implicit-beliefs suggest that the theory may not be highly responsive to certain aspects of work environments. Such topics are worthy of investigation.

CW had a meaningful positive effect on burnout, which agrees with accumulating evidence suggesting that burnout is exclusively explained by JD, not by JR (e.g., Schaufeli & Bakker, 2004). Questions such as "what makes a mediocre level of CW influence burnout but not engagement?" could be interesting to explore. Organizations

also typically consist of levels, such as hierarchical levels; the JD-R model could incorporate hierarchical concepts to see how the factors of different organizational levels, such as work culture, determine or influence FLEs' job attitudes and behavior. This would be good area for JD-R research in the future.

Concerning demographic characteristics, the impact of demographics on FLEs' organizational attitudes and behavior would also be a worthy topic for future research. For example, a study (Lange et al., 2010) suggested that older employees tend to endorse entity theory but still perform well at work. Whether young employees, especially the new FLE generation of millennials, mostly exhibit incremental theory or entity theory, and the application of the theory for younger FLEs could be interesting to research and would be beneficial for the industries.

Recent organizational research has started to examine the reciprocal relationships between organizational variables (Schufeli & Taris, 2014). For example, a prominent view has been that engagement leads to job satisfaction; however, recent studies have come to appreciate the reciprocal relationship between the two. This type of relationship could be incorporated into the JD-R model in the future.

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APPENDICES

APPENDIX A

IRB APPROVAL

THE UNIVERSITY of TENNESSEE
KNOXVILLE
Office of Research & Engagement
INSTITUTIONAL REVIEW BOARD (IRB)

1534 White Ave.
Knoxville, TN 37996-1529
865-974-7697
fax 865-974-7400

March 30, 2017

Sun-Hwa Kim,
UTK - Coll of Education, Hlth, & Human - Retail, Hospitality, and Tourism Mgmt

Re: UTK IRB-17-03676-XM
Study Title: Effects of Personal Resources on Frontline Employee (FLE) Job Outcomes: An Application of the Theory of Implicit-beliefs to Job Demand and Resource (JD-R) model

Dear Sun-Hwa Kim:

The Administrative Section of the UTK Institutional Review Board (IRB) reviewed your application for the above referenced project. The IRB determined that your application is eligible for **exempt** review under 45 CFR 46 Category 2. In accord with 45 CFR 46.116(d), informed consent may be altered, with the cover statement used in lieu of an informed consent interview. The requirement to secure a signed consent form is waived under 45 CFR 46.117(c)(2). Willingness of the subject to participate will constitute adequate documentation of consent. Your application has been determined to comply with proper consideration for the rights and welfare of human subjects and the regulatory requirements for the protection of human subjects.

This letter constitutes full approval of your application (version 1.1), Consent document (version 1.0), and Survey (version 1.0), stamped approved by the IRB on 03/30/2017 for the above referenced study.

In the event that volunteers are to be recruited using solicitation materials, such as brochures, posters, web-based advertisements, etc., these materials must receive prior approval of the IRB.

Any alterations (revisions) in the protocol, consent cover statement, or survey must be promptly submitted to and approved by the UTK Institutional Review Board prior to implementation of these revisions. You have individual responsibility for reporting to the Board in the event of unanticipated or serious adverse events and subject deaths.

Sincerely,

Colleen P. Gilrane

Colleen P. Gilrane, Ph.D.
Chair

APPENDIX B

CONSENT STATEMENT

Consent Cover Statement

Understanding Frontline Employees' Work Attitude and Behavior: Combining The Theory of Implicit-beliefs and the Job Demands-Resources (JD-R) model

This is research to help understand what kind of factors influence frontline employees' attitude in the hospitality and retail industry.

Contribution
By participating in this study, you help to improve customer-contact employees' work environment in the hospitality and retail industry. The researcher is grateful for you being sincere about this survey.

Procedures
You'll answer basic demographic questions and fill out a survey regarding your perceptions about your job and then will be directed to answer other demographic questions. The entire survey (including instructions) is expected to take approximately 15 minutes in total. This survey embeds three-filler items, which will randomly be appeared during you take this survey. In order to prove the validity of your respond, we will review the answers for those filler questions. After reviewing your participation records, we will approve or reject your submission. Then you will be given the promised wages.

Risks/Discomforts
There are no anticipated risks or discomforts associated with this study other than those encountered in daily life.

Confidentiality
Any identifiable information obtained in connection with this study will remain confidential. The data will be stored indefinitely on a secure server. When the results of this study are published, or presented, no information will be included that would reveal your identity.

Rights
You may withdraw your consent at any time and discontinue participation without penalty or credit.

Questions
If you have any questions about this research project, you can contact Ms. Sun-Hwa Kim (skim90@vols.utk.edu) or Dr. Sejin Ha (sha5@utk.edu). If you have any questions about your rights or treatment as a research participant in this study, please contact the Institutional Review Board (IRB) at University of Tennessee, 1534 White Ave. Knoxville, TN 37996 (Phone: 865-974-7697)
CONSENT

By checking this box, I am verifying that I am at least 18 years of age and I have read and understand the material presented above. I am aware that my responses on this survey will remain confidential and that my participation is entirely voluntary. Clicking on the button to continue and completing the survey (questionnaire) constitutes my consent to participate.

APPENDIX C

INITIAL SURVEY FORM

Customer-Contact Employee Survey

Do you work for the hospitality and retail industry? In order to participate in this survey, you should be a customer-contact employee whose main duty at work is to provide service to customers. We are interested in how customer-contact employees evaluate their jobs in the hospitality and retail industries. We would be grateful if you would take few minutes and complete the following survey concerning your job.

1. *Are you 18 years older?* *Yes ( )* *No ( )*

A "customer-contact employee" means that your work role has daily or regular contact with customers (For example, a front desk agent in a hotel, a server in a restaurant, or a sales person in a retail store, etc.)

2. *Are you a customer-contact employee? ( ) yes ( ) no*

3. *What best describes the type of industry you work in?*
( ) Lodging (hotel, motel, resort, casino) *( ) Restaurant* *( ) Retail*
( ) Travel / tourism (travel agency, transportation service, etc.) *( ) airline*
( ) meeting or convention *( ) others _____*

4. *How long have you been working for your current job? _____Years _____ months*

5. *Is this your first job?* *Yes ( )* *No ( )*

6. *If this is NOT your first job in this industry, how long have you been in this industry? ___Years*

7. *What is your position at your current job?*
( ) Entry-level customer-contact employee *( ) Supervisor level (e.g., assistant supervisor)*
( ) Management level (e.g., assistant manager, manager, director) *( ) Owner*

8. *How many hours per week do you USUALLY work on your job? _____hours per week*

1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement with the following questions? Please answer openly	Place a cross (X) Strongly Disagree---------- Strongly Agree ▼ ▼ ▼ ▼ ▼ ▼
A person has a certain amount of intelligence, and the person cannot really do much to change it.	[1] [2] [3] [4] [5] [6]
A person's intelligence is something about the person that the person cannot change very much.	[1] [2] [3] [4] [5] [6]
A person can learn new things, but the person cannot really change his/her basic intelligence	[1] [2] [3] [4] [5] [6]
A person's moral character is something very basic about the person, and it cannot be changed very much	[1] [2] [3] [4] [5] [6]
Whether a person is sincere or not is fixed in their personality. It cannot be changed very much	[1] [2] [3] [4] [5] [6]
Though we can change some phenomena, it is unlikely that we can change the core dispositions of our world	[1] [2] [3] [4] [5] [6]
There is not much that can be done to change a person's moral traits	[1] [2] [3] [4] [5] [6]
Our world has its basic or fixed characteristics, and I really cannot do much to change them	[1] [2] [3] [4] [5] [6]
Social trends come and go, but the fundamental nature of our world cannot be changed much.	[1] [2] [3] [4] [5] [6]

1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement in consideration of how you perceive your current job situation.	Place a cross (X) Strongly Disagree ---------- Strongly Agree ▼ ▼ ▼ ▼ ▼ ▼ ▼
When I get up in the morning, I feel like going to work	[1] [2] [3] [4] [5] [6] [7]
Most of the time at my work, I am active	[1] [2] [3] [4] [5] [6] [7]
Even when things go bad at work, I keep doing what I do	[1] [2] [3] [4] [5] [6] [7]
At my work, I can keep working for long hours	[1] [2] [3] [4] [5] [6] [7]
I can keep a very strong mentality at work	[1] [2] [3] [4] [5] [6] [7]
Most of the time at my work, I can be energetic	[1] [2] [3] [4] [5] [6] [7]
To me, my job is challenging	[1] [2] [3] [4] [5] [6] [7]
My job inspires me	[1] [2] [3] [4] [5] [6] [7]
I find meaning in my work	[1] [2] [3] [4] [5] [6] [7]
I am proud of the work that I do	[1] [2] [3] [4] [5] [6] [7]
When I work, I forget everything else around me	[1] [2] [3] [4] [5] [6] [7]
Time flies when I am working	[1] [2] [3] [4] [5] [6] [7]
I get carried away when I am working	[1] [2] [3] [4] [5] [6] [7]

1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement with the following questions? Please answer openly	Place a cross (X) Strongly Disagree---------- Strongly Agree ▼ ▼ ▼ ▼ ▼ ▼
A person has a certain amount of intelligence, and the person cannot really do much to change it.	[1] [2] [3] [4] [5] [6]
A person's intelligence is something about the person that the person cannot change very much.	[1] [2] [3] [4] [5] [6]
A person can learn new things, but the person cannot really change his/her basic intelligence	[1] [2] [3] [4] [5] [6]
A person's moral character is something very basic about the person, and it cannot be changed very much	[1] [2] [3] [4] [5] [6]
Whether a person is sincere or not is fixed in their personality. It cannot be changed very much	[1] [2] [3] [4] [5] [6]
Though we can change some phenomena, it is unlikely that we can change the core dispositions of our world	[1] [2] [3] [4] [5] [6]
There is not much that can be done to change a person's moral traits	[1] [2] [3] [4] [5] [6]
Our world has its basic or fixed characteristics, and I really cannot do much to change them	[1] [2] [3] [4] [5] [6]
Social trends come and go, but the fundamental nature of our world cannot be changed much.	[1] [2] [3] [4] [5] [6]

1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement, In performing my current job…,	Place a cross (X) Strongly Disagree---------- Strongly Agree ▼ ▼ ▼ ▼ ▼ ▼ ▼
Some customers always demand special treatment	[1] [2] [3] [4] [5] [6] [7]
Customers vent their bad mood out on us	[1] [2] [3] [4] [5] [6] [7]
Our customers do not recognize when we are very busy	[1] [2] [3] [4] [5] [6] [7]
Some customers ask us to do things they could do by themselves.	[1] [2] [3] [4] [5] [6] [7]
Please mark strongly disagree	[1] [2] [3] [4] [5] [6] [7]
Customers personally attack us verbally	[1] [2] [3] [4] [5] [6] [7]
Customers are always complaining about us	[1] [2] [3] [4] [5] [6] [7]
We have to work with hostile customers7	[1] [2] [3] [4] [5] [6] [7]
Customers' requests are often contradictory8	[1] [2] [3] [4] [5] [6] [7]
It is not clear what customers request from us	[1] [2] [3] [4] [5] [6] [7]
It is difficult to make arrangements with customers	[1] [2] [3] [4] [5] [6] [7]
Customers' requests can complicate our work	[1] [2] [3] [4] [5] [6] [7]
1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement with the following questions? Please answer openly	Place a cross (X) Strongly Disagree---------- Strongly Agree ▼ ▼ ▼ ▼ ▼ ▼
A person has a certain amount of intelligence, and the person cannot really do much to change it.	[1] [2] [3] [4] [5] [6]

A person's intelligence is something about the person that the person cannot change very much.	[1]	[2]	[3]	[4]	[5]	[6]
A person can learn new things, but the person cannot really change his/her basic intelligence	[1]	[2]	[3]	[4]	[5]	[6]
A person's moral character is something very basic about the person, and it cannot be changed very much	[1]	[2]	[3]	[4]	[5]	[6]
Whether a person is sincere or not is fixed in their personality. It cannot be changed very much	[1]	[2]	[3]	[4]	[5]	[6]
Though we can change some phenomena, it is unlikely that we can change the core dispositions of our world	[1]	[2]	[3]	[4]	[5]	[6]
There is not much that can be done to change a person's moral traits	[1]	[2]	[3]	[4]	[5]	[6]
Our world has its basic or fixed characteristics, and I really cannot do much to change them	[1]	[2]	[3]	[4]	[5]	[6]
Social trends come and go, but the fundamental nature of our world cannot be changed much.	[1]	[2]	[3]	[4]	[5]	[6]

1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement on the following questions in consideration of how you feel about your current job.	Place a cross (X) Never---------- Always ▼ ▼ ▼ ▼ ▼ ▼ ▼						
I feel emotionally drained from my work	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I feel used up at the end of the workday	[1]	[2]	[3]	[4]	[5]	[6]	[7]
When I get up, I feel fatigued for having another day on the job	[1]	[2]	[3]	[4]	[5]	[6]	[7]

Working with customers all day is really a strain on me	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I feel burned out from my work	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I feel that I am working too hard on my job	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I feel that I treat some customers as if they were impersonal objects	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I have become disliked by people since I took this job	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I worry that this job is hardening me emotionally	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I feel frustrated by my job	[1]	[2]	[3]	[4]	[5]	[6]	[7]
1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement with the following questions? Please answer openly	Place a cross (X) Strongly Disagree---------- Strongly Agree ▼	▼	▼	▼	▼	▼	
A person has a certain amount of intelligence, and the person cannot really do much to change it.	[1]	[2]	[3]	[4]	[5]	[6]	
A person's intelligence is something about the person that the person cannot change very much.	[1]	[2]	[3]	[4]	[5]	[6]	
A person can learn new things, but the person cannot really change his/her basic intelligence	[1]	[2]	[3]	[4]	[5]	[6]	
A person's moral character is something very basic about the person, and it cannot be changed very much	[1]	[2]	[3]	[4]	[5]	[6]	
Whether a person is sincere or not is fixed in their personality. It cannot be changed very much	[1]	[2]	[3]	[4]	[5]	[6]	
Though we can change some phenomena, it is unlikely that we can change the core dispositions of our world	[1]	[2]	[3]	[4]	[5]	[6]	
There is not much that can be done to change a person's moral traits	[1]	[2]	[3]	[4]	[5]	[6]	

Our world has its basic or fixed characteristics, and I really cannot do much to change them	[1]	[2]	[3]	[4]	[5]	[6]	
Social trends come and go, but the fundamental nature of our world cannot be changed much.	[1]	[2]	[3]	[4]	[5]	[6]	
1 (Completely unsatisfactory) to 7 (Extremely good) Please share with us your level of agreement about how can you evaluate your service performance at work?	Place a cross (X) Completely Unsatisfactory---------- Extremely Good ▼	▼	▼	▼	▼	▼	▼
I have up-to-date knowledge about our services and products	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I am a dependable employee	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I provide service at the time that I promise to do so	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I am always polite to the customers	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I provide prompt service, always	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I am friendly to customers	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I am always willing to help customers	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I can surprise customers with excellent service	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I can “tune in” to each specific customer	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I do more than usual for customers	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I find out what customers need by asking good questions and listening to customers.	[1]	[2]	[3]	[4]	[5]	[6]	[7]

1 (strongly disagree) to 7 (strongly agree) Please share with us your level of agreement about the following questions in consideration of your current job.	Place a cross (X) Strongly Disagreed ---------- Strongly Agree ▼ ▼ ▼ ▼ ▼ ▼ ▼
I will likely look for another job in the next twelve months	[1] [2] [3] [4] [5] [6] [7]
I will likely look for another job in the next three years	[1] [2] [3] [4] [5] [6] [7]
I often think about leaving this company	[1] [2] [3] [4] [5] [6] [7]
I intend to change my job in the foreseeable future	[1] [2] [3] [4] [5] [6] [7]
1 (extremely unsatisfied) to 7 (extremely satisfied) Please share with us your level of agreement concerning your satisfaction with your current job in terms of the following:	Place a cross (X) Extremely Unsatisfied ---------- Extremely Satisfied ▼ ▼ ▼ ▼ ▼ ▼ ▼
Working with customers	[1] [2] [3] [4] [5] [6] [7]
Opportunity for serving customers	[1] [2] [3] [4] [5] [6] [7]
The challenge my job provides	[1] [2] [3] [4] [5] [6] [7]
Chance for acquiring new skills	[1] [2] [3] [4] [5] [6] [7]
Interpersonal relations with fellow workers	[1] [2] [3] [4] [5] [6] [7]
Amount of personal development I get from my job	[1] [2] [3] [4] [5] [6] [7]
The quality of supervision I receive	[1] [2] [3] [4] [5] [6] [7]
The recognition given to or on my work by my supervisor	[1] [2] [3] [4] [5] [6] [7]
Clarity of guidelines for doing my job	[1] [2] [3] [4] [5] [6] [7]

Please click "M"	[D]	[R]	[S]	[I]	[M]	[H]	[A]
Opportunity for involvement in decision making	[1]	[2]	[3]	[4]	[5]	[6]	[7]
My salary and benefits	[1]	[2]	[3]	[4]	[5]	[6]	[7]
Opportunities for promotion	[1]	[2]	[3]	[4]	[5]	[6]	[7]
1 (not at all) to 7 (always) Please share with us your level of agreement concerning following questions in consideration of how your supervisor and coworker support you at work.	Place a cross (X) Not at all ---------- ---- Always ▼	▼	▼	▼	▼	▼	▼
I can talk to my supervisor about the pressure at work	[1]	[2]	[3]	[4]	[5]	[6]	[7]
When I am feeling down at work, I can lean on my supervisor	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I can turn to my supervisor for help with tasks	[1]	[2]	[3]	[4]	[5]	[6]	[7]
I can get emotional support from my supervisor	[1]	[2]	[3]	[4]	[5]	[6]	[7]
My supervisor helps me when I am busy to get everything done	[1]	[2]	[3]	[4]	[5]	[6]	[7]
My supervisor helps me to perform my responsibilities well at work	[1]	[2]	[3]	[4]	[5]	[6]	[7]
My supervisor assists me to my job well	[1]	[2]	[3]	[4]	[5]	[6]	[7]
My supervisor provides me information so that I can perform better at work	[1]	[2]	[3]	[4]	[5]	[6]	[7]

Are you … ( ) Male ( ) Female

What is your age? : _____ years old

What is your annual income level?

( ) < $29.900 ( ) $30.000 - $49.999 ( ) $50.000 - $69.999 ( ) $70.000 – $99.999
( ) $100,000 - $129,999 ( ) $130,000 - $149,999 ( ) $150,000 & above

What is the highest level of education you have completed?

( ) Less than high school ( ) Completed high school / GED ( ) 2-year college degree
( ) 4-year college degree ( ) Master's degree ( ) Ph.D. degree

Please specify your ethnicity?

( ) White or Caucasian ( ) Hispanic or Latino ( ) Black or African American
( ) Asian / Pacific Islander ( ) Native American or American Indian ( ) Caribbean
( ) Others _____

VITA

Sun-Hwa Kim was born in Daejeon, Korea, to the parents of Sang-Sik Kim and Dong-Yup Kwon. She attended the University of Central Florida where she attained her undergraduate in hospitality management. Years later she returned to the University of Central Florida and completed the Master degree in hospitality management. She then worked for the hospitality industry and started her Ph.D. in 2013 at the University of Tennessee.

Continuing into the Ph.D. program in retail, hospitality, and tourism management, she earned the Master degree in Business Analytics and Statistics and worked as a research assistant, a teaching assistant, and a teaching associate at the University of Tennessee. Beginning in the Fall, 2017, she will be a faculty member of the hospitality management in Montana State University.