



An exploration of leader member exchange influencers in the hospitality industry

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An Exploration of Leader Member Exchange Influencers in the Hospitality Industry

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for the degree of Doctor of Philosophy in Organisation and Management

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Abstract

The aim of this research is to contribute to Leader Member Exchange (LMX) theory and knowledge on leader member exchange by exploring the influencers of LMX. Much of past research within the field of LMX has relied on a cause-effect approach to examine dyadic exchanges and their impact on LMX strength likewise has drawn links between the strength of LMX and individual and organisational outcomes. This study explores the influencers of LMX external to the dyadic relationship to examine how they affect LMX. The hospitality industry was chosen as the context within which to conduct this research as it is heavily reliant on exchanges and shares similarities with the LMX construct. In 2016 a total of 19 leaders and 21 members were interviewed from 6 different hospitality venues in India, using the critical incident technique. The data was then analysed thematically over two stages:- 1) NVIVO coding and 2) manual analysis.

Findings revealed that LMX was not entirely constructed on dyadic exchange and contributes to knowledge by identifying 4 dimensions external to the dyad that acted as influencers: Member to Member Exchange (MMX), Leader to Leader Exchange (LLX), Leader 1 to Leader 2 Exchange (L1L2X) and Contextual Entity Exchange (CEX). Additionally, with regard to the hospitality context as an influencer, 12 tools of assessment were identified to have been used by leaders and members to construct their LMX relationship. The influencers of any particular dyad could have been from a single influencer or a combined effect stemming from multiple influencers and this was found to vary depending on the leader-member dyad in question; thereby contributing to knowledge by establishing a framework of potential influencers external to the dyad and evidencing that LMX was not constructed on dyadic exchanges alone.

Candidate Statement

I hereby declare that this thesis is my own work and effort and that it has not been submitted anywhere for any award. Where other sources of information have been used, they have been acknowledged

Signature:

Acknowledgements

An interesting word isn't it - Acknowledgement
An expression of gratitude to accompany an accomplishment
A declaration of effort, support and experience
Of those that contributed; each with their variance

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All of which made this thesis happen
Jumbled thoughts lead to clarity; my muse instigated passion

Abbreviations

LMX : Leader Member Exchange

VDL : Vertical Dyad Linkage

NL : Negotiating Latitude

SET: Social Exchange Theory

EDL : Exo-Dyadic Lens

MMX : Member to Member Exchange

LLX : Leader to Leader Exchange

L1L2X : Leader 1(Manager) to Leader 2 (Supervisor) Exchange

CEX : Contextual Entity Exchange

RLMX : Relative Leader Member Exchange

Contents

Abstract	II
List of Figures.....	X
CHAPTER 1 INTRODUCTION.....	1
1.1 Background.....	1
1.2 Rationale.....	4
1.3 Research Context	6
1.4 Thesis Summary	7
CHAPTER 2 LEADER MEMBER EXCHANGE	11
2.1 Introduction.....	11
2.2 Context of Wider Leadership.....	11
2.2.1 The leader Orientation	12
2.2.2 The Member Orientation	15
2.2.3 The Situation Orientation	18
2.2.4 The Relationship Orientation	20
2.3 Origin of Leader Member Exchange	23
2.3.1 Vertical Dyad Linkage (VDL)	24
2.3.2 Negotiating Latitude.....	26
2.3.3 Social Exchange	27
2.3.4 Role Theory	30
2.3.5 Evolution of LMX	31
2.4 Leader Member Exchange Theory	35
2.4.1 Defining LMX	35
2.4.2 Parameters of LMX.....	38
2.4.3 Current research trends	42
2.5 Assumptions and Critique of LMX	46
2.5.1 Validity of core assumptions	47
2.5.2 Considerations for future research	50
2.6 Chapter Conclusion	53
CHAPTER 3- EXPERIENCE CREATION IN THE HOSPITALITY CONTEXT	55
3.1 Introduction.....	55

3.2 The Essence of Hospitality Exchanges	56
3.2.1 The Tangible-Intangible Continuum	56
3.2.2 Hospitableness in Hospitality	60
3.2.3 Domestic Dimension	61
3.2.4 Cultural Dimension	62
3.2.5 Commercial Dimension	63
3.3 The Hospitality Theatre Act.....	65
3.3.1 Hospitality Intelligence.....	68
3.4 Creation of the Experience	73
3.4.1 Pre-Experience	75
3.4.2 Experience Participation	77
3.4.3 Post-Experience.....	78
3.4.4 Implications for Experience Management	80
3.5 A Networked Operation	84
3.5.1 The Group Act	84
3.5.2 Multi- Customer Group	86
3.6 Chapter Conclusion	89
 CHAPTER 4: SYNERGIES BETWEEN LMX AND HOSPITALITY	 92
4.1 Nature of Exchange	92
4.2 Construction	93
4.3 Network Affect	96
4.4 Conclusion	98
 CHAPTER 5: METHODOLOGY	 99
5.1 Introduction.....	99
5.2 LMX and Philosophy.....	100
5.3 Research Approach	103
5.4 Qualitative Methodology	106
5.4.1 Semi-structured Interviews	108
5.4.2 Critical Incident Technique.....	109
5.5 Sample	114
5.6 The Data Collection Phase.....	117
5.6.1 Pilot	117
5.6.2 Data Collection	121
5.7 Data Analysis Approach	125

5.7.1 Transcribing and Translating	125
5.7.2 Thematic Analysis and Abductive Coding.....	126
5.7.3 Abductive Coding Framework	126
5.7.4 Constructs and Findings Structure	129
5.8 Strengths and Limitations of the Methodology	132
5.9 Ethical Issues.....	133
5.10 Chapter Conclusion	134
 CHAPTER 6: CONTEXT AS AN INFLUENCER.....	 138
6.1 Structure of Findings Chapters	138
6.2 The Essence of Hospitality Exchanges	139
6.2.1 Customer Centricity.....	140
6.2.2 Theatre Act for Experience Production	143
6.2.3 Networked Operation	146
6.3 Context Embedded Mindset.....	149
6.3.1 Transference of Contextual Objectives	149
6.3.2 Affective Power of the Customer	151
6.4 Impact of Context on LMX Assessments.....	154
6.4.1 Theatre and Experience as Assessment Criteria	155
6.4.2 The Role of the Customer in LMX formation.....	165
6.5 Chapter Conclusion	169
 CHAPTER 7: EXO-DYADIC LENSES AND DIMENSIONS IN LMX.....	 173
7.1 Introduction.....	173
7.2. Corroboration of LMX beliefs	174
7.2.1 Manifestation of LMX.....	174
7.2.2 Evolution of LMX	176
7.3 In Dispute of Dyadic LMX Construction	181
7.3.1 Dyadic LMX Construction Assumption	181
7.3.2 Exo-Dyadic Lenses ©	186
7.4 Dimensions at Play.....	189
7.4.1 Member to Member Exchange and LMX	190
7.4.2 Leader to Leader Exchange and LMX	197
7.4.3 Leader1-Leader2 Exchange and LMX	201
7.4.4 Contextual Entity Exchange and LMX.....	206
7.5 Chapter Conclusion	213

CHAPTER 8: MULTIDIMENSIONALITY AND TRANSFERENCE IN LMX.....	217
8.1 Introduction.....	217
8.2 Multidimensionality in LMX	218
8.3 Transference	227
8.3.1 Transference by Past Experience and Perception	229
8.3.2 Transference by Strength of LMX.....	234
8.4 Chapter Conclusion	237
 CHAPTER 9 CONCLUSIONS	 239
9.1 Meeting of the Aims and Objectives	239
9.2 Contributions	242
9.2.1 Contributions to LMX Theory	242
9.2.2 Contributions to Practise.....	248
9.2.3 Contributions to Leadership Theory and Practise in Hospitality	253
9.3 Research Rigour	254
9.3.1 Validity.....	254
9.3.2 Reliability.....	255
9.3.3 Generalisability and Transferability	255
9.3.4 Research Limitations-	256
 REFERENCES.....	 257
 APPENDIX A - GLOSSARY	 308
 APPENDIX B- SAMPLE TRANSCRIPT	 312
 APPENDIX C TAMIL TRANSCRIPT	 333
 APPENDIX D TRANSLATION OF TAMIL TRANSCRIPT	 353
 APPENDIX E- FOLLOW UP QUESTIONS	 373
 APPENDIX F- INTERVIEW SCHEDULE	 375
 APPENDIX G- SAMPLE PARTICIPANT INFORMATION SHEET	 377
 PARTICIPANT INFORMATION SHEET	 377

APPENDIX H- SAMPLE CONSENT FORM.....	379
APPENDIX I- DATA MANAGEMENT PLAN.....	380
APPENDIX J- LEADERSHIP ADJECTIVES.....	382

List of Figures

Figure 1 Bartending Scenario	2
Figure 2 LMX Construction.....	37
Figure 3 LMX Differentiation.....	44
Figure 4 LMX Outcomes	46
Figure 5 Research Focus.....	52
Figure 6 Tangible and Intangible Continuum.....	59
Figure 7 Dimensions of Hospitality.....	64
Figure 8 Hospitality Intelligences	71
Figure 9 The Group Act	86
Figure 10 Multi-Customer Group	88
Figure 11 Contextual implications for Leaders and Member	91
Figure 12 LMX and Hospitality Impression Management	94
Figure 13 Conceptual Framework	98
Figure 14 Manual Analysis (Stage 2)	129
Figure 15 Evolution of Research.....	136
Figure 16 Hygiene Factors, Promoters and Direct Influencers	155
Figure 17 Hospitality Contextual Influencers.....	171
Figure 18 LMX Dyadic Construction	183
Figure 19 LMX Constructed Relatively (Leader).....	184
Figure 20 LMX Constructed Relatively (Member).....	185
Figure 21 Exo-Dyadic Lens.....	188
Figure 22 MMX and EDLs	190
Figure 23 LLX and EDLs.....	198
Figure 24 L1-L2-X Hierarchy	201
Figure 25 L1-L2-X and EDLs	202
Figure 26 CEX and EDLs	206
Figure 27 Dimensions and EDLs that Influence LMX.....	215
Figure 28 Multidimensionality in LMX	227
Figure 29 Hospitality Contextual Influencers (Figure 17 Revisited).....	245
Figure 30 Multidimensionality in LMX (Figure 28 Revisited)	247

List of Tables

Table 1 LMX Original Lenses and Evolution	34
Table 2 LMX and Hospitality Exchanges	92
Table 3 Differentiation vs Host Customer Identification	93
Table 4 Construction: LMX vs Hospitality	93
Table 5 Dimensions: LMX and Hospitality	95
Table 6 Emotional Intelligence: LMX vs Hospitality	95
Table 7 Emotional Labour: LMX vs Hospitality	96
Table 8 Networked Affect: LMX vs Hospitality	97
Table 9 Critical Incident Technique Followed	112
Table 10 Sample	115
Table 11 Base Interview Questions	123
Table 12 Abductive Coding Framework	128
Table 13 Thematic Analysis Framework	131
Table 14 Absorption in Transference (Past Experience)	230
Table 15 Contradiction in Transference (Past Experience)	232
Table 16 Absorption in Transference (Strong LMX)	234
Table 17 Contradiction in Transference (Weak LMX)	235

Chapter 1 Introduction

1.1 Background

Historical perspectives to understanding leadership depict the leader to be dominant and the follower to be submissive (Raelin 2016; Rigby 1970); which has largely influenced the manner in which leadership academics have engaged with research. Leadership research has seen different genres, where various adjectives have been utilized to represent different perspectives to understand and engaged in research. Examples include:- 'Charismatic Leadership', 'Authentic Leadership' and 'Positive leadership'; with new genres in leadership research such as 'Architectural Leadership' still emerging (Avolio, Walumbwa and Weber 2009; Kollenscher et al., 2017). Hence, it stands to reason that there is an absence of a "one size fits all" approach to understanding leadership; likewise, a lack of consensus on a definitive view on a leadership style that is best practice or most effective. Even if leaders were to identify with a certain leadership style, there remains the question as to whether they behave the same way with all followers, irrespective of the scenario. For example:-

"A few years ago I used to work part-time as a bartender. I enjoyed it and I worked hard. However, I mostly kept to myself as I tended to be on the shy-introverted side; unlike my chatty co-workers who often went out for a drink after work, while I went home to catch up on Netflix. Eventually, in-spite of my work ethic, I found a distance grow between my manager and me. His preference to work with some of my co-workers became evident when they were given the opportunity to choose their shifts at work and work flexible hours, while I was not. This puzzled me; was he unhappy with me? Was I doing something wrong? Why wasn't I getting the same benefits they were? In an ideal world, leaders might treat all employees equally; but it dawned upon me that this was rarely the case. My manager seemed to form varying relationships with employees. I grew curious; I wondered what factors affected the way my manager chose to form relationships with his employees?." (Researcher)

Figure 1 Bartending Scenario



(Photo Credit: Fazila Husain)

As the bartending example mentioned above depicts, there might be a discrepancy in the way a leader handles various followers. It was precisely for this reason that Leader Member Exchange (LMX) Theory stood out amongst other leadership genres. It was the only leadership theory that recognised both the leader and the member to have a role in constructing the relationship they shared. Likewise, it attested that no two organisational relationships were identical (Sui et al., 2016); and that leaders formed varying relationships with members based on exchanges (Kauppila 2016). In essence, LMX theory establishes that individuals used interactions to gauge and understand their counter-part; following which they moulded the way they behaved towards their counter-parts. Simultaneously, a fundamental belief that LMX held dearly was that as a consequence of interactions leaders favoured some employees over others; referring to them as ingroup, and those that were not favoured as outgroup, making it a multi-level theory (Cropanzano, Dasborough and Weiss 2017).

Aspects that individuals perceived and how that influenced the nature of the relationship between a leader and a member has been an area heavily researched since the birth of LMX (Cropanzano, Dasborough and Weiss 2017). Mainly because strong LMX relationships within the organisation have been claimed to induce enhanced work performance and motivation amongst staff; giving members who enjoy an ingroup status, access to greater work opportunities, promotions and support (Marstand, Martin and Epitropaki 2017). While outgroup employees were limited to their organisational roles, where leaders extend no special attention towards their developments (Verbrigghe 2014; Kauppila 2016); resulting in a greater tendency for outgroup members to exhibit turnover intentions (Chen, Yu and Son 2014), due to feeling devalued (Seibert, Sparrowe and Liden 2003).

The inevitability of some members being ingroup and some others outgroup is not disputed; rather it is suggested that perhaps better management, awareness, and understanding of what leads to ingroup and outgroup members will help minimise the negative consequences of differentiating between employees. Perhaps even give outgroup members the chance to modify their behaviour to enjoy ingroup status. But in order to do this, there must be clarity on what exactly leads to ingroup and outgroup status. A variety of research has attempted to gather this information by using scales and their adaptations to make claims pertaining to how individuals made sense of the interactional exchanges and consequently modified their behaviour (Riggs and Porten 2017; Dulebohn, Wu and Liao 2017; Martin et al., 2016). The issue with this approach resonates with the subjectivity with which leader and member exchange relationships are formed; making generalised cause-effect attestations of attributes and their impact on LMX questionable. Nevertheless, researchers have continued down this path since the birth of LMX 40 years ago, causing ambiguity to prevail and leaving theorization of LMX excellence an elusive subject.

Instead of pursuing the cause-effect approach to grasp knowledge on interactions that affect LMX strength and behavioural outcomes associated with that, this research recognises that there may be a myriad of factors that affect LMX construction. Consequently, it seeks to explore influencers external to the dyad that affect how individuals formed exchange relationships. Insights on the influencers at play could then

allow members to be aware and alter their behaviour and interactions, conscious of the influencers that might be impacting their ingroup or outgroup status. Likewise, it would allow leaders an opportunity to recognise biases at play or help them enhance communication of their expectations of members.

The aim of the research is to explore how leadership relations are constructed through leader-member interactions and to identify why some members develop stronger relations with their leader than others within the hospitality industry. In the pursuit of meeting the aim of the research, the following objectives were identified:

- To explore critically LMX theory in the context of other theories of leadership, with particular reference to the hospitality context.
- To evaluate the nature of leader member interactions within the hospitality context
- To examine the hospitality work context and its implications for leader and member behaviour
- To establish the influencers that affect the relationship between leaders and members and to contribute to LMX theory by mapping them using a model.

The section that follows discusses the rationale for this research, following which the research context is introduced.

1.2 Rationale

LMX is an intangible exchange; it can be felt by leaders and members involved within the relationship and by other individuals who are in close proximity. Similarly, every LMX relationship varies; but prior to its formation, leaders and members use interactions to evolve their relationship (Sui et al., 2016). Often leaders and members who meet for the first time are yet to form an LMX relationship; instead, LMX is formed as a consequence of interactions and an evolution of leader and member dyadic functioning via 3 stages (Liden et al., 1997).

The first stage known as 'initial interaction' is where leaders and members get acquainted. Within this stage of the LMX construction process, individuals are essentially

strangers who exchange expectations of each other via interactions. Following which is the 'conscious and subconscious work related assessment' stage, where leaders and members begin to assess each other to form an understanding of who their counter-part is and how they had to behave with them. Eventually, as a consequence of the assessments conducted, leader and member behaviour become interlocked; based on expectations exchanges and assessments conducted an unspoken mode of dyadic functioning manifests referred to as 'role routinization' (Cropanzano, Dasborough and Weiss 2017). Members who meet the expectations set enjoy ingroup status; while those that fail to do so result in being outgroup (Clark and Mahadi 2017).

Research interests within the LMX field have largely fixated on the conscious and subconscious work related assessments that lead to ingroup-outgroup status (Epitropaki et al., 2016; Lee, Thomas and Guillaume 2015; Matta et al., 2015; Lee and Carpenter 2017), and the consequences of that for individuals as well as the organisation (Epitropaki et al., 2016; Schyns and Day 2010). However, there exist two main gaps which this research aims to contribute knowledge towards.

The first gap this research aims to contribute knowledge towards is by exploring influencers external to the dyadic relationship that might affect LMX. Previous researchers have fixated on understanding LMX purely from a dyadic perspective (Dansereau, Graen and Haga 1975; Cropanzano, Dasborough and Weiss 2017), where they have attempted to draw links between what individuals perceived in their counterpart and how it affected the manner in which they engaged within the dyadic relationship (Liden and Maslyn 1998; Clark and Mahadi 2017). For example, researchers have attested that personality similarities between leaders and members result in stronger LMX (Zhang, Wang and Shi 2012); while those that have personality differences result in weaker LMX (Giessner et al., 2015). This approach to understanding LMX purely based on dyadic exchanges fails to take into consideration externalities that might influence the kind of assessments that are conducted to construct LMX.

The second area this research seeks to contribute knowledge towards pertains to the assessment phase of the LMX construction process (Epitropaki et al., 2016). The assessment phase could be considered to be most critical amongst the three stages as

the expectation in the initial interaction stage, as well as behaviours interlocking in the role routinization phase, are heavily reliant on attributes of the assessments phase (Seo and Lee 2017). Previous researchers have claimed that the assessment phase of the LMX construction process entails conscious and subconscious work related assessments (Dansereau, Graen and Haga 1975; Erdogan and Bauer 2014); yet there exists no prior knowledge of how the work context might influence the kind of assessments conducted. For instance, would the LMX assessments that individuals conduct be the same in an academic environment as well as car manufacturing work environment?. This research is situated within the hospitality industry and seeks to explore how the contextual setting might manifest as an influencer in LMX. In other words, it aims to explore the essence of hospitality exchanges and its influence on the nature of LMX assessments conducted.

1.3 Research Context

As the aim is to understand the influencers of LMX; focus is paid to the contextual environment in which leaders and members form their relationships. Two main ideas surfaced while contemplating the context within which to situate this research. The research aimed to include a cultural setting that was under-researched within the field of LMX- correspondingly India was chosen. Likewise, an industry that was heavily reliant on exchanges was needed to present ample ground to comprehend the influencers at stake- correspondingly the hospitality industry was chosen.

A review of LMX knowledge had revealed how LMX as a theoretical construct was first conceived in the U.S (Dansereau, Graen and Haga 1975); following which nations such as U.K, Germany and France recognised it and began building knowledge (Dulebohn, Wu and Liao 2017); with other Western-European countries following suit (Sui et al., 2016). The findings that were coined from these nations were then tested onto Eastern-European and Asian nations without taking into consideration the cultural discrepancies (Anand et al., 2011; Watkins et al., 2014). Rockstuhl et al., (2012) recognised the disparity in cultural settings and the need for LMX research to include this variation; attesting that countries such as the US, UK, and Western Europe resonated individualistic cultures; while Asian nations and some Eastern European nations such as

Turkey resembled a collectivistic culture (Pellegrini and Scandura 2006). Hence this research was situated within an Indian context to explore influencers and its consequence on how LMX was constructed. Although the data collected revealed information on the culture of India, and its impact on LMX, this thesis does not diverge into the details of that due to the enormity of the subject.

Instead, the thesis focusses on the contextual setting of the hospitality industry and its influence on how LMX was constructed. The hospitality industry was identified to be a suitable context within which to commence this research, due to the synergy between LMX and hospitality. Both LMX and hospitality are constructed via exchanges that individuals conduct. For example, in hospitality frontline employees use interactions and exchanges with the customer to build to their service experience (Zhand and Ghiselli 2016), and cater to customer satisfaction (Hemmington 2007). Similarly in LMX, the leader and member use interactions and exchanges to construct their LMX (Dulebohn, Wu and Liao 2017). In addition to that, both LMX and hospitality share similarities in the construction process which is affected by a network. As it has previously been established that LMX can have an effect on hospitality work outcomes (Kim, Poulston and Sankaran 2017), inversely this research uses the hospitality context to explore influencers of LMX construction.

1.4 Thesis Summary

Chapter 2- Leader Member Exchange

The aim of this chapter is to present a review of LMX knowledge to clarify gaps in understanding and locate this research within the subject area. The Chapter begins by exploring the origin theoretical lenses that lead to the formation of the LMX construct and elaborates on how LMX was formed via the consequence of addressing the weaknesses of the 4 origin lenses. Following which a definition of LMX is coined; and parameters of the multi-level theory identified. Current research trends are discussed before articulating gaps in knowledge; and establishing the need to explore influencers of LMX.

Chapter 3- The Hospitality Context

This chapter elaborates on the contextual setting of this research- the hospitality industry. It articulates the relevance of the hospitality context to build LMX theory. Similarly, it discusses how the hospitality industry, relies on exchanges between the frontlines employee and the customer to practise economic activity; by catering to customer satisfaction. The industry's shift from a service to experience economy is acknowledged, and the challenges of that for front line employees evaluated.

Chapter 4- Synergies between LMX and Hospitality

In recognition of the exchanges that entail LMX (chapter 2) as well as hospitality work (chapter 3), this chapter evaluates the likeness of the two. It draws comparisons and illustrates the similarities between how a leader and a member form their relationship via interactions, and how the frontline employee and customers engage in interactions to build experience. While both fields might use varying terminologies to discuss the nature of the exchange relationship, this short chapter clarifies the likeness between the two, i.e. interaction management.

Chapter 5- Methodology and Data Analysis

Due to the uniqueness of dyadic relationships and the subjectivity with which individuals engage in LMX construction (explained in Chapter 2), this chapter elaborates on issues associated with cause-effect generalisations derived via quantitative tools, that previous LMX researchers have relied on. The philosophical underpinning in association with understanding LMX is discussed; and the significance of exploring influencers of LMX via a qualitative exploratory method using the critical incident technique articulated. Details of data collection and sample utilized are revealed; following which the data analyses procedure is explained.

Chapter 6- Context as an Influencer

This is the first findings chapter; it explores the hospitality contextual setting from the perspective of leaders and members, to gauge how it affected the kind of assessments conducted to construct LMX. Specifically, as this research was situated within the

hospitality context (discussed in Chapter 3), it discusses how objectives of hospitality organisations manifested within the mindset of staff to influence how they formed LMX. It evaluates how exchanges that facilitate customer satisfaction formed the basis of 'work related assessments' which leaders and members conducted, and draws a distinction between 3 types of influencers: - hygiene factors, promoters, and direct influencers, to reveal the varying mechanisms via which influencers affected LMX construction.

Chapter 7- Exo-Dyadic Lenses and Dimensions in LMX

This Chapter identifies and evaluates the following dimensions external to the dyad that played an influential role in LMX construction:-

- Member-Member Exchange (MMX)
- Leader-Leader Exchange (LLX)
- Leader1-Leader2 Exchange (L1L2X)
- Contextual Entity Exchange (CEX).

Correspondingly, the Chapter also coins and discusses the term Exo-Dyadic Lenses (EDL's) which evinced within the dimensions. As it was recognised in Chapter 2 that a generalisation of cause and effect in LMX might remain elusive due to the subjectivity and uniqueness of dyadic relationships, this Chapter recognises and evaluates the various EDLs that manifested. Similar to Chapter 6, this Chapter draws a distinction by classifying EDLs into hygiene factors, promoters and direct influencers of LMX; and remains aware that a given dyad might favour certain EDLs or Dimensions.

Chapter 8- Multidimensionality and Transference in LMX

Chapter 8 seeks to affirm the multidimensionality of LMX. The dimensions and EDLs identified in Chapter 7 were discussed independently to evaluate its significance and influence on LMX. This Chapter explores how it is not always that the EDLs and dimensions influence LMX independently; it elaborates and evidences how dimensions and EDLs might be interlinked or overlap to affect LMX via a myriad of factors. Additionally, it explores the phenomenon of transference that emerged as a consequence of LMX influencers identified.

Chapter 9- Conclusion and Recommendation

A summary of the thesis is offered in chapter 9, prior to clarifying contributions to theory and practise. Discussions around research rigour are conducted to demonstrate validity, reliability, generalisability, and transferability of findings. Limitations of the thesis are acknowledged, and considerations for the future of LMX research articulated.

Chapter 2 Leader Member Exchange

2.1 Introduction

The introduction in Chapter 1 identified the aim and objectives of this research and clarified the justification for utilising LMX as the theoretical focus of this research. LMX is a theory that believes that effective leadership is contingent on the interactions between the leader and the member (Northouse 2013). It suggests that a leader and a member engage in interactions to develop their relationship and the way they function. This chapter begins by exploring the wider context of leadership research before conducting a review of LMX. Where relevant, links to leadership within the hospitality context have been discussed. Following that, a discussion is conducted to understand the roots of LMX, which include concepts such as Vertical Dyad Linkage (VDL), Negotiating Latitude, Social Exchange Theory and Role Theory. Then a detailed exploration of LMX knowledge is offered, where a definition is coined; similarly, parameters of LMX articulated. Directions of current LMX research are explored to gauge interests amongst LMX researchers as well as to understand the areas in which LMX seeks to develop. The chapter then critiques assumptions that are embedded within LMX, to recognise gaps and to justify the value of exploring influencers external to the dyad.

2.2 Context of Wider Leadership

The purpose of this section is to situate LMX within the wider body of leadership literature and to develop a case for using leader member exchange theory within this research context. Leadership has been a concept of great interest amongst practitioners and researchers who strive to develop understandings of 'what makes a good leader' (Northouse 2009). The interest in the topic has further escalated as a result of new leadership theories being developed, each with various adjectives that precede the term 'leadership' to signify a new understanding or type of leadership; for example 'self-leadership' (Marques-Quinteiro 2018), 'psychopathic leadership' (McClesky 2013) which

is elaborated in section 8.3 and 'ethical leadership' (Hoch et al., 2018) which is elaborated in section 2.4.1 (see Appendix J for a full list). The variations and discrepancies in the leadership typologies have resulted in there not being an ideal form of leadership. Rather leadership academics recognise the differences between the types of situations and people involved, which might make some leadership concepts more suitable than others and recognise the multifaceted nature of it.

Nevertheless, Northouse (2009) articulated four foundations of leadership which suggest that leadership is a process which involves influence over a group of individuals who have common or shared goals. However, Smircich and Morgan (1982 p258) define leadership as "a process whereby one or more individuals succeeds in attempting to frame the reality of others". Northouse's (2009) definition of leadership resonates with an objective stance on the role of leadership, which is goal orientated. However, Smircich and Morgan (1982) recognise the subjective implications of leadership with a transformative component. Various leadership theories have elements of Northouse (2009) as well as Smircich and Morgan's (1982) perspectives of leadership and can be classified into four main orientations depending on their focus:- leader, member, situation or relationship. In view of the vast number of leadership theories, for the purpose of situating LMX within the wider body of literature, the key leadership constructs are discussed below.

Specific criteria to identify leadership theories has not been utilised; rather, key theories that depict the different perspectives of leadership have been included to articulate an argument for situating this research within the relationship orientation to leadership , specifically LMX theory. Where relevant, links to leadership theories that have been predominantly researched within the hospitality context are discussed to build an argument for LMX being an appropriate theory to apply when conducting this research within the hospitality context (see further explanation in Chapter 4).

2.2.1 The leader Orientation

Traditional ideas about leadership believed it to be something a leader did for his/her followers and hence this section elaborates on leadership theories that believe that successful leadership stems from a focus on the leader. Leadership theories such as the

'trait', 'skill' and 'style' approach conceptualised leadership from a leader perspective (Zaccaro 2007; Bass and Stogdill 1990; Northouse 2009). The trait approach associated personality traits with perceptions of leadership, as the understanding here was that if a leader held a certain personality characteristic, it better equipped him/her to influence a group of individuals towards the achievement of a common goal (Colbert et al., 2012). For example, Judge, Piccolo and Kosalka (2009) identified traits such as risk taking and self-confidence to enable individuals to demonstrate leadership. The underlying assumption of the trait approach is that effective leaders possess a unique set of personality characteristics that set them apart from other individuals. Similarly, there is also an assumption that these traits are a constant that never undergo change (Stogdill 1948). Consequently, criticism of the trait approach to leadership is that it does not take into consideration the impact of the environment or situation on an individual's traits (Derue et al., 2011). Likewise, Zaccaro (2007) argues that categorising leaders using the trait approach is a reflection of generalisations gathered from subjective testing.

While the trait approach focussed on personality traits, the researchers who studied leadership using the skill approach emphasised the skills that could be learnt by an individual which made him/her more susceptible to becoming or acting as a leader (Mumford et al., 2000). For example, it is claimed that developing technical, human and conceptual skills enabled individuals to be effective leaders (Tajaddini 2009). Technical skills demonstrate proficiency and knowledge pertaining to the achievement of the goal, while human skills provide the capability to work alongside other people by influencing them (Katz 2009). Similarly, conceptual skills allow the construction of ideas and navigation through the intricacies that allow the articulation of a vision (Caruso and Salovey 2004). While these skills might support a leader, they do not, however, account for the effect on leadership stemming from the members. Similarly, the scope of the skills approach has been predicted to extend beyond the boundaries of leadership. For example, it involves aspects such as the ability of the leader to motivate individuals which extends to motivation theories. More importantly, the skills approach faces criticism pertaining to its applicability to a variety of contexts as it does not account for the contextual discrepancies that affect effective leadership (Katz 2009).

On the other hand, the style approach pays attention to what leaders do and how they act (McColl-Kennedy and Anderson 2002). More specifically, academics who research leadership under this approach distinguish between two main types of behaviours: - task and relationship (Ogbonna and Harris 2000). The task orientation of the style approach pertains to the behaviour of the leader that allows the achievement of the work objective, while the relationship orientation focusses on making members comfortable by supporting and developing them (Yammarino and Bass 1991). A main strength of the style approach is that it recognises the process that entails leadership as it includes the behaviour of leaders and its impact (McColl-Kennedy and Anderson 2002). Nevertheless, the focus here is on leadership through the perspective of the leader, just as with the trait and skill approach. The critique of this approach is that it implies that a high task and high relationship style of leadership would be most effective, even when its applicability or appropriateness with regard to all situations remains questionable (Vecchio 1987).

Understanding leadership through the leader orientation makes some valuable contributions to knowledge by articulating why some individuals tend to emerge as leaders and how or why they might be more successful at being effective by recognising the role of leaders in exerting a trait, skill or style to influence individuals to support the achievement of a shared goal.

However, there are limitations to researching leadership by incorporating the leader perspective alone. First, it does not account for the followers/members' impact on the leader's traits, skills or behaviour. For example, what happens to a leader who is perceived as possessing the 'friendly' trait, when his/her members refuse to engage with a task. Similarly, the second criticism is that the leader perspective does not take into consideration the situation or environment in which the individuals work (Van Engen, Van der Leeden and Willemssen 2001). For example, the style approach assumes generalisability across varying contexts when certain types of leadership behaviours might be more appropriate in some contexts than others. It, therefore, does not include the impact of the context on the leadership approach developed.

As the aim of the research is to explore how leadership relations are constructed through leader-member interactions and to identify why some members develop stronger relations with their leader than others within the hospitality context, relying solely on leadership theories that represent the leader perspective might be unsuitable. There is a need to explore specific leader member relationships and understand how the work setting can influence the nature of LMX.

The hospitality industry has shifted into an experience economy, where there is a focus on the experience produced and created for the customer (Beldona and Kher 2014; Campos et al., 2016; Hennig-Thurau et al., 2006) and hospitality academics have recognised the importance of leadership in managing service quality (Burke 2018). However, the majority of the leadership research within hospitality falls under the member orientation towards leadership, for two main reasons.

First, there are a variety of stakeholders who have the potential to influence the hospitality experience that is created and produced. Section 3.5 elaborates on the networked production of the hospitality experience where back of house staff, management, frontline staff, and the customers within the servicescape all possess the potential to impact on the experience. Therefore there is a need to manage the individuals involved to support the accomplishment of a shared goal, which within this context was the creation of a memorable or positive experience.

Second, leaders in hospitality often work in close proximity to their members through a participative leadership style (Gursoy, Maier and Chi 2008). Not only does hospitality work entail interactions and exchanges with customers, but the workforce themselves also carries out work related functions through interactions and exchanges which makes leaders and members interdependent (elaborated in chapter 4). The section on member orientation to leadership which follows, discusses leadership theories that focus on the member and clarifies why research within leadership in hospitality has largely been focussed on this orientation.

2.2.2 The Member Orientation

As a significant focus of leadership pertains to influencing a group of members towards the accomplishment of a shared goal, there exist leadership theories that come under

the member orientation to leadership, which this section discusses. Here, the focus is on the role of leaders as facilitators in supporting the members to accomplish tasks. Some of the key leadership theories with a member orientation are path goal theory (House 1996), servant leadership and transformational leadership (Bass and Avolio 1993). The focus of path goal theory is how leaders motivate members to accomplish goals by adapting leadership styles to suit the member and their work setting (House 1996). This approach to understanding leadership differs from the style approach, as it includes the adaptation of the leadership style to the member's needs. The concept of path goal theory holds that leaders should define goals, clarify paths, remove obstacles and provide support for their members (Sagie and Koslowsky 1994). This takes place either through directive, supportive or participative leadership (House 1996).

A directive leader sets standards of performance for the members and creates for them a plan for carrying out their tasks; including a deadline by which it is to be completed (Hwang et al., 2015). On the other hand, a supportive leader seeks to demonstrate a friendly, approachable characteristic as the focus is on making members feel comfortable with the task (Evans 1996). The third type of leadership under path goal theory is participative leadership where the leader consults with the members to gauge their ideas and opinions to utilise them during decision making (Evans 1996). The path goal approach to understanding leadership proves beneficial in understanding how varying types of leadership behaviour can affect member satisfaction and performance. For example, it has been claimed that members who are made to feel that their inputs are valued feel a greater sense of control, as a consequence of which they are more committed to the task. Additionally, path goal theory serves as a tool for deciding the appropriate style of leadership to suit the task and type of member involved (House 1996). However, it has received criticism for its assumptions surrounding member capability and the lack of clarity around the formal structures that govern organisations (Chemers 2000). Similarly, the empirical findings of the theory remain inconclusive; while the theory claims that members carrying out a vague task prefer directive leaders, studies have presented contradictory evidence (Ogawa and Bossert 1995).

On the other hand, transformational leadership is concerned with emotions, values and long term goals. Here, the leader exercises charisma to engage and create a connection

with the members (Donohoe and Kelloway 2016). A transformational leader seeks positively to influence the members by acting as a role model to stimulate the members intellectually by taking into consideration their individual needs (Dong et al., 2017). Several academics confirm that this approach allows individuals to achieve more than the expectations set. Similarly, transformational leadership is a process that takes into consideration both the leader and member needs, which makes each party instrumental in achieving individual goals (Tepper et al., 2018; Hoch et al., 2018).

Transformational leadership is concerned with the longevity of employee's emotions, values and goals (Donohoe and Kelloway 2016). In addition to combating burnout levels amongst front line staff (Gill, Flaschner and Shachar 2006), it has been suggested that transformational leadership can promote effectiveness and customer satisfaction within hospitality organisations (Wang, Tsai and Tsai 2014). Jaiswal and Dhar (2015) claim that this is because transformational leaders support the members to demonstrate self-efficacy, while Mittal and Dhar (2015) suggest that it is due to the knowledge sharing in which transformational leaders engage. Either way, transformational leadership has been established to be better equipped to allow hospitality staff to exercise their 'employee voice', which refers to the communication and influence that the employees can have on organisational exchanges (Liang et al., 2017). In agreement with this, Gao, Janssen and Shi (2011) claim that it is essential for frontline staff to utilise their voice to enhance the service quality, as they are the ones who come into contact with customers and have an awareness of the customers' needs.

However, Hay (2006) recognised the dark side of transformational leadership, where leaders had the potential to use emotions and influence over members which were not necessarily positive. Similarly, Kim, O'Neill and Cho (2010) state that leaders could occasionally develop unequal relationships with members, which can cause envy and disrupt cohesive group functioning amongst the frontline hospitality staff which could in turn negatively impact on the experience produced. Yet, transformational leadership and its uses in the hospitality field continue to remain a heavily researched topic amongst hospitality leadership academics, as they strive to gain a greater understanding of the antecedents and effects that it could bring to hospitality work (Bull, Martinez and Matute 2018; Luo et al., 2018; Liang et al., 2017).

Another leadership theory that appears to be popular amongst hospitality researchers is servant leadership and this is perhaps attributed to the stance adopted by leaders to embody the culture of hospitality organisations. Wu et al., (2013) claim, that due to the customer orientation of hospitality organisations, leaders who genuinely support and serve others act as role models for their members. This is due to the proximity with which leaders and members work within the hospitality servicescape, where leaders perform supportive actions to complement the functions carried out by the members (Ling, Liu and Wu 2017). For example, a restaurant manager might intervene and support service recovery, if a customer appears to be displeased with the service offered by a waiter. However, it was widely recognised that certain cultural implications could jeopardise the intent behind servant leadership. For example, some Eastern nations such as Turkey, China and India are recognised as being paternalistic, with a high power distance between their leaders and members (Otken and Cenkci 2012) so it has been suggested that members in India have a tendency to devalue or disrespect leaders who do not exercise authority over them, which could ultimately inhibit the leadership process (Mittal and Dorfman 2012).

Understanding leadership through the member perspective contributes to knowledge by recognising the processes whereby leaders adapt the way they lead to the requirements and needs of the members in an attempt to influence the group and achieve a shared goal. While leaders might still be goal orientated, as Northouse (2009) suggests, under the member orientation there is also an element of influencing the reality of their members as Smircich and Morgan (1982) suggest. However, the objectives of this research include identifying how the hospitality context might affect the leader-member relationship as well as why some members develop stronger relationships with their leader as a consequence of that. Hence, leadership theories under the member perspective were identified as lacking the contextual and relationship aspect that would help to meet the aim of the research.

2.2.3 The Situation Orientation

This section discusses the perspective that successful leadership entails adapting to the situational context within which the leaders and members function. It has been suggested that leadership entails a process of influence between leaders and members and that the situation within which leaders and members function impacts the nature of their shared goal (Cropanzano, Dasborough and Weiss 2017). Correspondingly the situational approach recognises the affective role of the scenario on the leadership demonstrated. It attests that different situations require different types of leadership and that effective leadership is a by-product of the ability to adapt to the requirements of the situation (Hersey, Blanchard and Natemeyer 1979). Similarly, it has been suggested that leaders need to strike an appropriate balance between directive and supportive behaviours with regard to what the situation demands at the time (Zigarmi and Roberts 2017).

The main strength of the theory is that it allows certain flexibility as it suggests that leaders need to find out and adapt to the preferences of their members. For example, if members tend to be competent and have knowledge pertaining to the task at hand, the leader could perhaps be supportive rather than directive. Similarly, the situational approach also recognises the disparity in the appropriateness of leadership styles for different members, as they might all have varying levels of capability and understanding of the task (Bosse et al., 2017). Yet a criticism that it faces is that the situational approach does not consider the developmental needs of the member, which are beyond the immediate needs of the task (Thompson and Vecchio 2009).

Understanding leadership through the situational orientation recognises that the process of leadership is flexible and suggests that effective leadership adapts to the individual and the nature of the situation in which a group of members are attempting to achieve a common goal. The situation could potentially influence the reality of the leaders and members, as per Smircich and Morgan's (1982) perspective to leadership. With regard to this research, the situational orientation plays an important role, as a key focus is to understand how the hospitality context might affect the leadership relations formed. However relying on the situational approach alone is inappropriate as it does not involve an understanding of specific member and leader characteristics that affect

why some members develop stronger relations than others, which is an objective of this research.

2.2.4 The Relationship Orientation

Although the leader, member, and situation; play key roles when exploring the aim of this research, the main focus lies on exploring the relationship between the leader and the member, which this section discusses. Connective leadership and leader member exchange theory are situated within the relationship orientation of leadership. Connective leadership was derived from a sociological perspective (Lipman-Bluman 1992) where, irrespective of individual tasks or egos, individuals connect as a group and community to achieve shared ambitions. The distinctive characteristic within this model of leadership is that it links individuals to others and to others' goals (Leavitt and Lipman-Bluman 1980). The theory emphasises collaboration and cooperation which has the potential to build positive group behaviour, but, this theoretical framework has received criticism for representing an idealistic view of leadership. Zhang, Yan, and Wu (2016) argue that connective leadership places too much responsibility on the shoulders of leaders who cannot always know or manage the motivations of their members. Hence, if connective leadership is not handled well, it can create a chain of uncertainty which might have negative implications (Klakovich 1994).

On the other hand, leader member exchange theory holds that leaders utilise interactions and exchanges with the members to construct varying relationships which leads to an ingroup and outgroup scenario (Kauppila 2016) (explained further in section 2.3). Once expectations are exchanged to individual members, those who meet these expectations enjoy an ingroup status, while those that do not, find themselves in the outgroup (Epitropaki et al., 2016). A variety of researchers have explored why this happens and what exactly leads to ingroup and outgroups members, yet a consensus does not exist (Epitropaki et al., 2016; Lee, Thomas and Guillaume 2015; Matta et al., 2015; Lee and Carpenter 2017). Although this theory has received criticism (explained further in section 2.4), it has the potential to serve as a platform upon which to explore the aim of this research which seeks to explore how leadership relations are constructed

through leader-member interactions, and to identify why some members develop stronger relations with their leader than others within the hospitality context (explained in detail in section 2.3).

The possibility that the ideology of 'different strokes for different folks' might have a positive impact in supporting frontline employees to produce higher quality experiences has lead hospitality leadership academics to explore the role of LMX within the hospitality context. Cha and Borchgrevink (2018) claim that leaders and members who share strong LMX relationships function in sync with each other, which allows enhanced service orientated citizenship behaviour. Similarly, Wang, Kim and Milne (2017) suggest that in addition to promoting citizenship behaviour, developing strong LMX relationships allows hospitality managers to combat the negative aspects of hospitality work, such as the long work hours and high turnover intentions.

While a variety of research attests to the positive effects of developing strong LMX relationships amongst hospitality staff (Cha and Borchgrevink 2018; Kim and Koo 2017; Mejia, Wang and Zhao 2018; Kim, Poulston and Sankaran 2017), limited research has investigated the attributes that lead to outgroup employees (low LMX). Seibert, Sparrowe and Liden (2003) suggest that it is critical to manage outgroup employees as they are more likely to be exposed to burnout as a consequence of feeling devalued or unfavoured. This could then result in turnover intentions in addition to anti organisational citizenship behaviour, that could have adverse effects on service and the working climate within the organisation (Fisk and Friesen 2012; Siddiqi and Ahmed 2016). The role of strong LMX in supporting creativity (Wang 2016), work engagement (Li, Sanders and Frenkel 2012), psychological empowerment (psychological empowerment), motivation (Sparrowe 1994), and consequently high quality service has been widely established (Guchait, Cho and Meurs 2015; Horng et al., 2016).

In order to develop stronger LMX relationships within hospitality organisations, however, greater knowledge pertaining to the attributes that affect stronger/weaker LMX needs to be explored. As discussed in section 2.5.1, a gap in the LMX knowledge pertains to an understanding of the contextual factors that affect the strength of LMX relationships. It has been widely accepted that leaders and members engage in exchanges of expectations following which they conduct work related assessments before forming

dyadic role relations. Yet knowledge pertaining to the attributes that affect the work related assessments that the leaders and members engage in to construct their relationships within a hospitality context remains unknown.

Exploring the context of hospitality to gather an understanding of the potential influencers of LMX in the hospitality field serves two purposes. First, it would allow an understanding of what attributes affect the ingroup and outgroup status of employees, which can then be utilised for individuals and managers to manage their relationships at work and consequently the service/experience quality. Second, the phenomenon of hospitality host-customer identification discussed in section 3.3.1, is similar to LMX, where they both rely on interactions and exchanges to construct a relationship. The frontline employee seeks to utilise interactions and exchanges with the customer to build a service relationship with the aim of constructing a positive experience (Hemmington 2007; Bharwani and Jauhari 2013). Similarly, LMX suggests that leaders and members utilise interactions and exchanges to construct their dyadic relationships. There are many such cross overs between the two fields of LMX and hospitality, which make researching LMX within the hospitality context a good platform for this research and are further discussed in Chapter 4.

Understanding leadership through the relationship orientation holds the process of leadership to be a consequence of a series of interactions with individuals and the network in which they function. It can be gathered that, as there is a focus on the network and relationship in order to exercise leadership, there exists some overlap with Smircich and Morgan's (1982) view of influencing reality. Adjacent to this orientation also perceives effective leadership as possessing influence over a group via relationship building in an attempt to achieve a shared goal, which is in sync with Northouse's (2009) view of leadership.

Although leader-member exchange does not exclusively address how work contexts could affect LMX construction, it recognises that leaders and members utilise work related assessment to construct relationships with each other (discussed in detail in section 2.3.2). Similarly, LMX also holds that a disparity in the way in which a leader chooses to form relationships with the members leads to an ingroup/outgroup situation

which coincides with the aim and objectives of this research. Hence, using LMX as a focus to conduct this research has the potential to serve two purposes: 1) it can clarify how the hospitality work context could affect how leaders and members form leadership relations with each other; specifically, which hospitality contextual tools of assessment they use to form relationships with each other and 2) it could contribute to LMX theory by establishing the potential influencers that stem external to the dyadic relationship. Both of these ultimately help to achieve the aim of this research which is to explore how leadership relations are constructed through leader-member exchanges, and to identify why some members develop stronger relations with their leader than others within the hospitality context.

The literature review chapters, 2 and 3, lead to a summary chapter, chapter 4, which further discusses the synergies between LMX and hospitality and establishes why a study situated within the hospitality context can contribute to LMX theory. Section 2.3 that follows discusses the origin of leader member exchange to evaluate its development and knowledge.

2.3 Origin of Leader Member Exchange

It has been suggested that humans as social beings, feel the need to form associations with each other (Potts 2017). Historically these associations have been formed in relation to ethnic, religious, political or economic institutions (Singh 1976); that entailed a social process of interactions, which is where leadership has been claimed to originate (Mumford 1906). Leadership is considered to be a primitive function to advance the social interests of groups or individuals. As stated in chapter 1, leadership has been evaluated from various perspectives; which place the leader in a dominant position. The only theory of leadership which recognises the members to have a role in affecting the way a leader leads them is LMX (Erdogan and Bauer 2015). However, in order to appreciate the dexterity of LMX, an understanding of the four theoretical lenses, whose weaknesses were addressed and combined together to form LMX, is articulated.

2.3.1 Vertical Dyad Linkage (VDL)

The first building block which formed the fundamental parameters of LMX was the recognition that individuals who identify themselves to be leaders within an organisation hold superiority (Graen and Uhl Bien 1995). Correspondingly, the individuals that report to the leaders are identified as members; and are organisationally subordinate to the leader (Wang et al., 2005). Distinguishing between the hierarchical positioning of the leader and the member and the dyadic element that encompassed their relationship gave rise to the concept of VDL (Dansereau, Graen and Haga 1975).

Ideally, organisational relationships hold that leaders are to treat all members equally (De Vries, Webb and Eveline 2006; Cho and Dansereau 2010). Similarly, it is believed that all members are meant to maintain homogeneity in their interactions with the leader (Simon 1992). It is assumed that in an attempt to practice equality and harmony within the workgroup, maintaining a standard in the leader's dyadic relationships amongst members within the workgroup is critical (Tepper and Taylor 2003). VDL opposes this perspective to attest the differentiation amongst dyadic relationships within a workgroup (Dansereau, Graen and Haga 1975). It recognises the discrepancy amongst relationships the leader builds with members of his work group (Graen and Schiemann 1978). It gave birth to the notion that effective leadership perhaps does not maintain a consistent standard in behavioural interactions but rather a differentiation to make effective use of members through dyadic relations (Liden and Graen 1980; Dansereau, Graen and Haga 1975; Vecchio and Gobdel 1984).

To further clarify, in VDL theory the term "*vertical*" represents the hierarchical orientation portraying the leader to be superior to the member. It bestows influential power in the hands of the leader to shape expectations and behaviour of the member (Dansereau, Graen and Haga 1975). Likewise "*dyadic*" refers to the two entity interactions between the leader and member that encompass their relationship (Vecchio and Gobdel 1984). It attests to the isolation from the group in which leaders form relationships with their members (Tsui, Xin and Egan 1995). Leaders may use perceptions of member behaviour characteristics to alter the nature of their dyadic relationship (Dansereau 1995). For example "*linkages*" refers to the notion of ingroup

and outgroup member attributes that emerge as a consequence of the discrepancy in dyadic relations across the workgroup (Vecchio, Griffeth and Hom 1986). Due to the differentiation that takes place in how the leader handles differing employees, some members develop stronger relations with the leader than others which allow benefits (Dansereau, Graen and Haga 1975).

The practicality of identifying ingroup and outgroup members has been accepted and studies have explored the attributes that affect the ingroup and outgroup status of members (Linville, Fisher and Salovey 1989). For example, Vecchio and Gobdel (1984) claimed that members that were identified to be better performers at work were considered ingroup by their leaders; while Ducheon, Green and Taber (1986) claimed that members that were identified to be difficult to work with, resulted in outgroup status.

Similarly, studies have also investigated the benefits of being considered ingroup members and the negative implications for when members were considered outgroup (Wayne and Green 1993; Scandura 1999; Stringer 2006). For example, ingroup employees were given greater freedom to conduct work tasks (Dansereau, Graen and Haga 1975); whereas outgroup members were more likely to be micromanaged (Graen and Schieman 1978). However, there exist 2 main criticisms within VDL. First, it disregards the influence of the member in how leaders engage with them (Dansereau, Graen and Haga 1975; Rosse and Kraut 1983). As VDL holds the perspective that leaders behold the power to conduct differentiation based on what they perceive in their members (Scandura 1999). Consequently it assumed the leader to possess the power to shape dyadic relations; while neglecting the input of individual members in forming dyadic relations (Dansereau, Graen and Haga 1975). For example, a study by Earley (1993) claimed that when a leader perceived common traits between him/her and the member, there was greater chance of that member being ingroup. VDL did not take into consideration whether or not members were evaluating their leader in a similar fashion, which impacted how they engaged with the leader within their dyadic relationship.

The second criticism pertains to the disregard of the workgroup within which the leader forms varying dyadic relations (Vecchio, Griffeth and Hom 1986). VDL theory is based on

the assumption that leaders form relations with their members based on what they perceive in individual members in isolation (Tsui, Xin and Egan 1995). However, organisational frameworks reflect a scenario where a leader is in charge of multiple members. VDL has been criticised for not taking into consideration the impact of the workgroup in the formation of independent dyadic relationships (Dansereau, Graen and Haga 1975; Diensch and Liden 1986). For example, if a new member of staff was meant to join a group of members who were all considered low performance employees; would the new staff be perceived in relation to the workgroup he/she is embedded within? VDL fails to recognise the implications of the workgroup in the formation of independent dyadic relationships (Rosse and Kraut 1983).

2.3.2 Negotiating Latitude

The ingroup and outgroup scenario introduced by VDL creates a discrepancy in the relationships leaders conduct with members (Dansereau, Graen and Haga 1975); more specifically it creates a scenario where some members have greater benefits than others (Scandura 1999). For example, Castleberry and Tanner (1986) state that ingroup employees are more equipped to receive promotions. Likewise, Graen (2005) notes that outgroup members have fewer interactions with the leader, allowing a distance to accumulate between them. The distance between a leader and member has been equated with a decrease in support (Duchon, Green and Taber 1986) and facilitation for a member to meet their developmental needs or ambitions (Tarrant, Dazeley and Cottom 2009). Theory on negotiating latitude emerged as a by-product of VDL on recognition of the discrepancy in the influential power of members (Dansereau, Graen and Haga 1975).

The differentiation in relationships the leader conducted with the member, allowed ingroup members to possess greater power to influence the leader within their dyadic relationships (Graen 2005). Negotiating latitude was defined as "the extent to which a superior was willing to consider requests of a member" (Dansereau, Graen and Haga 1975). Similarly, it was the concept that recognised the degree to which leaders allowed members to control role related behaviours (Sparrowe and Liden 1997). At the crux of negotiating latitude was the belief that the power to affect the way a leader engages

with a member was relative to the workgroup (Kozlowski and Doherty 1989; McCrane 1991). This differed from the assumption VDL functioned within- which took into consideration the discrepancy in how the leader conducted dyadic relationships with members based on traits or characteristics observed (Graen and Schiemann 1978). However, within the negotiating latitude theoretical lens, the fundamentality was the workgroup dynamics and how that enabled certain individuals' greater influential power in controlling their dyadic relationship than others (Liden and Graen 1980).

Negotiating latitude evolved to address the limitation pertaining to lack of consideration of workgroup impact of dyadic relations that VDL was accused of. Yet it was criticised for the perspective that the members could only play a role within their dyadic relationship in accordance to their ingroup or outgroup status (Dansereau , Graen and Haga 1975). This belief continues to place the leader as the dominant entity in controlling the dyadic relation, negating how cognitions and behaviour of the member might influence the relationship (Liden, Sparrowe and Wayne 1997). Some researchers identify negotiating latitude to be a concept that emerged as an outcome from within VDL (Graen 2005; Dansereau 1995; Vecchio and Gobdel 1984) while some others recognise it to be an independent theoretical lens (McCrane 1991; Burns and Otte 1991). Nevertheless, negotiating latitude became the second building block of LMX. It introduced the notion that members might be able to affect their dyadic relationship albeit it entrusted the leader with the power to allow that to take place. Graen (2005) acknowledged that members with greater negotiating latitude expressed greater satisfaction with their leaders; and asserted high negotiating latitude members felt more valued at work; as a consequence of which they were more motivated (Liden and Graen 1980) and committed (McCrane 1991). Members who possessed low negotiating latitude expressed a greater likelihood of being disengaged from work (Jha and Jha 2013) and exhibiting anti-organisational citizenship behaviours (Sparrowe, Soetjipto and Kraimer 2006).

2.3.3 Social Exchange

The third building block of LMX was social exchange theory. Social exchange theory focussed on the interpersonal relational aspect within the dyadic relationship

(Cropanzano and Mitchell 2005). It acknowledged that two individuals despite their hierarchical value or social status, engaged in interactions either verbal, behavioural or both (Wayne, Shore and Liden 1997); hence an exchange. The verbal or behavioural expressions initiating from one individual was perceived and heard by another (Settoon, Bennett and Liden 1996). This process of acknowledging input from one entity and deciphering an appropriate reactional response via social and psychological attributes encompasses the fundamentality of social exchange theory (Emerson 1976).

Although some researchers have studied social exchange theory from an organisation and employee perspective (Settoon, Bennett and Liden 1996; Cropanzano, Prehar and Chen 2002), within this research context, social exchange theory acts as the theoretical lens which recognised the interactional exchanges that took place between a leader and members and identified the influential role that played in forming dyadic relationships (Wayne, Shore and Liden 1997; Wang et al., 2005). Social exchange theory offered a sociological and psychological perspective to understanding dyadic relationships. In essence, it recognised a notion that individuals constructed their dyadic relations through an assessment of social encounters and sense making (Uhl Bien 2006). It recognised the rationality in human sense making and asserted that the individual's perceptions of behaviour and exchanges played an affective role in how they engaged with their counterpart (Zafirovski 2005).

Sparrowe and Liden (1997) attest that social exchange theory plays the dominant role in dyadic relations, and Wayne, Shore, and Liden (1997) concur recognising the fundamentality of interactions that shape relationships. Social exchange theory within the dyadic context has been studied from two main perspectives. First, it can be utilized to determine predictive behaviour within a dyadic relationship. Homans (1958) holds the perspective that social exchanges allow individuals within a dyad to assimilate predictive behaviours of each other. For example, it has been claimed that when individuals are rewarded for certain behaviours they are likely to repeat them (Emerson 1976; Gachter and Fehr 1999).

The second perspective to social exchange theory adopts an inverse approach, wherein it perceives interactions within the dyad to be a gateway to evolving behaviours and

attitudes towards work and the dyadic exchange (Wayne, Shore and Liden 1997). This differs from the predictive assumption adopted in the first perspective. The focus within this understanding of social exchange theory is that individuals engage in sense making that can influence their work related outcomes (Aryee, Budhwar and Chen 2002). Correspondingly Lawler (2001) theorised that social exchanges can have both a negative and positive influence. For example Flynn (2003) attested that greater social exchanges allow for enhanced cohesiveness and could act as a gateway for productivity within the work place. Consequently Tse and Dasborough (2008) argued that social exchanges due to the psychological attribute allowed emotions to manifest and it was the emotional attribute embedded within the socio-psychological exchanges that influenced the work related outcomes (Cook et al., 2013).

To further clarify, Lawler (2001) asserted that emotions surfaced from interactions which either inhibited or promoted dyadic relations. For example, dyadic interactions perceived to be positive encounters resulted in a greater commitment from the individual (Newsom et al., 2003; Van Knippenber and Sleebos 2006), positive perceptions of social exchanges resulted in positive outcomes (Colquitt et al., 2013). On the other hand, individuals felt that when tempers were raised within dyadic interactions that resulted in turnover intentions (Edwards et al., 2001). The negative emotions experienced within the dyadic interactions had a negative effect on how they engaged within their work context (Fox, Spector and Miles 2001).

Thus the two perspectives to social exchanges in dyadic relationships can be combined. It can be used as a predictive element as well as an influential tool to determine work related behaviour and outcomes (Homans 1958; Colquitt et al., 2013). In relation to this research social exchange theory not only acknowledges the exchanges between a leader and member which might play an affective role in the nature of their dyadic relationship, but also the social exchanges within the workgroup which may act as an influencer in a similar fashion (Knovovsky and Pugh 1991). In support of the two perspectives to social exchange theory explored above, Tyler and Blader (2003) agreed that predictive behaviour, as well as influential outcome, attributes that occurred on a workgroup level similar to that of dyadic fashion. Thus dyadic exchanges played an influence in how individuals engaged within a group.

The main criticisms associated with social exchange theory pertain to its assumption of economics in social interaction (Zafirovski 2005). It asserts that individuals engage in a linear interaction with an intended outcome in mind (Scott 2000). This perhaps holds an innate assumption pertaining to the characteristics of human beings. Can individuals not engage in interaction solely for the pleasure of it? (Turner 1988). Additionally, social exchange theory does not take into consideration social aspects external to the line of interaction that might influence the dyadic relationship (Zafirovski 2005), for example, aspects such as culture, gender and life experiences and their impact on the interactions carried out are dismissed (Zafirovski 2005).

2.3.4 Role Theory

The concept of role theory is the fourth building block to LMX. At its crux, role theory holds the belief that individuals construct an identity in relation to the expectations, experiences, and norms of the work that they do (Biddle 1986). Additionally, It is believed that the identity that individuals construct is influenced by the organisation (Biddle 1986), environment (Hinds and Sparks 2008) or job title (Sieber 1974) which might have a pre-empted behavioural and interactional identity that individuals collaborated with. Although role theory holds an essence of the identity that individuals construct; it is important to recognise, that role theory and identity theory are quite distinct at their crux, even though they share some similarities (Ashforth and Mael 1989; Solomon et al., 2011).

While identity theory focusses on the psychological sense making that individuals engage in, in an attempt to configure their characteristics relative to external stimuli (Yingrui and Bin 2006). Role theory encompasses an essence of drama as it attests the cluster of social cues that guide an individual's behaviour within a given contextual setting (Solomon et al., 2011). It relies on symbolic interactions that allow individuals to gauge role related behaviour which they then adopt (Hogg 2016). It draws a distinction between the individual's "self" and the identity that their duty or title warrants (Eagly, Wood and Diekmann 2000). The main distinguishing feature between identity and role theory is that identity theory holds that external stimuli affect an individual's notion of "self" (Haslam et al., 2014); whereas role theory holds that an individual might portray a

behaviour or interaction to accompany and coincide with the expectations of the role that they have been given (Biddle 2013).

There exist two key attributes to role theory. The first is that the "role" is a characterisation of an individual identity that manifests via learned behaviour (Solomon et al., 2011). Biddle (2013) believes that this learned behaviour of role can be accumulated via cognitions and interactions. In relation to the context of this research, this fundamentality of role theory holds that dyadic interactions act as a facilitator to communicate expectations within the dyadic relationship (Dansereau, Graen and Haga 1975). The second is that individuals then comply with the learned behaviour to meet expectations to succumb to the role requirements also referred to as role routinization (Bedeian, Niebuhr and Wesolowski 1994). It resonates with a series of interactions and behavioural exchanges which allow both individuals within a dyadic relationship to construct a mode of functioning (Liden et al., 1987).

There exist two criticisms pertaining of role theory; first, the notion of normative behavioural expectations (Solomon et al., 2011). Meaning it assumes that all individuals might identify a role in the same way. It presents an objectivity with which role relationships are formed (Jackson 1998). Second, is that it disregards the subjective experience with which an individual might engage in a role (Biddle 2013). There might be individual discrepancies in how a role is perceived depending of the socio-psychological processes of the individual (Craib 2015).

2.3.5 Evolution of LMX

The four building blocks:- VDL, negotiating latitude, social exchange theory and role theory each held unique perspectives, each with its own criticisms. LMX evolved by combing the four lenses and evolving a theoretical construct via consequence of addressing the weaknesses of those lenses and uniting them. It is worth noting, that the 4 building blocks are theories that have independently developed and researched. It is only with regard to LMX that they have been combined; hence no clear cut timeline on the progression of thinking emerging from those theories could be identified. This subsection clarifies the evolution of LMX and discusses the contribution of the original theoretical lenses explained above.

Stemming from VDL theory, at the crux of LMX was the belief that leaders differentiated in the relationships they constructed with members (Erdogan and Bauer 2014). However, contrary to the assumptions encompassing VDL, LMX perceived both the leader and the member to hold equal power in constructing their dyadic relationship (Wang et al., 2005; Liden et al., 2006). LMX did not assume the power to place individuals as either ingroup or outgroup entirely in the hands of the leader (Boies and Howell 2006). Instead, it recognised that the members could influence their ingroup/outgroup status. It believes that members have the power to shape the way they were perceived and interacted with; consequently influencing the way they were engaged with within a dyadic relationship.

The evolution of LMX from negotiating latitude pertained to the recognition of disparity in relation to the extent to which a leader was willing to consider the requests of a member (Dansereau, Graen and Haga 1975). LMX acknowledged that the leader not only differentiated amongst members but also bestowed some members with greater freedom to make requests and have those executed (Bower, Shoorman and Tan 2000). It is pivotal to recognise that the 'relativeness to group' with which negotiating latitude was assimilated manifested within LMX in a similar manner. Although LMX theory pertained to a dyadic relationship, due to its negotiating latitude origin influence, it took into consideration the group context and how that contributed to the formation of dyadic relationships (Li, Liu and Cheng 2014). Leaders constructed relationships with a certain member, relative to the performance or behaviour of other members within the group (Verbrigghe 2014). For example, Anand and Vidyarthi (2015) claim that when leaders perceived what they considered to be 'ideals' in a member, in comparison to other members within the group, stronger LMX was formed as a consequence. Paik (2016) refer to this notion as relative LMX configuration (RLMX).

Similarly, roots of LMX in social exchange theory introduced an interactional tool that leaders and members could use to navigate, shape and make sense of their dyadic relationships. Sparrowe and Liden (1997) consider social exchange theory to be the dominant force within LMX. Social exchanges were considered the facilitator that allowed individuals to gauge their ingroup/outgroup status, likewise to use cognitions and interactions to manage dyadic relationships (Wayne, Shore and Liden 1997). The

notion that dyadic relationships were characterised as an exchange relationship in LMX embedded a mutuality in dyadic relationships. It gave way to the concept that both leader and member input was critical in configuring the dyadic relationship they would share.

The final foundational theoretical lens, role theory, manifested as a role routinization phenomenon within LMX. Traditionally, role theory is associated with an objective characterisation of the identity held by an individual within a certain context or hierarchical station (Solomon et al., 2011). However, in recognition of the disregard for the subjective experience of what the role entails (Biddle 2013), LMX evolved to acknowledge the discrepancies in the individual sense making of what their role entailed and how they were meant to behave within it (Liao et al., 2017). Additionally, normative behavioural expectations of role theory were replaced with role routinisation which represented a development of mutual expectations, resulting from collaboration and unstructured tasks. LMX recognised that individuals might engage in a series of interactions and social assessments to make sense of the "role" of their counterpart within their dyadic exchange relationship. The table 1 that follows demonstrates the original lenses, their core beliefs, their criticisms and their contributions to the evolution of LMX.

Table 1 LMX Original Lenses and Evolution

Original Theoretical Lens	Core Beliefs	Criticisms	Contribution to LMX Evolution
<p>Vertical Dyad Linkage (VDL)</p> <p><i>(Dansereay, Graen and Haga 1975; Dienesch and Liden 1986; Rosse and Kraut 1983)</i></p>	<ul style="list-style-type: none"> • Leader is superior to the member • Leader conducts differentiation in dyadic relationships with members • Differentiation enables an ingroup outgroup characterisation of members. 	<ul style="list-style-type: none"> • Disregards the role of the member in affecting nature of dyadic relationship • Disregards influence of the work group in constructing dyadic relations 	<ul style="list-style-type: none"> • Differentiation occurs in how leader forms relationships with members • Concept of ingroup-outgroup members
<p>Negotiating Latitude</p> <p><i>(Graen 2005; Graen and Uhl Bien 1995; Vecchio and Gobdel 1984)</i></p>	<ul style="list-style-type: none"> • Pertains to the extent to which a leader was willing to consider the requests of the member. • Recognised the discrepancy in ability of members to influence their dyadic relationship • Recognised the group relativeness on the influence beheld my members. 	<ul style="list-style-type: none"> • Influential power of members subject to leader's ingroup outgroup characterisation 	<ul style="list-style-type: none"> • Ingroup members have greater power to shape their dyadic exchange • Dyadic relations are relatively constructed
<p>Social Exchange Theory</p> <p><i>(Sparrowe and Liden 1997; Wayne, Shore and Liden 1997; Zafirovski 2005; Cropanzano and Mitchell 2005)</i></p>	<ul style="list-style-type: none"> • leader and members mould their relationship through interactions and behavioural exchanges • individuals in the dyad conduct assessments of social encounters and engage in sense making • Individuals can predict each other within a dyad and can influence work related outcomes 	<ul style="list-style-type: none"> • Holds individuals to be motivated by economics of interaction (cost-benefit lead) • Does not take into consideration social setting e.g. culture, gender and contextual experiences that contribute to dyadic exchanges 	<ul style="list-style-type: none"> • Social interactions both verbal and behavioural manifest as exchanges which can shape dyadic relationships • Interaction initiating from either party has a socio-psychological influence in how the dyadic relationship is engaged and interpreted
<p>Role Theory</p> <p><i>(Biddle 1986; Solomon et al., 2011; Hogg 2016)</i></p>	<ul style="list-style-type: none"> • Individuals construct behaviour and interaction to coincide their responsibilities and job • Symbolic interactions allow individuals to forge themselves to the role accordingly 	<ul style="list-style-type: none"> • Notion of normative behavioural expectations • Disregards the subjective experience of an individual with the role 	<ul style="list-style-type: none"> • Role routinization occurs within dyadic relationships where the leader and the member identify a role relationship

2.4 Leader Member Exchange Theory

The previous section explored the origins of LMX to present knowledge on the context upon which LMX theory was constructed. It discussed how LMX evolved from four foundation theoretical lenses. This section builds on that knowledge to explore and analyse LMX theory. The first subsection assimilates knowledge on LMX to coin a definition. Following which the second subsection identifies and discusses the parameters of the LMX construct. The third subsection explores current research interests within the field of LMX to evaluate directions and justification of avenues studied.

2.4.1 Defining LMX

LMX has been researched and understood from the perspective of a function as well as a process. From a functional perspective, LMX holds at its core, the act of differentiation, where leaders conduct varying relationships with members (Gooty and Yammarino 2016; Liden et al., 2015; Martin et al., 2016). Graen and Uhl Bien (1995) suggest that members have the ability to influence the way the leader handles them; which is what causes the variation in how a leader chooses to deal with different members. Additionally, Botero and Van Dyne (2009) claim that not only do members influence leaders, they consciously alter interactions depending on how the leader behaves and interacts with them; allowing both leaders and members equal power to affect the relationship they share (Cropanzano, Dasborough and Weiss 2017). This concept of using interactions to understand their counterpart and mould exchanges accordingly is referred to as a role building phenomenon (Graen 2003; Riggs and Porter 2017); where both leaders and member engage in interactions, exchanges, perceptions and assessments of each other to conceptualise on a mode of dyadic functioning (Kauppila 2016; Liao et al., 2016; Dansereau, Graen and Haga 1975).

The other perspective views LMX to be the end result of a 3 stage process. Following that logic, Henderson et al., (2009) define LMX as a *"process by which a leader, through engaging in differing types of exchange patterns with subordinates, forms different quality exchange relationships with them"*. It is believed that prior to differentiation;

organisational relationships begin from neutral ground; where all members are treated equally (Erdogan and Bauer 2014; Graen and Uhl Bien 1995). It is when individuals begin to integrate and interact that a trust building process initiates (Martin et al., 2016). Leaders and members test the waters by conducting assessments of each other. Attention is paid to social and behavioural cues that demonstrate a characterisation of their counterpart which then allows individuals to mould themselves accordingly (Epitropaki et al., 2016). This entails a psychological sense making process of action, perception and reaction that leader and members mutually engage in (Kraft, Sparr and Peus 2016).

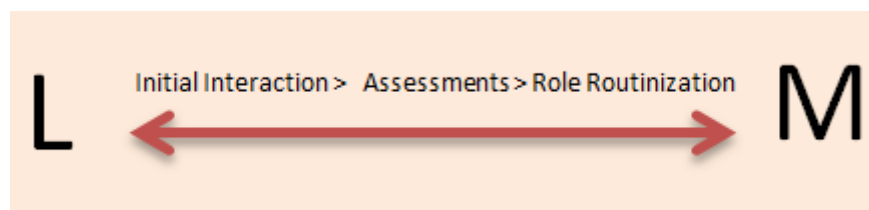
Liden et al., (1997) assert that this process of LMX construction occurs in 3 stages: - initial interaction, conscious and sub-conscious work related assessments and role routinization. In the first stage, leaders and members get acquainted; leaders transmit expectations pertaining to the work and members reciprocate with reactions which feedback to the leader the member's behaviour (Dulebohn et al., 2017). During the initial interaction phase, no differentiation occurs. Leaders treat all members equally; conversely, members have no previous knowledge of their leader hence maintain a norm in how they approach dyadic exchanges (Graen and Uhl Bien 1995). Nahrgang and Seo (2014) consider this to be a stage of trial; where social interactions allow a role taking process.

This evolves to the second stage- the role making process; which is where they figure out how to behave with one another. Leaders and members begin to conduct conscious and subconscious work related assessments (Epitropaki et al., 2016); supported with social exchanges which encompasses a dominant part of this phase of the LMX construction process. It is during this phase that members have the opportunity to meet expectations of the leader and invariably enjoy high quality LMX relations (Seo and Lee 2017). Likewise, members conduct assessments of the leader to engage in reciprocity (Erdogan and Bauer 2014). The role making process initiates through sense making and knowledge gained from assessments conducted.

Finally, the third stage pertains to role routinization; where behaviours of leaders and members become interlocked (Cropanzano, Dasborough and Weiss 2017). Over a series

of unstructured tasks, leaders and members formulate an understanding of their counterpart which communicates a role relationship. Individuals engage in a sense making of the social exchanges carried out within the dyad; which then allows them to mould themselves to the role relationship of the dyad. Likewise Liden, Sparrowe and Wayne (1997) claim mutual expectations manifest. This role based identity that individuals gauge in their counterpart manifests as role routinization; where an unspoken understanding pertaining to mode of dyadic functioning is established (Erdogan and Bauer 2015). Both, the leader and the member engage in the three stage process of LMX construction as depicted in Figure 2 below.

Figure 2 LMX Construction



Irrespective of the perspective with which it is understood, LMX recognises that members within a work group possess varying attributes, competencies and characteristics (Erdogan and Bauer 2014; Harris, Li and Kirkman 2014; Zacher et al., 2014), due to which leaders engage with members in accordance with what they perceive in them (Haynie et al., 2014; Erdogan, Bauer and Walter 2015; Liao 2017; Cropanzano, Dasborough and Weiss 2017). While some studies assume differentiation in LMX to be a function that is carried out through conscious and rational choice (Chen, He and Weng 2015; Gooty and Yammarino 2016); some others hold that it might not be an intentional process, rather a natural process of evolving dyadic relationships (Erdogan and Bauer 2014; Liden et al., 2015).

Combining elements of both perspectives to LMX, this research defines LMX to be a process of interactions between leaders and members which affects the way they function; which is unique to their dyadic relationship. Having stated that, it is

noteworthy that although LMX is constructed between 2 individuals, it is actually a multilevel theory (Henderson et al., 2009), details of which are explored in the section that follows.

2.4.2 Parameters of LMX

Notions of LMX discussed in the previous sections adopted a dyadic perspective in exploring the construction process. While individuals use dyadic assessments to construct role relationships, there are variations to the parameters that are taken into consideration. Differentiation which is the essence of LMX was outlined previously in section 2.3.1. Cropanzano, Dasborough and Weiss (2017) established that differentiation occurs through cognitive social assessments in relation to role relationships. This raises questions pertaining to the scope of LMX. The following section discusses the extent to which LMX is constructed by aspects beyond the dyad. It explores knowledge on how parameters of the dyadic relationship influence the formation of LMX: RLMX, dual leadership, context, and affective events.

Relative Leader Member Exchange (RLMX)

It is well established that LMX differentiation encompasses a comparative element (Harris, Li and Kirkman 2014; Cropanzano, Dasborough and Weiss 2017). It holds that dyadic relations are constructed relative to the workgroup (Epitropaki and Martin 2013). Park et al., (2015) acknowledge that cognitive social assessments are conducted to conceptualise on a role relationship. However, as explored in section 2.2.5 the assessments are conducted relative to the group within which individuals function (Li, Liu and Cheng 2014). It is perhaps critical to realise that the leader's perceived attributes and characteristics of other members within the workgroup have an effect on how the leader forms a dyadic relationship with any particular member (Verbrigghe 2014). For example, within a workgroup, if Member A is able to meet the leader's expectation above the average ability of the workgroup, Member A enjoyed higher LMX (Kraimer, Seibert and Astrove 2015). Likewise, if the Member performed sub-par to the workgroup it resulted in low LMX (Tse 2014). This element of group comparison that the leader conducts is referred to as Relative Leader Member Exchange (RLMX) (Verbrigghe 2014), and constitutes one of the parameters of LMX assessments.

Dual Leader

Likewise, it is recognised that organisations seldom contain more than one leader (Chiniara et al., 2016), where multiple leaders are required to engage with the functions or strategy of the enterprise (Aarons et al., 2015); for example, an organisation might have a CEO as well as a departmental manager. Erdogan Vidyarthi and Liden (2014) were the only researchers who explored LMX from a dual leader dimension, where they recognised the member's dyadic relationship with one leader to exist within the context of the other. Findings from their research evidenced that when a member was able to comply and meet expectations of two leaders, the LMX relationship that both leaders constructed with that particular member became stronger (Vidyarti et al., 2014). The reasoning that Vidyarti et al., (2014) asserted was that 2 leaders aligned their dyadic relationships in symmetry. The relational mode of the LMX construct was not limited to the workgroup; but also how other leaders within the organisations engaged with a particular member. However, this area remains an under-researched dimension (Vidyarti et al., 2014).

Likewise, the concept of relative deprivation theory which articulates the social comparisons that individuals engage in to assimilate knowledge on their own situation or social standing (Smith and Pettigrew 2015), manifests as a consequence to this dimension of LMX. Erdogan Vidyarthi and Liden (2014), hold that members with two leaders draw comparisons between both LMX relationships to gather their dyadic satisfaction. On a similar note, Cropanzano, Dasborough and Weiss (2016) linked affective events theory to LMX and claimed that emotions played a key role throughout the development of the LMX stages. Likewise, Erdogan Vidyarthi and Liden (2014) draw links between this notion of relatively perceiving LMX and outcomes for the organisation. For example, members who perceive co-workers to possess an enhanced relationship with a mutual leader, developed greater tendencies of animosity (Landry and Vandenberghe 2009) resulting in anti- Organisational Citizenship behaviour (OCB) (Ilies, Nahrgang and Morgeson 2007). Hence emotions that surfaced as a consequence of social comparisons affected LMX (Martin et al., 2016).

Contextual Setting

Another dimension that manifested in LMX assessments is the contextual setting in which individuals functioned. Dansereau, Graen and Haga (1975) acknowledged the conscious and subconscious work related assessments that encompassed the role making the phase of the LMX construct. Contextual assessment in LMX is an area that remains vague in its interpretation. However, there exist 3 main lines of thought. The first perspective holds Harris, Li and Kirkman's (2014) interpretation of context which recognises the workgroup setting and member behaviour in relation to their workgroup as an assessment tool (RLMX); this notion of LMX assessment has been acknowledged and discussed earlier in section 2.3.1. It is with relation to this belief that attributes such as organisational citizenship behaviour and perceived organisation support to have been characterised as assessment tools in LMX (Bowler, Halbesleben and Paul 2010; Sluss, Klimchak and Holmes 2008).

The second interpretation of contextual assessments in LMX follows Kauppila's (2015) line of thought which perceives context through an organisational lens. Here, the belief is that the organisation on its own holds an identity against which LMX is assessed (Loi, Chan and Lam 2014). For example, Kang Stewart and Kim (2011) claimed that individuals who did not comply with the ethical standards of an organisation witnessed their LMX affected negatively. Similarly, Van, Oreg and Schyns (2008) explored LMX assessments not just by factoring consistency with the organisation's beliefs but also an ability to adapt when the organisation changes.

The third interpretation of context is from a cultural standpoint. There exist two subthemes within this interpretation of context. The first subtheme pertains to the national/regional culture assessment and how LMX is constructed in relation to the national/regional cultural setting of the organisation's location (Rockstuhl et al., 2012). For example, Anand et al., (2011) draw a distinction between collectivistic and individualistic nations to show how LMX is assessed with regard to cultural values of the nation/region. To further illustrate, Varma, Srinivas and Stroh (2005) established that individuals from high power distance and collectivistic India, who did not comply with the hierarchical systems and mode of function witnessed their LMX affected negatively

(Liden 2012). It is also worth noting that individuals might be acting outside of cultural norms which could also have an impact on LMX (Sullivan, Mitchell and Uhl-Bien 2003).

The second subtheme pertains to the organisation's culture, which differs from organisational identity discussed previously. Organisation's culture refers to the system of shared assumptions and beliefs which governs how people should behave within an organisation (Al-bahussain and El-Garaihy 2013). It is assumed that organisations have a unique method of functioning depending on their culture with which individuals are expected to comply. Consequently, the ability to comply with organisational culture manifested as a contextual tool of assessment in LMX (Erdogan, Liden and Kraimer 2006). For example, Disneyland is marketed as the "happiest place on earth" (Smith and Eisenberg 1987). To stay in tune with the culture it wanted to demonstrate, employees were required to refer to rides as adventures (Maanen et al., 1991). There is pressure on tour guides to maintain smiles when they are in the presence of customers as it is recognised that they are "on stage" and are expected to act in accordance to the "happiest place on earth" image (Maanen et al., 1991). However, this remains an under-researched area within LMX.

Affective Events

Another dimension that has gained recent interest pertains to the construction of LMX via affective events (To, Herman and Ashkanasy 2015). The understanding that is being explored within this avenue is that experiences of individuals influence their cognitions and consequently the manner in which they form exchange relationships (Hinojosa et al., 2014). Affective events theory relates to a psychological phenomenon which recognises that the events within the work environment and the feelings they induce have an effect on how individuals engage with the work (Booth et al., 2017) and the team (Hjerto et al., 2017). The focus within affective events theory is the emotions that experiences, cognitions and events elicit from an individual and its implications within the work environment (Ford et al., 2017). Consequently Cropanzano, Dasborough and Weiss (2017) began exploring affective events theory in relation to LMX construction and theorised three levels in which LMX was influenced by affective events:- individual, dyadic and group.

On an individual level, it holds that the emotions expressed during the role taking phase of LMX which is also known as initial interaction experiences a process of emotional contagion (Dasborough et al., 2009). The emotional expressions of individuals communicate to one another what they can expect from the dyadic exchange (Eberly et al., 2011), which then affects how they engage with the dyadic relationship (Prochazkova and Kret 2017). Likewise during the role making/ assessment phase of LMX, emotions manifest as a consequence of the assessments carried out (Little, Gooty and Williams 2016). For example, if a member feels unappreciated for his/her efforts; he/she is likely to develop negative emotions towards the member which could have a negative influence on that exchange relationship (Koivisto and Rice 2016). Likewise, with regard to role routinization when LMX is configured and a role relationship is established (Nahrgang and Seo 2015); individuals assess their relative status amongst the group which induces an emotional response (Cropanzano, Dasborough and Weiss 2017).

This discussion conducted identified the parameters of dyadic exchanges that manifested in the LMX assessments:- RLMX, dual leader, context and affective events. It brought to attention the manner by which dyadic relationships might be subject to influence stemming from parameters beyond the dyad (Hooper and Martin 2008; Erdogan Vidyarthi and Liden 2014; Epitropaki, Martin and Thomas 2017). This notion of influencers external to the dyad that shape LMX remains under-researched (Erdogan and Bauer 2015; Epitropaki, Martin and Thomas 2017; Martin et al., 2018). While generalisations from cause-effect theorizations remain questionable due to the uniqueness of the dyad, understanding influencers outside the dyad that affect LMX could help paint a more accurate picture. The following section explores directions of current LMX research.

2.4.3 Current research trends

Apart from the research pertaining to aspects beyond the dyad explored in the previous section, a majority of recent LMX research has been focussed around dyadic exchanges.

There are 3 main avenues with which LMX is currently pursued by researchers: LMX strength, differentiation, and outcomes.

LMX Strength

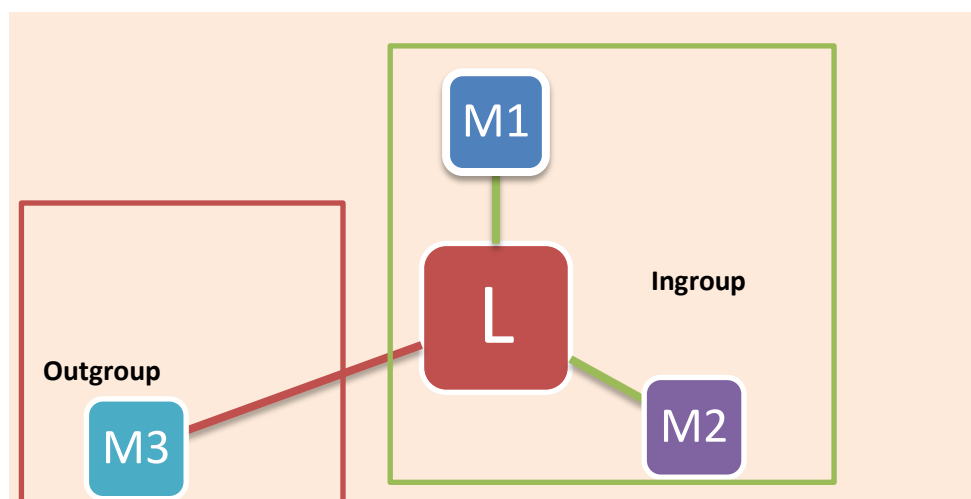
The first avenue that current LMX is being researched under pertains to attributes that affect LMX strength. Researchers have been fixated on identifying aspects that strengthened and weakened LMX (Epitropaki et al., 2016; Lee, Thomas and Guillaume 2015; Matta et al., 2015; Lee and Carpenter 2017). As a key element that encompasses LMX construction is the assessment leaders and members carry out in relation to their counterparts; researchers have attempted to understand perceptions of characteristics or attributes that strengthened and weakened LMX. For example, Lee, Thomas, and Guillaume (2015) researched attitudes that individuals perceived in their counterparts and how that affected LMX strength. It was found that leaders and members who shared agreement on how work tasks were meant to be approached enjoyed stronger LMX (Matta et al., 2015; Lee and Carpenter 2017). Likewise, individuals that gelled in terms of how they carry themselves within the work environment, in aspects such as personality (Zhang, Wang and Shi 2012), appearance and communication also witnessed stronger LMX (Sniderman, Fenton-O'Creevy and Searle 2016).

On the contrary, a psychological contract breach within a dyad resulted in weaker LMX (Hill et al., 2016); when expectations related to the role relationship were not met by either party, it allowed negative emotions to develop which affected the quality of the dyadic relationship (Chen et al., 2016). Similarly, clashes on morality issues contributed to weaker LMX (Giessner et al., 2015). Within this avenue of LMX research, the focus is to comprehend what cognitive evaluation tools were applied within dyadic exchange assessments. This path of exploring LMX theory does not consider aspects external to the dyad. Majority of LMX research has been conducted under this dimension of LMX (Mumford and Fried 2014; Martin et al., 2016; Kim et al., 2017), and is illustrated in Figure 3 below.

Differentiation

The second avenue that current research explores pertains to differentiation in LMX. As differentiation marks the essence of LMX; researchers have fixated on the relativeness to dyadic relationships and how that influences the construct of dyadic relations (Sui et al., 2016). Within this avenue, elements of social comparison are the focus of research (Liao et al., 2017). Some researchers explored differentiation to assimilate knowledge on whether it was detrimental to the organisation (Lee et al., 2017; Yu, Matta and Cronfield 2017). After all, individuals who are deemed outgroup often are cognitively aware of the benefits ingroup employees receive (Kauppila 2016). Chen, Yu and Son (2014) evidenced that differentiation might contribute to turnover intentions of those who a considered outgroup; due to feeling devalued (Seibert, Sparrowe and Liden 2003) Alternatively, Yu, Matta, and Cronfield (2017) claim differentiation allows individuals to enhance their effectiveness. Likewise, Epitropaki et al., (2016) attest that differentiation encourages employees to practise greater self-efficacy. It is believed that the ingroup status could be an aspirational status which makes members work harder (Jian 2016). Figure 3 below illustrates the differentiation phenomenon. M1 and M2 have stronger LMX with their leader resulting in an ingroup status indicated in green; while M3 has a weak LMX relationship with the leader and hence is given an outgroup status indicated in red.

Figure 3 LMX Differentiation

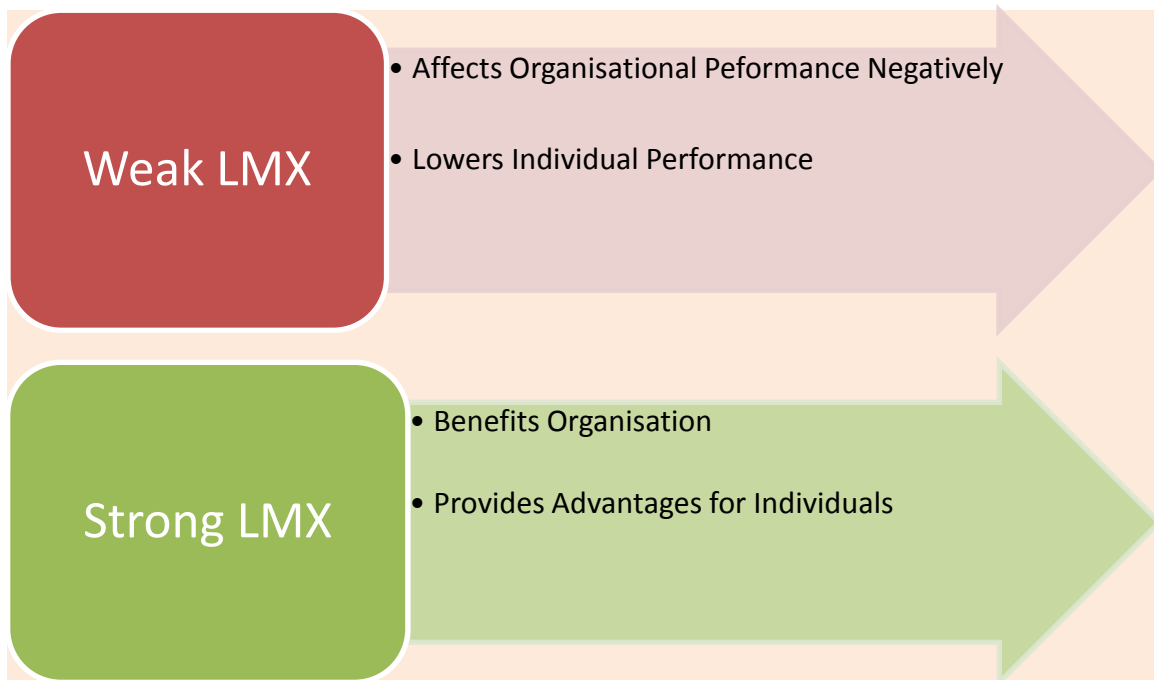


While clarity on whether the benefits outweigh the negative implications of LMX is an area that continues to be under scrutiny (Matta and Cronfield 2017); another aspect explored in reference to differentiation are the parameters of LMX that manifest. Discussed in section 2.3.2, Erdogan Vidyarthi and Liden (2014) acknowledged the implications of dual leadership and LMX. Similar to how leaders construct LMX with members relative to their group performance; members identify preference in leaders within the organisation by comparison of exchange quality. This notion still remains an understudied area with Erdogan Vidyarthi and Liden (2014) pioneering exploring LMX construct from beyond the dyad.

LMX Outcomes

The third avenue that LMX research is currently exploring pertains to outcomes of LMX (Schyns and Day 2010; Epitropaki et al., 2016). Once researchers gained insight into attributes that strengthened and weakened LMX, they attempted to coin understandings pertaining to its implications within a work context (Martinson and DeLeon 2016; Wang, Kim and Milne 2017). Outcomes of LMX have explored from an individual's as well as an organisation's perspective. For example, from an individual perspective Raghuram et al., (2017) explored the strength of LMX and its implications on career progression and outcomes. It was found that stronger LMX resulted in greater opportunities for promotions amongst individuals; while weaker LMX resulted in a greater tendency to be micromanaged (Marstand, Martin and Epitropaki 2017). Likewise, from an organisation's perspective Lindsey et al., (2017) drew links between LMX strength and ability to develop enhanced quality of product or service that the organisation offers. More recently, research pertaining to LMX outcomes such as mindfulness (Zivnuska et al., 2017), innovation (Minaj, Singh and Varma 2017), and creativity (Gupta and Chandha 2017) have gained momentum on recognition of the psychological advances that LMX could bring (Marstand, Martin and Epitropaki 2017). On the contrary outgroup members are more likely to exhibit turnover intentions (Chen, Yu and Son 2014; Kim, Poulston and Sankaran 2017), due to feeling devalued (Seibert, Sparrowe and Liden 2003), causing disruption in overall organisational functioning (Huang et al., 2017). Figure 4 below summarises outcomes of LMX strength.

Figure 4 LMX Outcomes



While LMX continues to be an area of interest amongst researchers, there exists ambiguity in the scope of LMX. The section that follows explores assumptions with which LMX research has been approached and offers a critique to it.

2.5 Assumptions and Critique of LMX

Previous sections explored the original theoretical lenses that contributed to the formation of LMX. Likewise, in addition to conceptualising the LMX construction process, parameters were identified. Correspondingly, the direction that LMX research is now headed towards was also evidenced. Yet, there remain ambiguities pertaining to how LMX knowledge has been constructed over the years. This section acknowledges and questions the assumptions with which LMX has been researched; likewise, it critically discusses the gaps in LMX knowledge. The section ends by articulating considerations for future research.

2.5.1 Validity of core assumptions

The first issue is that a majority of LMX research has been accumulated in western contexts and the knowledge gained has been generalised without cultural discrepancies being taken into account (Anand et al., 2011; Rockstuhl et al., 2012; Bauer and Erdogan 2015; Watkins et al., 2014). For example, one of the foundation underpinnings - the notion of LMX differentiation, was researched in western contexts and generalised worldwide (Sui et al., 2016; Yu, Matta and Cronfield 2017; Kaupilla 2016). It is worth questioning the disregard for regional and national factors that could affect the way differentiation occurs within an Asian or Eastern European context. In countries such as India which have societal roots in caste and religious segregation, perhaps differentiation takes into account different attributes, than the ones assumed in western contexts.

Second, a dominant methodology with which LMX knowledge has been configured is by quantifying a perspective (Riggs and Porten 2017; Dulebohn, Wu and Liao 2017; Martin et al., 2016). This raises two issues:- first, although quantifying perspectives allows an understanding of attributes that played a dominant role in the way leaders and members form relationships, there still remains a gap in knowledge as scales can only elicit one perspective within the dyadic relationship. Thus there still exists the concern regarding whether LMX can be corroborated (Schyns and Day 2010). The first issue pertaining to the methodological choices with which LMX knowledge has been generated has been recognised (Schriesheim et al., 1992; Little, Gooty and Williams 2016). Right from the early days, knowledge on LMX was built using scales and a variety of scales to accumulate knowledge and build on previous understandings established. For example, an LMX scale assembled by Liden and Maslyn (1998) to quantify the correlation between attributes such as loyalty and respect and their link to LMX has been adapted over the years and used recently by Clark and Mahadi (2017) to measure emotional intelligence and turnover intentions as outcomes of LMX. It could be argued that this manner of building LMX knowledge is limiting the knowledge gained as well as being subject to bias stemming from knowledge previously gained.

The second concern pertaining to quantifying perspectives is that it opposes the fundamentality of what LMX is. LMX is considered to resonate with a dyadic exchange in

which a leader forms varying relationships with members (Graen and Uhl Bien 1995; Martin et al., 2016; Liao et al., 2017). Correspondingly, the manner in which researchers have approached gaining insight into how differentiation occurs is by quantifying a single perspective on the attributes of dyadic relationships (Hooper and Martin 2008). While there is value in using quantitative tools to understand what strengthened or weakened LMX, the generalisability of that knowledge could be questioned due to the disparity in LMX relationships constructed.

There exist studies that have attempted to corroborate the nature of LMX from both perspectives within the dyadic relationship (Van Dyne, Kamdar and Joireman 2008; Harris, Li and Kirkman 2014). However, knowledge pertaining to individual subjective assessments that might vary from individual to individual remains unexplored. For example, research has assumed that both individuals within a high LMX relationship share mutuality in how they would rate the exchange (Erdogan, Bauer and Walter 2015). However, due to the subjective manner in which quality of exchange is assimilated internally within an individual (Liao et al., 2017), a correlation in how both individuals perceive their LMX cannot be known with certainty (Schyns and Day 2010). At the crux of the assumption with which scales have been utilized is the belief that both individuals within a dyad utilise the same assessment criteria to conceptualise on the nature of their LMX. It is worth exploring whether there exist subjective cognitions that contribute toward the assessments conducted (Kaupilla 2016).

Third, LMX is yet to reach a consensus on practise of excellence (Schyns and Day 2010). Due to the manner in which exchanges are assessed within the internal psychological assessments of individuals, which might be varied (Liao et al., 2017); there is no one shoe fits all approach to establishing strong LMX. The exchange relationships are unique to the dyad (Erdogan, Bauer and Walter 2015; Kaupilla 2016). Hence findings that generalise traits or attributes which claim to contribute to stronger LMX needs to be scrutinized further as it may not be applicable in all dyadic relationships. For example, Marstand, Martin, and Epitropaki (2017) claim that when leaders cater to the values of the member; that resulted in greater LMX. Similarly, Kayha et al., (2017) attest that the leader and members share similar personality traits that resulted in stronger LMX. While these findings certainly add to the LMX knowledge bank; it is worth questioning if these

claims are generalizable in every dyadic relationship and context. Therefore it is perhaps critical to acknowledge that knowledge pertaining to LMX excellence might always be a little out of reach.

Fourth, the parameters that encompass the scope of LMX are yet to be established (Martin et al., 2016). Aspects that affect LMX such as group/leader relativity (Verbrugghe 2014; Vidhyarthi et al., 2014), context (Harris, Li and Kirkman 2014), culture (Rockstuhl et al., 2012) and affective events (Cropanzano, Dasborough and Weiss 2017) have been identified, although even those parameters have recognised LMX to be constructed dyadically.

Fifth, LMX has been subject to criticisms with regard to whether or not it is an ethical approach to leadership. Some academics suggest that differentiation in the way a leader chooses to form relationships is an eventuality, as different members will need to be handled differently and as social beings, we form stronger bonds with some people over others (Walumbwa et al., 2011). However, academics researching leadership from an authentic leadership perspective believe that unbiased processing of decision making in the management of members is essential for effective leadership (Illies, Morgeson and Nahrgang 2005). Similarly, ethical leadership theory holds the perspective that leadership functions best when there is trust within members which is maintained when ethical leaders make fair and balanced decisions. Both authentic leadership and ethical leadership theory present some valid criticisms of LMX. Perhaps greater understanding of influencers that cause the differentiation and ingroup/outgroup members will be useful in evaluating the effectiveness and ethical concerns regarding LMX .

A detailed exploration into the influencers external to the dyadic relationship remains unexplored. For example, LMX is constructed relative to members within the workgroup, but could the way members interact with each other influence a given LMX relationship? Similarly, dual leaders align their LMX relationships, but could the way two leaders interact affect how members form LMX relationships with them? When LMX excellence remains elusive, it perhaps important to explore how the parameters manifest within LMX assessments and the construction process.

2.5.2 Considerations for future research

The discussions in the previous subsection 2.4.1 highlighted some of the key issues on LMX. Having critically analysed the issues pertaining to the mode of LMX research, the following section seeks to articulate considerations for future research.

First, future research needs to acknowledge that knowledge with totality on what leads to stronger and weaker LMX might be beyond conception. Due to the uniqueness of each dyadic exchange relationship and the subjective cognitions and tools of assessment individuals utilise to construct LMX (Kaupilla 2016), a universal theorization of what works could not be known. Likewise, it might be feasible to gain knowledge on how strongly someone felt about a relationship. However, knowledge on whether the other individual felt the same way about a dyadic relationship cannot be assimilated purely via scales (Schyns and Day 2010). Hence, an exploration into understanding what individuals felt and how they thought it impacted their LMX relationships would be worth investigating.

Second, there is a need for a qualitative exploratory approach to understanding how individuals engage in sense making through their construction of LMX. Several researchers attest the need for a longitudinal study to understand how LMX evolves over a period of time (Olsson and Lisa 2017; Riggs and Porter 2017). Likewise, it has been suggested that in order to develop new insights into the scope of LMX and the parameters that contribute to the formation of LMX, causal evaluations need to be abandoned (Martin et al., 2016). Since at the crux of LMX is a socio-psychological reasoning that dictates how individuals cognitively perceive a LMX relationship and engage with it via roles, it would be worth researching the sense making process to gain greater insights. Especially, due to the uniqueness of dyadic exchanges which makes concrete LMX generalisation an elusive aspect.

Third, greater exploration in eastern contexts, such as Eastern Europe and Asia, would yield an enhanced understanding of LMX which is not subject to western biases. For example, Pellegrini and Scandura (2006) evidenced how job satisfaction as an outcome of LMX was mediated by the paternalistic culture of Turkey. Likewise, Rockstuhl et al., (2012) drew distinctions between various nations' cultural configurations and norms of

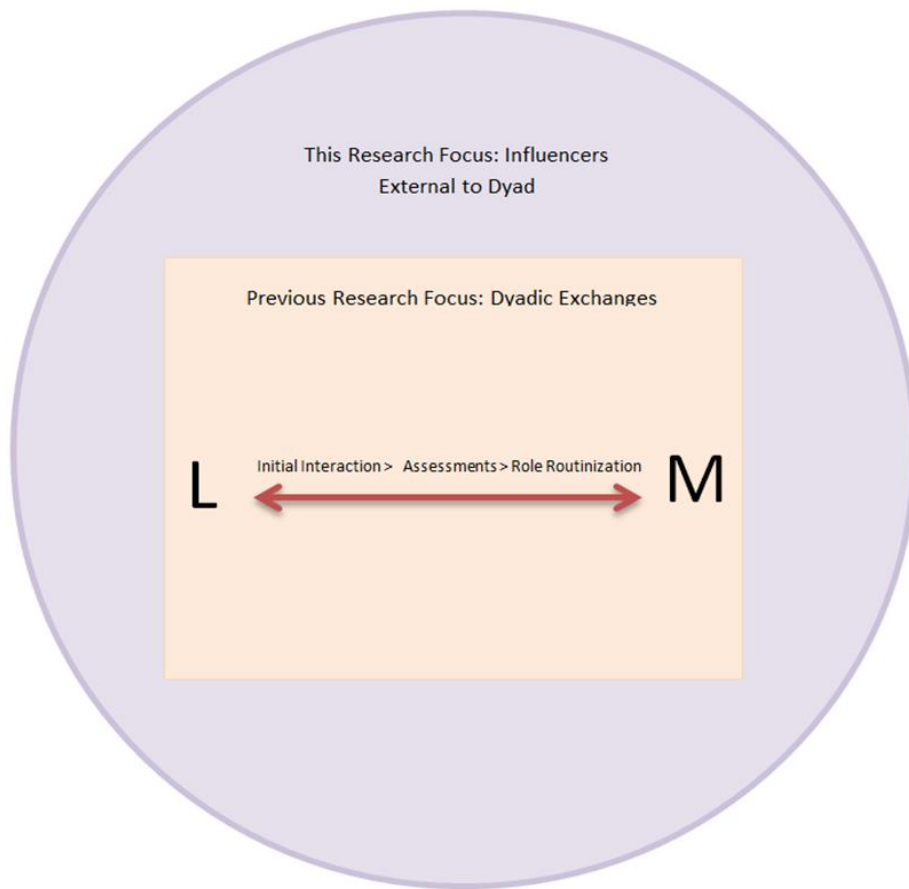
organisational exchanges which they attest affect the nature of LMX. Future LMX research may consider incorporating culture in researching LMX to coin a more in-depth understanding; as current knowledge is vastly under bias stemming from western nations (Erdogan and Bauer 2015).

Fourth, LMX has been established to be constructed via conscious and subconscious work related assessments, yet context remains an elusive term in LMX research. Some researchers have explored it from a cultural standpoint (Rockstuhl et al., 2012). Still, there remains ambiguity over contextual settings and their influence on the assessments leaders and members carry out. For example, would the LMX relationship between a football team captain and a member of his team utilise different assessment criteria as supposed to the LMX between a doctor and nurse? Exploration onto the contextual environment and its influence on the criteria of assessments conducted remains unexplored.

Conceptual Model

As explained previously, LMX knowledge has been built entirely on dyadic exchanges. This research focuses on attributes external to the dyad and its influence on how LMX is constructed. The conceptual model below indicates how the focus of previous knowledge has within the yellow box (as indicated in Figures 1-3). This research steps outside the dyad to explore influencers of LMX indicated in purple; illustrated in Figure 5.

Figure 5 Research Focus



2.6 Chapter Conclusion

The chapter situated the research within wider leadership and presented an account of LMX knowledge right from its inception to current trends in research orientation. The evaluation brought to attention and critiqued some assumptions with which LMX has been understood and researched. Correspondingly, on acknowledging the criticisms pertaining to the assumptions, the chapter also put forward considerations for future LMX research. This chapter concludes by articulating the criticisms along with considerations for future research to place this research within the LMX field.

First, the geographical limitation of LMX research was identified. Majority of LMX research has been conducted in western nations such as the UK, US, Germany and France, and knowledge accumulated has been generalised onto eastern contexts such as Eastern Europe and Asia. In acknowledgment of this limitation, this research is situated in India an eastern nation; in an attempt to bridge the disparity between western and eastern LMX studies. Second, although LMX was established to be constructed via work related assessments, an exploration into the contextual setting and its impact on the assessments conducted has not been considered. Due to which this research is situated within the hospitality context to evaluate how the contextual environment might affect LMX assessments and construction. Third, the dominant methodology with which LMX knowledge has been configured is by quantifying a perspective or testing attributes that strengthened or weakened LMX. The issue with this approach is that it assumes all individuals utilise the same attributes to construct LMX, contradicting the essence of LMX which is the subjective sense making which allows the development of unique dyadic relations. To oppose the previous fashion with which LMX knowledge has been assimilated, this research utilises an exploratory qualitative approach; the need for which was explained within the literature.

More specifically, the focus of this research is to explore influencers that affect the LMX construct. The literature acknowledged that there may be discrepancies in the attributes that contributed to the formation of varying LMX relationships; therefore the interest within this research is to unpick the sense making that individuals engaged in to collate influencers. The term influencers are specifically utilized in recognition of factors

external to the dyad that might impact the construction of LMX. As previous research has been limited to dyadic exchanges, this research steps outside the dyad to explore influencers of LMX indicated in purple. Hence, it is found to be a pre-requisite to understand the contextual environment in which LMX is constructed. Chapter 3 that follows elaborates on the hospitality industry which forms the contextual setting of this research. It explains the nature of hospitality work and the nature of exchanges that entail the industry to explain the foundation upon which leaders and members form LMX.

Chapter 3- Experience Creation in the Hospitality Context

3.1 Introduction

Chapter 2 elaborated on the limits of previous research by focusing on a dyadic perspective only. This research aims to explore factors external to the dyad that may influence how leaders and members form their LMX relationships. Prior to exploring the influencers of LMX, this research utilises the hospitality contextual environment in which leaders and members construct their exchange relationships to build LMX knowledge. As LMX is constructed via sense making (Uhl Bien 2006; Aryee, Budhwar and Chen 2002; Liao et al., 2017; Kraft, Sparr and Peus 2016; Kaupilla 2016), as well as work related assessments (Kaupilla 2016; Liden et al., 1997) the belief is that once an understanding of the contextual environment is established, exploration onto the sense making that individuals engaged in to construct LMX can be accessed and understood.

As this research is situated within the hospitality context, the aim of the chapter is to conceptualise on 'what is the essence of hospitality?' and 'what predicament does that entail for leaders and members working within the industry?' The chapter begins by recognising the tangible and intangible exchanges that entail hospitality work (Panda and Das 2014; Tasci and Semrad 2016). Hospitality is not only characterised by an exchange of products but also service (Brotherton 2000); where organisations seek customer satisfaction to practise economic activity (Kim, Lim and Brymer 2015). However, as competition within the market increases, the industry has surpassed mere exchange of products and services and has gravitated towards an experience economy (Gibbs and Ritchie 2010); which makes intangible exchanges critical. As LMX is also an intangible exchange, the arena of exchanges that contribute to the hospitality servicescape, was identified to be a good contextual platform upon which to gauge influencers of LMX.

Consequently, a need has emerged for staff to meet and surpass customer expectations by catering to the customer's socio-emotional and psychological needs in order to create the hospitality experience (Hemmington 2007). Correspondingly in pursuit of creating a

memorable experience for the customer, staff are required to engage in a theatre act to stage-manage the customer's experience via intangible exchanges (Coulson et al., 2014). Hence, this chapter elaborates on the essence of hospitality exchanges and skills required for staff to engage in theatre act and experience creation to conceptualise on the contextual predicaments of staff. Similarly, as LMX is constructed via work related assessments, this chapter identifies the fundamentality of hospitality work which might manifest as influencers in how individuals formed LMX.

3.2 The Essence of Hospitality Exchanges

This section begins by discussing the significance of the tangible-intangible continuum that exchanges within the industry are subject to. While both tangible and intangible exchanges have their role to play in ensuring customer satisfaction, the enhanced ability of intangible exchanges to achieve customer satisfaction, as the competition within the market increases is explained. More specifically, frontline employees both leaders and members function as tools to facilitate intangible exchanges as they are the ones that come in contact with the customer. Correspondingly, the notion of hospitableness within hospitality is discussed and the three dimensions to hospitality exchanges:- culture, domestic and commercial identified to explain the fundamentals of exchanges within the industry that staff are expected to incorporate.

3.2.1 The Tangible-Intangible Continuum

Traditionally, the term hospitality has been utilized synonymously to the notion of hosts taking care of guests (Lashley and Morrison 2000). One perspective on how this notion is executed is through the exchange of tangible factors such as food, beverage, and accommodation (Brotherton and Wood 2000). The other resonates to the intangible attributes relating to social, emotional and psychological exchanges (Tasci and Semrad 2016). This section clarifies the essence of hospitality which represents an anthropological need to satisfy the customer through a tangible-intangible continuum. First, this section elaborates on the significance of tangible factors, following which the importance of intangible factors is explained. It then presents a discussion around how

these two distinct components function contemporaneously within the hospitality context.

The supreme purpose of hospitality organisations is to obtain financial gains by catering to the customer. This customer orientation originates from its anthropological roots where hospitality is perceived to be a behaviour that characterises a sense of welcome (Lynch et al., 2011). The literal meaning of the term 'hospitality' is "friendly and generous reception and entertainment of guests, visitors, or strangers" (Oxford Dictionary 2017). It is an innate feature of hospitality organisations to provide amenities, security, and entertainment to customers (Lashley and Morrison 2000). The organisation capitalises on this notion to function as a business by providing products and services to the customer in exchange for financial gain (Chi and Gursoy 2009; Kandampully, Zhang and Bilgihan 2015).

The exchanges that take place within hospitality comprise tangible and intangible exchanges that are contemporaneous (Brotherton 2013). On their own, these exchanges are distinct in how they contribute (Coluson et al., 2014). However within the hospitality industry they function in unity and are interlinked (Santich 2007). Hospitality is predisposed to a tangible-intangible continuum to be able to satisfy the customer. Tangible factors within hospitality encompass features that can be physically touched, seen or felt (Panda and Das 2014). It pertains to the physiological characteristics that the organisation beholds. Alsagre (2011) asserts how hospitality is configured based on the physical elements that contribute to ambience and aesthetics, for example, food and other attributes such as décor and presentation (Namkung and Jang 2007), as these elements allow the customers to gauge hospitality through their senses.

On the other hand, intangible exchanges resonate with the socio-emotional and psychological exchanges (Lugosi 2008). They pertain to the feelings induced through social exchanges (Lashley 2008). The socio-emotional exchanges that take place within hospitality venues are believed to play a role in the customer engagement aspect (Tasci and Semrad 2016). For example, customers have claimed to have felt greater attachment and enjoyment within an organisation when front line staff approach them with a smile (Zhao and Ghiselli 2017). This psychological exchange that takes place

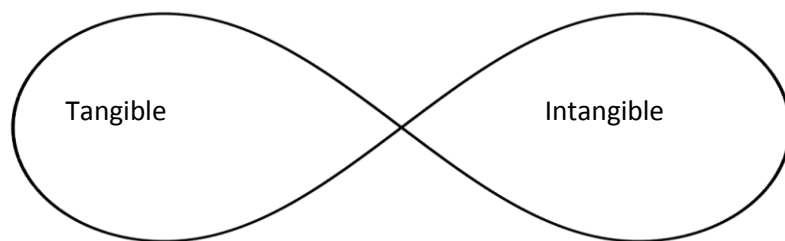
between the host and customer is important; and hospitality staff possess the ability to induce enjoyment through a simulation of the senses (Hemmington 2007).

The reason this literature review highlights the tangible-intangible continuum is because of its relation to how hospitality organisations thrive on customer delight, satisfaction, and loyalty (Kim, Vogt, and Knutson 2015). As previously mentioned, these organisations capitalise on how successfully they satisfy the customer (Chi and Gursoy 2009), hence an objective within the industry is to attract and retain customers (Han and Ryu 2009). Both tangible and intangible attributes of the industry play a role in achieving that objective (Han and Ryu 2009; Han and Back 2008). There exist two perspectives with regard to how the tangible-intangible continuum within hospitality is perceived.

Omar (2014) believes that tangible and intangible factors contribute through differing mechanisms. Similarly, Ransley and Ingram (2001) assert how design, décor, and layout endorse quality and that tangible attributes help manage customer perceptions by communicating ambiance. However, Coulson et al., (2014) believe that there exists a limitation to what tangible factors can accomplish in terms of customer satisfaction. It is claimed that intangible exchanges have the ability to cater to a higher socio emotional and psychological customer need that allows greater satisfaction (Han and Back 2008). Research also suggests that the satisfaction of the customer's socio emotional need is more equipped to ensure customer delight and loyalty (Lashley 2008). It is believed that the intangible factors drive psychological socio-emotional factors that allow a higher level of customer satisfaction which contributes to loyalty (Lee et al., 2014). The intangible factors are more orientated towards creating an experience (Bill and Chan 2010); as it is believed that the social exchanges between host and customer channel and cater to an intrinsic anthropological desire between hosts and customers. Therefore it can be understood that the physical tangible features attract customers through catering to the senses (Alsagre 2011). However, it has been put forth that it is the intangible attributes pertaining to socio-emotional interactional factors that enable the formation of a lasting memory of the experience and consequently customer satisfaction (Tussyadiah 2016). The material aspects such as variations in food, decorative theme, and structural ambiance often provide a sense of 'newness' which urges customers to try out new places. Yet it's the emotional fixation with a location and the generation of a

memory that builds customer loyalty within this industry (Han and Back 2008) and this is illustrated in figure 6 below.

Figure 6 Tangible and Intangible Continuum



Another perspective within this discussion is that some others believe that both tangible and intangible factors have the ability to induce similar customer reactions (Bell 2007). For example, a study by Poulston and Bennett (2012) identified the link between the practise of Feng shui within hotels and their link to economic success. It has been asserted that physiological features allow the development of hospitable spaces which act as a gateway to socio emotional satisfaction (Bell 2007). It is argued that both tangible and intangible factors have the power to offer socio-emotional and psychological exchanges and contribute to customer satisfaction, delight and loyalty. Ali and Amin (2014) claim, that the physical environment can influence customer emotions. Meaning, food, décor, and ambiance have the ability to cater to the socio-emotional exchanges that the industry comprises (Hartwell, Edwards and Brown 2013). On a similar note, Hyun and Kang (2014) attest to how the physicality of hospitality influences the nature of conduct emotional responses. For example, the layout of hospitality organisations often influences the kind of social exchanges carried out (Lugosi 2008). The

mode of conduct and interactions between staff and customers in a fast food joint differs from that of a high-end restaurant (Boo 2017). There is a variation in the way customer conduct themselves depending on the layout; likewise the way staff approach exchanges with the customer. Hence what we can infer from the discussion above is that the tangible and intangible attributes that are fundamental to the industry are tools utilized to achieve customer satisfaction, delight, and loyalty.

3.2.2 Hospitableness in Hospitality

Hospitality holds an interactional exchange through social encounters between the frontline employees and customers (Lugosi 2008), which is in sync with the service orientation of the industry (Teng and Barrows 2009). Hospitableness, however, dives a layer beneath that service orientation to exhibit authentic domestic qualities. This pertains to the quality of interactions between hosts and customers which encompasses helpful kind and sociable behaviour (Lugosi 2008).

The concept of hospitableness is achieved through a frontline employee's intrinsic orientation to the aspects mentioned above; it manifests itself within the essence of hospitality where it represents a desire to please others (Telfer 2000). Hospitableness as a concept holds a sense of compassion and affection expressed to customers (Brotherton 2013). It encompasses an aspiration to meet the needs of the customer and build relationships with them (Hemmington 2007). This trait carries an innate need to please and entertain the customer (Lashley 2015). Often the manner in which hospitableness is communicated is via social exchanges between frontline employees and customers.

Correspondingly frontline employees are expected to resonate with hospitableness and demonstrate it during service encounters (Lugosi 2008). There is an expectation on staff to be compassionate, caring and to possess an inclination to intrinsically please customers and cater to their satisfaction (Lashley 2015). However, it is recognised that this is an ideal within the industry, and is not a trait that can be entirely taught and often has to stem from an internal interest (Heard 2010). While hospitableness and the notion of generosity are traditionally perceived to be at the core of hospitality functions (Blain and Lashley 2014); hospitality staff, as well as customers, are seldom motivated by

monetary means. Sometimes, staff work for pay and customers buy the hospitality experience which opposes traditional views on hospitableness. Consequently, three dimensions manifest within hospitality exchanges: - cultural, domestic and commercial (Lashley and Morrison 2000) that are explored in sections that follow.

3.2.3 Domestic Dimension

The domestic dimension within hospitality is similar to the notion of hospitableness and refers to the desire to please guests with compassion, friendliness, and affection (Lashley 2008). Originally, the concept of hospitality stemmed from the idea to appeal to friends and family when they visited (Johanson and Woods 2008). The key within the domestic component is the genuineness of the need to please others. Although hospitality does have a commercial domain which is elaborated below, the domestic domain endorses the absence of repayment expectation on behalf of the host (Lashley 2008). It pertains to the willingness to be accommodative and cater to the guest irrespective of monetary repayment or reciprocity of any kind.

A dominant stigma that manifests within the industry is the display of welcoming behaviour and simulation of compassion and friendliness to practise commercial activity. Hospitality capitalises on this notion with an ulterior motive to ultimately achieve financial gain (Kandampully, Juwaheer and Hu 2011). The industry is motivated to enhance their service culture due to a proclivity to appeal to the customer (Prentice 2013). With intent to capitalise on the notion of hospitableness, hosts adopt behaviour that appeals to the customer. For example, hosts might exhibit compassion and friendliness while interacting with a customer. The ulterior motive in this scenario could possibly coincide with an interest to gauge customer loyalty (Lashley 2015). It has been put forth that customers tend to value the friendliness and affection hosts exhibit (Alhelalat, Ma'moun and Twaissi 2017); as it caters to the customer's socio-emotional needs (Hemmington 2007). The customers that develop socio-emotional bonds with a hospitality organisation are more likely to be repeat customers (N.Torres and Kline 2013). Domestic hospitality is authentic and genuine; it expects no reciprocity (Lashley and Morrison 2013). As mentioned previously, this entails an intrinsic component where there is an expectation for staff to exhibit welcomeness, compassion, friendliness and

entertainment solely to manifest accommodative, helpful behaviour (Heard 2010). A key domain that characterises the hospitality industry is this sense of domesticity.

3.2.4 Cultural Dimension

The culture within an organisational framework is perceived to be the ideas, customs, and social behaviour of a particular group of people or society (Hofstede 2010). Within the hospitality industry culture accounts for a vital dimension due to the variety of customer backgrounds witnessed. The cultural aspect not only affects the manner in which the hospitality experience is determined, but it also influences choices, preferences, and situations (Weiermair 2000). From an intangible frontline employee-customer exchange perspective, culture refers to the notion of socially predetermined means of acceptable service etiquette (Seongseop and McKrecher 2011). That is to say, customers have a preconceived idea on what the service within the organisation might entail.

For example, it has been suggested that within some cultures the hospitality industry entails a large power distance between front line staff and guests (Crick and Spencer 2011). Within the Indian national culture, guests are perceived to embody gods where it is up to the front-line staff to serve them as require (George 2009). Similarly, about tangibles, there may be variations in the level of spice that customers can handle depending on their cultural backgrounds (Germann 2007). Hence it becomes important for frontline employees to gauge these discrepancies and cater to them accordingly (Weiermair 2000). These exchanges between the front-line staff and the guest are both intangible and tangible, yet the context encompasses some cultural elements that determine the exchange relationship. The cultural dynamics within hospitality is not limited to customer expectation alone. It also is embedded within the staff that are involved in the industry. Meaning, that there may be discrepancies in the cultural background of the workforce which might influence how they engage with exchanges (Devine et al., 2007).

Yet, there is an expectation on hospitality staff to recognise that there might be a variation of expectation based on customer cultural background, ethnicity and/or nationality (Weiermair 2000). Thus, it can be inferred that the production, as well as

consumption of hospitality services in most cases, involves a multi-cultural audience (Mok, Sparks and Kandampully 2013). Correspondingly the value in frontline employees being perceptive of discrepancies in customer cultural backgrounds and aware of their expectations to appropriately offer service encounters to accommodate expectations has been established (Lorenzoni and Lewis 2004). Customer satisfaction is directly affected by the customer's expectations and the ability of frontline staff to understand and cater to them (Nasution and Mavondo 2008); reinstating the management of the cultural dimension within hospitality exchanges critical. However, the extent to which staff can deviate from the norm to accommodate the customer's expectation is questionable; after all, the organisation is a business and seeks to generate profit, for which it needs to demonstrate some elements of standardisation. The section that follows elaborates on the commercial dimension of hospitality to identify how staff combines elements of domesticity and culture while generating a financial exchange.

3.2.5 Commercial Dimension

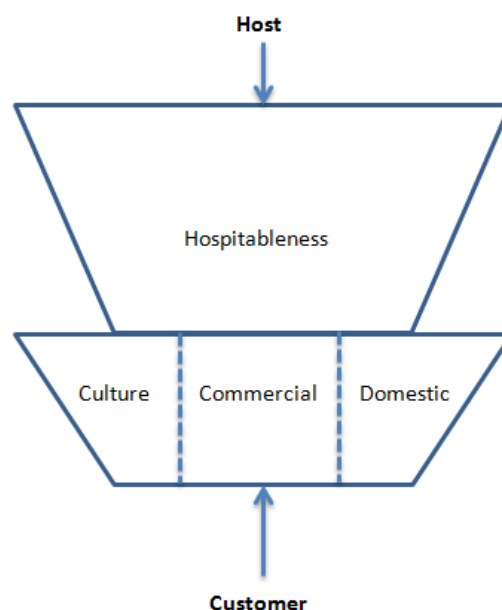
The commercial element within the hospitality industry refers to the relationship between paying guests and host provider (Lynch 2005). While the industry beholds domestic and cultural dimensions, a primitive objective is for it to practise commercial activity. It is within this domain that Lashley (2000) asserts hospitality's contradictory notion. Earlier, the hospitableness as an essence within hospitality was elaborated. The concept of showcasing welcome, compassion, friendliness, and affection is believed to be a fundamental aspect of the industry (Lashley 2015). However, the business aspect of the industry dictates a monetary exchange to accompany the demonstration of hospitableness (Chi and Gursoy 2009).; which implicates a calculatedness with which staff have to approach exchanges conducted with customers.

It has been claimed that this part of hospitality leaves the industry at risk of being overly calculative, controlling and predictive (Lynch et al., 2007). While it is an exchange of products and services, it is also a conditional (Poulston 2015) and controlled negotiation between what the customer expects and the host provides (Lashley et al., 2007). Staff, therefore, have to make calculated decisions on constructing exchanges that coincide with commercial aims of the organisation. While the notion of domesticity demonstrates

generosity and welcoming; the commercial dimension attests the cost of the generosity expressed. In the end, the hospitality business engaged in exchanges to generate income, hence staff have to behold this notion as they construct exchanges (Kandampully, Zhang and Bilgihan 2015).

The discussion of the essence of exchanges in hospitality brought to attention the tangible and intangible attributes that occur contemporaneously, and the role of frontline employees as a facilitator of the exchanges established. Figure 8 below depicts the notions of hospitableness in hospitality, additionally, the domestic, cultural and commercial dimensions in hospitality exchanges and its implications for exchanges carried out by front line staff. As the aim of hospitality organisations is to cater to customer satisfaction; staff are required to incorporate the dimensions of hospitality to conduct exchanges with staff. While traditional notions of hospitality pertain a notion of hospitableness; the businesses seek a financial gain, hence staff need to approach service interactions with a calculatedness which presents a contradictory implication (Brotherton, Wood and Lashley 2000). Are they to focus on welcoming and accommodating customers? or are they to make calculated decisions on what expectations that can fulfil? Figure 7 below illustrated the dimensions of hospitality.

Figure 7 Dimensions of Hospitality



The section that follows explores how frontline employees utilise exchanges to construct a theatre act and stage performance to gauge the expectations of customers and to build the hospitality experience.

3.3 The Hospitality Theatre Act

In recognition of the essence of hospitality exchanges that frontline employees take into consideration while catering to the customer; this section elaborates on the deeper more intricate intangible attributes that manifest in the behavioural exchanges between frontline employees and customer. It elaborates on the idea that the frontline employees within the hospitality industry are subject to a theatre act and stage performance to manage the interaction as well as customer impression management (Gibbs and Ritchie 2010). The experience economy of hospitality has given birth to socio-emotional, aesthetic and psychological dimension of hospitality work (Zhand and Ghiselli 2016). Within the sections that follow, tools of intangible exchanges such as emotional intelligence and emotional labour are discussed to explain how frontline employees utilise a theatre act to demonstrate hospitableness and manage the three dimensions that affect the industry (Bharwani and Jauhari 2013). This section unpicks the theatre act to explain its significance in creating the experience and how hospitality employees engage in it. It beholds the perspective that frontline employees are the instrument that allows the expression of the theatre act which then allows the creation of the experience for the customer.

The predicament of frontline employees to conduct exchanges with customers that encompassed the three dimensions of hospitality: - domestic, cultural and commercial was realised (Lashley 2008). Similarly, it is also noted that there may be discrepancies in customer expectations depending on the purpose of engagement with the hospitality organisation or cultural background (Weiermair 2000). This is especially of interest because of the ability to use intangible exchanges to navigate expectations and cater to them (Hemmington 2007). Intangible exchanges are in themselves vague and hard to conceptualise in an objective manner. Yet, they are a powerful tactic in inducing intellectual, emotional and aesthetic stimulants (Lee et al., 2014). While some researchers believe these skills can be learned (Reeves 2005; Dulewicz and Higgs 2004),

some others attest to their innate capability (Bardzil and Slaski 2003). Nevertheless, the exchanges are channelled through internal skills that exist within the mentality of the frontline employee and are immeasurable albeit effective (Kim 2008).

A peculiar aspect that characterises the intangible theatre act is the fact that it stems from an internalised mental state (Ma and Qu 2011). It is hard to work out or measure but effective (Bharwani and Jauhari 2013). The power to induce the intangible exchange is held by the host and performed for the customer (Teng and Barrows 2009). I.e. The front-line employee is in possession of traits and behaviours which allow the customer to engage in a pleasurable experience. While that might be the ultimate goal, this is not entirely so.

The intangible exchanges are not one sided, the fact that it is termed as an 'exchange' suggests within it a dyadic composition. Meaning, it is not solely up to the frontline employee to initiate, allow and maintain socio-emotional pleasantries and psychological stimulants (Verhoef et al., 2009). While the hospitality staff might be encouraged to do so due to the work environment where there is an obligation to satisfy the customer (Donavan, Brown and Moven 2004); they too are human and are dependent on the customers to execute intangible attributes associated with experience creation (Susskind, Kacmar and Borchgrevink 2003). In order to be able to commit to the theatre act and stage performance, hospitality staff need to be psychologically stimulated and satisfied (Donavan, Brown and Moven 2004). The key here is that the experience and intangible exchanges are built mutually. It is combined participation of front-line staff and the customers that shape the theatre act and the exchanges associated with it (Chathoth et al., 2013).

While the concept of hospitableness and the anthropological roots of the industry might dictate a more idealistic approach to engaging the customer (Lashley and Morrison 2000), the reality of a constant theatrical mask of welcoming behaviours and compassionate attitudes irrespective of customer involvement is questionable (Lashley 2002). The main motivation for hospitality staff engaging in the intangible exchanges and interactions with the customer is in order to create that experience (Hemmington 2007). The customer does play a significant role within the mental framework and motivation

of front-line employees (Butcher 2005). Similarly, the customer plays a crucial role in the nature of exchanges conducted (Hemmington 2007). Hence satisfying the customer is pivotal to their behaviours within the hospitality organisation (Brotherton 2013). However, that implicates the customer in impacting the way the employee engages with them. (Wang, Miao and Mattila 2015). Due to the front-line employee's obligation to meet customer expectations and invariably help achieve satisfaction, they are predisposed to the socio-emotional and psychological stimulants that the customer might be expressing onto them (Walsh 2011); also referred to as host customer identification.

Additionally, hospitality work is characterised by long work hours, unsocial work timings, high turnover and low wages (Karatepe and Uludag 2008). The ability to engage in theatrics to construct the experience on its own has its challenges. Hospitality workers often have to engage with both physical and mental labour to conduct the theatre act (Kim, Shin and Umbriet 2007). Adding physical and psychological constraints to that challenge often leads to employee burnout (Karatepe and Uludag 2008). For example, physical tiredness often affects the psychological enthusiasm to engage in intangibles and experience creation (Lee and Ok 2012). Similarly, high turnover means a greater amount of new staff coming through the work network, which adds to the responsibilities of the pre-existing staff that now have to make sure that the new staff are coached and trained properly (Nadiri and Tanova 2010). Needlessly, to comment on the low wage and unsocial work hours that no doubt affects the psychological enthusiasm and interest within front line employees to go the extra mile and engage in experience creation (Karatepe and Uludag 2008). Despite the challenges front line employees face, there exists an expectation for them to engage with certain intangible tools that enable them to create the hospitality theatre act. Attributes of hospitality intelligence and emotional labour are explained in further detail below to allow an understanding of some of the constructs that the frontline staff are expected to possess in order to create successful theatre acts.

3.3.1 Hospitality Intelligence

Previous sections have elaborated on the concept of host customer identification and why staff tailor the theatre act and exchanges to suit customers (Coulson et al., 2014; Hemmington 2007). Following a similar frame of thought, Bharwani and Jauhari (2013) have conceptualised on the concept of 'hospitality intelligence' that plays a fundamental role in allowing front line employees to create successful customer interactions. Bharwani and Jauhari (2013) have unpicked emotional intelligence to identify cultural intelligence, intrapersonal intelligence, interpersonal intelligence, and experiential hospitality intelligence to build their case to endorse the concept of hospitality intelligence which acts as an enabler of the theatre act. While it might be a relatively new term, there is a credit to its significance and relevance which is explored within this section.

The interactions and experience generation within hospitality are often peculiar as there is no standardised approach to engage in them. As established earlier, the theatre generated is thus an outcome of the individuals that engage in its creation (Hemmington 2007). Hospitality intelligence is the term conceptualised to collectively encompass the different emotional intelligence dimensions that act as facilitators for the theatre act (Bharwani and Jauhari 2013). In industries such as engineering or medicine perhaps these antecedents might occur independently. However, it is recognised that within the hospitality industry they occur collectively and contemporaneously, due to the nature of hospitality work which was explored in section 3.2. Emotional intelligence has been defined as the ability of a person to use emotions as guiding tools within his or her social environment (Kunnanatt 2004). The frontline staff juggles the 4 types of emotional intelligence in pursuit of experience creation.

Interpersonal intelligence

Within the hospitality context it is crucial that front line employees are able to actively gauge, understand and relate to the feelings of the customer (Shani et al., 2014). The Interpersonal dimension within emotional intelligence holds an element of empathy that allows staff to anticipate customer requirements and offer appropriate responses (Warhurst and Nickson 2007). The customers in hospitality are not of homogenous

character, resulting in a lack of universality in socio-emotional requirements and expectations (Weiermair 2000). Hence, the ability of staff to engage in effective communication which allows the formation of a connection with the customer is perceived to encompass interpersonal intelligence (Schutte et al., 2001). Similarly, hospitality operations are often conducted as a group act and thus being able to function as a team to achieve organisational goals is crucial. This aspect of working within the industry is explained in section 3.5. On a similar note, as the industry functions on human capital it is often made up of multiple members of staff that contribute towards the execution of the experience. This seldom allows for errors in service encounters which result in dissatisfied or hostile customers (Boshoff and Allen 2000). Therefore, the ability of staff to achieve service recovery and resolve conflict is a skill accredited to interpersonal intelligence (Kim et al., 2012; Jordan and Troth 2004); however intrapersonal intelligence compliments it.

Intrapersonal intelligence

Intrapersonal intelligence pertains to the ability of individuals to maintain emotional resilience in the face of adversity (Afzalur et al., 2002; Bharwani and Jauhari 2013). It resonates with the ability to be calm and maintain composure while approaching social interactions. Staff need to be consciously aware of the 'self' and understand their own emotions as a prerequisite to managing them. As we have previously discussed, the customer has the power to impact the mood of the front-line employee (Walsh 2011). This implies that the hostile behaviour demonstrated by the customer could perhaps affect the mood of the staff and the willingness with which they approach service interactions, often referred to as emotional contagion (Hennig-Thurau et al., 2006). This could set a dangerous precedent for future customer interactions where that member of staff might be more guarded towards customers, risking restricted involvement in experience creation. Thus, the ability to regulate emotions and commit to the experience creation despite customer vibes resembles intrapersonal intelligence (Grandey, Dickter and Sin 2004).

Cultural intelligence

Similarly, cultural intelligence pertains to one's ability to consciously be aware of cultural differences among customers and possess the ability to conduct service encounters sensitive to them (Bharwani and Jauhari 2013). In other words, it is an intrinsic desire and ability to engage in cross-cultural encounters by tailoring behaviour (verbal and nonverbal) to suit requirements despite unfamiliarity. In section 3.2.4 the cultural dimension within the essence of hospitality was explained. To reiterate the main idea: - the impact of varying customer backgrounds and its implications for how hospitality staff have to adapt their interactions was established (Lashley 2000; Seongseop and McKrecher 2011). The ability of front-line staff to be cognitively aware and motivated enough to alter their behaviour to cultural differences pertains to the cultural intelligence aspect of hospitality intelligence.

Experiential intelligence

Lastly, there is hospitality experiential intelligence which pertains to the ability of staff to channel the essence of hospitality which was explored in section 3.2. This type of intelligence pertains to the ability of staff to bring together intrapersonal, interpersonal and cultural intelligence to build the hospitality experience. Here, the focus resides on the ability to personalise the guest experience (Baum 2006). Often creativity and innovation in creating the hospitality experience lead to memorable experiences (Gilmore and Pine 2002). The ability to be able to execute that while demonstrating hospitableness is a skill on its own (Lugosi 2008). Hence, the intelligence associated with inducing warm, affectionate experiences through sincerity is a core factor to demonstrate competencies that account to hospitality Intelligence (Bharwani and Jauhari 2013). Together these four dimensions of emotional intelligence contribute towards the hospitality intelligence construct which facilitates the internalised attributes that allow frontline employees to conduct successful service interactions and is illustrated in figure 8 below.

Figure 8 Hospitality Intelligences



3.3.2 Emotional Labour

Hospitality Intelligence dictates the internalised emotional and psychological processes that allow front line employees to engage with experience creation (Bharwani and Jauhari 2013). The tool that front-line employees use to externalise the internalised mental process to conduct theatre and build experience is known as emotional labour (Lee and Ok 2012). Within this section the role of emotional labour in contributing to the theatre act is explored. Additionally, the concept of emotional contagion is scrutinised to understand how the work group and customer influence the theatre and experience generated by staff. Emotional labour has been broadly defined as the "effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions" (Morris and Feldman 1996, p.987). The hospitality organisation's desired outcome is customer satisfaction which is a cognitive assessment staff carry out to assimilate the customer's emotional experience (Hennig-Thurau et al., 2006). In an attempt to achieve customer satisfaction frontline employees engage in a theatre performance as they attempt to stage manage the hospitality experience for the customer (Hemmington 2007). Apart from the obvious demonstration of hospitableness through a façade (Lugosi 2008), the tools of emotional labour include language

(Ashworth and Tomiuk 2000), tone of voice (Payne 2009) and nonverbal cues (Van Dijk and Kirk 2007) which together influence customer experience. The front-line employee utilises emotional labour to externalise the hospitality intelligence to induce memorable experiences (Lee and Ok 2012).

While the significance of staff emotional labour to achieve customer satisfaction has been widely accepted (Gusstafsson 2005; Tsaor, Luoh and Syue 2015), it is important to understand how it contributes towards the customer's experience. The emotional mask that staff wear has transferable tendencies onto the customer, known as emotional contagion. Emotional contagion traditionally refers to the emotions transmitted through social interactions and how that affects the dynamics of social interaction (Hennig-Thurau et al., 2006). For example, when frontline employees smile at the customer, that influences the interactional climate allowing the transference of the emotions displayed (Zablah et al., 2016). Hence staff practise emotional labour in an attempt to set the pace upon which the customer engages with the experience (Otterbring and Otterbring 2017). The hospitableness exhibited by the staff through inducing emotional transference is then transferred to the customer allowing satisfaction (Lugosi 2008).

However, it is worth noting, that emotional contagion does not occur in a linear format, meaning that it is not one-directional stemming from the host to the customer (Barsade 2002); nor is it entirely a conscious occurrence (Sonnby-Borgstorm et al., 2008). Hennig-Thurau et al., (2006) suggest two influencers that impact the emotional labour that front line employees exhibit. First, the customer possesses the power to transmit emotions onto the frontline staff. For example, Walsh (2011) claims that unfriendly customers hold the power to affect staff emotionally to an extent where they quit their jobs. Now, this extent of an impact does not usually occur over one instance. Rather, it is emotional wreckage that occurs gradually and internally (Van Dijk and Brown 2006). Hospitality intelligence and emotional labour might assist staff in masking their true inner feelings in an attempt to maintain the theatre performance. However, Pienar and Willemse (2008) attest the emotional exhaustion front line employees are predisposed to due to the social stress from customer interaction. Thus prolonged exposure to emotionally taxing customer interactions hinders the emotional labour and the quality of exchanges that staff demonstrate (Hu, Hu and King 2017).

The second influence is the workgroup in which staff construct the theatre act. Frontline staff work in unity to deliver the theatre act, hence others involved in the theatre production have the power to transmit their emotions onto each other (Barsade 2002). This process of being influenced by emotional contagion does not entirely occur consciously (Sonnyby-Borgstorm et al., 2008). For example, Kelly and Barsade (2001) claim that the ripple effect of emotional contagion stems from an individual level, where one's mood or sentiment can both positively and negatively affect others in the workgroup (Hennig-Thurau et al., 2006). Therefore from the discussion above it can be understood that the emotional labour that frontline staff engage in is influenced by emotional contagion stemming from the work group as well as the customer. The ability to conduct emotional labour is backed by hospitality intelligence to understand situations and maintain a cohesive work environment be it customer orientated or workgroup. The following section builds on this understanding to explore how the exchanges between the workgroup, the customer and the frontline employee together contribute to experience creation and how customer infers the experience as a consequence.

3.4 Creation of the Experience

In recognition of the fact that frontline employees engage in a theatre act to create an experience for the customer, this section elaborates on attributes that contribute to the formation of an experience. There isn't a consensus on an exact definition for the term experience within hospitality. The exchanges between the frontline employees and customers are characterised by tangible and intangible attributes which allow senses to gauge the experience. For example, tangible attributes such as food might contribute to the experience through taste (Goolaup and Mossberg 2017); while intangible attributes such as host friendliness might contribute to the psychological enjoyment aspect (Hemmington 2007). Within this research, experience is explored through an intangible lens. The interest here is to understand how leaders and members act as instruments of experience creation.

The term 'experience' within this research context is perceived to embody a higher level of service. However, it remains elusive and immeasurable. A literal meaning of the term is 'an event or occurrence which leaves an impression on someone' (Oxford Dictionary 2017). Within the essence of hospitality, it has been established to resonate with the attributes of hospitableness and behaviour (Hemminghton 2007). It is the notion of 'living through' the exchange of product (Williams 2006). Similarly, from a hospitality business perspective, the experience is viewed to be a tool to enhance service through product infusion to ultimately create an entity on its own (Knutson and Beck 2004). There are two avenues within experience creation worth exploring: -

First, that experience is something created by the individuals involved in the entity (Knutson and Beck 2004). Lashley and Morrison (2000) assert that the concept of experience within hospitality pertains to the demonstration of kindness, generosity, and entertainment expressed by the host. It is believed that the front-line employees within the hospitality organisation hold the power to shape the experience for the customer (Beldona and Kher 2014). This perspective to individual involvement in experience creation attests for the dependence on the front-line employees to instigate, involve and create the experience entity through interactions and behaviours (Knutson and Beck 2004). However, on the other hand, Law et al., (2011) behold the perspective that there exists a host customer mutuality pertaining to the construction of the experience; the experience is shaped by what the host has to offer and tailored to what the customer expects. For example, the host might attempt to express friendliness and affection through interaction with the customer. He/she might ask questions pertaining to the customer's day and well-being. While this behaviour might be exhibited on behalf of the host, it is now up to the customer to reciprocate the exchange. The customer now possesses the power to shape the exchange experience by participating and volunteering information about themselves. The customer's willingness to participate in the interaction and exchange contributes to the creation of the experience.

Second, experience occurs internally and is characterised by psychological stimulation (Knutson and Beck 2004). It is a combination of sensory observations and mental feelings induced (Campos et al., 2016). Often it is induced as a by-product of environmental, behavioural and situational antecedents (Geus, Richards and Toepoel 2016). The pivotal

aspect here is the significance of individualisation in experience creation and consumption (Walls et al., 2011). As previously discussed, hospitality is fundamentally built on the three dimensions: - domestic, cultural and commercial (Lashley 2000). It is the channelling of those dimensional attributes through behaviours and intangible exchanges that allow the sensory creation of the experience for the customer.

It is crucial to recognise that within these aspects there exists no universality or standard approach. What might be a positive experience for one customer might not be for another (Walls et al., 2011). The individuality of the minds involved in the experience creation and consumption contribute to the uniqueness of what the experience entails (Schmitt 2010). Due to its intangible, psychological and sensory attributes experience often manifests in the form of memory; experience creation is predisposed to creating a memorable moment which blossoms from an emotional stimulation (Ali, Hussain and Ragavan 2014). While frontline employees utilise theatre as a tool to manage the experience, they do not possess control over the part of the experience which is assimilated through individual senses and maintained psychologically (Schmitt 2010). They may demonstrate compassion, helpfulness and entertain to cater to the socio-emotional element that contributes to the creation of memory (Bharwani and Jauhari 2013); yet this is not time bound. Thus, the experience consumption process occurs prior, during and after the participation of the individuals, situation and environment involved (Knutson and Beck 2004). Hence the three stages of experience consumption are unravelled below.

3.4.1 Pre-Experience

This stage of the experience consumption process entails factors that prime the individual's senses and perception prior to engagement with the actual experience (Flanagan, Johnston and Talbot 2005). Hospitality organisations attempt to manage the experience prior to its consumption (Tynan and McKechnie 2009; Tresidder 2015), by influencing the pre-conceptions that customers might have (Ritchie and Hudson 2009). For example, this tactic is often used in the film industry. Prior to watching a film, a trailer is released to outline the genre and storyline of the film. The trailer is used as a tool to draw people's attention and interest. Additionally, it functions as a tactic to

communicate to the audience what they can expect from the film (Finsterwalder, Kuppelwieser and de Villiers 2012). The audience then engage with a film based on the expectation that has been communicated to them; as the trailer functions to outline the movie and manage expectations of the audience (Tresidder 2015). Prior to indulging in the actual experience of watching the film, they began pre-experience which influenced how they engaged with the film experience (Greens, Johnston and Vollans 2014).

Similarly, customers engage in pre-experience by consuming the identity that the hospitality organisation showcases. This seldom occurs through brand position and proposition (Manhas and Tukamushaba 2015). Looking through the lens of experience creation hospitality organisations behold personalities that are expressed through their service culture. Organisational personality manifests within the brand identity endorsed (Khan et al., 2017). Consequently, the concept of personality and service culture plants the seed for word of mouth exchanges. In the current, technology-driven era, the exchange of word of mouth information is amplified (Kwok and Yu 2013). The need for customers to vent their hospitality experiences on social media platforms is well ingrained within the consumption culture (Zhang et al., 2014). The ability to associate one's self with a hospitality indulgence and endorse it publicly has evolved to be an integral aspect of the consumption process (Hassounef and Brengman 2014).

The impact of word of mouth exchange on pre-experience has two effects: - First, that the exchange of knowledge pertaining to experience is subject to individual distortion (Zhang et al., 2014). As discussed previously, there exists incongruence in experience gauged due to the individualised internal nature of it (Campos et al., 2016). The second aspect at play pertains to the memory bank that dictates how individuals perceive and infer the experience (Shaw and Hamilton 2016). The past experiences of the customer influence their expectations of the experience that they are about to consume (Ali et al., 2016); so individual memories will influence any future sense making of the experience (Zhong, Busser and Baloglu 2017). Thus the pre-experience component is a vital stage of the consumption process (Knutson and Beck 2004); perhaps even as vital as the actual experience itself (Wijaya et al., 2013).

3.4.2 Experience Participation

This stage of the experience creation process pertains to the actual real-time customer participation and encounters with hospitality products, service, activity, and brand (Knutson and Beck 2004). A fundamental aspect of the delivery of these elements is the servicescape within which they occur. The concept of servicescape pertains to the spatial environment in which hospitality operations occur (Wakefield et al., 2016). It functions as a platform upon which the experience is generated. The hospitality organisation on its own comprises of tangible attributes that communicate and showcase a certain servicescape (Wand and Mattila 2015). For example, food, ambiance, décor, and hotel environment contribute towards the experience that customers engage with (Wakefield et al., 2016). However, the way experience participation is explored within this section follows a different frame of thought. The focus here resides with intangible attributes and their experience creation. The intention is not to discredit the significance of tangible experience creation avenues. Rather it is recognised that the servicescape functions as the platform upon which the experience is created (Chang 2016). The avenue explored pertains to the individuals who function as key players within the platform of experience creation (Lugosi 2008). Should there be an error during service time or an issue with tangibles such as food quality etc, staff utilise intangible exchanges to manage and resurrect the customer's experience (Ok, Back and Shankin 2005). The research interest coincides the intangible exchanges conducted by the individuals involved in the experience creation. It evaluates the socio-emotional and psychological factors that are triggered by the individuals involved in creating the experience (Hennig-Thurau et al., 2006); such as the ability of staff to conduct suitable exchanges to cater to customer satisfaction.

Previously the manner in which experience as a concept is engaged, inferred and sensed internally and individually was established (Knutson and Beck 2004). While that may be the case, the individuals who conduct interactions within the servicescape influence the experience enjoyed (Mehmetoglu et al., 2011). The key players identified to contribute to the creation of the experience are the front-line employees who interact with customers, as well as the customers themselves (Lugosi et al., 2016). The host-customer interactions that accompany the fundamental exchange of products and services within

the industry's servicescape create the experience. The mannerisms, attitudes, and emotions expressed by the front-line employees have the ability to influence customer satisfaction and vice-versa (Hennig-Thurau et al., 2006).

For example, the customer that is tired after a long travel journey would perhaps value the comfort of the bed/food upon arrival. These material factors satisfy the customer's needs. However, the attribute that makes that consumption of these factors more pleasurable and memorable pertain to the efficiency and welcoming of the host who received the customer on arrival and his/her ability to ensure that the customer was immediately greeted and catered to with politeness and compassion in a timely manner (Chin and Tsai 2013). This is where frontline employees act as an instrument of exchange for intangible attributes which channels hospitableness and ultimately shapes the way the customer perceived the hospitality organisation (Hennig-Thurau et al., 2006; Bharwani and Jauhari 2013). It is the exchange of those intangible attributes that shape the experience for the customer (Han and Back 2008). An abundance of research attests for the significant role of compassion and engagement of the frontline employee play in constructing a memorable experience for the customer (Tussyadiah 2016). Similarly, the likelihood of such memorable experiences converting customers to be repeat customers has been evidenced (Zhong, Busser and Baloglu 2017).

3.4.3 Post-Experience

The third and final stage of the experience process pertains to evaluation of the experience that individuals consciously and subconsciously engage in post actual real time participation (Knutson and Beck 2004). It is the value assessment that customers engage in as an aftermath of the experience itself (Gallarza 2015). Here, value is assessed not from a financial standpoint where acquisition of the product/service is evaluated, but instead, individuals engage in a reflection of the experience consumption. It is within this aspect of reflection that the intangible exchanges between host and customers make its significance (Lugosi 2008). Intangible exchanges possess the ability to appeal to the socio-emotional and psychological needs of the customer (Hemmington 2007). It is these psychological attributes that induce a feeling of experience. It is important to bear in mind, that the customer plays an anthropological role of being

accommodated, catered to and entertained (Lashley and Morisson 2000). This anthropological predicament of the customers holds the belief that they will be received with compassion and friendliness (Lashley and Morrison 2013). Similarly, the significance of tangible factors within experience creation is not disputed. However, their significance within post-experience consumption is perceived to be not as crucial as the intangible attributes which are more equipped to serve that aspect (Chen and Chen 2010).

As mentioned previously it can be argued that tangible attributes such as food have the ability to induce psychological stimulations which induce a feeling of experience (Kapera 2015). For example, the taste associated with food has a powerful tendency to embed within the customer's memory (Tsai 2016). There exists an abundance of data that supports the customer's fixation with a hospitality venue due to the emotions that the food can induce (Mattila 2001; Ali, Hussain and Ragavan 2014). Yet, the intangible exchange between host and customer has been argued to hold supreme sensory assessments and experience creation (Han and Back 2008). It has been suggested that while food quality might be of high quality, the total experience might suffer if the service is not on point. The pivotal aspect here is the feeling induced (Hennig-Thurau et al., 2006).

In post-experience customers tend to re-engage with the experience through memory manifestation (Tussyadiah 2016). This idea once again attests to the internalised nature of the experience. While the services and intangible exchanges occur external to the individual, the individual alone is in control of the sense making in relation to how she/he engaged with the experience (Campos et al., 2016). The front-line employees within hospitality organisations play a crucial role in managing the experience. Not only are they in control of tangibles, but they also behold the power to shape the mood through their involvement in the experience process (Hemmington 2007; Hennig-Thurau et al., 2006). They can rectify service errors and manage complaints (Ok, Back and Shankin 2005). While all these might be conducted during experience participation, it is the delivery of service, correcting errors and dealing with complaints that manifest within the customer's memory. It comes down to how they were made to feel during the

hospitality encounter that functions as the supreme evaluator tool in assessing experience (Ali, Hussain and Ragavan 2014).

3.4.4 Implications for Experience Management

What can be inferred from the discussion is the manner in which the experience generated is not time-bound rather is it constantly in a state of evolution via three stages (Knutson and Beck 2004). It is ongoing where it begins prior to actual participation and continues to develop post the experience participation (Tynan and McKechnie 2009; Tresidder 2015; Gallarza 2015). Consequently, the power of frontline employees in controlling or manipulating the actual experience participation phase through intangible exchanges and their ability to create memorable moments was realised (Hemmington 2007; Hennig-Thurau et al., 2006). Following that frame of thought, this section further explores the implications of the timelessness of experience creation for hospitality workers. Additionally, it also presents an argument for a technology-infused virtually driven paradigm of experience consumption. The manner in which one customer's post-experience consumption could lead to another's pre-experience consumption is elaborated. The significance of this continuum for frontline staff is explored.

In section 3.4.1 the role of word of mouth exchanges through sharing hospitality experiences was discussed (Kwok and Yu 2013). Not only were customers evaluating the value of the experience (Knutson and Beck 2004), they were simultaneously expressing their views through verbal exchanges as well as on online platforms (Ribbink et al., 2004). The current technology-driven era has contributed to the development of another paradigm of consumption that occurs virtually (Ye et al., 2011). Customers post pictures of hospitality activity or express their reflections through reviews (Cox et al., 2009). In an essence, they relive the experience through accessing the virtual memories captured (Watson, Morgan and Hemmington 2008). Another aspect that this has contributed to is the lifestyle or identity that customers create for themselves through the hospitality encounters they access (Davies 2007; Kasavana, Nusair and Teodosic 2010). When they demonstrate their hospitality experience online either through customer review websites or personal networks such as Facebook, they reveal a certain lifestyle

experience (Wilson, Murphy and Fierro 2012). This then externalises the internalised experience; publicly sharing their experience demonstrates the internalised experience to endorse the experience associated with that particular organisation (Watson, Morgan and Hemmington 2008). The reason this is a crucial factor within the experience consumption process is due to the way it influences another potential customer and their perceptions of the experience provided by the hospitality organisation (Knutson and Beck 2004).

The post-experience consumption of one customer becomes the pre-experience consumption of another (Casalo et al., 2015). Although experience occurs internally, external factors dictate how the experience is engaged. For example, the significance of the online presence and customer-generated content for hospitality organisations has been established (Casalo et al., 2015). While this may be the case it could possibly function as a double-edged sword. While customer reviews might encourage more customers towards a particular venue (Melian-Gonzalez, Bulchand-Gidumal and Gonzalez Lopez-Valcarcel 2013), it also serves to influence the new customer's pre-experience which could have both positive and detrimental implications for customers (Cantalops and Salvi 2014). Due to the role of customer-generated content, the hospitality industries are subject to the promotion of discursive internalised experience realities (Knutson and Beck 2004). An argument here is that some publicity is better than no publicity (Liu and Park 2015), even if the experience expressed is of a negative nature, it still helped get the word out on the organisation.

While this might be the predicament of the hospitality experience process, the ability of the frontline staff to manipulate and influence the memory generated during the participation phase has been confirmed (Hemmington 2007; Guchait, Pasamehmetoglu and Dawson 2014). The frontline employees especially are often required to provide immediate responses and on the spot reactions to customer interaction situations which could affect the experience for the customer (Bharwani and Juahari 2013; Guchait, Pasamehmetoglu and Dawson 2014). As the hospitality industry functions on human capital, it is expected that errors will be inevitable (Choi et al., 2014). There might be food delays, or mistakes in the order which are unavoidable. Hospitality employees often have their attention focussed on multiple aspects which can easily cause an oversight on

an issue. For example, in a busy restaurant, the waiter might forget to fetch food on time to serve the customer as he was pre-occupied with attending another table. The delay in serving the food might then result in the customer not only having waited for an extended period of time to be served, but also the quality of the food suffers. Errors are common during service as the industry is often understaffed, and staff often overworked (Karatepe and Uludag 2007). However, frontline employees possess tools to rectify such situations and improve the experience for the customers; reinstating the significance and crucial nature of the theatre act (Guchait, Pasamehmetoglu and Dawson 2014).

It is the tact and skill with which the front-line employee engages with the customer that allows the resolution or deterioration of the experience suffered (Bharwani and Juahari 2013). However, it is important to acknowledge that issues in service might not entirely relate to errors on behalf of the host. The customers also have the ability to impact the experience, and the experience generated is as diverse as the customer backgrounds (Zhang et al., 2014). There are tendencies to witness hostile customers that make it difficult for the overworked hospitality employee to create a positive experience. It is in situations such as this that the concept of host customer identification makes a vital play (Walsh 2011).

The term 'host-customer identification' has been claimed to cater to the disparity in customer experience expectation (Coulson et al., 2014). It is the notion of understanding the customer and altering the service experience to suit them (Ariffin and Magzhi 2012). As experience occurs internally, the desires, expectations, and wants of customers are influenced by the customer's pre-conceived notions (Tresidder 2015), previous experience (Casalo et al., 2015) and cultural background (Zhang et al., 2014). A fundamental aspect of the hospitality industry is its predisposition to cater to customer needs and requirements as explored in section 3.2. While this may be the case, it leaves the staff exposed to a conundrum. Should front line staff strive to maintain a standard in the approach they give to customers (Kasiri et al., 2017), so there is equality and consistency in the service and experience witnessed? (Manhas and Tukamushaba 2015). Or should they tailor the experience to suit customer expectations by engaging in host-customer identification? (Coulson et al., 2014).

The hospitality staff are exposed to two predicaments. On one hand, the organisation, its values and objectives have to be met. On its own the organisation holds attributes of experience embedded within its business strategy (Lugosi 2008). It has an identity and attempts to deliver a standard of service (Manhas and Tukamushaba 2015); For example, a McDonalds outlet is set up to function as a fast food joint, where customers order at the till and wait to collect their food. The service culture, that McDonalds represents its identity and to an extent organisational personality (Harris 2007). Thus customers expecting a sit-down table service might find themselves disappointed at the experience they receive. Once again, the point pertaining to the economics of hospitality encompassing purchasing of experiences is reiterated (Williams 2006). Due to which some form of standard in what that experience entails is pivotal (Manhas and Tukamushaba 2015; Kasiri et al., 2017).

However, on the other hand, the boundary of what entails an experience is not always as clear cut as it was in the McDonald's example explained. There is an abundance of ambiguity which circumnavigates experience parameters (Knutson and Beck 2004). The customers' expectations and values have to be taken into consideration to satisfy the industry's anthropological business orientation (Lashley and Morrison 2000). Host-customer identification resonates with the circumstantial predicament of the front-line employees within hospitality organisations (Walsh 2011). It pertains to the ability of front-line staff to assess customer expectations and tailor the service in an attempt to meet requirements (Hemmington 2007). This element of hospitality remains vague and occurs at the discretion of the front-line staff to administer. Hence frontline employees have to gauge expectations via their interactions with the customers to adapt theatre and build experience (Bharwani and Jauhari 2013). The significance of the front-line employee in managing the experience through participation, interaction and host-customer identification was asserted. It can therefore be identified that frontline employees are instruments to manage the experience consumption process in hospitality. However, they do not always singularly manage the experience as hospitality entails a networked operation; the section that follows elaborates on this notion.

3.5 A Networked Operation

The previous sections discussed the experience economy that hospitality organisations function within and the theatre and performance frontline staff have to adopt as a consequence of that (Zhand and Ghiselli 2016). What the previous two sections did not address was the network of organisational and customer links that contributed to the theatre conducted and experience provided. Instead, it shed light on the scenario through an individualistic lens. It explained the competencies required on an individual level to engage in theatre. Similarly, the manner in which the customer interprets the experience through pre-experience, participation and post experience was elaborated, from a linear perspective (one individual). While there is value in understanding those aspects, this section develops it further to shed light on the network of players that impact the theatre performed and experience inferred within the hospitality industry. First, it explains how the hospitality theatre performance is an outcome of a group act, combining efforts from multiple members within the organisation (Boon 2007). Second, it recognises that the customer in hospitality is not always considered to be one individual but could include multiple members. Thus it elaborates on the effects of multi-group customers on experience provided (Chathoth et al., 2013). The section ends with a discussion of the implications of a networked operation for leaders and members within the hospitality industry.

3.5.1 The Group Act

The hospitality theatre performance explored in section 3.4 is conducted by frontline staff. However, that is only one portion of the experience production. While frontline employees might be at the interactional theatrical end of the production, they rely on support from a network of co-workers to assist in the production of the experience (Bouranta, Chitiris and Paravantis 2009). The hospitality workforce can broadly be split into two categories: - 'Front of house' and 'Back of house', each of whom have their specific tasks yet share the same organisational objective which is customer satisfaction (Boon 2007). The back of house staff are those that do not appear within the customer's servicescape, instead, their job is to maintain the upkeep of the physical servicescape and facilitate the smooth running of frontline staff (Baum and Odgers 2001). For

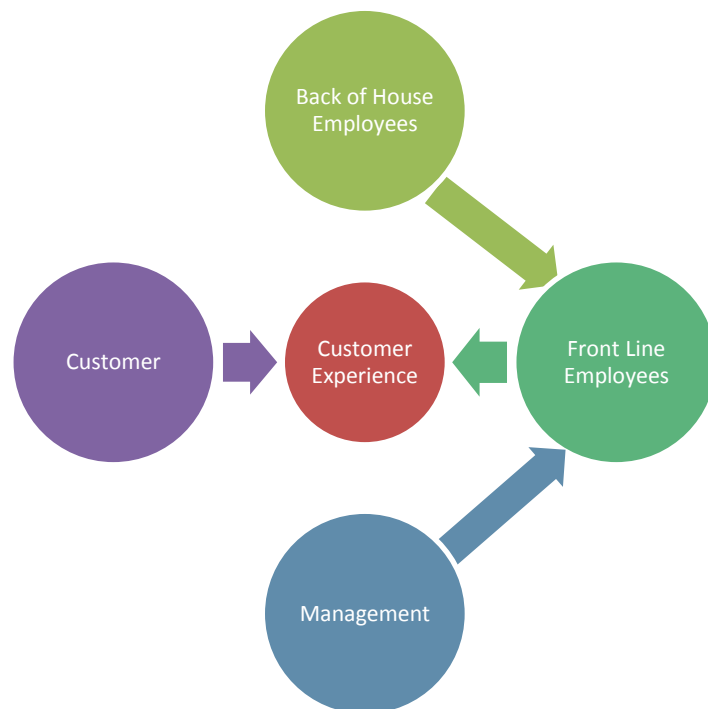
example, back of house staff often work as chefs, maintenance staff or kitchen runners. They play their part in the provision of service production so that front line employees have the freedom to focus on conducting interactions with customers (Reynoso and Moores 1995). Management staff could also be considered back of house as they are in charge of hiring employees as well as providing support and training for frontline staff to facilitate their experience creation skills (Li, Kim and Zhao 2017; Barron 2008).

The frontline employees are the actors that conduct the theatre within the servicescape (Hennig-Thurau et al., 2006). They are the ones that come into contact with the customer and hence possess the power to shape and influence the experience consumed as explored in section 3.3 (Hemmington 2007). Although the significant role frontline employees play in stage managing the customer experience through interactional exchanges was realised (section 3.4), it is important to acknowledge that back of house staff could also affect the experience (Boon 2007). For example, tangible products that contribute to the experience such as food, plating, and décor are aspects of the experience production that frontline employees do not have the responsibility for. While some researchers suggest that the front-line staff serve as the final checker as the food gets served and the customer engages in the consumption, the back of house play a large role in ensuring its smooth execution (John, Grove and Fisk 2006). Therefore, when pertaining to such issues, the back of house employees contributes to the experience generated even though they are not visible in the experience generation (Boon 2007).

It is even safe to claim that the staff who are actually involved in the customer interaction might possess the power to stage manage the experience but are not entirely in control of the experience consumed by the customer (Gibbs and Ritchie 2010). Meaning, that the experience production occurs through multiple platforms and is an outcome of a combined effort and hence it can be perceived synonymous to the domino effect (Boon 2007). For example, imagine a customer sitting in a quiet corner of the restaurant intending to work on his laptop. He is greeted with a friendly member of staff, who caters to his requirements and leaves the customer to carry on with his work. Meanwhile, some other staff are chatting loudly nearby which aggravates the customer. Now, the member of staff that originally catered to the customer might have done well in terms of using his hospitality intelligence to recognise the customer's needs and alter

the theatre to suit the experience needed (Bharwani and Jauhari 2013). Yet, his co-workers have affected the experience despite not being involved in customer interaction. Knowingly or unknowingly they have influenced the customer's experience. It is with this regard that the theatre within hospitality can be seen as a group act and having the domino effect (Hemmington 2007). All frontline staff are actors to all the customers within the servicescape and hence, the performance is ongoing whether it is central to the customer interaction or not (Knutson and Beck 2004). Similarly, the experience production is facilitated by the support from back of house staff thus making it a group theatre act. Having established the significance of staff group theatre, it is also worth recognising that the experience consumed is affected by the customer's internalised process and is illustrated in figure 9 below.

Figure 9 The Group Act



3.5.2 Multi- Customer Group

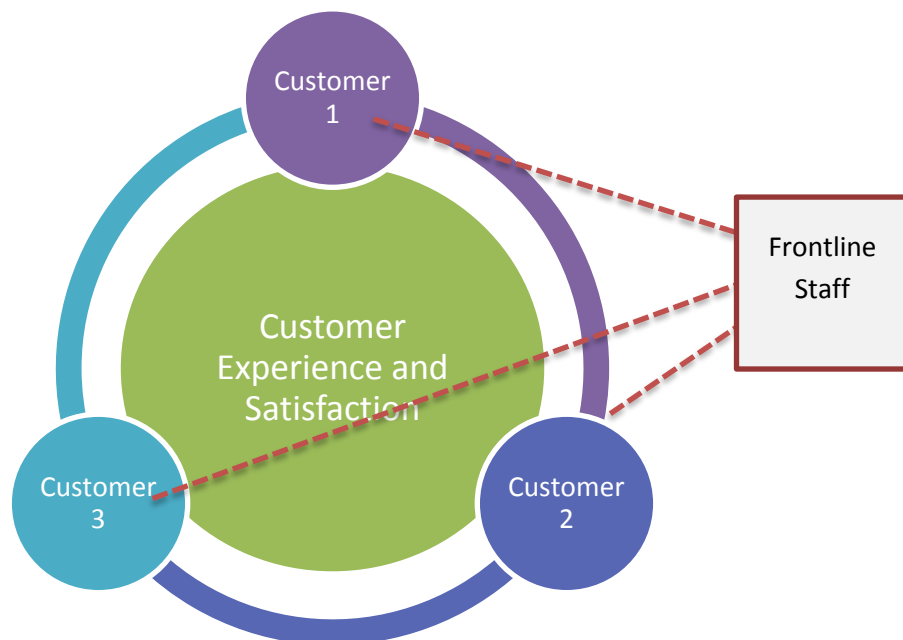
A magnitude of research has been conducted around the idea of customer satisfaction (Kandampully and Dwi 2000; Pizam et al., 2016), which appears to be the central

objective of hospitality organisations in order for them to achieve economic success (Kim, Lim and Brymer 2015). When researchers refer to the term customer satisfaction, they often view it as a singular occurrence; pertaining to one individual. The interesting bit here is that the word 'customer' as per verbatim refers to a singular guest. Correspondingly, customer satisfaction might assume meeting or surpassing the expectations of a singular customer (Solnet, Boztug and Dolnicar 2016). However, within the hospitality servicescape customers do not always consume the experience independently. They seldom consume the experience as a group (Harris and Reynolds 2004); where satisfaction becomes inter-dependent as experience consumption is influenced by all the customers involved (Chathoth et al., 2013). Similarly, while customers might engage with the experience separately, they do so contemporaneous to other customers within the servicescape. This section unpicks the concept of experience co-production and co-creation between multi-member customer groups and frontline staff to explain implications for the networked operation.

Chathoth et al., (2013) established the role of the customer in co-producing the experience along with the frontline staff. That the customers participate knowingly or unknowingly in the production of their own as well as each other's experience generated (Hemmington 2007). Here, the role of the frontline staff is distanced. Instead, the varying expectations and influences of multi-member customer groups and what that implies for the frontline staff remains as a focus. This raises two influencers: - First, the more members in the group, the more expectations that have to be met (Wu 2007). Correspondingly, customer satisfaction is inter-dependent on others within the group (Sureshchandar, Rajendran and Anantharaman 2002). For example, a child at a restaurant that refuses to eat the food served can affect the experience of the parents and thus their satisfaction. Second, other customers external to the group or individual also contribute to the co-production and co-creation of the experience (Sureshchandar, Rajendran and Anantharaman 2002). For example, a hostile customer at a neighbouring table throwing a tantrum over a service error has the ability to interfere in the experience consumption of those around him. Not only does that affect the customers who witness the incident, but it also affects the staff within the servicescape attending various other customers, thus functioning as a gateway to the domino effect discussed

earlier in section 3.5.1. Thus it can be inferred that in order for frontline staff to achieve customer satisfaction, they need to be able to universally cater to all the members within the customer group individually. The inter-dependence of customers to obtain satisfaction reinstates the significance of the frontline staff's theatre production as well as hospitality intelligence (Bharwani and Jauhari 2013; Chathoth et al.,2013). It is how they manage the varying customer elements and control the experience that leads to customer satisfaction and is illustrated in figure 10 below.

Figure 10 Multi-Customer Group



The discussion brought to attention nature by which the theatre act conducted as well as experience enjoyed is a consequence of customers, management and frontline employees present within the servicescape (Bouranta, Chitiris and Paravantis 2009). Due to the physicality of how hospitality experiences are consumed, it leaves leaders and members in close proximity to each other as they conduct exchanges with the customers. As there is an expectation to cater to customer satisfaction and build memorable experiences through theatre acts and intangible exchanges, this research articulated the

contextual environment to explore how it might have an influence on the work-based assessments conducted by staff.

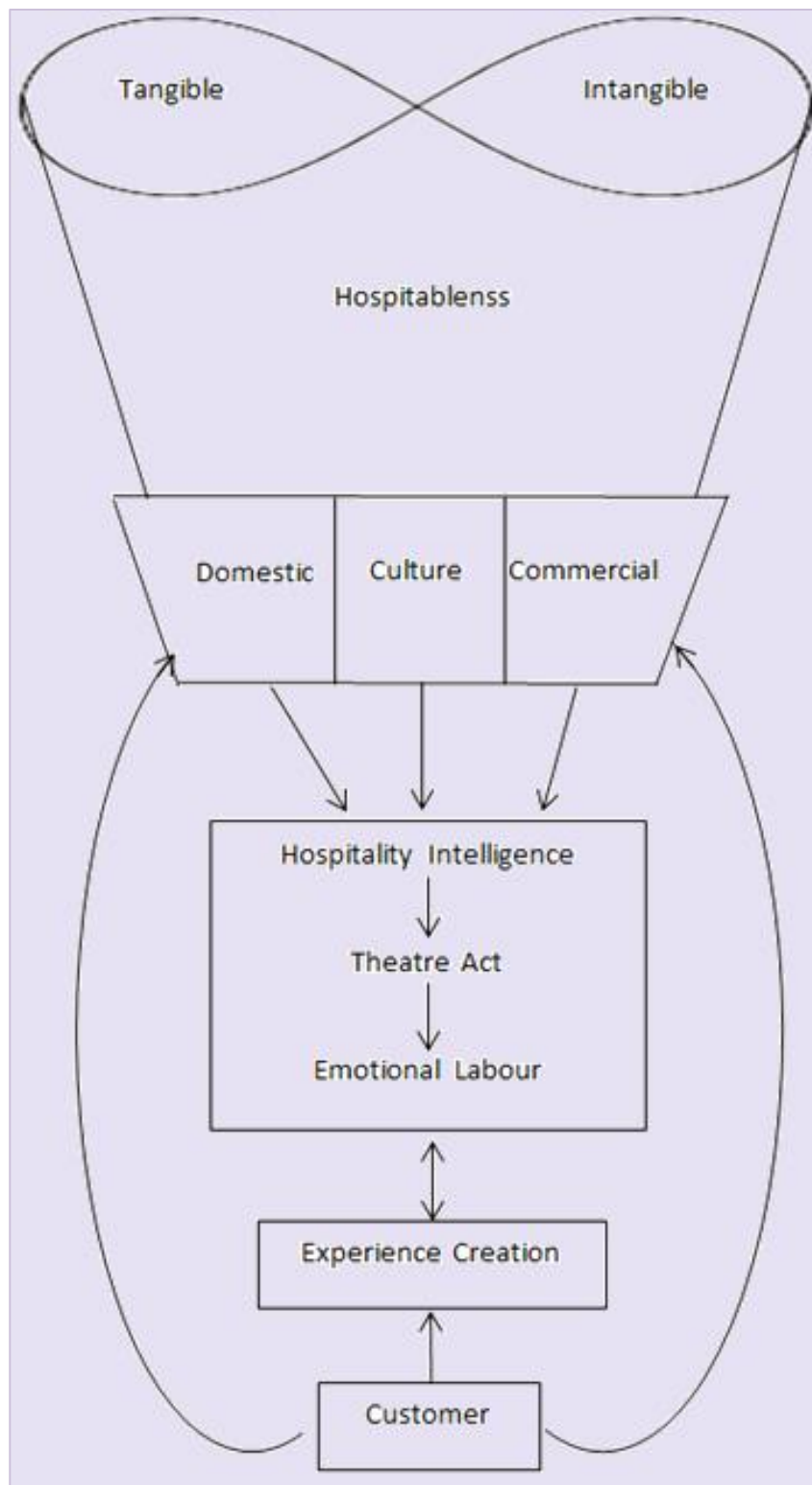
3.6 Chapter Conclusion

The aim of the chapter was to explore the contextual environment of the hospitality industry to identify what challenges that might entail for leaders and members working within the industry. The discussion brought to attention tangible and intangible exchanges utilized by hospitality staff to cater to customer satisfaction and practise economic activity. Tangibles relates to the physical features such as food, décor and ambience, which could be gauged by the senses. On the other hand, intangibles pertained to the socio-emotional and psychological simulants that allowed customers to enjoy the hospitality experience. Additionally, the notion of hospitableness and the three dimensions, domestic, culture and commercial that characterised the nature of hospitality exchanges were explained. As frontline employees, both leaders and members within the hospitality industry were expected to use exchanges to cater to the customer. Correspondingly, there was an expectation on them to demonstrate domestic behaviours such as compassion and welcoming as they engaged with customers. Similarly, they also had to take into consideration the cultural background of customers to construct appropriate exchanges. However, as the hospitality organisation is still essentially a business, it also entailed a calculatedness with which staff approached service encounters.

As competition within the industry increased, hospitality organisations must go beyond mere service orientation and gravitate towards an experience economy. There is greater dependence to create memorable experiences for customers to ensure their return and consequently the financial sustainability of hospitality businesses. In order to create the experience, frontline employees are expected to engage in a theatre act to tailor interactions to the customer, by gaging their expectations and catering to their socio-emotional and psychological needs accordingly. The theatre act is essentially a facade which entails emotional labour and is supported with hospitality intelligences such as interpersonal, intrapersonal, cultural and hospitality experiential.

However, it is recognised that the theatre act conducted by the frontline employees as well as the experience assimilated by customers does not occur in a linear format. Rather, hospitality organisations function via a networked operation which involves a variety of individuals in the construction and production of theatre and experience. The theatre act is constructed by all employees within the servicescape; likewise, the experience inferred by the customer was co-dependent when customers engaged with the hospitality organisation as a group. Additionally, different groups of customers are frequently in proximity to each other which induced co-consumption in their experience assimilation. Therefore the model below brings together the contextual challenges in hospitality alongside LMX knowledge established in Chapter 2. As this research seeks to explore influencers external to the dyad that affect LMX; figure 11 below illustrates the investigation onto how context might manifest in LMX construction.

Figure 11 Contextual implications for Leaders and Member



To conduct the investigation onto how context might manifest in the construction of LMX; Chapter 4 that follows conducts a discussion around synergies between LMX and hospitality.

Chapter 4: Synergies between LMX and Hospitality

The discussions conducted in chapter 2 examined knowledge on LMX theory, following which chapter 3 explored the contextual setting of this research- hospitality. This chapter offers a short commentary around the synergies between the two. After all, both LMX and the hospitality industry are heavily reliant on exchanges, even though there may be varying terms used to represent concepts within the LMX and hospitality literature; they share similarities which complement each other.

4.1 Nature of Exchange

A shared fundamentality between LMX and the hospitality industry is that they are both built on exchanges and is indicated in table 2. LMX uses exchanges to construct leadership (Sui et al., 2016); whereas hospitality uses exchanges to construct the customer's hospitality experience (Hemmington 2007).

Table 2 LMX and Hospitality Exchanges

LMX	Hospitality
<ul style="list-style-type: none">• A process of interactions and <u>exchanges</u> between leaders and members which affects the way they function together (Henderson et al., 2009). (see section 2.3.1)	<ul style="list-style-type: none">• A contemporaneous <u>exchange</u> of products and services between host and customers (Brotherton 2000). (See section 3.2.1)

Similarly, LMX uses the concept 'differentiation' to represent the manner in which leaders may construct varying relationships with their members (Cropanzano, Dasborough and Weiss 2017). On the other hand, hospitality uses the concept 'host-customer identification' to indicate how staff gauge varying customer interests,

expectations and backgrounds to build appropriate service exchanges (Walsh 2011) as indicated in table 3.

Table 3 Differentiation vs Host Customer Identification

<ul style="list-style-type: none"> • <u>Differentiation</u>- No two leader member exchange relationships are identical, as leaders and members use interactions to adapt to dyadic role relations (Kaupilla 2016). (See <i>(see section 2.3.1)</i> 	<ul style="list-style-type: none"> • <u>Host Customer Identification</u>- Customers tend to be from diverse backgrounds because of which hosts use interactions to tailor exchanges according to the customer (Gibbs and Ritchie 2010) <i>(see section 3.3)</i>
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4.2 Construction

There also lie similarities between the construction process of LMX and the hospitality experience produced; both of which entail 3 stages as indicated in table 4.

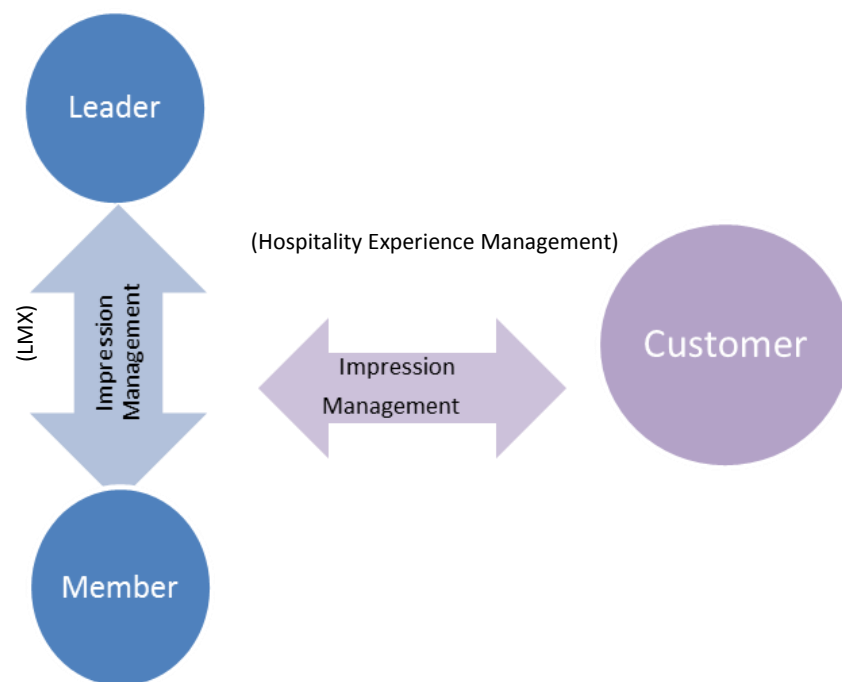
Table 4 Construction: LMX vs Hospitality

<ul style="list-style-type: none"> • LMX is constructed as a consequence of <u>3 stages</u> that interactions between a leader and member evolve through: - initial interaction, work related assessment and role routinization (Epitropaki et al., 2016). <i>(see section 2.3.1)</i> 	<ul style="list-style-type: none"> • The hospitality experience assimilated by the customer and influenced by the host is subject to <u>3 stages</u>: - pre-experience, experience participation and post-experience (Knutson and Beck 2004). <i>(see section 3.4)</i>
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It is within the construction process, that LMX and hospitality begin to synchronise. Kim, Poulston and Sankaran (2017) articulated the connection between LMX agreement and hospitality work outcomes. It is worth speculating if there lies links between the

impression management that leaders and members engage in to construct their LMX, and how front line employees (leaders and members) function as actors for the customer's impression management (see section 3.4.4) of the hospitality venue; as illustrated in figure 12 below.

Figure 12 LMX and Hospitality Impression Management



It has been established that frontline employees have the ability to gauge the customer's expectations gathered from pre-experience through interactions, to then create suitable exchanges during the experience participation stage (Knutson and Beck 2004). The criticality of the experience participation stage, also known as the service exchange, affects the post experience where customers are satisfied and promote the organisation or are unhappy and tend to spread negative feedback; in addition to not being a repeat customer (Cantalops and Salvi 2014). Once again manifest similarities in the essence of exchanges between LMX and hospitality indicated in table 5.

Table 5 Dimensions: LMX and Hospitality

<ul style="list-style-type: none"> • LMX strength is affected by: - - Similarities in how work tasks are meant to be carried out (Matta et al., 2015; Lee and Carpenter 2017). - Cultural configuration of leaders and members (Rockstuhl et al., 2012; Anand et al., 2011). - Ability of leaders and member to meet work objectives and organisational aims (Kraimer, Seibert and Astrove 2015). <p>(see section 2.3)</p>	<ul style="list-style-type: none"> • Hospitality service and experience produced are affected by 3 dimensions: - - Domestic values demonstrate welcoming behaviour and compassion - Cultural background of hosts and customers affect the nature of service exchange - Commercial aims to obtain a financial gain from host customer interactions <p>(see section 3.2)</p>
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Leaders and members not only have to consider the 3 dimensions above to construct LMX, but those that function as frontline staff have to incorporate them to create positive customer experiences; consequently, similarities in intelligences that act as enablers become apparent and is indicated in table 6.

Table 6 Emotional Intelligence: LMX vs Hospitality

<ul style="list-style-type: none"> • LMX strength affected by emotional intelligence (Clarke and Mahadi 2017): - - Interpersonal intelligence (Sears and Holmvall 2010) - Resilience (Gupta and Sharma 2018) - Cultural intelligence (Rockstuhl et al., 2011) - Work expertise (Novak and Graen 1987) 	<ul style="list-style-type: none"> • Hospitality intelligences that allow frontline staff to create positive customer experiences (Bharwani and Jauhari 2013) :- - Interpersonal intelligence - Intrapersonal intelligence - Cultural intelligence - Experiential intelligence <p>(see section 3.3.1)</p>
--	--

Correspondingly emotional regulation was considered an important factor in both LMX as well as hospitality experience creation. It is here that the synergy between LMX and hospitality played an instrumental role. The emotional intelligence that individuals possessed allowed them to build stronger LMX as well as enhance customer experience; specifically, it was their use of emotions to do so and is indicated in table 7.

Table 7 Emotional Labour: LMX vs Hospitality

<ul style="list-style-type: none"> • Faking emotions resulted in weaker LMX (Glaso and Einarsen 2008). <p>However, anxiety and attachment avoidance also contributed to lower LMX (Richards and Hackett 2012); making the <u>quality of emotional regulation critical</u> (Sears and Hackett 2011).</p> <p>The way leaders and members made each other feel had an effect on LMX (Maslyn and Uhl-Bien 2001).</p>	<ul style="list-style-type: none"> • Hospitality staff emotional labour was vital to achieve customer satisfaction (Gusstafsson 2005) and experience (Tsaur, Luoh and Syue 2015). <p>The <u>emotional mask expressed</u> by frontline employees had transference capabilities acting as emotional contagion between host and customer (Hennig-Thurau et al., 2006)</p> <p><i>(see section 3.3.2)</i></p>
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4.3 Network Affect

While the manner in which individuals conduct exchanges affects both LMX and the hospitality experience, both LMX and hospitality entail a networked operation. The LMX between any given leader and the member is dependent on the workgroup within which they function (Yu, Matta and Cronfield 2017). Similarly, the experience produced in hospitality is dependent on all the relevant staff that contribute to the service exchange (Boon 2007) in addition to customers and multi-customer groups within the servicescape (Hennig-Thurau et al., 2006) as indicated in table 8.

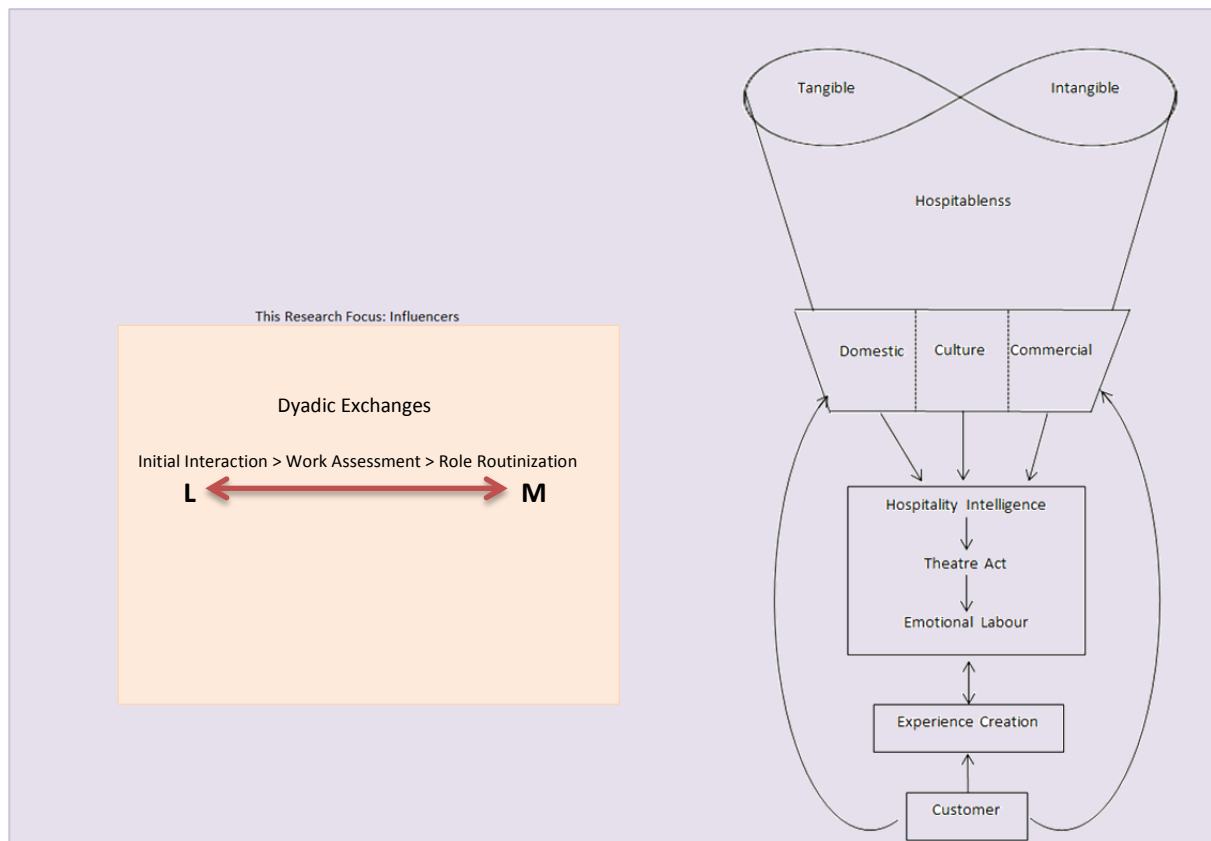
Table 8 Networked Affect: LMX vs Hospitality

<ul style="list-style-type: none"> • LMX is relatively constructed and therefore key players are:- <ul style="list-style-type: none"> - The workgroup - (RLMX) (Cropanzano, Dasborough and Weiss 2017) - Leaders of the workgroup (Dual Leader) (Erdogan Vidyarthi and Liden 2014) <p><i>(see section 2.3.1)</i></p>	<ul style="list-style-type: none"> • Hospitality experience is a networked production involving:- <ul style="list-style-type: none"> -Customers (Hennig-Thurau et al., 2006) and multi-group customers (Chathoth et al., 2013) -Frontline Staff (Hemmington 2007) -Back of House Employees(Boon 2007) - Management(Li, Kim and Zhao 2017) <p><i>(see section 3.5)</i></p>
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Similarly, the relativeness that LMX is constructed with results in ingroup and outgroup status allocation amongst members. In a similar circumstance, the level of satisfaction experienced amongst customers is relative to others present within the servicescape; more so, if it's a multi-customer group where there is interdependence in the experience gathered (Chathoth et al., 2013).

Due to the synergy between LMX and hospitality, and the effect of LMX agreement on hospitality work outcomes (Kim, Poulston and Sankaran 2017), this research utilises the hospitality context to explore influencers of LMX external to the dyad. Figure 13 below, illustrates the conceptual framework that combines the research gap identified in chapter 2 and knowledge hospitality contextual setting discussed in chapter 3.

Figure 13 Conceptual Framework



4.4 Conclusion

Although distinct in their roles, the synergy between LMX and hospitality was highlighted. While varying terminology has been utilized to explain concepts within both literatures, there exist shared ideas. Both LMX and hospitality engage in impression management and are built on exchanges, which undergo a construction process; affected by a network of individuals. The fact that they have similar traits enables synergy between the two, implying that LMX agreement affects the hospitality work output (Kim, Poulston and Sankaran 2017). However, the interest within this research is to utilise the hospitality context to explore influencers of LMX construction, which is the inverse approach to the previous statement. Chapter 5 that follows elaborates on the methodological choices that are utilized to explore the influencers of LMX.

Chapter 5: Methodology

5.1 Introduction

The review of the literature explored the current state of knowledge of leader member exchange. The discussion brought to attention the manner in which previous LMX research has been conducted. Meaning, in the past, studies have assumed that LMX is constructed purely on the assessments individuals make in relation to how they behave with one other (Graen and Uhl Bien 1995; Rockstuhl et a., 2012). This research aims to explore the sense making process that individuals engage in while constructing their LMX. It attempts to take a step back and take a wider look at the factors that might be contributing to the way LMX is formed. To achieve this, there is a crucial need to research the subject using a qualitative exploratory approach, as that would provide an understanding of the 'why' aspect of the data (Strauss and Corbin 1990). This research delves a layer below the 'what' and attempts to conceptualise on the 'why' and 'how' LMX is formed. In order to achieve the aim of this research which is to explore how leadership relations are constructed through leader-member exchanges and to identify why some members develop stronger relations with their leader than others; the choice was made to move away from the quantitative approach and to employ a qualitative methodology.

This chapter begins with a discussion around LMX and philosophy, which is then followed by an evaluation of the research approach utilised. The rationale for and implementation of the qualitative methodology, sample and data collection are examined. A detailed account of the data analysis procedure is then presented and the chapter ends with an examination of strengths, limitations and potential ethical issues.

5.2 LMX and Philosophy

Gill and Johnson (2010) assert that the research design is fundamentally governed by the philosophical underpinnings of the research. Philosophy in research methods has been viewed as an enabler to engage and handle data in a certain way. It has been widely established that the philosophical commitments influence the way the research is conducted and executed (Morgan and Smircich 1980; Gill and Johnson 2010; Miles and Huberman 2014). Correspondingly, philosophy played a significant role in designing this research as well as understanding the data collected. Mackenzie and Knipe (2006) claim that the choices the researcher makes in terms of the philosophical stance and research design could affect the kind of data elicited. On the contrary, it is worth considering whether a study can situate itself within a philosophical stance, depending on the data gathered. This section explains how although the research was initially engaged with through a neo-empiricist underpinning to reflect my world view; the data collected situated itself in between the neo-empiricist and critical realist philosophical stance which Cunliffe (2010) recognises as objective social constructionism.

Previous LMX research had been predominantly engaged in a positivistic fashion, where researchers attempt to use a cause-effect approach to establish one truth. For example, Zhang, Wang, and Shi (2012) attempted to quantify personality similarities between a leader and member to draw conclusions about how similarities in the leader and member personality resulted in stronger LMX, and that dissimilarity resulted in weaker LMX. However, as discussed in chapter 2 section 2.4.1, establishing generalisations such as "personality congruence always leads to higher LMX" is questionable due to the uniqueness of each dyadic relationship.

Aims and objectives in relation to the philosophical underpinning

The aim of this research was to explore how leadership relations are constructed through leader-member exchanges and to identify why some members develop stronger relations with their leader than others within the hospitality context.

- Objective 1: To explore critically LMX theory in the context of other theories of leadership, with particular reference to the hospitality context.
- Objective 2: To evaluate the nature of leader member interactions within the hospitality context
- Objective 3: To examine the hospitality work context and its implications for leader and member behaviour
- Objective 4: To establish the influencers that affect the relationship between leaders and members and to contribute to LMX theory by mapping them using a model.

To meet the aim and objectives, this research recognised the value of qualitatively exploring the influencers of LMX (section 2.4.2), which is why I initially chose neo-empiricism as my philosophical stance. I wished to employ a qualitative exploratory approach to understand the factors that individuals felt had impacted on their LMX, and to engage with their subjective reasoning and meaning-making, also known as a phenomenological approach (Smith 2004). The main objective within a neo-empiricist approach is to grasp how a phenomenon had been perceived by an individual and gauge how they made sense of it. Liden et al., (1997) claimed that LMX passes through three stages before it is constructed:- initial perception, conscious and subconscious work-related assessments and role routinisation. This study focused on the sense making process that participants engaged in through all three stages of LMX construction; primarily on the recognition of the emotions associated with what individuals perceived and the impact of those on LMX (Martin et al., 2016). As objectives 2-3 focussed on 'what happened and how did that impact the way they formed exchange relationships', my aim was to then build a model by pulling together the "influencers" which individuals had identified and to draw links to how these had impacted the LMX (objective 4).

So I went into the data collection thinking I was going to be able to combine the factors that individuals identified and build a model based on that in order to be able to then establish predictions of the influencers and their impact on LMX - as per the neo-empiricist philosophical underpinning. However, the data collected altered the way I understood LMX. The findings revealed a phenomenon whereby individuals recognised

the existence of influencers yet utilised them differently in accordance with a specific dyad. Hence, instead of a model, I built a framework of influencers and recognised each of these as having an impact on LMX, while acknowledging that individuals might favour certain influencers or use a combination of influencers to form their LMX. This approach to understanding LMX reflected the fundamental essence of LMX- the uniqueness of dyads; while recognising the variations of influencers that could affect a dyad. This recognition of an objective entity of influencers being utilised differently by individuals' subjectivity resonates as an evolution from neo-empiricism known as objective social constructionism.

Objective social constructionism: ontology and epistemology

Objective social constructionism is the philosophical stance that is embedded in the belief that there no longer exists a clear subject-object distinction but that, rather, subjects and objects experience knowledge and the notion of reality through a continuum (Burr 2015). Cunliffe (2011) defines the ontology of objective social constructionism as *"discursive realities constructed by discursive and non-discursive practices & systems that are often contested & fragmented"* (Cunliffe 2011, p 654). This means, society constructs concepts such as 'leadership' or 'learning' which socially holds meaning, however different individuals might interpret it in different ways in different contexts which are discursive. Therefore, the social reality, also referred to as ontology manifests itself as a subjective-objective continuum.

Similarly, the epistemology of objective social constructionism is subjective and Cunliffe (2011. p 654) suggests that *"humans are products of discourse which can be conflicted and contested"*. This means that humans as social beings engage in subjective sense making of socially constructed concepts, which affects how they interpret and therefore behave. For example, leader A, B, and C identified several contextual tools to impact the way they formed relationships with their members. Though the leaders were aware of the various contextual tools, it was suggested that different tools were utilised to form different relationships. There was an objective set of influencers which was utilized differently; therefore objective social constructionism is meanings that are socially constructed which people discursively navigate.

Cunliffe (2008) recognises objective social constructionism as a philosophical stance and questions the clear subjective-objective distinction that many research philosophy theorists make. Although writers such as Azzopardi and Nash (2014) draw clear cut boundaries between philosophical paradigms based on subjective and objective epistemology and ontology, several academics have challenged this (Cunliffe 2011, Sonenshien 2007, Pettigrew 1997, Ball and Craig 2010 and Giddens 1984). Writers such as Cunliffe (2011), Sonenshein (2007) and Giddens (1984) have established that there is a blurring of the boundaries between what is objective and subjective when it comes to the nature of reality (ontology). Under the objective social constructionist approach it is recognised that subjectivity and objectivity are intertwined (Cunliffe 2010, Sonenshien 2007, Pettigrew 1997, Ball and Craig 2010 and Giddens 1984). The reason this is the case is that both subjects and objects have agency and within the field of exploring human behaviour and sense making, it could be argued that nothing is purely subjective or objective; rather, that people navigate shared understandings which are socially constructed in their own individual subjective way (Cunliffe 2011).

In line with the aims and objectives of this research, the objective social constructionist philosophical stance will enhance our understanding of the following:-

What are the socially constructed objective truths that leaders and members within hospitality have created?

How has that affected how they navigate their relationships?

Why has this resulted in some individuals having stronger relations with their leader than others?

The section that follows elaborates on the research approach utilised which informed the methodology used for this research.

5.3 Research Approach

The philosophical stance of the research lays the ground work upon which the research is designed (Gill and Johnson 2010). But in order to meet the research objectives and

develop new knowledge, there has to be a logic of inquiry (Blaikie 2007). The logic of inquiry sets the approach that the research will adopt.

In the past theory on leader member exchange has been assimilated based on quantified data elicited via scales. The scales measuring LMX originated from what was initially referred to as 'negotiating latitude' which gave birth to the ingroup outgroup concept. (Dansereau, Graen and Haga 1975). Over the years, the scale was developed, modified and updated to build upon the previous understandings established. Liden and Graen (1980) added items onto the scale to conceptualise the benefits of being ingroup as supposed to outgroup, which set the ball rolling for the researchers that followed. The issue with dependence on scales, which is associated with quantitative research and a deductive approach (Burrell and Morgan 1979), is that it inhibits exploring the phenomenon in depth (Muijs 2010). The scales are a useful tool to determine when the leader and member correlation was high or low, however, a qualitative approach would allow an understanding of the sense making that individuals engaged in while constructing LMX.

This study adopts an abductive research approach; it challenges the significance of deduction within LMX research and similarly, disagrees that knowledge cannot be purely inductive (Rips 2008) which is discussed in further detail below.

The manner in which knowledge is gathered is influenced by the way information is sought (Gill and Johnson 2010). Two well established contrasting approaches to reasoning are deduction and induction (Burrell and Morgan 1979). According to Kolb (1976), deductive reasoning begins with abstract conceptualisations which are then tested to form observations followed by generalisations. Deduction follows a systematic protocol which includes techniques originating from natural science. This approach is synonymous with 'theory testing' as the goal here is to find relationships, concepts, and patterns (Bhattacharjee 2012). Right from when LMX originated with Dansereau, Graen and Haga's (1975) study on 'negotiating latitude' to Cropanzano, Dasborough and Weiss's (2016) work on LMX, research has been deductive. Over 40 years of LMX research has been conducted and yet no knowledge has been produced to establish the factors external to dyadic exchanges that influence it. There exists knowledge on what

happens, but limited knowledge of why it happens. Researchers have attempted to deduce the reasons why LMX might be stronger or weaker (Rockstuhl et al., 2012). Similarly, they have tried to find relationships between LMX and other variables such as enhanced productivity (Lindsey et al., 2017) and psychological advances (Marstand, Martin and Epitropaki 2017). An advantage of this approach is that it allows the research to achieve a logical conclusion even though the conclusion might be inaccurate (Blaikie 2007). However, the issue within the LMX context is that deduction would limit the generation of new knowledge. In order to generate greater insight into the LMX phenomenon, an exploratory study is essential. This research intends to dig deeper and scope out the magnitude of LMX and the factors that influence it.

At the other end of the spectrum is induction. According to Wallace (1971), inductive reasoning begins from observation or evidence of data which then leads to hunches developed by the researcher. Based on the understanding, the theory is developed. It has also been claimed that inductive approaches are especially well suited for areas of knowledge that are incomplete or lacking (Gill and Johnson 2010). A gap in the knowledge pertaining to LMX was identified and this research intends to address that gap by exploring the phenomenon inductively. However, I find this research to be neither purely inductive nor purely deductive. I claim that it is not 'purely' inductive or deductive because most of our understandings stem from our previous perceptions of the world (Rips 2008). That there is a pre-existing knowledge base that dictates what we understand. Blaikie (2007) affirms that perspective and claims that knowledge is constructed relative to induction and deduction. Abductive reasoning generates hypothetical models of mechanisms that might not have been observed previously. However, they are assumed to stem from observed phenomena. It is essential within abductive reasoning that the hypothetical models are supported by empirical evidence.

This research began by developing a conceptual framework based on the literature review and prior contextual knowledge on the subject. It was based on this prior understanding that the interview questions for data collection were configured. So in a sense, this research was fundamentally a progression from pre-existing knowledge and understanding of what LMX was. However, this research did not intend to test for knowledge as it would have done in deduction (Bhattacharjee 2012). This research

aimed to discover new data by using pre-existing information as a starting point. It held inductive tendencies where it aimed to explore and understand how LMX is constructed. I aimed to gather phenomenological descriptions from the individuals to gauge their sense making. I wanted to understand what the individuals were thinking when they constructed their exchange relationships and I was fixated on discovering the components or influences that individuals felt had an impact on their LMX. Data collection was intended to reflect flexibility and freedom in how the interview was conducted, often adapting and following up on the responses from the participants. The aim was that the information gathered was then accumulated and displayed in the form of a model. The idea was that the individual's subjective phenomenological descriptions would be accumulated onto a framework (objective social constructionism). The data would be analysed by combining both pre-existing (deduced) and new (induced) data to build the theoretical framework.

There was evidence of information gathered, that was purely inductive, meaning, there was data that was not previously conceived nor considered to be a relevant factor. This was possible because of those initial questions developed from the pre-existing literature. There were hypothetical understandings that lead the researcher to question in a certain manner, thus leading to new knowledge. There is limited knowledge on abduction, however, it has been asserted that induction is an outcome of abduction (Blaikie 2007). The method of reasoning that I utilized for this research is neither inductive nor deductive, it is abductive.

5.4 Qualitative Methodology

Flick (2014) states that the methodological orientation reflects on the approach that the research question requires. The previous sections shed light on the dominance of deductive quantitative methodologies in LMX research. LMX studies in the past have conceptualised theory by employing scales to quantify the exchange relationship (Cropanzano, Dasborough and Weiss 2016). Over the years, researchers have added variations to the scales for greater understandings of LMX (Gerstner and Day 1997). A major focus became the aspects that strengthen and weakened LMX (Somgiat and

Oumtanee 2005). Researchers became preoccupied with understanding the characteristics between leaders and members who gelled well together invariably leading to higher quality LMX (Settoon, Bennett and Liden 1996). For example, Zhang, Wang, and Shi (2012) investigated the concept from a personality congruence perspective; Rockstuhl et al. (2012) tested to see how national culture impacted correlation between leaders and members. While the perspective from which they were evaluating LMX went through minor modifications, they still, however, 'tested' using scales to measure what leaders and members thought of the other and how that impacted LMX strength. Studies then evolved to look at the implications of LMX strength (Schyns and Day 2010; Epitropaki et al., 2016). Links were made to LMX strength and outcomes such as mindfulness (Zivnuska et al., 2017), innovation (Minaj, Singh and Varma 2017), and creativity (Gupta and Chandha 2017).

To engage in a contrasting approach and to address the research questions, this section discusses the qualitative research tools utilized. Denzin and Lincoln (2011) state that qualitative research is an interpretive naturalistic approach to understanding phenomena, which is employed to obtain knowledge of underlying reasons, opinions and motivations (Ritchie et al., 2013). It emphasises the importance of human interpretation of the social world as well as the researchers' interpretation and understanding of the phenomena (Ritchie et al., 2013). Patton (2005) mentions the term 'Verstehen' referring to the concept of understanding knowledge from the individual's point of view. This research elicited phenomenological descriptions from individuals to gather knowledge on the reasons, sense making and opinions that influenced their LMX perceptions and behaviour. I view myself as a part of the research process as I was involved in understanding their experience as it occurred to them. I often asked individuals to offer further detail on what they saw or how it made them feel in order to obtain a deeper understanding of their sense making. I then interpreted what individuals had said and conceptualised on knowledge built from their sense making via objective social constructionism (Cunliffe 2010).

When considering the suitability of qualitative research tools at my disposal, I was keen to adopt an approach that would help obtain the individual's sense making as it occurred to them. I wanted to have the opportunity to create a comfortable secure atmosphere

which might ease the individual into expressing themselves without inhibition. Hence, I chose semi-structured face-to-face interview technique to allow flexibility and freedom while maintaining research focus. I also wanted to make sure that the interviewees were not at risk of 'socially desirable responding'; telling me things they thought I wanted to hear (Van de Mortel 2008).

I considered the use of stories which Cassell and Symon (2004) claim are emotionally and symbolically charged narratives. Stories are often used as a qualitative research tool for gathering information on conflicts and predicaments (Given 2008) and to assess the choices, decisions, and actions of the individual (Webster and Mertova 2007). While this approach would have helped me to gather rich data, collecting stories can often be time-consuming as it involves lengthy narratives (Cassell and Symon 2004). With the aim of maintaining a greater focus on exploring the sense making of individuals, I chose to utilise a critical incident interview component to explore in detail real-life incidents that individuals felt impacted on their LMX. Using the critical incident approach would not only provide rich meaningful data but also help to gather knowledge on what individuals felt was most significant to them with regard to how they formed relationships which were more in sync with the focus of this research.

5.4.1 Semi-structured Interviews

The interview method is one of the most common tools used in qualitative research (Ritchie et al., 2013). It entails a one-to-one verbal exchange between two people conversing about a topic of mutual interest (Kvale and Brinkmann 2009). Cassell and Symon (2004), state that interviews are a means by which the participants' interpretation of a specific phenomenon is accessed. It is an active ongoing process where the interviewer and interviewee engage in meaning-making (Tracy 2013). However, it can come in various forms depending on the orientation of research and subject of interest (Eriksson and Kovalainen 2016).

According to Bryman (2006), there exist three types of interviews:- structured, semi-structured and unstructured. This research adopts the characteristics of a semi-structured interview. Semi-structured interviews allow the researcher to cover basic themes which are in sync with the objectives of the study. It does not encompass the

rigidity of a structured interview, which might limit the nature of responses elicited (Schmidt 2004). There exists a gap in knowledge with regard to the influences that affect LMX (Schyns and Day 2010). This research employs an exploratory approach which aims to abductively build and develop the previous understanding of LMX. Semi-structured interviews enable the interviewer to evolve the discussion, seek further explanations and clarifications (Bryman 2006). An outline of the interview questions was drafted based on previous understandings of LMX and a conceptual hunch on what might be relevant avenues to explore. The initial questions drafted were meant to serve as a starting point in evolving the interview and obtaining new insights. The semi-structured interview contained some open questions while allowing me the freedom to be flexible and adapt the line of questioning depending on the responses from the interviewee.

It is not as loosely designed as an unstructured interview which is at the other end of the spectrum where the line of inquiry is synonymous with a conversation (Fontana 2002). The unstructured interviewer has no set agenda and freely allows the interview to take shape based on the inputs of the interviewee. The issue with this line of interviewing is that it could enable the interviewee to go off on a tangent and digress from the focus of the research. This research adopts objective social constructionism, hence an outcome that it hopes to accomplish is to conceptualise on a framework to identify the influences that impact LMX. An unstructured interview could inhibit data analysis as knowledge gathered might be too wide and not entirely relevant (Fontana 2002).

5.4.2 Critical Incident Technique

I recognized that the interviewees might be at risk of response bias. Leaders and members might be tempted to present a favourable image of their relationships within the work place, thereby prohibiting the revelation of authentic information. Van de Mortel (2008) refers to the term 'socially desirable responding' to shed light on the tendencies for research participants to present a favourable image of themselves. Consciously I made a choice not to solely rely on direct questions such as "What makes your relationship with your supervisor stronger/weaker". Instead, knowledge on incidents that lead to influencing the exchange relationship was gathered: - such as "Can you tell me about a time when something happened that changed the way you saw your

leader/member?". Once an incident was identified, I then further probed to get more details on the intricacies that contribute to perceptions and feelings. For example, (L2, C) said: *"I caught him taking money from the guest without giving the bill. Researcher: Because you saw that, what did you think of him?"*. While the interview was semi-structured; it also contained a critical incident interview component.

Flanagan (1954) defines an 'incident' to be an observable human activity which is complete in itself and allows for the inference and assumptions pertaining to the person conducting the act. The critical incident approach is characterised by a phenomenological orientation in which it seeks to understand 'what' was considered to be of significance and 'why' this was so (Cassell and Symon 2004). This research identifies a 'critical incident' to be any phenomenon that the interviewee felt to have impacted their relationship with either a leader or a member in a positive or negative fashion. As the aim of the research is to conceptualise on the influences of LMX, an exploration onto the situational and contextual incident that caused the changes in LMX was essential.

Traditionally, a critical incident interview technique creates a sense of control as it focuses on specific incidents in relation to the research question. This research encompassed a critical incident technique component but there were other semi-structured questions which preceded the focus on the incidents. The interview was conducted in this order to allow me the opportunity to build rapport with the interviewee and ease them into the process. It has been suggested that asking questions that are easier such as: - "Tell me about your day" allows the interviewee to let their inhibitions go and ease into their deeper feelings and perceptions (Bryman 2015). It was crucial that they were comfortable and trusted me before they could express their inner thoughts about their co-workers. It was for the same reason that I was keen to execute the data collection via face-to-face means. This method allowed me the opportunity to gauge their facial reaction and non-verbal cues which helped me determine when to probe and when the interviewee was not comfortable. So overall, the qualitative research tools utilized were semi-structured face-to-face interviews with a critical incident interview component.

Critical Incident Technique

Flannagan (1954) outlined 5 steps by which the critical incident technique was to be utilised within both qualitative and quantitative research. Step 1 was deciding on an aim for the research. It was suggested that clarifying the scope of the research would help to determine the boundaries of the critical incident to be elicited. Following this, Step 2 was to identify the criteria that will support maintaining the boundaries of the research. Step 3 pertained to the nature of collecting data (i.e. interviews, observation, surveys). Here it was also suggested to consider who would be collecting the information (the participants themselves or the researcher). Step 4 analysing how the data which referred to how themes would be drawn and understood. Finally, Step 5 refers to interpreting and reporting the findings to demonstrate how data gathered from the critical incidents would be utilised to establish knowledge. As this is exploratory research the manner in which the protocols were engaged with are discussed in table 9 below.

Table 9 Critical Incident Technique Followed

Flannagan's Steps (1954)	Technique	Method of execution in this research
Step 1	Deciding on an aim of the research	The aim of the research was to explore how leadership relations are constructed through leader-member interactions and to identify why some members develop stronger relations with their leader than others within the hospitality industry.
Step 2	Making plans and setting specifications	<p>It has been suggested by Butterfield et al., (2005) that precise and specific instructions need to be identified to define the scope of the critical incident to be explored.</p> <p><u>Criteria 1: Type of situation</u> As this research was set within the hospitality context, the frontline staff and their immediate leaders were chosen as the participants for the research to understand how they made sense of their interactions to construct their relationships with each other . The organisation that the individuals were from needed to be in the hospitality industry as that was the context of the research; however, the organisation was chosen by convenience sampling (further explained in section 5.5).</p> <p><u>Criteria 2: Situation's relevance to the aim</u> Frontline leaders and members were identified as lying at the crux of organisational exchanges as well as customer exchanges which required them to handle a variety of exchanges together (discussed in section 3.5). As the aim seeks to explore leader member relationships within the hospitality context, this leader-member situation is worth exploring as it helps us to understand the contextual exchanges that they engaged in and how that influenced their relationship.</p> <p><u>Criteria 3: The extent of the effect</u> The incident needed to be considered critical to the individual as it needed to have affected their</p>

		<p>relationship with their leader or member positively or negatively. Although the focus of the research was to understand the relationship between a leader and members, individuals were given the freedom to include any contextual influencers that they felt had affected their relationship with their leader and member either positively or negatively.</p> <p><u>Criteria 4: Deciding the observer</u></p> <p>Within this research, the participant will be the observer as the interest lies in understanding what they perceived and how they made sense of their perceptions and interactions to form a relationship with their leader or member. Similarly, as the nature of the study was exploratory, it was up to the individual to explain what they found to be most critical to the way they constructed their relationship with their leader or member.</p>
Step 3	Collecting data	Individual face to face interviews were conducted with leaders and members where they were asked to reveal a total of four critical incidents each, 2 positive and 2 negative. A voice recorder was utilised to record the interview.
Step 4	Analysing the data	First the interviews were transcribed and translated when necessary. Over 150 incidents were gathered and thematically analysed using an abductive coding framework (details in 5.7.3).
Step 5	Interpreting and reporting the data	The critical incidents revealed by the individuals were used to illustrate the influencers that affected the relationship between a leader and a member. An incident was utilised to illustrate a finding, if its theme occurred across all 6 organisations where the interviews were conducted.

5.5 Sample

Within qualitative research, the sample structure is often influenced by the scope and dimensions of the research (Flick 2014). Individuals, variables and elements that are fundamental to the objectives of the research encompass the sample (Ritchie et al., 2013). This research employs non-probability purposive sampling to identify individuals and convenience sampling to identify the organisation to be used. Non probability sampling refers to not relying on a random mix of participants for the research but, rather the careful selection of participants who will help achieve the aim of the research (Bryman 2015). The focus within this research is on the exchange relationship between leaders and members and is set within an Indian hospitality context. In order to explore the influences of LMX, front line food and beverage employees and their immediate supervisors were purposively chosen. The sample encompassed 40 interviewees out of whom 19 identified themselves as leaders and 21 of them members; and revealed over 150 incidents in total. All 19 leaders were male; whereas 20 members were male and 1 was female. This was due to the stigma around women in India working in hospitality. During the interview, leaders seldom explained their views from a member standpoint as they were revealing information from past incidents where they played the role of the member. Similarly members sometimes expressed a leader's perspective when they found themselves in such a situation. In total 6 hospitality organisations were chosen using convenience sampling. The sample included F&B staff from two 4-star chain hotels (one local and one international company), a 5-star local chain hotel, a small-scale independent café, a restaurant and a bar. This is shown in table 10 below.

Table 10 Sample

Organisation Reference	Type of Establishment	Number of Interviews
Company A	4 Star Hotel (International Chain)	3 Leaders (L1, L2, L3) 7 Members (M1, M2, M3, M4, M5, M6, M7)
Company B	5 Star Hotel (Local Chain)	3 Leaders (L1, L2, L3) 2 Members (M1, M2)
Company C	Independent Restaurant	3 Leaders (L1, L2, L3) 2 Members (M1, M2)
Company D	Small Cafe	2 Leaders (L1, L2) 3 Members (M1, M2, M3)
Company E	5 Star Hotel (International Chain)	5 Leaders (L1, L2, L3, L4, L5) 5 members (M1, M2, M3, M4, M5)
Company F	Bar	3 Leaders (L1, L2, L3)

		2 Members (M1, M2)
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Non-probability refers to the ability to include characteristics or components which allow the research objectives to be met (Saunders, Lewis and Thornhill 2009). On the other hand, probability sampling is often referred to as representative sampling. It is commonly associated with survey-based research as it pertains to employing a sample to answer a certain research question or achieve an objective (Bryman and Bell 2011). This research explores the LMX phenomenon to identify factors that influence it. It aims to understand a concept and not represent knowledge pertaining to a certain group of individuals. In order to accomplish the objectives of this research, purposive non-probability sampling is employed.

Mason (2002) established that purposive sampling is a form of criterion-based sampling which allows the exploration and understanding of the phenomenon under scrutiny. This research aims to explore the factors that influence LMX and is set within an Indian hospitality context. So, criterion number one is that this sample is characterised by a particular socio-demographic group. The individuals in the sample had to be Indian and employed within the hospitality industry. More specifically, the frontline food and beverage staff were particularly chosen as they juggle intra-organisational as well as host-customer exchanges; making them most susceptible to a variety of influences that could impact LMX. The abductive nature of this research influenced me to scrutinise the LMX phenomenon stemming from a pre-existing notion of contextual influences. On one hand, front line employees handle organisational objectives and aims and on other the customer's expectations and desires. This two-way predicament of front-line employees has been explained in the literature review section as 'host-customer identification' (Coulson et al., 2014). On a similar note it has been suggested that there is more interaction and communication within food and beverage workers as the service workforce is inter-dependant (Kim and Cha 2002). The multiple elements they juggle have been described within the literature review section. Consequently, supervisors or

managers within the workforce perform participative leadership where they are on the restaurant floor amidst the activity (Huang, Zhang and Cheung 2006). This enabled me to obtain insight into members and leaders who are in close proximity to each other. Everyday operations were characterised by a network of multiple individuals who performed exchange relationships among members, their leader and the customer. I have chosen to situate my research within this criterion to explore the influences that contribute to LMX within these parameters.

The sample also involved convenience sampling, a sub-category of purposive sampling (Saunders, Lewis and Thornhill 2009). Convenience sampling is a technique via which those that are easily accessed are included (Bryman and Bell 2011). This approach to sampling has been criticised for bias due to its questionable representation of the population under study. However, to address its drawback as there has been no consensus on the sample size in qualitative research (Mason 2010), I aimed to interview as many individuals from as many organisations as I could access. I also strived to include a variety of hospitality organisations to include a mix in type and size of establishment to allow the exploration of any implications of that on LMX.

5.6 The Data Collection Phase

5.6.1 Pilot

Once the research design was decided and the interview questions were drafted, I conducted a pilot to practise the interview. The pilot took place in two phases; the first phase took place in Sheffield, UK and the second phase took place in Chennai, India. The aim of conducting the pilot was to check whether the questions were easily understood and to gauge the depth of data received.

Phase 1 (Sheffield): I approached two individuals who worked within a four-star chain hotel in Sheffield. One was a waitress and the other her immediate supervisor. I had shared prior work relations with these individuals who enabled me to test the questions out in an informal manner as well as receive feedback on how the interview experience felt from an interviewee perspective. Although the questions carried similar meanings, I

had modified the wording within the interview questions to address the leader/member specifically. The interviews took place in the restaurant after service time at 12:00 pm on a Sunday afternoon. The ambiance was quiet, and the venue was isolated. Both interviewees appeared comfortable as they were in home territory and had prior work relations with me. I began by giving them a brief overview of my research and explained what the interview pertained to. Details of approximate duration and their rights to refrain from answering should they not be comfortable were explained. I also mentioned that I would be audio recording the interview to which they had no objections.

Both interviews took between 25-30 minutes to complete. As an interviewer, the process felt informal and more like a conversation as supposed to an interview. This is perhaps due to my prior acquaintance with the interviewees. The interviewees were eager to explain and found no difficulty understanding or answering any of the questions. However, when it came to the critical incident part of the interview they did not go into as much detail as I had hoped. It is probable that recalling from memory proved tricky. However, their vagueness could perhaps be also attributed to their prior work relationship with me and their inhibitions might have been amplified due to the fact that I had knowledge of individuals and issues they were discussing. When I asked for feedback after the interviews were conducted, they mentioned that they would have been able to offer greater detail had they been told at the start of the interview that they would be asked to reveal critical incidents. They mentioned that being put in the spot hindered their ability to reflect and recollect incidents in detail. Going forward I made a note to explain the critical incident aspect of the interview to the interviewees prior to the start of the interview to assist them with recollecting and describing incidents of significance in detail. Also, I consciously made a decision not to interview individuals with whom I was previously acquainted as that might be a conflict of interest that could jeopardize the quality of data obtained.

Phase 2 (Chennai): On recognition of the points of concern from the first pilot, I conducted a second pilot in Chennai, India. I found it crucial to test the interview design within the cultural context in which I intended to conduct my research. There could possibly be language barriers and other understanding variations that I wanted to check before I started data collection. Similar to phase 1, a waiter and his immediate

supervisor within a four-star chain hotel were chosen. Although access to the interviewees was gained through personal networks, I had no prior connections with the interviewees. Both interviews took place in the conference room of the hotel which was isolated and quiet. I was dressed in smart casuals as my intention was to communicate a professional attitude while allowing an informal mode of conversation.

Right from the beginning when I met the interviewees, there was a significant difference in the interviewer-interviewee dynamics between the hotel staff and me. I had greeted the waiter that walked into the conference room, yet he continued to stand awkwardly. It then occurred to me that he was waiting for me to allow him to take a seat. I immediately gauged the formal approach that he felt he had to portray and hence tried to ease him. I used simple English and stated that I was a student, hoping to decrease formality and reticence. I explained to them the value of their participation with an intention to increase their likelihood of revealing truthful and insightful data. It is for this purpose that the introductory "easy" questions were useful. I asked questions pertaining to the interviewees' background, often asking questions to make them feel good about themselves such as "how is it that you managed to work 10-hour shifts 6 days a week?". This helped build rapport through the simulation of compassion. It was pivotal that they let their inhibitions go before they could reveal deeper more intricate feelings to me. However, in spite of ensuring them that their responses would be anonymized and not shared with co-workers, the waiter was hesitant to comment on the relationship with his supervisor. I probed asking for a positive or negative incident that had changed the way he saw his supervisor. Still, he was restrained. He briefly mentioned a negative aspect but immediately defended his supervisor and accepted to having been in the predicament that he was. For example: -

"R: Did you manager ever do anything that gave you a bad impression of him?"

M: No... I mean, sometimes he forgets orders, and sometimes even when it is busy, he is on his phone. But that's because he is manager and will have many things to do. "

There was a strong sense of power distance that was evident (Hofstede 1985). In the future, I made a conscious decision not to ask direct negative questions such as "Tell me

a time when your supervisor did something that made you see him in a bad way". Instead, I reframed it to be worded in a more positive light such as "Tell me about an incident in which your supervisor could have improved.". It was my intention to allow future interviewees to express negative perceptions and insight without restriction. Additionally, there were minor language issues in which case I used local words to communicate more effectively. For example, " R: *Who affects the way you work with your manager? prabavit tharatha (Hindi word for influences)?* ". Should other interviewees not be comfortable in English, I shall conduct the interviews in Tamil the local language.

On the other hand, when the supervisor walked into the conference room he was composed. The conversation was informal, and he was not on edge as much as the waiter was. However, he seemed less enthusiastic and constantly kept glancing at his watch. His impatience was quite distracting, and I felt pressurized to speed up the interview. Once the interview had ended, he apologized for his hastiness and told me that because it was service time in the restaurant for which he was responsible and that he was tense about that. I made a mental note to coordinate with future interviewees to set interview timings that was best suited for them. As conducting interviews with their minds pre-occupied might hinder the data obtained as well as disrupt their work.

Once the interviews had concluded and interviewees had left the room, I immediately voice recorded my immediate reflection on observations and thoughts that I had had during the interview. This not only allowed me a reflexive element through the data collection process, but also helped me enhance the interview process by tweaking questions and probes as appropriate. An example of a reflections is: -

"This is my first interview in Radisson ...umm... he spoke fully in English because he is not from Tamilnadu, he has come from the north to the south. Very friendly guy , very exploratory. of incidents. He did spend a lot of time talking about his manager dyad (him being a member) rather than his subordinate dyad. I suppose there is something useful in that, umm. apart from that , everything else he answers to the point ... he said he enjoyed the discussion and that it did not feel like an interview" .

Through the reflection I gathered the significance of leader A's dyadic relationship with his Leader and how that might play a role in how Leader A constructs exchanges with his member. Having had this insight, I made a note to probe for further clarifications with any future interviewees that might express similar thoughts. I intended to incorporate this reflexive component after each interview completion.

5.6.2 Data Collection

Once two phases of the pilot had been conducted, I was confident to start with my data collection process. I employed a grounded approach through my data collection phase where I identified issues and tweaked them along the way accordingly. Contact with potential participants began before I travelled to the location of the data collection, Chennai, India. In total the data collection phase of this research lasted over a three-month period between June and August 2016.

Prior to my departure, I had made contact with 4 organizations out of which one had accepted to be a part of my research. I had sent emails and telephoned these organizations to communicate with them who I was, what my research was about and the access I would need from them. I had managed to secure only one organization prior to my departure, and it was the same organization in which I had previously conducted research for my Masters dissertation in 2014. I utilized this company to conduct my second pilot (local testing).

I was chasing up the remaining three organizations, but it proved to be in vain, as these were large hotel chains that had several levels of command that I had to approach. I met with several staff including General Managers, F&B Department Heads and HR administrators. As the organizations that I had approached were large companies, the decision-making capacity to allow my access was not limited to one person and hence it was extremely time consuming. It was nearly the end of June at that point and I had to act fast and not waste any more time on providing documentation and evidence of my intent to conduct research. Hence, I chose to utilize personal networks to gain access.

I had within my personal networks, access to individuals that owned hotels and restaurants. I did not want to use personal networks until I had exhausted other avenues.

I did not want to allow a situation where the staff might be hesitant to express themselves because they knew that I had connections with the owner. Hence, I requested the owners and people in charge of operations to introduce me as a student doing a research project and not someone that held connections to the proprietor.

Access via personal networks was instantly granted. I walked the owners and operators through the aims of my research and the access I would require. They were obliging and accommodating in my requirements. They offered me either the conference room within their establishment or a secure room in which I could conduct my interviews. I made sure to check with those concerned and scheduled interviews to take place in between or after service hours. Once I had conducted 10 interviews in Company A, I transcribed 3 of those interviews and conducted an initial analysis of them. The reason this was done, was because I wanted to get a better understanding of the kind of data that I was eliciting. I wanted to make sure that I was obtaining enough depth to what was said. I self-reflecting on the initial analysis and consciously made an effort to probe for more depth and details within the critical incidents in future interviews. At this point of the data collection I was not convinced with the detail and depth with which they reflected on the incidents. I realized that I might be restricting them by asking them to reflect on an incident within their current place of work. In the interviews that followed, I offered interviewees the option to explain critical incidents from previous places of work should they prefer to elaborate on that. This proved to be beneficial, as that allowed individuals to elaborate on incidents most critical to them, which might not have necessarily occurred within their current venue of employment.

In following weeks, I lined up 5 other organizations to be interviewed one after another with a week break between them to allow time for me to reflect on the interview experience. The reflecting exercise was extremely helpful. I voice recorded my thoughts after each interview which proved useful when I went into the next set of interviews. I grew more attentive to issues that the participants would mention, and I became aware of instances that required more probing and perhaps even some leading questions to clarify what the interviewees meant. There were a standard 12 base questions that I used in each interview in order to maintain consistency and validity. However, I was engaging in a refinement process, as I moved forward with the data collection. I was

enhancing my skills as a researcher by learning from each interview experience and developing my skills to become more efficient.

Table 11 Base Interview Questions

The following were the base questions:-	
<ul style="list-style-type: none"> • How did you end up working here? • What is it that you do? 	Rapport Building
<ul style="list-style-type: none"> • What are the reasons that you like and dislike doing this work? • How is your relationship with colleagues/manager; what do you like or dislike about it? • Does your behaviour change in anyway depending on who you work with? • What makes you more productive/less productive? 	Understanding Organisational factors that might affect LMX
<ul style="list-style-type: none"> • Can you tell me about a time when something happened that gave you a good/bad impression of your manager? (direct and indirect service time) 	Critical Incident technique to identify and explore LMX influences
<ul style="list-style-type: none"> • Who/What influences you how you see your manager most? 	Close ended question round up finding

Once I had conducted interviews within an organization I began to transcribe immediately. Transcribing assisted my understanding of the major themes that kept reoccurring. This process enabled me to conduct well informed interviews, as I could utilize my understanding from previous interviews to dig deeper and abductively build upon the information collected.

The wording within the interview questions went through minor modifications; however there were base questions that were consistently asked in all 40 interviews. These base questions were to serve as a starting point to the discussion and not limit the responses received. Follow up questions were utilized to gain detailed descriptions and meanings. The critical incidents revealed were varied and required suitable follow up questions that could not have been anticipated.

Initially, I was keen on conducting all the interviews in English, as I thought that it might help maintain consistency. On reflection after the first 10 interviews I realised that some interviewees were not entirely confident in English and that was restricting their ability to express themselves. When I started interviews for the second organisation, I gave the interviewees the option to respond in either English or Tamil. Some interviewees claimed to prefer English while it was evident that they struggled with it at times. This could perhaps be due to the pressure on them to speak in English to appear more respectful. It is common within the Indian culture to aspire to speak English to appear more sophisticated (Baldrige 2002). Hence, I utilized the initial rapport building questions to judge the interviewee's English proficiency. I subtly switched the language of communication to Tamil if I felt the interviewee wasn't fluent in English. For example :-

" R: Can you tell me a little bit about your relationship with your staff? The people you supervise.

N: Yeah. I am really different about others because I used to be so polite and so cool to everyone because when I was in training, when I was in Junior level, I used to get a... so many irritations from other staff. So I wish that my staff didn't feel like....what do you mean...

R: Konjam (Some) example can you give, like enna maathiri panna (what did people do that made you) irritated .

N : Namakku vanthuttu (for me.....)"

On reflection of the Tamil interview experience I realised that the interviewees were more likely to reveal information with more depth when I spoke to them in their mother tongue. They let their inhibitions go and provided me more emotional descriptions of critical incidents. I suspect a major reason why they were more likely to provide me

information that was significant and sensitive to them was due to speaking in their mother tongue which contributed to their trust in me (Welch and Piekkari 2006). Conducting the interview in Tamil allowed me to achieve the depth that I had aspired to when I set out to conduct this research. On recognition of the importance of using Tamil, I persevered to conduct as many interviews in Tamil as possible. But there were individuals from other states in India working within the organisations in Chennai that I researched. Each state in India has its own language and I am not versed in all of them. Hence, when I was interviewing a participant who was not from Chennai originally, I continued to use English.

At each stage there were discoveries and understanding obtained through reflections which helped enhance the interview process going forward. I tailored the interview experience to suit and comfort the interviewees. It was crucial to me and my research that the interviewees felt comfortable with me. As it was it is only when they let inhibitions go that they became honest and expressive about their perceptions and feelings. It was getting them to that comfort zone that allowed me to attain deep explorations into their sense making.

5.7 Data Analysis Approach

The data analysis process began with transcribing the interview recordings and translating into English when required, after which abductive coding was utilized to thematically analyse. Stage one of the analyses utilized NVIVO to identify and code themes. After which a manual analysis was conducted within the coded themes.

5.7.1 Transcribing and Translating

All the interviews were manually transcribed onto a word file. Roughly 50% of the interviews were conducted in Tamil and hence had to be translated to English to allow consistency in coding. In the case of interviews that were conducted in Tamil, the interview was first transcribed in Tamil using English phraseology. In Tamil language, there exists a universal method of phraseology to write Tamil words in English. For

example" நீங்கள் எப்படி இருக்கிறீர்கள்" would universally be typed in English to read "Neengal eppadi erukiraerkal". This sentence translated would read "How are you. It is common for people in the state of Tamil Nadu to write Tamil using English phraseology when they text with mobile phones.

Once the Tamil interviews were transcribed they were then translated to English. However, an exact translation was not done as the linguistic meanings were varied and following verstehen, the same meaning would not have been gauged had an exact word for word translation been conducted. For example, the word "Vaazhga" translates to "live". But it is commonly used to mean "welcome" and that depends on the contexts in which it is used. In order to gauge the true meaning in which the interviewee mentioned a statement, I translated the text from Tamil to English in accordance with that meaning.

5.7.2 Thematic Analysis and Abductive Coding

Thematic analysis is a method of identifying, reporting and making sense of information (Flick 2014). It does not focus on how many times certain content is mentioned; rather it focuses on themes of interest. The main considerations that impact this form of analysis pertain to what is considered to be a theme within the data collected (Corbin and Strauss 2008). Similarly, Symon and Cassell (2004) have asserted the influence of research aims on how the data is thematically analysed. I utilized coding as a tool to identify the themes within my data using thematic analysis

5.7.3 Abductive Coding Framework

When I first began the coding process, I micro-coded data into free nodes using NVIVO; any relevant information was coded as a node independently. This resulted in me having an abundant number of nodes. The issue with having an abundant number of free nodes is that it would invariably restrict the knowledge by putting it into boxes. The next step would have been to collate the nodes and draw meanings. I wanted to stay away from a categorising approach as previous research had been conducted in a similar fashion albeit they were quantitative (Clark and Mahadi 2017). I wanted to take a step back and take a more exploratory approach to my analysis. The initial micro coding framework made me aware that one piece of information might relate to multiple themes. For

example, an interviewee explained an incident where he had committed an error during service time due to which the customer complained. The complaint then resulted in the leader growing annoyed with that particular member. This piece of information has three elements: - 1) the nature of hospitality work 2) customer influence and 3) member's perception of his leader. Hence, I started coding again from scratch, this time adopting the inverse approach by identifying broader themes and placing data into multiple nodes if and when applicable (stage 1).

I refer to the broad themes identified (nvivo term: mother nodes) as constructs within this thesis. Within the new coding framework I started by identifying 9 constructs. A screenshot of the NVIVO coding illustrated below depicts constructs and signifies the manner in which they were drawn. Constructs that were drawn from a grounded theoretical understanding are highlighted in yellow. For example, corresponding to LMX theory which holds that both the leader perspectives as well as member perspective affected LMX (Dansereau , Graen and Haga 1975; Somgiat and Oumtane 2005; Zivnuska et al., 2017), codes were developed to represent any data that resonated with that understanding. Similarly constructs that represented the research inquiry are highlighted in green. As the research aimed to explore how context might influence LMX; and the importance of the customer within the hospitality context was established (Zhand and Ghiselli 2016; Hemmington 2007; Lashley and Morrison 2013; Brotherton 2000). A node was drawn to reflect attributes of contextual significance and assessments that leaders and members conducted in relation to them. However, the coding framework was not entirely governed by previous LMX understandings or research inquiry .There were aspects that emerged from the data that were neither conceived before by previous LMX researchers nor inquired into by this research. The aspects that emerged that were purely inductive are highlighted in blue. For example, multidimensionality in LMX was previously not conceived within the literature, nor was it something the research was aiming to explore. The abducting coding framework is illustrated in table 12 below.

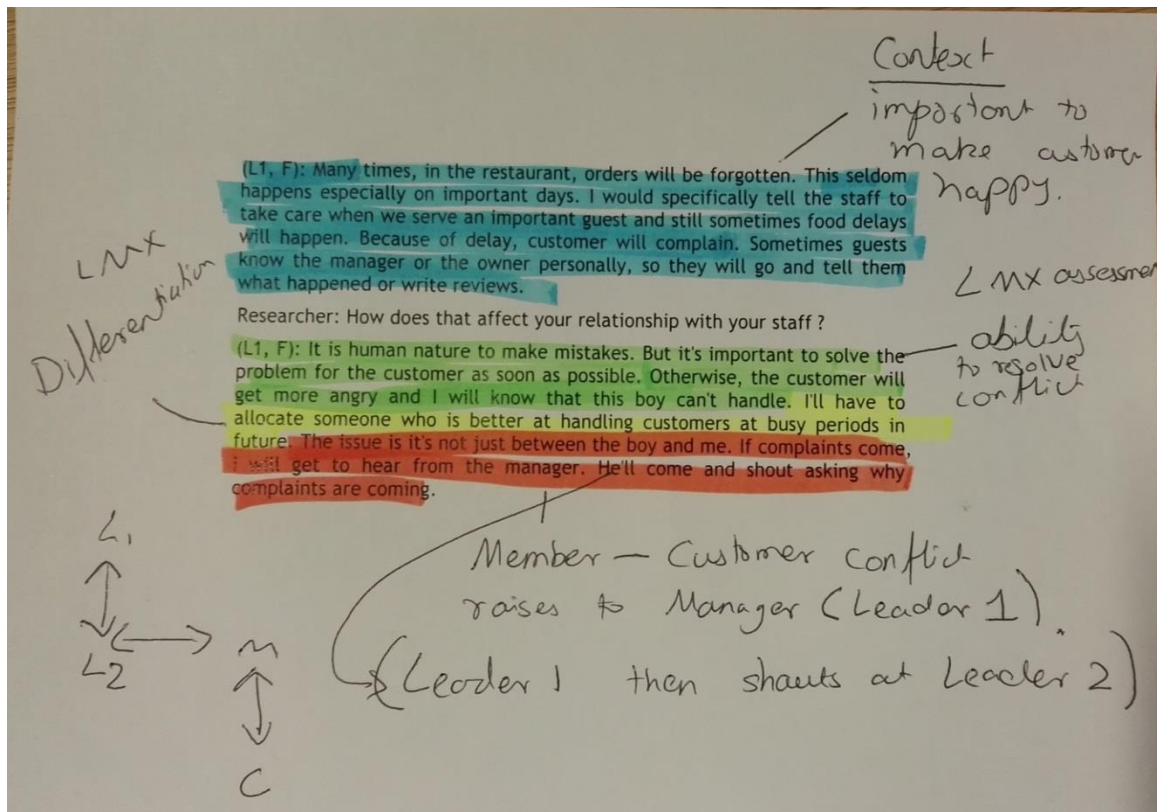
Table 12 Abductive Coding Framework

Nodes			
Name	Sources	References	
Customer Influence		39	205
Customer as motivator in hospitality work		17	30
Feelings industry, theatre and performance		27	70
L and M assessment based on customer interaction		39	178
Leader Perceptions on LMX		23	73
Negative		16	31
Positive		23	48
Leader to Leader exchange and LMX		18	37
Negative		8	15
Positive		15	23
LMX based on M to M exchange		16	35
LMX Differentiation		20	25
Member to Member exchange		13	18
Negative		8	11
Positive		6	7
Member's Perceptions on LMX		28	107
Negative		17	45
Positive		26	65
Multidimensional Influence (L1, L2, Member and Customer)		33	132
Downward influence		23	45
Upward influence		28	92
Nature of hospitality work		23	42

Stage 2 of the analysis was where I printed off all the data that corresponded to nodes and began to go through it manually. I used a highlighter to go over the data from the transcript and scrutinised the data rigorously. Key arguments within each construct were identified within this phase of the analysis's procedure. For example, stage one identified the construct leader to leader exchange and LMX and the positives and negatives associated with that. The construct was identified with help from the literature in section 2.3.2 which recognised the dual leader dimension in LMX. In stage two all the data that had been coded under the nodes within that construct, revealed an influence of two leaders on the same hierarchical position as well as influence of how the manager (leader 1) and supervisor's (leader 2) exchanges might impact the supervisor (leader 2) and member LMX. Likewise stage 2 also allowed an exploration into the intricacies of

how the interviewee engaged in sense making and its consequences on LMX under each construct identified. In essence stage two was the argument building phase of the analyses which helped evaluate the attributes that acted as influencers in LMX and how and why this was so. The following figure 14 is an example of the manual analysis conducted in stage 2.

Figure 14 Manual Analysis (Stage 2)



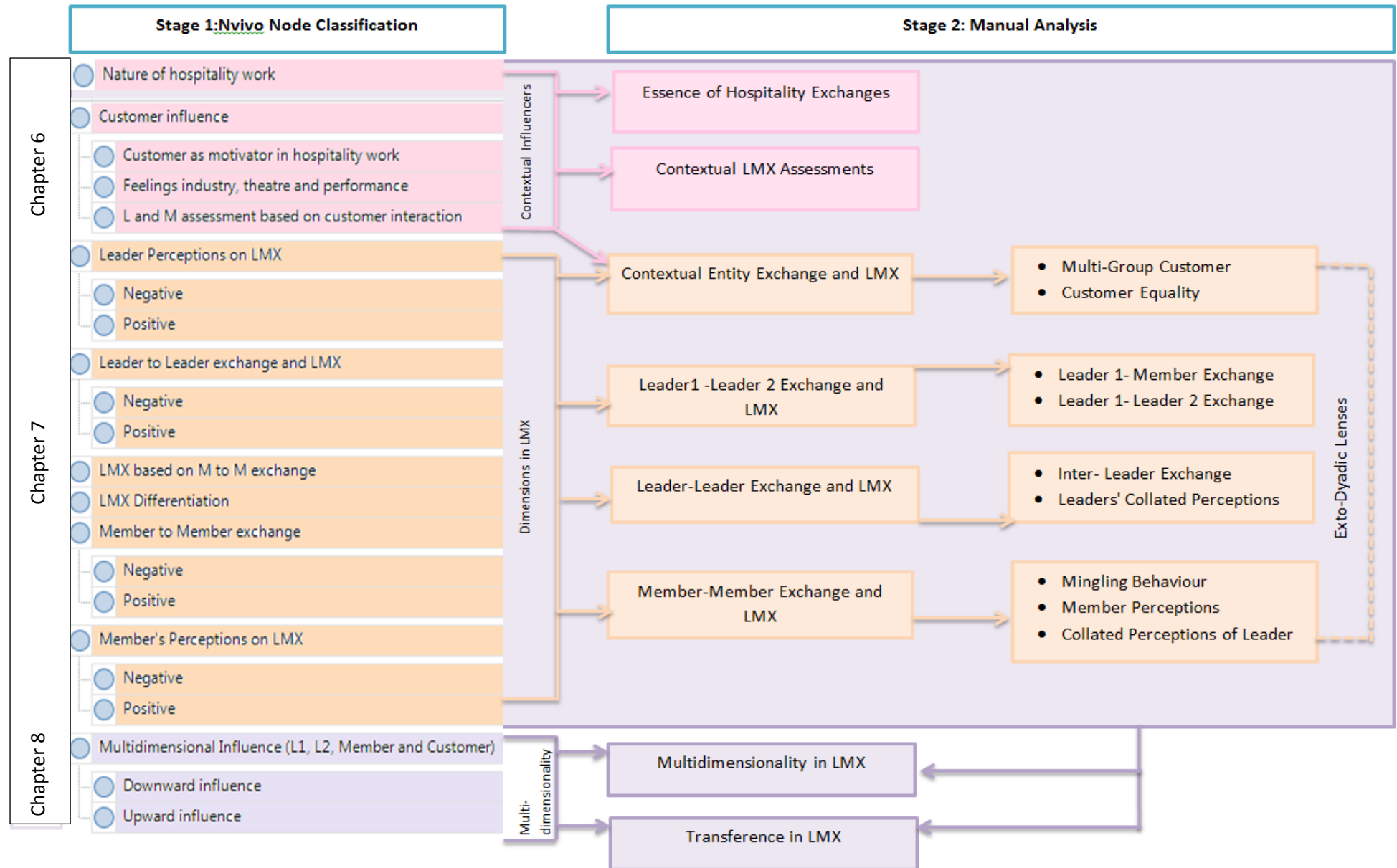
5.7.4 Constructs and Findings Structure

The 9 constructs identified were then grouped to develop thematically refined findings chapters. In harmony with abduction as the research approach each Chapter was structured to articulate and verify prior theorizations from the literature before building on that understanding. Chapter 5 'Context as an influencer of LMX' elaborates on constructs identified in pink. These constructs lay a foundation to explore the contextual environment in which leaders and members engaged in sense making and the assessments they carried out. Correspondingly Chapter 5 began by exploring the essence

of hospitality exchanges from the perspective of individuals who participated in the research; after which it explored the implications of that on LMX construction.

Following which Chapter 6 'Dimensions and Exo-Dyadic Lenses' pertains to constructs identified in orange. As LMX was originally, theorized to be constructed via dyadic exchanges; this Chapter began by evaluating how LMX manifests within the organisational context and verified construction of LMX via dyadic exchanges prior to discussing other external dimensions and exo-dyadic lenses that emerged from the data. Lastly, Chapter 7 'Multidimensionality and LMX' pertains to the construct identified in purple. This collates all the dimensions to demonstrate how LMX is constructed as a consequence of multidimensional influence where dimensions and EDLs might combine. Additionally, a phenomenon of transference that occurred is also elaborated. Table 13 illustrates the thematic analysis framework through stages 1 and 2 as well as how the constructs evolved into findings and discussion chapters 6, 7 and 8.

Table 13 Thematic Analysis Framework



5.8 Strengths and Limitations of the Methodology

I strived to design a methodology that would be best quipped to reach my research aims and objectives. However, I did encounter some inevitable limitations to my approach. I faced language, venue and sampling limitations which could have impacted the data.

First, I was restricted by my own language abilities. Had I had the ability to converse in a variety of Indian languages, I might have been able to obtain deeper explorations into the interviewee's sense making. As mentioned previously, speaking the mother tongue of the interviewee assists with eliciting more honest and detailed descriptions (Welch and Piekkari 2006). It is possible that my language limitations influenced the quality of my interview experience as I was only bilingual speaking Tamil and English. I had conducted the interviews in Tamil for interviewees that were native to Chennai and in English for those that did not speak Tamil because they were from other parts of India. A potential strength of the research was that 30 out of the 40 interviewees spoke Tamil, which allowed me to understand them effectively. It is possible that I could not navigate the sense making of people from different parts of India as well as I had done for those who spoke Tamil. Perhaps if I was fluent in Hindi, Bengali and Malayalam I might have been able to converse more freely with interviewees who originated from those regions.

Second, I conducted all interviews within the organisation that the interviewees worked for. All of the interviewees were told by their management that I would be meeting with them to conduct interviews for my research. It is possible that interviewees felt a greater sense of inhibition due to having the interview in their place of work. Perhaps it was harder for them to trust my motives and express themselves. Elwood and Martin (2000) assert the significance of location and interview quality. Perhaps the interviewees would have been able to more freely discuss their thoughts and feelings had we met away from their place of work. This limitation was inevitable due to the ethical concerns of the research. I had obtained approval from management to conduct the interviews within their property. It would have been unethical of me to interview individuals outside of the organisation (Ritchie et al., 2013).

Third, this research employed convenience sampling which could be subject to bias (Bryman and Bell 2011). Unfortunately, I had to resort to this method of sampling due to the time frame in which I intended to complete this research. To clarify the organisational choice was purposive as it had to include hospitality organisations in India, however, the individual choice was convenient. Therefore, there is the potential cross-sectional limitation, as the research was carried out in Chennai, India, and is not representative of the whole cultural population. Tracy (2010) articulates eight criteria for assessing qualitative research amongst which it is suggested one of the criteria should be to assess whether or not the research met the objectives set. Within this research data were collected on influencers external to the dyad that could impact on LMX and is representative of the experiences of the interviewees. I was scheduled to be in Chennai, India for 3 months to conduct the interviews and collect the data. I aimed to include as many organisations and individuals as I could access to make up for any limitations and exposure to bias that this mode of sampling might have brought. It is acknowledged that more widespread research will need to be conducted to explore how varying contextual settings might agree or vary from the findings of this research. Overall, some inevitable issues arose while carrying out the research. I recognised these limitations and attempted to reduce the negative impacts of the choices made.

5.9 Ethical Issues

Research ethics are a set of principles that govern any research involving humans or data that are relevant to humans (Silverman 2016). Following ethical practices helps to maintain moral values such as social responsibility and human rights, making it essential for researchers to adopt good ethical practice when they engage with research activity (Ritchie et al., 2013). Bell and Bryman (2007) classified human research ethics into four themes:-

Conflict of interest

A conflict of interest often arises when funding is provided by an agency or organisation to conduct research or where the participants are provided incentives to take part in the study

(Dunn et al., 2016). This research maintained good ethical practice as the research was self-funded and participation was voluntary.

Power Relations

As management research seldom involves participation with individuals within organisations it is important to protect vulnerable research participants from exploitation. (Bell and Bryman 2007). Hence this research was carried out by first providing individuals with a participant information sheet (see appendix G) to explain 1) the purpose of the research, 2) the voluntary nature of their participation and 3) the use of a voice recorder. Once they had verbally agreed to participate, they were asked to sign an informed consent sheet before the interview began (see appendix H).

Harm, Wrong Doing and Risk

Silverman (2016) established that it is important to treat participants as important in themselves rather than a means to an end. This is critical for maintain ethical practice in management research as often there is participation by multiple individuals within the same organisation. As this research involved interviewing multiple individuals within the same organisation as well as their managers, the information gathered was not shared with the organisation and remained confidential between the researcher and the participant.

Confidentiality and Anonymity

To protect individuals and organisations, Resnick et al., (2015) claim that it is important to conceal their identity. Hence for the storage of the data (see appendix I) as well as discussion within the thesis, the individuals and organisations were given code names to ensure that their identities were untraceable.

This research was granted ethics approval on March 2016.

5.10 Chapter Conclusion

This chapter began with an overview which shed light on the deductive and quantitative nature of previous LMX studies. It was realised that testing or quantifying attributes to conceptualise an impact on LMX assumes that all individuals utilized the same assessment tools to construct their LMX. On recognition that LMX is constructed via subjective sense making, a qualitative approach was employed to explore influencers of LMX. The research was situated within the neo-empiricist philosophical paradigm where

phenomenological explorations were utilized to gauge the sense making that individuals engaged with while constructing LMX. The focus was to explore what individuals identified to have had an impact on their exchange relationship, how and why. The following figure 15 is an illustration of the methodological process that this research adopted.

Figure 15 Evolution of Research



The critical incident technique was employed along with semi- structured interviews to facilitate a phenomenological exploration and to restrict socially desirable responding. The sample included 21 members and 19 leaders from 6 hospitality organisations in Chennai, India. When individuals were directly asked about attributes that affected their relationship with their counterpart, they would explain dyadic observations. However, when they were asked to reveal incidents that caused them to change the way they perceived or engaged within a dyadic relationship, they revealed attributes external to the dyad.

The data collected was transcribed manually and verbatim translations conducted as necessary. The data was analysed in two stages. In stage 1, NVIVO was utilized to analyse the data thematically using an abductive coding framework which differentiated between conceptual nodes, inductive nodes and nodes born from previously established understandings of LMX. In stage 2 the nodes were manually scrutinised to identify sub-themes, dimensions and EDL's that influenced LMX. The attributes that individuals identified to have had an influence on their LMX construct were then collated complying with the objective social constructionist philosophical underpinning. Although, a piece of transcript was coded and analysed under multiple themes, three distinct themes manifested as influencers in LMX. Correspondingly chapter 6 explores contextual influencers, chapter 7 elaborates on the dimensions and exo-dyadic lenses that were evident and finally, chapter 8 combines contextual influencers and dimensions in LMX to attest the multidimensionality of the construct.

Chapter 6: Context as an Influencer

6.1 Structure of Findings Chapters

The conceptual framework, shown in Figure 13 (pg. 98), depicted the aspects of the hospitality's contextual significance that have been established in the literature as well as the gap in knowledge pertaining to the influencers external to the LMX dyad. Correspondingly chapters 6, 7 and 8 explore the findings of this research in relation to the aim and objectives set, which are summarised within this section.

The aim of the research is to explore how leadership relations are constructed through leader-member interactions and to identify why some members develop stronger relations with their leader than others within the hospitality industry. The research objectives were identified to help to achieve this aim. Objective 1, which was to explore critically LMX theory in the context of the other theories of leadership, with particular reference to the hospitality context and was met in chapters 2,3 and 4.

This chapter, chapter 6 elaborates on findings pertaining to objective 2, which was to evaluate the requirements of leader/member interactions within the hospitality context. This chapter explores the nature of the exchanges within the hospitality industry which focussed on the customer to reveal how the front-line staff must engage in a theatre and stage performance in a networked operation to create the experience for the customer (section 6.2).

Following that section 6.3 addresses objective 3, which was to examine the implications of the hospitality work context for leader and member behaviour. It discusses how the nature of exchanges within the hospitality industry becomes embedded within the mindset of staff. It elaborates on how contextual objectives are internalized by staff; acting as a foundation upon which they conducted LMX assessments and consequently construction. Then section 6.4 evaluates how LMX assessments are conducted in relation to contextual elements. It evidences and discusses how LMX was constructed as a consequence of how well individuals perceived their counterpart to conduct customer

centric exchanges; likewise the quality of theatre performance to create memorable experiences. Additionally, the research recognised discrepancies in how influencers affected the LMX construction process. In order to clarify and conceptualise how varying factors affected the construct of LMX, the terms 'promoters', 'hygiene factors' and 'direct influencers' are utilized.

Chapters 7 and 8 that follow elaborate on the findings pertaining to objective 4, which was to establish the dimension of influencers external to the dyad that affect the relationship between leaders and members and to contribute to LMX theory by mapping them using a model. Chapter 7 discusses the 4 dimensions external to the LMX dyad that had the potential to act as influencers. It also introduces the term 'exo-dyadic lens' (EDLs) to highlight the different mechanisms in which the dimensions identified below could impact LMX:-

- Member-Member Exchange (MMX)
- Leader-Leader Exchange (LLX)
- Leader1-Leader2 Exchange (L1L2X)
- Contextual Entity Exchange (CEX).

While EDLs and dimensions demonstrate the multiple dimensions with which LMX is influenced, this research recognises the individual disparity in EDL preference. Individuals tended to favour certain EDLs within the dimensions that influence LMX; albeit there were others recognised.

Chapter 8 evidences the multidimensionality in LMX by showcasing how dimensions are interconnected and might overlap. The chapter also elaborates on the phenomenon of LMX transference which emerged from the data. It develops a case to evidence how LMX might be influenced by a myriad of factors; whereby dimensions and EDLs might combine and interlink to have their impact on the exchange relationship. A summary of the themes explored within chapters 7 and 8 is discussed in the introduction sections to each of them.

6.2 The Essence of Hospitality Exchanges

The categorisations in the following subsections have been made to reflect what the literature identified to be significant aspects within the hospitality context as well as what the individuals who participated in the research identified to be vital aspects of their contextual environment that impacted on their interactions and behaviour.

6.2.1 Customer Centricity

Hospitality organisations thrive on customer satisfaction. Fundamentally, they aim to meet or exceed the expectations of the customer in an attempt to practise and sustain economic activity within a competitive market. The understanding within the hospitality context is that *"If we can satisfy the customer, we can make sure they return"* (L3, F). Better yet *"we need to make them happy"* (L3, E); *"If they are happy they will go tell others and we will get more customer revenue"* (L1, F). However, achieving customer satisfaction is not entirely a straight forward process. The customers in hospitality are not identical in their expectations or requirements, *"each customer will be very different"* (L1, C). Hospitality organisations have customers that come from *"varying districts and countries"* (M4, E), because of which *"they will have varying expectation of the service"* (L1, C). This view pertaining to the customers' discursive expectation and requirements for satisfaction has been supported by the cultural, domestic and commercial dimensions of hospitality (Lashley and Morrison 2000). The ideas, customs and social behaviour of customers influence how they engage with the hospitality encounter (Weiermair 2000). Likewise, the cultural background of the customer impacts how they assimilate their satisfaction (Seongseop and McKrecher 2011).

In recognition of the lack of consistency in customer expectations, frontline staff attempt to focus on individual customers to satisfy them. First, they identify their expectations- *"We have to talk to the customer and come to know what type they are"* (L1, C). Then they *"pay attention to guest behaviour, what they say and how they say it"* (L2, C). It is considered to be crucial to dedicate effort towards understanding the customer as *"every day we face new customers as well as regular ones"* (L2, A). Likewise, *"some guests will be very friendly and talkative, while others will be very picky and get upset over the smallest of errors"* (M2, A). Although, they attempt to *"treat customers equally"* (M2, C), they utilise initial interactions to gauge opportunities to ensure satisfaction. For

example *"Sometimes we get guests who like a lot of attention, if not they become fussy. So we stay close and give them a lot of attention"* (M3, A). This process of identifying customer needs, expectations and requirements is termed 'host-customer identification' (Coulson et al., 2014), which is the attempt to understand the customer and alter the service interaction to suit them (Ariffin and Magzhi 2012) It is considered a crucial element in attaining the objective of customer satisfaction (Tasci and Semrad 2016).

Once the staff gauge an understanding of the customer they begin to tailor the service to suit their expectations. However, the ability to understand what they perceive and conduct suitable interactional exchanges with the customer requires knowledge and skill. For example *"We had a customer who ordered chicken risotto when she ordered I noticed that she had an Italian accent and I asked her if she would like me to reduce the amount of pepper in the risotto knowing Italians do not usually eat spicy food"* (M1, C). Staff perception of details pertaining to customer background and characteristics, aided by their intelligence enables them to tailor the service interaction accordingly. Additionally, it is the emotional sensitivity with which customer interactions are approached. For instance *"Last week we got one guest who was old. He was sat in his chair but he could not get up (to serve himself as it was a buffet restaurant). So my manager told me to bring the food to the table and that he would stay by the guest's side throughout to see if he needs anything"* (M1, A). This ability of frontline staff to be psychologically receptive to customer cues is achieved through their hospitality experiential intelligence (Bharwani and Jauhari 2013).

Similarly, it is not just what staff do or say, rather it is the tact with which they approach customer encounters. The nonverbal cues play a significant role in communicating the care with which staff interact with customers. As L2.(B) explained *"Imagine you ask me for tea and I don't even look at your face, there is no reaction from me. How will you feel about it? Wouldn't you feel like I didn't care? You might wonder if I heard you or not"*. In a similar frame of thought, M3.(D) asserts that *"staff have to take care of customers like doctors do for patients"*. There is an *"etiquette of service"* that needs to be followed (L1 , C). Staff are expected to demonstrate *"personal interest"* (L1, D) and *"initiative"* (L1, B) in catering to the needs of the customer. These intricate characteristics that compliment service resonate with hospitableness within hospitality (Telfer 2000). The genuine care

that staff exhibit provided a deeper more compassionate and affectionate service interaction (Brotherton 2013).

However, the reality of a constant genuine intent by hospitality staff to care for customers amongst all hospitality staff is questionable. It is realised that hospitality work is characterised by *"long work hours"* (L3, E), which sometimes extend *"late night"* (M6, D) often *"extending over 12 hours"* (M5, E). Additionally, the *"low pay"* (M4, A) in spite of having to *"work on special occasions and festivals such as Deepavali ...and Birthdays"* (M1, B) contributes to *"being less motivated"* (M5, E). The nature of work in hospitality is found to be *"tiring...because we will have a 14-hour shift, then 4 hours sleep and then back to work"* (M2, E). Staff claimed that *"it becomes very difficult to work, especially when you are married and have kids with whom you cannot spend time with"* (L4, E). *"When we are already so tired, we won't have the mood to work. When we get a customer who is rude, we also become rude"* (M2, C). Similarly, *"when things start to go wrong and complaints start coming in staff tend to hide during service hours"* (L3, A). They become *"less interested in paying attention to the customer"* (M3, D). This predicament of frontline employees is widely accepted by the hospitality literature (Karatepe and Uludag 2008; Lee and Ok 2012). It is known that the physical tiredness affects the enthusiasm with which service is approached (Karatepe and Uludag 2008).

In spite of the *"physical and mental"* (M2, A) exhaustion staff might feel, it is believed that they *"cannot show that to the guest"* (L1, B). The understanding is *"that you always have to smile even if things go wrong"* (L1, F), have *"personal or family problems"* (L1, B) or it's *"too busy to keep up"* (M1, B). It has been claimed that *"at the end of the day, it is all about guest satisfaction"* (L1, D). In order to *"provide good service"* (M2, D), *"we have to maintain a good expression"* (M2, E). In spite of what staff feel internally, they engage in an emotional façade in order to meet the expectation the industry requires. Apart from the physical work they execute, staff also engage in a theatre act and stage performance to mask their internal feelings so as to contribute to the customer's experience (Hemmington 2007).

6.2.2 Theatre Act for Experience Production

The saying by Shakespeare (1623) "All the worlds a stage and all the men and women merely players" is reflective of the situation frontline employees face. Although the frontline staff have an individualised personality or attitudes of their own, when it comes to the servicescape and interaction with the customer they become actors who play a part in the experience production. They suppress their own identity to conform to what the customer expects or needs. A view held by frontline employees is that *"once you enter the restaurant you have to smile"* (L1, F). Careful attention is paid to *"how we behave in front of the customer"* (L3, E); minute details such as *"eye contact can be very important"*(L1, F). No matter *"what your position is within the organisation - management or staff"* (L1, F); It is crucial that *"we carry ourselves the right way"* (L1, D) as *"customers can see our faces"* (L1, B). The *"attitude you show"* (L1, F) and *"your behaviour"* (L3, A) need to be *"carefully handled"* (M4, A). The emotional and behavioural regulation with which staff engage the service encounter is known as emotional labour (Morris and Feldman 1996; Lee and Ok 2012). In an attempt to appeal to the customer, staff conduct a theatre act where they demonstrate hospitableness through an emotional mask (Ashworth and Tomiuk 2000).

This prerequisite to engage in an emotional and behavioural facade while interacting with the customer has been further endorsed due to the shift from a mere product service economy to one of experience creation which is *"happening in the market now"* (L1, D) . As L1.(B) claims *"even if you are serving 500 people at the same time, you can't let your face show how tensed you are. I often hum a rhyme under my breath to stay calm and not let the stress show"*. A primary reason that stresses the importance of emotional regulation is because *"customers don't just come for the food, they can get that anywhere"* (L1, D), *"they come for the service"*(M3, D). For example *"when we have a guest who stays with us for a long period of time, we organise a bon voyage ceremony as a gesture to say good bye. We organise a cake and get the staff to sign on a card"* (L2, A). Staff thus attempt to induce memorable moments through a socio-emotional façade (Lugosi 2008). The intangible exchanges that accompany the provision of tangible products have a greater capacity to appeal to the social, emotional and psychological needs that enable customers to construct their experience (Hemmington 2007;Tasci and

Semrad 2016). The feelings induced through socio-emotional exchanges allow customers to form bonds with the organisation which ultimately resulting in loyalty (Zhao and Ghiselli 2017) thereby establishing the crucial role that the theatre act plays in customer satisfaction and experience creation (Kim, Vogt and Knutson 2015).

While emotional labour reflects what is expressed externally, it is supported by an internal mental logic that allows staff to comprehend and respond with appropriate experience inducing exchanges. As L1.(D) claims *"it has to come from the mind...from within"*. In an ideal scenario, staff might realise that *"we have to work from our heart, only then we can survive in this industry"* (M2, A); yet the probability of that being a successfully shared vision is dubious. Staff *"do not always do the right actions"* (M2, C) and sometimes *"they just don't want to; these are not things you can teach"* (L1, F). For example (L3, B) explained a scenario where :-

"There were fifteen people who came in all at once and there was only one guy handling that table. Amongst themselves, the guests were discussing that it was one girl's birthday. He didn't even inform me, he went to the bakery, he brought a cake and surprised the guests. The guests were very happy and we retained that guest. The guest returned and made more bookings with us"

It was the *"concentration of the staff in that moment"* (L1, D) that allowed him *"to take initiative and think on his feet"* (L4, E). Similarly, *"if he had waited to get my permission, there would have been no time and the opportunity would have been lost"* (L2, B). This ability *"can't be taught at university or in a classroom"* (L1, F), *"staff have to observe and improve themselves"* (L1, D). Harkison, Poulston and Ginny Kim (2011) observed that the hospitality industry valued staff attitude, personality, and initiative which were traits that can't always be taught within a university setting. Hence staff are expected to develop hospitality intelligence which enables them to engage in experience enhancing exchanges (Bharwani and Jauhari 2013). However, hospitality intelligence contains subcategories within it such as:- emotional, cultural, interpersonal and intrapersonal intelligence that together aid the growth of the theatre act, emotional labour and experience enhancing exchange behaviour (Hemmington 2007; Bharwani and Jauhari 2013; Seongseop and McKrecher 2011). For example, M5.(A) explained:-

"We had a guest once; she didn't speak a word of English. She was Japanese; she kept signalling that she wanted to eat through hand movements. But it was only 6 pm and our restaurant was closed. She couldn't understand what I was saying. So I brought her some tea and cookies and didn't charge her. I also wrote out the opening time on a piece of paper and then she understood. She was very happy."

In the incident revealed above, the emotional intelligence of the staff enabled him to gauge the predicament that the Japanese woman was in. The customer was in a country that was foreign and she was struggling to express herself. His cultural intelligence allowed him to be perceptive of the situation. Likewise, his interpersonal intelligence enabled him to connect with the customer by identifying a suitable way to communicate with her. The manner in which emotional (Kunnanatt 2004), inter-personal (Warhurst and Nickson 2007) and cultural intelligence (Bharwani and Jauhari 2013) allow staff to conduct and execute successful service interactions has been recognised (Hennig-Thurau et al., 2006).

Similarly, the ability to regulate and maintain control over one's feelings irrespective of external stimuli is considered to be a crucial component in being able to stage appropriate theatre exchanges. Often customers tend to be "rude" (M2, C) or "fussy" (M2, B), sometimes even "disrespectful of staff" (M3, D); which can affect the manner in which staff interact with them. After all, staff are "also human and have feelings" (L1, A); yet customers "treat us badly" (M6, A) which makes "service drop" (L3, A) "leading to more errors in service" (L2, C). The ability of staff to distance themselves from allowing hostile customers to negatively impact their morale and behaviour in itself dictates a level of intelligence. For example, L3.(E) said:-

"Once we had a guest who was fully drunk and was misbehaving with a member of staff. The guest was shouting and insisted that he be served more alcohol despite having passed the closing time. The member of staff remained patient and did not react to the behaviour of the guest. He did not show that he felt bad instead he continued to speak to the guest in a nice way."

This ability to practise emotional resilience at the face of adversity is referred to as intrapersonal intelligence (Afzalur et al., 2002). In order for staff to conduct successful service exchanges and induce memorable experiences, they need to maintain their

composure and not react to customer provocation (Hennig-Thurau et al., 2006). The lack of intrapersonal intelligence could result in a dangerous precedent which might start a chain reaction of negativity and hostile behaviour between customers and staff (Grandey, Dickter and Sin 2004). The significance of emotional resilience is especially significant due to the network of exchanges that contribute to the creation of the hospitality theatre act (Baum and Odgers 2001; Hemmington 2007; Gibbs and Ritchie 2010). It is a collective effort between the back of house staff, frontline and customers who together co-create and co-produce the experience (Boon 2007).

6.2.3 Networked Operation

As discussed earlier, the interaction between the frontline employee and customer has the potential to have a significant impact on the customer's experience inferred by the customer. However, the power to shape the experience of the customer is not limited to one member of staff. The *"whole team of staff needs to cooperate"* (M5, E), *"It's like a family, we need to work together"* (L2, E). The experience created is an end result of a theatre act constructed by *"kitchen staff"* (M2, C), *"other waiters"* (M1, D), *"management"* (L2, A) and *"customer input"* (M2, C) that *"all together contribute"* (L2, E) to creating and inferring the *"service experience"* (L2, A).

Firstly, the significant role of the customer within the service operation was explored in section 6.2.1 and 6.2.2. Following that perspective, it is a shared notion within the hospitality community that a critical component within the service encounter is *"timely service"* (M6, A) and *"taking the correct order"* (M2, F). This is especially important when *"guests sometimes have special requests about what they like and don't like"* (M2, A). It is during situations like this that frontline staff rely on kitchen staff and vice versa. Issues in the customer experience occur when *"kitchen staff won't pay attention to the order I give them"* (M2, C) or *"they will take a long time to prepare food"* (M1, E). Frontline staff and back of house staff are co-dependent to create the experience for the customer. In an incident, L1.(B) revealed *"staff made an error taking down the order. We only realised when we were serving it. I quickly realised it and told the customer that there was a mix-up. I immediately went to the chef explained the situation and got the right dish made fast"*. The belief is that *"if food is delayed then the customer will get angry"* (L1, A), *"it*

becomes harder to control the situation" (L1, C). Frontline staff depend on the support and coordination of kitchen staff to *"satisfy the guest"* (L1, D). Baum and Odgers (2001) claim that kitchen or back of house staff form the foundation upon which frontline employees have the freedom to utilise intangible exchanges to demonstrate theatre and induce experiences. Although the manner in which they contribute to the experience within the servicescape might vary, both back of house and frontline staff have the ability to affect the experience (Boon 2007).

Similarly in some circumstances *"customers might behave badly with one member of staff"* (L3, E), or when *"it gets very busy"* (L2, D) *"staff may find it hard to manage"* (M2, C) in which case *"another member of staff could try help"* (M1, F). The intention is to provide a positive experience for the customer. Due to which it has been claimed that *"understanding between staff is very important"*, especially due to the *"teamwork in which staff need to approach service"* (L2, A). For example, L3.(A) elaborated on an incident:

"I had a new member of staff who could not open a beer. The other guys started teasing him because of that. This will make the staff shy away from things he does not know. He will be afraid to ask for help in future situations because he is scared of what colleagues will say. It is important in this stage to not put pressure on him. Because if he goes back it's hard to bring him back to confidence. I told him that it was okay to make mistakes, but he needs to be around the supervisor more and learn. This is why I promote mingling between them to create a friendly atmosphere within the team, so he can learn from the rest. Even if he makes a mistake he should feel comfortable to ask for help. The more he does this, the less complaints we will get"

The aim is to create customer satisfaction. Hence it is recognised that staff need to work in unity to accomplish it. Whether it is *"negligence"* (L1, D) or *"mistakes"* (M1, C) on behalf of one member of staff, the others are expected to assist in salvaging the situation and practising service recovery. In recognition of the interlink between all frontline staff and the theatre outcome, Gibbs and Ritchie (2010) attest the importance of the theatre act that all staff present within the servicescape engage in. The experience is an outcome of a group theatre act as the ability to shape it is not restricted to one member of staff (Hemmington 2007).

Similarly, management and top-level executives have an impact on how staff engage with the service encounter. Not only are they in charge of supplying *"training sessions"* (M2, E); they decide *"job roles"* (L3, E) and *"responsibilities"* (L3, C) which impact how staff carry themselves within the servicescape. While they might not be present on the restaurant floor amidst the activity, they play an affective role; for example staff from one organisation felt that *"management has been very supportive in my development...I have been here right from when I was a trainee to now as a restaurant manager"* (L2, A), *"they treat me like one of them and give me opportunities to develop, which makes me want to do the same for the staff under me"* (L3, A). On the contrary staff from another organisation said *"the thing I don't like is that management doesn't know who is doing good work and who isn't. Some others got a salary increment who don't deserve it...its irritating"* (L3, C). Similarly *"I do not like the manager, whatever they asked me to do, I would do something else"* (M1, C). Thus the manner in which management is behind the servicescape yet affect the exchanges within the network of employees and their intentions can be gathered.

Additionally, the customer plays an affective role in influencing how staff engage with them. Previous sections elaborated on the customer centricity within exchanges as well as the tailored theatre act that staff conduct. Bearing that in mind, staff scout for experience hindering attributes stemming from the customer and consciously attempt to eradicate its negative effects. For example, L1.(C) said :-

"The main thing I will teach the waiters - Please serve the kids first. Especially, when we have guests who come as a family, if we focus first on children we can reduce the chance of complaints; it will be easier for us. If we can make the children happy then parents will be happy with us. If the child is crying or refusing to eat then parents get angry".

The manner by which customers consume the hospitality experience as a group, and thus co-depend on each other to assimilate satisfaction has been established (Sureshchandar, Rajendran and Anantharaman 2002; Wu 2007). Similarly, the co-production of experience creation between staff and customers has also been confirmed (Chathoth et al., 2013). Following that logic, staff attempt to handle individual members

within the customer group in order to attain overall satisfaction. This predicament pertaining to the various agents that depend on each other to create and produce the experience has been accepted by the literature (Boon 200; Hemmington 2007; Gibbs and Ritchie 2010). The theatre act demonstrated and experience enjoyed by the customer is an accumulation of input from a network of players both within and behind the servicescape.

6.3 Context Embedded Mindset

The construction of LMX through work related assessments is important (see section 2.3) and the input of staff to cater to the customer is embedded within the hospitality word (see section 3.3). This section reveals how contextual objectives became embedded within the mindset of hospitality workers. It elaborates on how the hospitality organisation's objectives formed the foundation upon which LMX assessments commenced.

6.3.1 Transference of Contextual Objectives

As discussed in section 6.2, the essence of hospitality exchanges holds customer centricity which entails a theatre act and experience creation demonstrated through a networked operation. The aspiration to create positive service experiences becomes an integral part of the mindset of the staff and forms the foundation upon which LMX assessments commence. The belief held by hospitality workers is that *"in this restaurant customer satisfaction is very important"* (L3, F), because of which *"if the guests are happy then staff are happy"* (L3, E). The ability to achieve customer satisfaction surpasses mere organisational objectives and intrinsically embeds itself within the staff's socio-emotional psychological state. For example, M3.(D) said: *"When I cannot satisfy the customer I worry about it, similarly, if somebody goofs up the customer service, I get worked up"*. M1.(B) claimed, *"it gives me personal satisfaction when I am able to give guests nice service"*. Following that line of thought, staff feel that in an ideal case scenario *"you have got to love serving, that is the mantra I tell all my staff"* (L1, D), *"you have to take care of whoever is coming here"* (M1, A); similar to how *"at home you*

would take care of friends or family, like that I give pure hospitality" (M6, A). M2.(A) elaborates on his perception of work within the industry, he claims: -

"In my five years' experience, I have learned one very important thing. We have to work from our heart only then we can survive in this industry. There will always be issues with work timings and the way of hospitality work. But when we are directly appearing in front of the customer, we have to work from our heart. If we are working just for getting a salary, we cannot survive in the industry. That is my motivation also."

Lashley (2008) established the domestic dimension within hospitality, in recognition of the compassion, friendliness, and affection with which service encounters are to be dealt with. Consequently, hospitality staff engage in an authentic display of welcoming that does not rely on monetary reciprocity to be demonstrated. Likewise, staff within the industry demonstrated notions of *"loving to serve"* (L1 D) and *"genuine caring for customers"* (M6, A) which are characteristics that resonate with hospitableness; that hospitality organisations endeavour to achieve (Telfer 2000; Lugosi 2008). The customer's sense of comfort and satisfaction played an affective role in determining the source of motivation and productivity amongst hospitality workers.

Apart from organisational objectives, transferring into individual objectives, the customer embodied a source of motivation and productivity amongst hospitality workers. A primary reason for this mentality is due to the *"feel that guest handling is always important to us"* (M1, E). The need to achieve customer satisfaction becomes an internal quest within the mindset of staff and their mode of function, to an extent where the mere presence of the customer plays an affective role in the motivation and productivity of staff. Staff claim that *"in busy operation hours, I like to work more. If there are no guests then I won't get much energy"* (L1, A), *"till guests are there we are energetic when guests leave, work slows down, we become slow and lazy"* (M2, E). Customers instil a sense of purpose for staff, consequently, staff dedicate time and effort *"to discuss with the customers and amongst colleagues"* (M3, A), to *"check for satisfaction"* (L3, E). They invest psychological and physical effort in *"understanding"* (L1, F) *"varying expectations"* (L1, C) and *"catering"* (M4, E) to them in pursuit of *"customer satisfaction"* (L2, B). Consequently, when their efforts are recognised, appreciated or

acknowledged, by customers, the staff enjoy intrinsic satisfaction, motivation, and boost for productivity.

There are a variety of mechanisms which staff engage in to determine when they have accomplished customer satisfaction. A direct method of gaging satisfaction is through verbal communication where customers *"tell us that we are doing good work"* (M1, B). Alternatively, they tend to *"thank us or give us positive feedback after service"* (M1, E), or *"sometimes they will write reviews and put it on trip advisor"* (L1, F). Another method through which staff judge the delight or happiness of the hospitality experience witnessed by the customer is via visible responses and expressions. For example, M3.(D) said: *"when customers leave the restaurant I thank them and when they pat me on the shoulder, that's a big thing for me"*. Similarly *"when they are happy with service we can see it on their face"* (M1, D), *"when they smile, I smile"* (L1, F). Verbal and behavioural expressions of acknowledgment from the customer are contributors to staff motivation as they feel like they have "pleased" them (L1, C). When staff recognise their own ability to induce customer satisfaction, it acts as an instigator for greater motivation and productivity. As M3.(D) said, *"it makes me happy that I can make them happy"*. Poulston (2015) identifies this phenomenon as a 'customer service identity', where staff obtain pleasure through expressions and interactions with the customer that acts as a motivator in hospitality work. The transference of organisational objectives to staff mindset acts as a gateway allowing the customer to behold an affective power over the staff network.

6.3.2 Affective Power of the Customer

The previous section revealed the role of the customer in motivating and enhancing the productivity of the staff. At the same time, interaction with customers is entertained and enjoyed by staff. It has been said *"customers come from different countries, we don't get an opportunity to go all over the world but working in a hotel you can meet people from all over the world"* (M6,A). The interaction with the customer is a source of enjoyment within the taxing mental and physical demands of hospitality work. Hospitality work *"does not take place at a comfortable time"* (L3,A), *"salary is low"* (L2, E) and *"we get very*

tired after long shifts" (M2, C); but, "we get to speak to a lot of customers, we enjoy that and we like to create relationships" (L3,A) and to "learn from customers" (L2, A) which helps combat and "compromise " (L3, A) on the negative aspects of the industry. For example:-

"Researcher: What makes you productive?

(L2, A): ... Interaction with the customer, the profiles of the customer. The fact that we get to learn from customers as well. In my trainee days, I didn't know much about wine, I did not even know how to open it. That time, we had a French couple staying with us for over 5-6 months. They taught me about wine. I have never learned so much before, not even from managers or from college. "

Staff tended to develop socio-emotional bonds with the customer as a result of the interaction. Their need to interact, engage and entertain customers extends beyond the organisational requirements; it becomes an integral part of their work lifestyle. For instance, *"I will first approach them (customer) and if they continue talking to me"* (M6, A), *"I will participate in the celebrations"* (L2, E). A bond is formed between the staff and customers that implicate and involve both in co-creating the experience (Boon 2007; Hemmington 2007). Consequently, a mutual inter-dependence occurs between staff and the customer to assimilate satisfaction (Chathoth et al., 2013). For the customer, it is the satisfaction of the hospitality experience consumed; in contrast, for the staff, it is the enjoyment they were able to induce and interaction they were able to engage in that allows job satisfaction.

The fact that staff utilise interactions with the customer to combat the drawbacks of working within the hospitality industry (Poulston 2015), enables the customer to hold an affective power over the staff. As a result of the extended effort and time spent catering to the customer, staff crave recognition and remembrance. For instance, M6.(A) proudly states *"if I take care of a guest one or two times, the next time, they will ask my name only"; "they will come and ask me how I am"* (L2, F). This notion of being remembered for their efforts runs deep within the mindset of staff. It has brought on a phenomenon where name recognition amongst customers is evidence of business competency worthy of achievement and is a source of prestige and motivation.

"Guests will go to a lot of places they won't usually go to one place regularly. The product or drink is available everywhere. Sometimes guests come regularly for one person. When guests are happy with the service they remember the name of the staff. It's as if they are coming to the hotel to be served by that member of staff. The more guests you have the more hotels will want to hire you. This is happening everywhere now. We begin to appreciate how many guests a guy brings with him. It's like you are known, and that you have a market where people know you. Through this the organisation will always know your value and importance. Because hiring someone who has a lot of customers mean more customers will come to their restaurant or hotel" (L5, E)

As elaborated on the quote above staff place value upon co-workers that are recognised or appreciated by customers. Similarly, staff observe customer satisfaction via monetary or non-monetary gifts that customers might provide to those they favour. It could be either *"tips"* (L2, C) or *"gifts"* (M1, B). It is an expression of satisfaction from the customer that allows staff to gain satisfaction. Overall, it can be gathered that staff observe customer satisfaction and place greater value upon those that are able to elicit or induce it.

On the contrary, while staff might place value on the opinions, preferences, and needs of the customer, the behaviour of the customer has the power to affect the mindset with which staff engage in interaction. The *"priority should be to make the customer happy. But it depends on the customer also; if the customer is good, we also feel like serving the customer; if the customer is very rude, we feel bad, we become rude"* (M2, C). To further illustrate the manner by which the customer affects the staff M3.(D) reveals:-

"Three ladies came into the restaurant. They were stinking rich. I could tell through the words they spoke. They were loud and rash. They snapped their finger and called 'Hello...excuse me'. I felt bad. Anyway, I did whatever service I had to do...like they wanted soup, I gave. Then removed it and put fresh plates, fresh cutlery, service over, gave dessert, coffee, all over. But I did not like their attitude. It was like a thorn. Till they went I was like standing on a thorny bush. Finally, they said in a very harsh manner....ok...will see next time and they went. I cleared the table, went to the toilet, washed my face and was simply standing there in front of the mirror...my face drawn down.

The way they spoke affected me. They spoke very rash...like...'hello, what is this?' 'bring fast.' What is this?' like this, they spoke. I felt bad about how harsh they were talking. I couldn't tell anything; I simply watched and did what I had to... I was so scared they would complain"

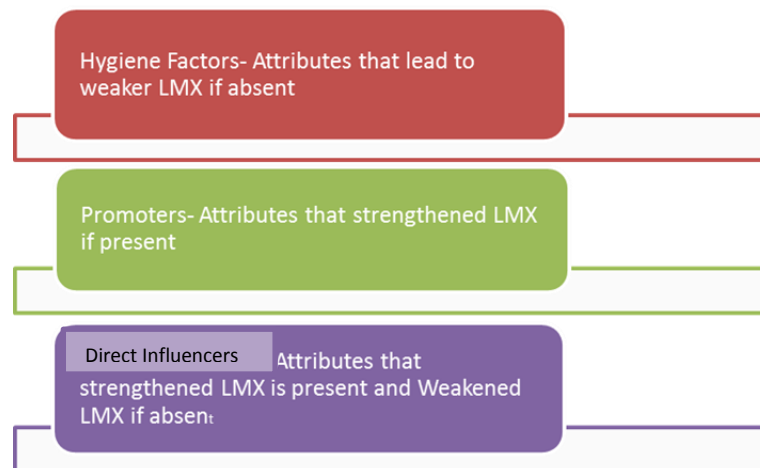
As the interaction and satisfaction of the customer is embedded within the mentality of staff, M2.(E) expressed how *"When I serve people that overly complain, I serve with a feeling of irritation; when I serve the good people I will be fresh"*. It can be gathered that while staff intend to engage in theatre and enhance the experience of the customer, the hostile or rude customer has the ability to deplete the interest and initiative of the staff in engaging with them in a socio-emotional level. That staff are less likely to want to help, assist and enhance the hospitality experience of customers that affect their psychological state. This is possibly attributed to the intrinsic attributes associated with the service provided by frontline staff (Poulston 2015).

6.4 Impact of Context on LMX Assessments

Leaders and Members conducted their LMX assessments in relation to the ability of their counterpart to engage in suitable theatre and experience. Similarly, the customer also had an influence on how leaders and members perceived each other. The influencers identified are then classified into Hygiene factors, Promoters and Direct Influencers as illustrated below in figure 16. Data were categorised into one of the following three types of influencer, based on what the individuals who participated in the research had said. For example, if interviewee A stated that the absence of 'trait X' lead to weaker LMX and if all of the other interviewees who mentioned 'trait X' felt the same way, then trait X was categorised as a hygiene factor. Conversely, if all of the employees who mentioned 'trait Z' claimed that evidence of it led to stronger LMX, 'trait Z' was categorised as a promoter. Similarly, if interviewee B stated that evidence of 'trait Y' helped to develop stronger LMX and interviewee C said that the lack of 'trait Y' lead to weaker LMX, then 'trait Y' was identified as a direct influencer. Within this research, there was no evidence of any contradictions in terms of what type of influencer a certain trait was. For example, the data did not include a single occurrence where interviewee D

felt that evidence of 'trait O' lead to stronger LMX and interviewee F suggesting that evidence of 'trait O' lead to weaker LMX.

Figure 16 Hygiene Factors, Promoters and Direct Influencers



6.4.1 Theatre and Experience as Assessment Criteria

Prior to engaging with the contextual intricacies that contributed to LMX construction and understanding why this was so, it is important to reiterate that fundamentally hospitality organisations rely on customer satisfaction in an attempt to sustainably practise economic activity, perhaps even gain a competitive advantage. Bearing that ambition in mind and having witnessed the shift from a product-service economy to one of experience creation, hospitality staff are now challenged with a socio-emotional and psychological dimension to hospitality work (Lee et al., 2014). There is an element of a theatre and stage performance that staff engage in, in an attempt to create memorable hospitality experiences for the customer. Consequently, both the literature (CH 3- 3.3 and 3.4) and hospitality staff (section 6.2.2) have recognised and stressed the importance of being able to identify varying customer needs and expectations and having the ability to tailor the service interaction accordingly. In that line of thought leaders and members within the hospitality industry conducted LMX assessments on each other that corresponded with the theatre act for experience creation and customer satisfaction.

Appearance Aesthetics - Hygiene Factor

Within the hospitality industry the aesthetics associated with service are considered to be a reflection of the organisation. It is claimed to be important that the *"team should be in proper uniform, speak proper language, shoes should be properly polished, hair cut done properly"* (L1, C). Consequently, prior to any interactional exchange, the aesthetic appearance of staff was a tool of assessment.

"The way staff appear is important to how customers see the hotel. One of the staff was scratching his head with his hand in front of the customer. Then he began to play with his moustache. I inform him straight away and gave him warning lots of times. He would still not take care. Sometimes he would go to smoke, during the break. He would then come smelling like smoke to a table without washing his hands or using a mouth freshener for his breath. There was a customer he called me, he said your guy someone has a smoke and came to my table and I don't like him. Eventually, we had to let him go as this was not behaviour we could tolerate." (L2, F)

The incident revealed the essentiality of appropriate appearance and aesthetics associated with service. While meeting the aesthetic requirements was not a source of positive LMX development, the lack of it, however, affected LMX negatively. The significant aspect here was not the clothes or the behaviour of the member of staff in isolation, rather it was the impact of the negligence of those aspects which affected the customer's experience that affected LMX. Therefore appropriate aesthetics during the service interaction was a hygiene factor in relation to LMX. Suitable mode of carrying one's self was not necessarily a promoter of LMX as *"staff should all be presentable"* (L1,C). however the lack of attention paid to how staff carried themselves in the presence of the customer resulted in lower LMX.

Experience Enhancers- Promoter

Similarly, the ability of staff to be observant, think on their feet and stage manage the service experience for the customer positively influenced LMX.

"(L2, F): During busy hours, the drinks orders will always be delayed in the bar counter. People tend to stand around the counter in such a way that even the person who took the order cannot enter the bar to place the order, let alone fetch the drink. It was during a time like this,

one of my staff made a note of the order and then he placed a whole bottle on that table with a bucket of ice and empty glasses. Whatever he thought they needed, he put it on the table. So that there was no delay in the drink. The customer was happy because they did not have to wait 15 minutes to receive their drink. He spoke to the guest and upsold the bottle. He said service is going to be delayed and suggested that it is better if they go for the whole bottle and help themselves. This way the revenue is also going to be higher than if the customer ordered 4 or 5 drinks.

Researcher: How did that make you feel about him? Did that change the way you handled this staff in the future?

(L2, F): Everyday once the operation is done, we have a staff meeting. So I just appreciate him in front of all the team. He had done a great job today. So I just informed other staff also to make sure, if drink going to be delayed, better suggest what he did to other customers also. The staff also were very happy as it's easier for them, the sale also going to be higher".

The reason this trait is admired corresponds with the nature of exchanges that encompass the industry. The contemporaneous manner in which the exchange of tangibles and intangibles takes place within the hospitality industry has been recognised (Panda and Das 2014). It becomes crucial to handle both elements of the customer's experience process in an attempt to attain their satisfaction. While it was important that the guests get their drink, it was equally important that the guests receive it in a timely fashion so that their experience isn't obstructed. The ability of the staff to recognise the potential issues and manage the experience through observation and initiative was a promoter in influencing LMX. Sometimes *"it gets very busy and there is only so much we can do"* (M2, E), because of which the inability of staff to enhance the customer experience didn't necessarily result in lower LMX.

Similarly, the ability of staff to understand the requirements of customers and tailor the service interaction accordingly influenced LMX. As L1.(D) explains *"one of my staff has become very popular now, we even get loyal customers because of him. He is able to*

interpret and cater to what the customer wants". Correspondingly when interviewees were asked:-

"Researcher: Do you feel like you have a better relationship with staff who handles customers better?

(L3, F): Definitely ! that would make me support him more and help him get to the next level

(L1, E): Yes! I would tell my other staff to be more like him.. when the time for appraisal comes, I would speak to my boss and support him for an increment

(M2, D): I try to become more like him

(M1, E): I learn so much from him if he is so good with customers.

(M1, B): I have so much respect for him. Even my service improved after watching him."

The ability of staff to successfully tailor service interactions positively influenced LMX relations. Not only were leaders more likely to offer additional support in terms of development, they were also likely to provide promotional and financial increments to those that they perceived to be good service providers. Similarly, members tended to copy leaders whom they perceived to be successful at customer interaction. Not only did they have respect, but they were also more likely to learn from a leader they perceived to be competent. On the contrary,

"Researcher: If somebody didn't handle a customer properly would that affect how you see that staff?

(L1, D): During operations time there will definitely be some mistake and shortcomings. It's not about the mistake; it's about how well the staff is able to recover from it; whether or not he is able to resolve the issue for the customer. He should learn from his mistake and make sure it doesn't happen again.

(L1, F): One or two times I might teach him the right way but repeatedly if he is making the mistake then it becomes difficult. I am forced to change how I am with him.

On a similar note, members felt:

(M1, D): The way they expect us to be, they should follow first. When problems arise, they try to save themselves, they will ask us to go handle

(M3, D): I get angry when the manager gets scared to handle difficult guests."

Errors in service exchanges didn't necessarily have a negative influence over LMX. After all, hospitality functions on human capital; human beings will inevitably make errors (Choi et al., 2014). However, the view held was that it was the responsibility of the member of staff to rectify the situation. Lower LMX was a result of a lack of ability to learn from previous mistakes and conscious resistance to deal with difficult customer interactions. As previously established, the aim is to cater to the overall experience of the customer (Lugosi 2008). Hence, even if errors did occur, staff were considered to be responsible for rectifying it by stage managing the experience through interactions and exchanges. Although some circumstances of error were inevitable, they were required to think on the spot and practise service recovery. Thus, this ability to recover from service was a hygiene factor in LMX. Errors did not affect LMX, however inability to recover and restore the experience of the negatively impacted LMX. In the example below M2.(E) illustrates how resolving errors do not impact LMX negatively:-

"I had made a mistake while taking the order one day. I had served vegetarian guests, a chicken sandwich. After they ate half of it they realised that it was chicken. They immediately asked me to call the manager. I told the manager of the situation after which he went to speak to the customer. He explained to the customer that I was new and that I was still learning. He apologised and he asked me to apologise to the guest as well and we didn't charge them for their meal. The guest was okay after that. They understood"(M2, F).

M3.(D) explained how the ability of his leader to step in and resolve the service error and rescue the customer's experience allowed him to *"learn ... and the way I saw my manager changed. I became a lot more careful after that"* (M2, F). Alternatively, it was recognised that sometimes, staff might be faced with *"difficult customers"* (M2, C) who are hostile and argumentative. Hence, an *"angry customer doesn't always mean it's the*

fault of the staff" (L1, B). However, if staff were perceived to consciously sabotage the service experience, contributing to conflict with the customer it negatively influenced LMX.

"We had a guest who was smoking in the non-smoking zone. My manager had gone to ask the guest to move to the smoking room. However, he did not communicate that in a polite manner; instead, he stated that he was in charge and went on about rules and the guest having to abide by them. Now, this angered the guest. The guest started arguing with him causing a scene. Now I recognise that smoking is not to be allowed in that area but the guest had already lit his cigarette. The manager could have let him finish it which would have taken 2-3 minutes instead of arguing with him. Or he could have asked someone else to help sort the issue out. In my opinion, the manager could have handled that situation better" (M2, B).

In the incident above, the member of staff was perceived by (M2, B) to contribute to conflict with a customer. The *"mindset and way in which you approach the customer has to be carefully thought"* (M2, F). There is a *"right way"* (L2, B) to handle such situations. Staff need to think about *"time, place and situation"* (M1, B) while they conduct their service interactions. This perhaps resonates with the need for hospitality staff to be emotionally intelligent (Bharwani and Jauhari 2013). The ability of staff to understand and relate to the feelings of the customer was a fundamental component in being able to deliver successful service interactions (Shani et al., 2014); thus it manifested as a hygiene factor in LMX.

Intrapersonal Intelligence- Direct Influencer

In another similar circumstance (L3, E) said:-

"Once we had a guest who was fully drunk and was misbehaving with a member of staff. The guest was shouting and insisted that he be served more alcohol despite having passed the closing time. The member of staff remained patient and did not react to the behaviour of the guest. He did not show that he felt bad instead he continued to speak to the guest in a nice way. I was very impressed with how he handled that situation. I have more confidence in him now. I would give him more responsibility"

The ability to practise emotional resilience at the face of adversity is referred to as intrapersonal intelligence (Bharwani and Jauhari 2013). In the incident above the ability of staff to maintain composure while he was provoked by the customer evidenced his emotional resilience (Walsh 2011). It allowed him to master his emotional response in an attempt to rescue the customer's experience. Consequently, evidence of intrapersonal intelligence was a promoter in LMX.

Interpersonal intelligence- Promoter

Likewise, interpersonal intelligence promoted LMX. For example, M4.(A) said:-*"my manager is very good at handling difficult guests", "I have even told him that we need to insure his mouth for 2 crore rupees. Nobody can speak to guests like he can. He can diffuse any situation. I have learned so much from him and now I can handle complaints easily"* (M1, E). Ultimately, in the hospitality industry, staff attempt to create and cater to customer satisfaction (Hemmington 2007). Inter-personal intelligence was a characteristic that aided the ability of staff to use interactions to enhance the experience of customers (Hennig-Thurau et al., 2006). Evidence of traits that enable staff to use interactions aided by their interpersonal intelligence to build rapport with customers was a promoter of LMX. On the contrary, L2.(A) said:-

"In our workforce, we have very different kinds of people; each will have their special skill set. Some will be good in operations; they will be very good at speaking to the customers. Some others will be very good at running the food and beverage part- which is also very important. So the inability to talk to customer won't make me see them in a bad way, I can understand that they might be nervous. We can place him in a role that he is more comfortable in."

The lack of inter-personal skills although vital to the hospitality industry did not automatically result in weaker LMX. It was believed that staff had unique skill sets that had to be applied appropriately. Correspondingly, M5.(A) claimed *"in the hotel industry, there are lots of work to do; particular tasks for particular people. I like to keep an eye on stock and the general functioning. I always know when products are running low or when we need more some something"*. Similarly, M3.(E) claimed *"for me, I am good at working behind the bar, I enjoy making drinks. I am known for that. Guests will come ask*

me to make them something different.". Each member of staff had their own skill set and hence was not all evaluated on their interpersonal intelligence. The understanding was that seldom staff might not be placed in the right role; thus its absence did not result in weaker LMX.

Service Recovery- Direct Influencer

Attributes pertaining to interpersonal, intrapersonal, emotional and hospitality experiential intelligence cohesively form critical criteria which influence LMX as they have the ability to recover service errors as well as enhance the hospitality experience for the customer; for instance:-

"One day, we didn't have any reservations in our restaurant. As it wasn't busy we didn't have anyone on shift to take care of the upstairs area. Suddenly 20 people showed up and we usually seat large groups upstairs as that is where we have the seating for larger groups. I got very tensed and angry. My captain was calm he said, 'don't get angry, this is not a problem, we can handle this'. I was only getting more worked up and angry over why the captain was so calm. He went and spoke to the guests he asked them how they were, he was very relaxed and welcoming and the guest responded in a similar way. He told them that there would be a few minutes wait and he was talking to them while I set things up. From the beginning till the end my captain's face was really calm. He never got angry; he never changed his tone. The guests were fully entertained. I was so impressed by him. It taught me that whatever the tension, we need to stay calm. After the guests left, I saw his real face. He was very angry with the people responsible for taking that booking. He told me, that no matter what the problem is, in front of the guest we can't show our emotions, we cannot argue or fight. We need to take action to solve the issue. I will always remember that" (M1, B).

Often, hospitality work is characterised by dealing with last minute on the spot requests where staff have to think on their feet to cater to the needs of the customer and to develop the experience (Guchait, Pasamehmetoglu and Dawson 2014). In the incident revealed above, the captain practised his emotional resilience via intrapersonal intelligence which allowed him to gauge the situation and decide on an appropriate strategy and mode of customer interaction to conceal their lack of preparation from the

eye of the customer. He then utilized his inter-personal skills to chat up the guests while he got (M1, B) to make the appropriate arrangements. Simultaneously, he maintained a calm and composed emotional facade that transferred onto the customer. The emotion displayed by the staff has a tendency to have a domino effect on the customer and how they engage with the service experience (Hemmington 2007).

Emotional Labour- Hygiene Factor

Consequently, the emotional labour exercised by the staff and their ability to induce positive customer reactions and experiences influenced LMX. M2.(B) revealed how his captain had a calm face the whole time in spite of the tense climate that they were presented with. That his captain did not let his internal psychological state show in front of the customer as that would disrupt the customer's experience. Similarly, L2.(C) claimed *"I don't like it when my staff have a moody face. If the guest shouts also you must smile. Sometimes when guests shout, some staff don't like to go serve that table. That makes me angrier"*. Instead, the expectation held is that staff have to participate in the experience of the customer. In a section earlier, M6.(A) revealed how he would interact with the customer and join in on their celebrations. Similarly, L2.(F) said, *"when customers start dancing or enjoying, I too join them"*.

The emotions expressed by the staff impact the customer's experience and hence they are judged on how well they act their part; the quality of emotional labour and their ability to induce memorable experiences acts as a hygiene factor in LMX. Irrespective of what staff might be feeling internally, the current experience economy that hospitality functions within, demands an emotional façade on behalf of the staff (Lee and Ok 2012). The pivotal role of emotional labour in contributing to customer satisfaction within the hospitality industry has been established (Gusstafsson 2005; Tsaur, Luoh and Syue 2015). It plays an instrumental role which coincides with the concept of emotional contagion wherein staff have the ability to transfer their emotions onto the customer (Walsh 2011), thereby influencing the customer's experience.

Hospitableness- Promoter

Simultaneously, while the emotional labour and façade was a socio-emotional dimension of work that staff had to engage with, the notion of authenticity and genuineness in catering to the customer was an influencer. Leaders and members tended to evaluate each other on any kindness and helpful behaviour exhibited towards customers that surpassed work requirements and reflected a domestic desire to accommodate and please. For instance:-

"It was closing time, our staff were about to go home when they saw three Europeans waiting outside the café (customers) on the street not knowing how to get back to their place of stay. One of our staff went out of his way to make arrangements to get them a cab. As these people didn't know the local language he spoke to the cab driver and explained where they had to go. As they were not from our country, he went an extra mile and played an important role in making sure they reached their destination safely. This gave me a new concept of thinking about what we do. He did an excellent thing to make sure the customer felt safe and secure which I respected. Staff are people who should not just feel like doing as this as work. Helping behaviour should come from within you. For example, if someone on a bike has fallen down, you would go and help. That is beyond civic sense. It is a personal concept. This is what is needed more in today's society. It makes him a better person, I felt thrilled about him" (L1, D)

This idea of authentic helpfulness extends beyond mere service and resonates with the notion of hospitableness within hospitality (Telfer 2000). This is perhaps harder to conceptualise as it is an intrinsic desire to practise compassion and affection to please and satisfy customers (Hemmington 2007;Lugosi 2008;Brotherton 2013). However, it can be observed by co-workers who operate in close proximity. As M1.(D) mentioned, *"even though my manager didn't directly teach me, I observed him and learned a lot"*. Similarly, M1.(E) claimed *" at the end of the day we have got to do everything we can for the customer"*. Staff tended to *"judge people by how well they are dealing with the customer and how much they try to make the customer happy"* (L3, B); *"how much ever you do from your heart that much better the service will be"* (L1, A). More specifically, it was the authenticity of their motives and hospitableness that acted as a promoter in LMX. Correspondingly it was recognised that *"this is not something you can teach"* (L1, F).

Additionally *"low pay and difficult working hours"* (L3, A) psychologically affect the motivation with which staff approach service; making authenticity a difficult ideal to achieve. Hence, the lack of hospitableness did not negatively influence LMX. Lashley et al., (2007) acknowledged that while hospitality was an exchange of products and services, it is also a controlled negotiation between what the customer expects and the host provides, making the genuineness of hospitableness an idealistic view (Brotherton, Wood and Lashley 2000). Correspondingly, as the customer was pivotal within hospitality exchanges, the customer played an affective role in LMX. The next section explores this idea.

6.4.2 The Role of the Customer in LMX formation

Sections 6.2.1 and 6.3.2 revealed the central role of the customer within hospitality exchanges and correspondingly their significance within the mindset of staff respectively. Following that evidence, the customer was found to possess an affective power over how leaders and members formed their exchange relationships. This section elaborates on behaviour or attributes pertaining to how the customer influenced how leaders and members assessed each other. As previously explained, contextual objectives became embedded within the mindset of hospitality staff. The ability to cater to and accomplish customer satisfaction became an important aspect of how leaders and members evaluated the capability of each other. Consequently, as the mental and physical effort was invested in customer satisfaction, evidence of recognition from the customer was a promoter in LMX. Staff tended to hold higher regard for those that were able to visibly achieve customer satisfaction. They assimilated notions of customer satisfaction through a variety of ways which are explored as follows:-

First, feedback from customers either verbal or via online platforms played an influential role. L2.(F) said, *"we rely on the feedback of the guest a lot, we encourage it"*. That is *"how we can improve"*(L1, D). The issue is sometimes *"when orders get mixed up, guests get upset and they post online in sites like zomato...reviews are very important as they affect revenue"* (L1, F). As feedback both verbal and online was critical to the survival of the organisation it played an influential role in LMX. For instance:-

"One day a guest of the General Manager had visited our restaurant. He wrote some positive comments and also mentioned my name on the feedback sheet. He wrote that the service was superb and that I was knowledgeable and had a smiling face. Later, the GM came to the restaurant and praised me. He offered me a promotion as a senior hostess". (M5, E)

Customer Feedback (Verbal- Direct Influencer) (Online- Promoter)

Verbal feedback from guests allowed staff to assess the ability of each other to achieve the organisational objective- customer satisfaction and thus acted as a promoter of LMX. However, L1.(D) said *"not all days will be easy days and sometimes the complaints will be coming in. We just have to focus on how to improve from there".* But *"if the customers repeatedly complained about a staff then I know he has some problem"* (M3, D). Thus negative feedback did have a negative influence on LMX; therefore functioned as a direct influencer.

Additionally, the ability to generate feedback online was a marketing tactic for hospitality organisation to evidence the quality of service they provide. L3.(B) claimed that *"more than the feedback card, we place importance on what guests post on social media. Most customers check reviews online before they visit a restaurant".* Consequently, L1.(A) said, *"I always check to see which staff get their names mentioned on TripAdvisor or Zomato".* It's an assessment criterion on the quality and value of staff.

"Once there was an issue with the induction stove in the kitchen and the food was getting delayed. Usually, when food gets delays customers get upset. So I had explained the situation to the guest and told the guest about a special local sweet called 'Kasi Halwa' that we had prepared and offered it to them. I said please try this while I try to bring your food as fast as possible. I even explained to him the details of ingredients the sweet contained. In total there were 18 of them. My manager called me up after and praised me. Three of them had posted reviews on Zomato. I knew my level of service had improved when the reviews started pouring in. Following that, there were 6 more reviews the week after."

The reviews online and verbal were a method via which the experience of the customers was communicated to a wider audience. When customers post online or express their experience through word of mouth exchanges they contribute to the pre-experience of another customer by influencing their expectations of the hospitality experience and organisation (Knutson and Beck 2004; Flanagan, Johnston and Talbot 2005). Reviews have the ability to generate or wreck customer flow to the organisation through a domino effect. One person's experience becomes another's pre-experience which is why leaders and members assessed each other on the nature of feedback elicited both verbally and through online reviews. Recognition of staff via social media was a promoter in LMX.

Another influencer was if customers were expressive of their preference of one waiter over another. This favouritism expressed by customers, cognitively indicated to staff, how some of them were preferred over others. As elaborated in section 5.3, the need to appeal to the customer becomes ingrained into the mindset of staff and thus this notion of preference manifested as a promoter in LMX.

"One of my regular customers had come to the hotel. I was busy at the time so I sent another waiter. This particular waiter didn't know they were my customer. After that day they would only call that boy and not me, I felt very proud. He is an important customer. If they called him means they were happy with his service and that he is doing good. "(L1, C).

Name Recognition- Promoter

This didn't mean that others who were not favoured automatically were considered to be of less value. As *"all customers won't be regular customers"* (M1, B) and *"regular customers ask for staff who have served them before"* (L1, A). Not being preferred did not result in lower LMX. Correspondingly, name recognition was criteria and a concept held dear by hospitality staff. The belief is that *"if guests are happy with the service offered by a particular waiter, they will remember his name and in future, they will call that person to serve them"* (L5, E). Staff demonstrated pride in claiming *"after I finished serving them, they remembered my name and told the manager what good service I*

provided" (M3, D). This notion then evolved into an assessment that staff conducted on each other to place value upon those that were considered worthy of remembrance by customers. For instance:-

"Yesterday I received a phone call from an old customer. He wanted to make a reservation and he enquired about one of my staff who had once surprised him with a cake on his birthday. Apparently, the guest had been out with some friends for his birthday a while back and they had forgotten to get a cake. But the staff had run down to the pastry shop to bring them a cake without them even asking for it. So the customer liked him and asked for him" (L2, F)

The understanding held by staff is that if their name was remembrance worthy, then they must be more competent at customer service. Thus name recognition was a promoter in LMX. However, similar to customer preference, lack of name recognition did not result in lower LMX.

Customer Preference- Promoter

Another cognitive tool of assessment was the provision of gifts or monetary rewards by customers to those whom they favour.

"(M2, C) is not much of a talker. If he comes to work he will focus on service alone. He always receives highest tips from the customer. That's how I know he is giving good service. Normally a tip will be 10 or 20 Rupees, he receives thousand Rupees. Watching him, I also try to give better service." (L2, C)

The monetary recognition via tips that customers provided upon consumption of the experience was an indicator of satisfaction. Likewise, any other kind of gift that customers provided to express appreciation for the effort of staff promoted LMX in a similar fashion.

"Researcher: How do you form a good impression about someone at work?"

(L3, A): By seeing how much gifts he is getting from the customer. When guests show appreciation like that, I know he has done a good job."

Further to this M1.(B) revealed an incident where:-

"I knew that if I provided good service I would get gifts from that customer; that made me more interested in this work. Once, I was serving a customer, I didn't know who he was, he was staying with us for a long period of time. I would always take care of him when he came. On his last day at our hotel he gave me a suit that costs 24,000 Rupees and he said that it was his gift to me. I was shocked, I only later realised that he was the CEO of Kingfisher. He even recommended me to my seniors and got me the title of Senior Steward"

Hospitality organisations rely on customer satisfaction to practise economic activity (Brotherton 2013). This fundamentality of hospitality organisations confers importance on those members of staff that are able to contribute and add value to that essential function. The exchanges in hospitality are built around the customer and for the customer (Lugosi 2008; Hemmington 2007). Correspondingly staff were motivated by and valued their role in catering to customer satisfaction (Poulston 2015). Hence when customers express recognition or appreciation of staff via feedback, online reviews, gifts and monetary modes of appreciation it directly promotes LMX.

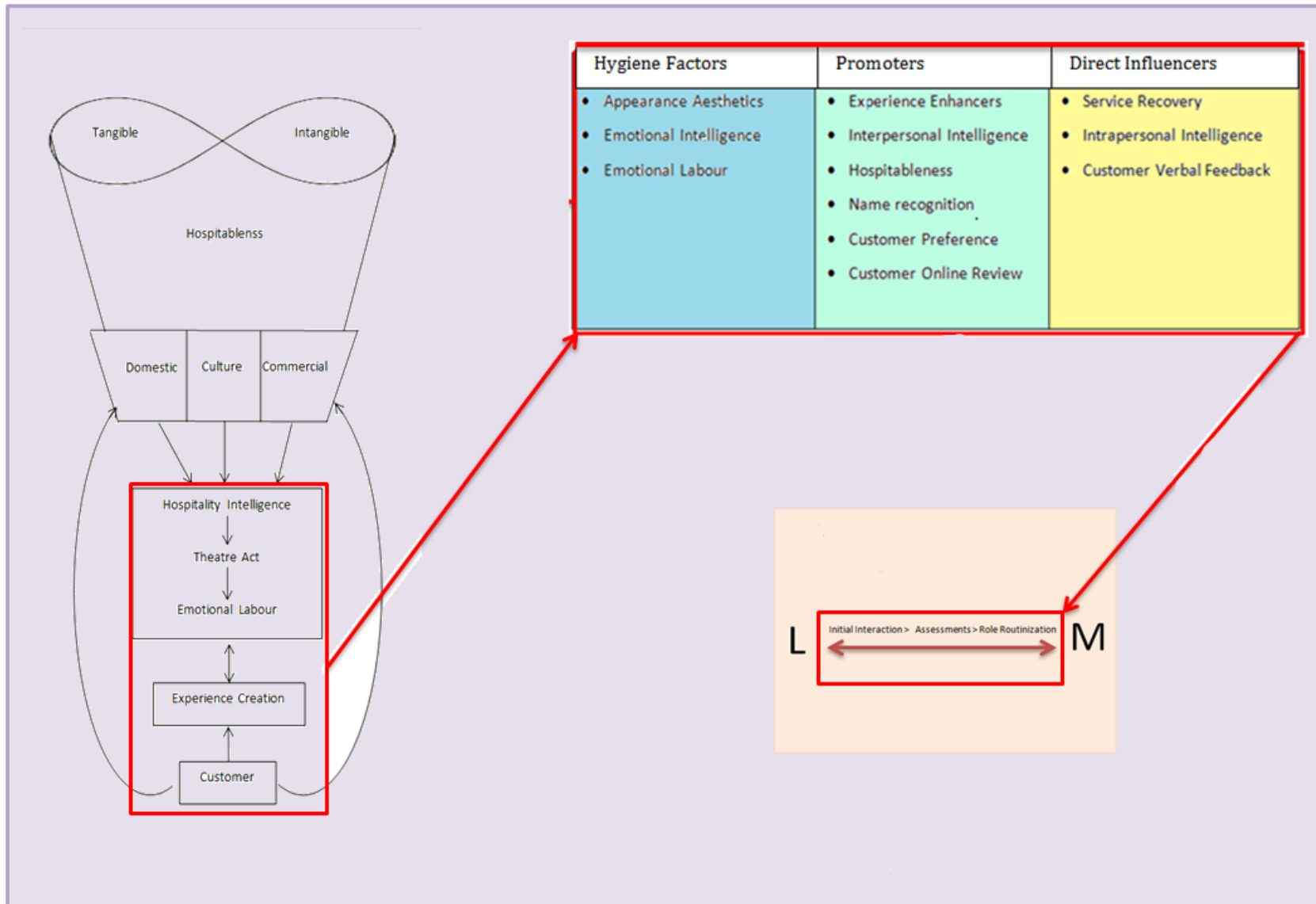
6.5 Chapter Conclusion

The chapter explored how context influenced the LMX construct. It began by articulating the fundamentals of customer centricity, theatre act and a networked production that encompassed hospitality exchanges. More accurately, it explored how individuals engaged in sense making of the exchanges that entailed hospitality work. Both, the literature as well as the individuals from the research claimed that in order to stay competitive within the hospitality industry, meeting customer satisfaction was critical. Consequently, individuals acknowledged that in order to cater to customer satisfaction they needed to create memorable hospitable experiences which demanded a socio-

emotional and psychological level of work which was supported by the literature in chapter 3.

The second part of the chapter discussed how contextual objectives became embedded within the mindset of staff. As staff were required to engage in intangible socio-emotional and psychological exchanges with customers, individuals revealed that contextual objectives became internalised. Individuals began to construct LMX and engage in assessments of each other depending on how well their counterpart was meeting the contextual objectives. A variety of attributes that manifested as assessment tools were explored in the third part of the chapter. However, findings had revealed discrepancies in how the various tools of assessment influenced LMX constructed. To differentiate between the effects of each attribute, the terms hygiene factors, promoters, and direct influencers were utilized; as depicted in figure 15 below in relation to its link to context and gap in LMX.

Figure 17 Hospitality Contextual Influencers



From the illustration depicted , it can be gathered that as hospitality individuals were instruments of exchanges that allowed creation of memorable experiences for the customer; a key assessment criterion pertained to their ability to gauge customer expectations and tailor theatre accordingly. However, this chapter adopted a one-dimensional approach to revealing the hygiene factors, promoters and direct influencers that affected LMX. Meaning, it revealed findings from a dyadic level of analysis when in fact the experience production was created through a networked production as explored in section 6.2.3. In recognition of the role of a range of individuals from back of house, management , frontline staff and customers that contribute to the experience produced in addition to contextual influencers , multi-dimensional that contribute to the LMX construct were also recognised. Chapter 7 that follows, explores the multiple dimensions that manifested as influencers in the construction of LMX. Additionally, it also discusses the role of 'exo-dyadic lenses' and their manifestation within the dimensions identified.

Chapter 7: Exo-Dyadic Lenses and Dimensions in LMX

7.1 Introduction

Chapter 2 explored knowledge on LMX and revealed the assumptions that previous researchers have approached LMX studies with. Results from this research contradicted the assumption that LMX is constructed on dyadic exchanges, to reveal multiple dimensions that acted as influencers in the construction of LMX. Findings reveal the mechanisms via which the customer was a crucial stakeholder within hospitality exchanges. Consequently, section 6.4.2 explained how the customer, who is external to the LMX dyadic relationship between frontline staff and their immediate supervisor, could affect the exchange relationship due to their significance within the contextual setting. This chapter meets research objective 4 by exploring how a variety of entities external to any dyadic relationship have the power to influence it.

This chapter begins by corroborating the findings of this research with notions of the dyadic LMX construct established by previous researchers in Chapter 2. It verifies the applicability of current understanding on LMX before introducing the term of Exo-Dyadic Lenses (EDL) to dispute dyadic LMX and evidence dimensions that contribute to the LMX construct. This process of identifying dimensions and EDLs in LMX is in sync with abduction as it begins by verifying prior knowledge of LMX before building on that understanding by exploring inductive data. In recognition of the network with which hospitality work is engaged in Chapter 6, this chapter explores the dimensions within the network that influence LMX and reveals the EDLs within them. In total there exist 5 dimensions of LMX influencers; 4 dimensions external to the dyad in addition to dyadic exchanges that influence LMX. As dyadic exchanges have been heavily researched (see section 2.4.1), this chapter discusses the 4 dimensions external to the dyad and EDLs within each of them:-

- Member-Member Exchange (MMX)
- Leader-Leader Exchange (LLX)
- Leader1-Leader2 Exchange (L1L2X)

- Contextual Entity Exchange (CEX).

While EDLs and dimensions demonstrate the multiple dimensions with which LMX is influenced, this research recognises the individual disparity in EDL preference. Individuals tended to favour certain EDLs within the dimensions that influence LMX; albeit there were others recognised. For example, some individuals were heavily influenced by the MMX dimension; whereas others tended to rely on the CEX dimension. Nevertheless, they recognised the influence of both dimensions in their LMX construction. The dimensions and EDLs explored are collated through various incidents that individuals felt influenced their LMX relationship. The chapter concludes by recognising and articulating the various EDL's and the dimensions that they manifest within.

7.2. Corroboration of LMX beliefs

7.2.1 Manifestation of LMX

Fundamentally, LMX theory recognises that no two human beings are the same and thus each member has to be handled differently (Gooty and Yammarino 2016). This is perhaps the uniqueness of LMX that sets it apart from other leadership theories. It relies on a relational approach based on both leader and member characteristics to construct an exchange relationship (Graen and Uhl Bien 1995). This notion has been accepted by individuals from the research who believed that *"although I try to be equal and fair to all my staff"* (L1, A) *"each person will be very different"* (L1, D). The understanding individuals functioned within was that *"people have different learning styles"* (L2, E); likewise *"varying working styles"* (L2, B). In intent to be effective at work *"we have to understand each person and handle them accordingly"* (L2, A). One perspective that emphasises the importance of varying exchange relationships is that some *"employees are better than others"* (L1, C) and variation in handling them *"allows us to manage performance"* (L2, F). For example:-

"I have one waiter who earns most number of tips. With him I allow him to take off when he wants. Because I know he is an asset to the

restaurant. With other boys, I will be more strict. If they were that good then I will be flexible with their leave requests as well" (L2, C).

However, performance management is not the only motive for altering exchange relationships. It was felt that changing the style of leading depending on the member allows effective management of that member.

"My co-workers are all very different. There is a different way I speak with each person. Some need to be constantly told what to do. Others will take initiative and do tasks; they can think for themselves. Sometimes things like this are a confidence issue, so we need to handle accordingly, need to coach until he learns" (L2, E)

The key here is *"that you have to understand your staff" (L2, E)* and *"handle them accordingly" (L1, F)*. As M5.(A) says *"people work differently. For me, I am an inventory guy. I keep an eye on stock and make sure the count is right"*. Likewise some others *"might enjoy and be better at talking to customers" (M1, D)*. It is important to *"identify different skills people have" (L5, E)*. For instance, L2.(A) reveals:-

"Some people are good in the operation as in technical side while others will be very good in PR and talking to the guests. Both are very important in hospitality. The organisation sees people from different parts of the world. So it is important to have food knowledge as well as know how to talk to guests. In my restaurant, I place 2 or 3 staff specifically for the purpose of talking to customers. Their food knowledge might be limited but they will be confident in their language and speaking. They will be good at interacting with the guest and making sure they are comfortable or assisting them if they need anything. Similarly, I have staff who are not very confident people and have language issues, I use them in my operation to run food or make drinks. I have people in the bar who can do wonders with drinks. If you are not well and want medicine, they can even make medicinal drinks. I need both types of people, so depending on their skillset I place them"

Correspondingly, members concurred claiming *"even though it's the same organisation, the way our supervisors behave with us are different" (M3, A)*. Meaning, that despite organisational procedures being clearly articulated and hotels having a *"certain way of functioning" (M2, A)*, *"supervisors had their own personality differences" (L2, F)* when it

came to how they interacted with their staff. Some *"were friendly and supportive"* (M5, E), while others *"were very strict and kept a distance"* (M1, D). Due to which *"we need to understand and respond according to the character of that person"* (M1, F). For instance, M2.(E) claims:-

"The supervisors all are different characters. Some are jolly they will have a casual chat with us while we work; we will do things fast this way. Some are soft, they will not give us any tasks, they will just let us be. Some others will complain to the manager if he has any issue with us, instead of telling us directly."

Consequently M6.(A) asserted *"it is important to change depending on who you are dealing with"*. For example:-

"One of the supervisors is very friendly. We chat on the phone and he talks to me about his personal issues, we are friends. Another one is very soft natured, he's always teasing people at work but he is not professional. The third supervisor is extremely professional. He would never entertain any personal talks. When the other two are off and the second supervisor is on, he creates a lot of tension. He tries to show that he has everything under control but he will panic a lot and irritate us. So in that time I will take more responsibility and act like everything is under control to keep him calm. The third supervisor, even during busy times he will not step in and help us clear plates as he thinks its beneath him. So I know that I will only have to do those things when he is there." (M1, C)

This disparity amongst work relationships resonates with the element of differentiation which encompasses the fundamentality of LMX (Liao et al., 2016; Dansereau, Graen and Haga 1975). Differentiation in LMX holds that no two organisational relationships are identical and that individuals adapt themselves to conform to the expectations or requirements of their dyad (Epitropaki et al., 2016). Leaders and members engage in observations and sense making via social exchanges to construct role relations with their counterparts (Tsai et., 2017).

7.2.2 Evolution of LMX

The previous section discussed how LMX theory manifested itself within this research setting. It revealed the fundamentality of LMX differentiation that encompassed working

with an organisation. The section that follows further unpicks that notion of LMX differentiation that occurred. It elaborates on the evolution of LMX through the three stages: - initial interaction, conscious and subconscious work-related assessment and role routinization (Dulebohn et al., 2017). It corroborates LMX assumptions and evidences the thought processes that lead to differentiation and invariably ingroup and outgroup employees.

Initial Interaction

Prior to engaging with LMX differentiation, leader and member participants claimed: *"the first thing I do is meet the staff and get to know them and their mindset"* (L3, A). The reason this is important is because *"each staff has a different concept of thinking and we have to understand that"* (L1, D). The *"main role I play as a manager, is that I observe everyone"* (L1, F); this is especially the case *"when new candidates join the team"* (M4, A). One method of learning and understanding another staff is by *"talking to them"* (M1, E) or by *"spending time working with them which allows the relationship to form"* (L1, A). Similarly, L2.(A) asserted that *"it was crucial especially for new recruits to spend time getting to know people at work"*. This period of initially getting to know each other was considered to be pivotal in shaping the nature of their exchange relationship.

It is during this stage that leaders and members communicate expectations and agree on certain work-related behaviours (Epitropaki et al., 2016). L2.(A) revealed *"when I first started working here my manager explained to me my responsibilities"*. People will inevitably *"make mistakes"* (L2, F) or might *"not know how to do certain things"* (L3, A), because of which it becomes crucial to communicate to them *"how they should behave"* (L3, B) and clearly explain *"what their tasks are"* (L2, E) and *"how to do them"* (M1, C). Consequently, M3.(D) said *"when we are shown what to do, it is easier for us to understand what is expected of us"*, otherwise *"there could be misunderstandings"* (M1, D)

Liden et al., (1997) refer to this stage of the LMX construction process as 'initial interaction'. It is during this phase of the exchange relationship that leaders and members get acquainted; leaders transmit expectations pertaining to the work and

members reciprocate with reactions which feedback to the leader the member's behaviour (Dulebohn et al., 2017). It is a phase of the trial prior to any occurrence of differentiation (Nahrgang and Seo 2014; Graen and Uhl Bien 1995).

Work Related Assessments

Once an initial understanding has been gathered individuals then began to conduct assessments to judge the abilities and nature of each other (Nahrgang and Seo 2014). For example *"without knowing, if he makes a mistake, it's okay we can understand that he did not know"* (L2, F) but after *"repeatedly telling him"* (L3, C) if he continues to behave the same way *"I will then know that I have to change my approach with him as what I am currently doing is not working"* (M3, A). Leaders and members tended to assess each other on the basis of whether or not their counter-part met the expectations set. This phase of the LMX construction process is referred to as the assessment phase (Liden et al., 1997). Evidently, Epitropaki et al., (2016) confirmed that consciously and subconsciously leaders and members assess each other against the expectations communicated during initial interaction.

The assessment conducted lets the individual know about the characteristics of their counterpart which then influences how they engage within that exchange relationship (Seo and Lee 2017). For example, M2.(E) claimed that *"each supervisor has a different way of handling"*. Some are *"very strict and will always have a close eye on what we are doing"* (M5, A). If *"we make any mistake they will shout at us"* (M5, E), some others tend to be *"more friendly"* (M6, A), they will *"call us macha (Local word for friend) even when they are asking us to do things"* (M, A) In such scenarios *"when supervisors are friendly, it's easier for us to talk to them if we have some problems"* (M2, A). M2.(E) confessed *"we don't like it when the supervisor shouts at us"* (L2, E). The *"supervisor who always shouts during the shift, we will automatically not tell him anything"* (M4, E), *"even if a problem comes"* (M2, D). Leaders and members tended to conduct assessments on each other in order to determine an exchange relationship (Cropanzano, Dasborough and Weiss 2017). The assessment phase takes into account the perceptions and judgments inferred, that influence how they engage with each other within the dyadic exchange. Epitropaki et al., (2016) identify the assessment phase to be synonymous to one of role

making. Here, leaders and members engage in sense making to assimilate knowledge of their counterpart (Dulebohn et al., 2017). Social interactions are utilized to accompany these assessments and accordingly engage in reciprocity (Erdogan and Bauer 2014).

Alternatively, individuals utilized the assessment phase to influence the exchange relationship. L2.(A) claimed, *"when managers give me responsibility and I meet it, they also support me more"*. Likewise, M6.(A) said *"I have to prove myself to my manager and show him what I bring to the table. I will show him who I am and how I do things so that he can rest assured that I will take care of what is given to me. I will make him confident in me that way"*. To further illustrate M3.(E) elaborates on an incident where:-

"I always had an interest to work in bar. I would keep asking my managers and supervisors to give me the opportunity. So one day they were short of staff in the bar and my manager asked me to go cover it for a day. This was my chance and so to fulfil my ambition I worked really hard that day. I was the only one in the bar counter that day and there were no problems. At the end of the shift my manager came and he appreciated me. He gave me a chance and I did not let him down, so he let me continue being a bartender... He encouraged me to grow and said that he would give me more opportunities if I worked hard".

The incident illustrated how an individual had the power to shape his exchange relationship by influencing his counterpart's perceptions. As a consequence, the inference made by the leader is *"that he is able to take control"* (L3, B) and be *"responsible"* (L3, B) because of which *"I shall loosen my grip on him"* (L1, B). As an after effect of the assessment phase, Liden, Sparrowe and Wayne (1997) claim that mutual expectations manifest. Likewise, an understanding of their counterpart and how they function is gauged (Dulebohn et al., 2017); allowing role making phenomenon to occur.

Role Routinization

Eventually after a period of observation and assessments individuals tended to assign certain role related assumptions in an attempt to make sense of and predict the behaviour of their counterparts within the dyadic exchange relationships (Cropanzano, Dasborough and Weiss 2017). For instance, L2.(F) revealed an incident where:- *"There is*

a guy that is always tensed. His attitude is such that, if you say anything to him that he does not like to hear or anyone shouts at him he will get extremely angry". The behaviour observed during the assessment phase had the potential to affect how individuals engaged with them within a dyadic relationship. For example, in such scenarios *"it is important to call them separately and talk. Otherwise, it amplifies the situation"* (L3, F). If you *"talk to him in front of everyone, he will create a scene"* (L2, A).

The assessments conducted reveal to both entities of the dyadic relationship characterisations of their counterpart (Liden, Sparrowe and Wayne 1997). Overtime conscious and subconscious collation of assessments over unstructured activities leads leaders and members to fixate on exchange relationships (Liao 2017). As previously put forth *"each member of staff will be very different"* (L3, A). But you can *"observe and learn how they are"* (L1, F). L2.(F) said *"One of the boys I work with is not much of a talker. But no matter what task I give him he will get it done";* when things get hectic *"or during busy periods I know I can depend on him"* (L2, C). *"I have watched him for a while now and I know that even if some complaints come in, I don't need to step in. I will just stand back and watch because I have the confidence in him to resolve it on his own"* (L1, B). Liden, Sparrowe and Wayne (1997) refer to this stage as 'role routinization'. It is during this phase of the LMX construction process that behaviours become interlocked resulting from collaboration over unstructured activities (Cropanzano, Dasborough and Weiss 2017). A role-based identity is created, where two individuals synchronise on an unspoken understanding of dyadic functioning (Erdogan and Bauer 2015).

The role related characterisations that individuals assigned to their varying counter-parts eventually evolve into a situation where some staff are preferred over others (Yu, Matta and Cronfield 2017). As L1.(F) claims *"once we understand the person we will know what their strengths and weaknesses are ", "so we will place them accordingly"* (L3, A). L2.(E) admits *"yes there are some staff I like better than others" and "with whom I enjoy working with more"* (L2, C). Correspondingly M1.(D) *"even amongst my two supervisors I have a favourite and I will listen to that person more".* The *"way we work with different supervisors will be different"* (M2, E). For example *"I once had this boy that would back answer to everything I would say. I knew I had to publicly put him down otherwise he would not stop"* (L5, E). In contrast *"one member of staff was also quick to learn what I*

taught him. He would take initiative and do things. If there is a chance for a promotion I would definitely support him for it" (L1, A).

As explained in section 6.2.1, at the crux of LMX is the notion of differentiation in how a leader engages with various members based on the role routinizations constructed (Erdogan and Bauer 2014). Eventually, these characterisations along with differentiation in exchanges conducted lead to an ingroup outgroup scenario amongst members (Boies and Howell 2006). It is believed that those who fair better in the LMX assessments develop stronger relationships allowing them benefits as evidenced above (Dansereay, Graen and Haga 1975). The section that follows further explores the assessments leaders and members conducted which contributed towards their LMX construct.

7.3 In Dispute of Dyadic LMX Construction

Previous researchers have assumed that differentiation and the construction of LMX are limited to dyadic exchanges (Epitrokpaki et al., 2016; Lee, Thomas and Guillaume 2015; Matta et al., 2015; Lee and Carpenter 2017), albeit constructed relatively (see section 2.3.2). The subsections that follow corroborate how dyadic exchanges contribute to LMX formation; after which the term exo-dyadic lens (EDL) is introduced to explore influencers external to the dyad. It begins to unpick LMX to reveal some of the aspects external to dyads that might affect the way two individuals form their exchange relationship. Correspondingly, the section ends by identifying dimensions that EDL's manifest within.

7.3.1 Dyadic LMX Construction Assumption

A dominant opinion that surfaced from the data collected was that the way a leader and member behaved in relation to each other had a significant impact on the nature of their LMX relationship. For example, from a leader perspective L1.(D) admitted that *"I look at how willing he is to learn from me and that influences how much effort I dedicate towards teaching him and supporting his growth"*. On the other hand, from a member perspective M3.(D) claimed *"I look at how humane he is with me. I've had a supervisor before who used to treat me very badly for coming 10 minutes late. He would not take*

into consideration the distance I travel from home or the number of buses I take to get to work". It was of mutual agreement that the dyadic relationship experienced was co-produced between the leader and the member. Meaning "the way the staff behaves with me, I will accordingly behave with them" (L3, A) likewise "our supervisors will interact with us based on how we are working" (M2, E). To further illustrate, leaders across all 6 organisations included in the research sample were asked:-

"Researcher: What influences how you see a member of staff?"

(L1, A): I see how handles different issues

(L3, B): I look at how he speaks

(L1, C): I keep a close watch on his behaviour

(L1, D): I see how much knowledge he has and how much he tries to improve himself

(L5, E): I try to understand his views

(L2, F): I look at his control on language and how well he is able to interact with me"

Likewise, members across 6 organisations were asked the exact same question

"Researcher: What influences how you see your leader?"

(M3, A): I see if he is the kind that shouts all the time and that changes how I behave with him

(M2, B): I see if he is respecting me and accordingly give him respect

(M2, C): I see how he conducts himself at work, whether he is following what he expects me to do

(M2, D): I see how much he supports me during busy period

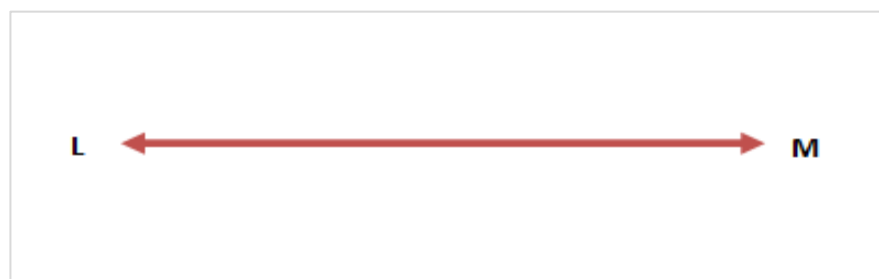
(M1, E): I see how much he wants to improve and is willing to teach

(M2, F): I look at how friendly he is and doesn't feel the need to use authority to get us to do things

Both leaders and members expressed how the behaviour or trait they perceived in their counterpart influenced how they would engage in the exchange relationship; even though the inferences made were varied and their reactions diverse. This notion of LMX has been heavily researched, where researchers fixated on identifying attributes individuals perceived in each other and exploring how that impacted the way they

engaged within their LMX (Epitrokaki et al., 2016). For example, Lee, Thomas, and Guillaume (2015) researched attitudes that individuals perceived in their counterpart and how that affected LMX strength. Likewise, Zhang, Wang, and Shi (2012) explored role congruence between individuals and the impact of that on the dyadic relationship. LMX constructed via dyadic exchange remains a popular area of interest amongst LMX researchers as they strive to gain a greater understanding of attributes that affect LMX (Sniderman, Fenton-O'Creevy and Searle 2016), and is illustrated in figure 18 below.

Figure 18 LMX Dyadic Construction



While dyadic exchanges influenced the nature of the relationship, the data also suggested that dyadic relationships were constructed relative to other members within the workgroup. As L2.(E) said *"when I work with them, I get to see which guys are more interested to learn. The guys that ask questions and look to improve themselves are 100% better than those that put off the learning thinking they will pick it up later"*. Similarly, L2.(A) claimed, *"I look at how they all handle different situations and I will get to know who is better at doing what"*. The behaviour and traits of individuals within the workgroup brought in a *"comparative"* (L2, B) element that affected dyadic relations. As revealed in section 6.2.1, differentiation amongst employees is a common occurrence within a workgroup; *"just like how all five fingers on your hand are different, staff will also be different"* (L2, A). Each person brings *"a different skill set"* (L1, F) to the table which can be *"seen when you spend time with them and get to know them"* (L1, B). For example, L3.(F) elaborated on an incident:-

"There is a person who has been working with me for longer about three-four months. He is much better than some of the other guys who are perhaps newer and less experienced. Because of his

knowledge I used to appreciate him a lot more than I did the other guys."

This phenomenon of comparing individuals with others within the workgroup and constructing a relationship as a consequence to that is termed Relative Leader Member Exchange (RLMX) (Verbrigghe 2014). Researchers recognise the fundamentality of differentiation in LMX construction and have claimed LMX to be constructed relative to the group (Harris, Li and Kirkman 2014; Cropanzano, Dasborough and Weiss 2017). If members were perceived to perform better than the average ability of the workgroup it resulted in stronger LMX (Kraimer, Seibert and Astrove 2015). Likewise, if the Member performed at a lower level compared to the rest of the work group, it resulted in low LMX (Tse 2014), as illustrated in figure 19 below.

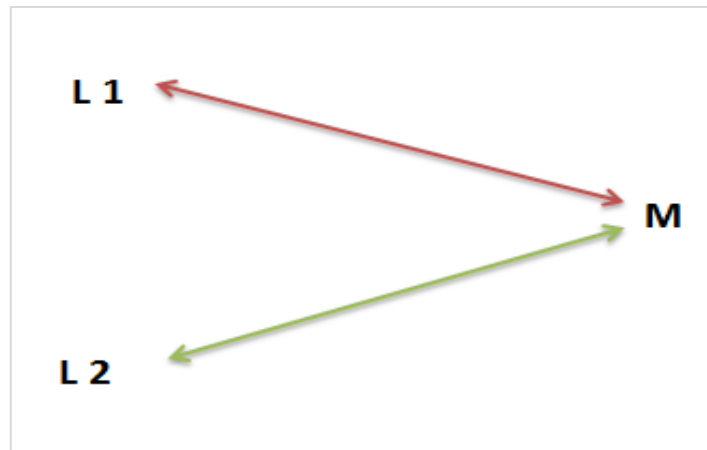
Figure 19 LMX Constructed Relatively (Leader)



It is noteworthy to reiterate that this concept of relatively forming exchange relationships is not one sided. Meaning it is not just up to the leader to conduct *"comparisons between staff"* (L1, E) and thus *"form different relationships with them"* (L2, F) as a consequence of that. The members also conduct a similar comparison amongst leaders resulting in differentiation that is aided by relative LMX as explored in section 6.2.1. This notion was supported by Erdogan Vidyarthi and Liden (2014) who pioneered LMX research from a dual leader dimension where they recognised the member's dyadic

relationship with one leader existed within the context of the other as illustrated in figure 20 below.

Figure 20 LMX Constructed Relatively (Member)



It has been claimed that members experience relative deprivation where they assess their relationship between two leaders within an organisation to assimilate knowledge of their significance and social standing (Smith and Pettigrew 2015). They then conduct a comparison between the two leaders in a similar fashion to RLMX, to assimilate their satisfaction and consequently preference of leader (Erdogan Vidyarthi and Liden 2014).

This section explored how dyadic relationships were constructed based on the behaviour and traits observed and assessed in their counterpart. Similarly, the concept of relative LMX construction where dyadic relationships were constructed in relation to the workgroup in which individuals were embedded was discussed. These ideas were corroborated with knowledge from the literature evaluated in Chapter 2. When individuals were asked about what influenced their perceptions/ exchange relationship they revealed characteristics or traits assessed in their counter-part. However, when they were asked to reveal incidents that caused them to change their exchange relationship they revealed factors external to the dyadic relationship which acted as influencers. The findings that surfaced from this research exceeded prior knowledge of LMX and introduced multiple dimensions that were external to dyadic relationships that

influenced LMX. The section that follows coins the concept of exo-dyadic lenses to discuss LMX influencers that are external to the dyad.

7.3.2 Exo-Dyadic Lenses ©

Leader Member Exchange has previously been assumed to be constructed on a one-dimensional level. Meaning, as explored in the previous section, researchers have assumed that LMX is constructed based on characteristics of individuals involved in the dyadic relationship and their comparison within the workgroup/other leaders in forming LMX (Seibert, Sparrowe and Liden 2003). Data from this research suggests that there are factors external to dyadic exchanges that impact the nature of the exchange relationships. This section coins the term 'Exo-Dyadic Lenses' (EDL) to present the factors external to dyads that act as influencers. Additionally, it presents a synopsis of the various EDL and clarifies the multiple dimensions that contribute to LMX construction.

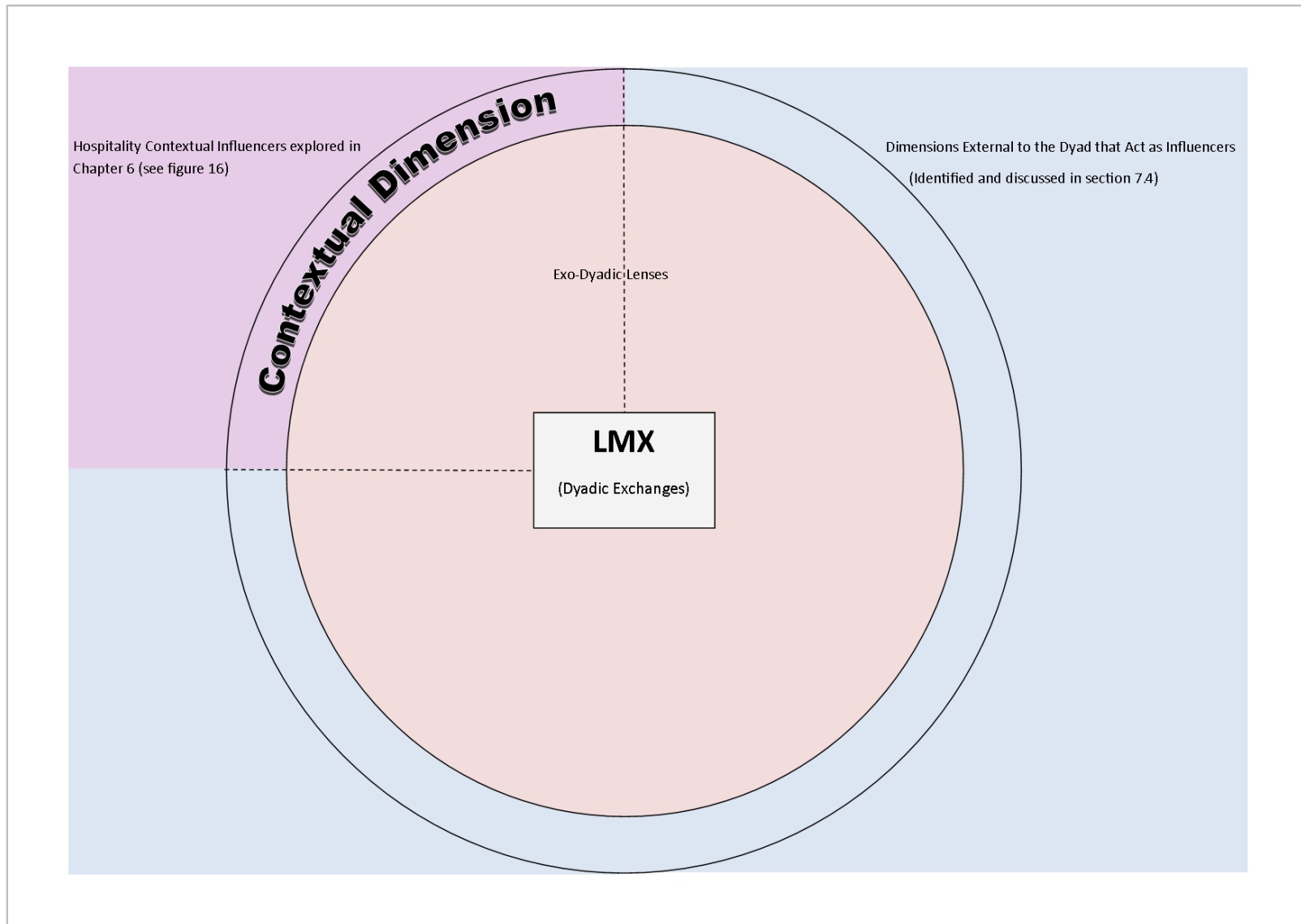
The aim of the term exo-dyadic lens was to represent new dimensions to understanding and researching the formation of LMX. This research recognises previously discussed notions of LMX and RLMX to be a one-dimensional approach as it only takes into consideration behaviour and characteristics of what individuals bring to an exchange relationship. They disregard other externalities that might factor into the assessments leaders and members construct. For example, Lee, Thomas and Guillaume (2015) researched attitudes that individuals perceived in their counterpart and how that affected LMX strength. The problem with that line of thinking is that it assumes two individuals utilise the same attributes to conduct assessments and construct LMX (Erdogan, Bauer and Walter 2015). While in reality, due to the subjective sense making that encompasses the assessments conducted and role relations inferred (Kaupilla 2016), there are discrepancies in what influences the way an individual perceives their counterpart. Data collected suggests that exchange relationship experienced between two individuals is not entirely constructed on dyadic exchanges, albeit that plays a role.

Individuals felt that there are *"many ways to judge a person"* (L2, A) and although *"how they behave with me affects how I handle them"* (M2, E) it *"isn't the only thing"* (L1, D) that dictates the nature of the exchange relationship. As L1.(D) claimed *"I won't just see how he behaves with me alone", "there are many things important to the organisation"*

(M1, E) and *"I will look at all those things"* (M2, C). For instance, Chapter 6 was dedicated to exploring the role of the context and its influence on LMX. Section 6.2.1 had discussed the significance of the customer in hospitality following which Section 6.3.2 and 6.4.2 had explained the affective power of the customer and the role they played in influencing LMX. The customer, an entity external to the dyadic relationship was evidenced to have power in influencing the exchange relationship between any two people. For example, M3.(D) claimed: *"the most important is how staff are able to take care of the customer and that is what influenced how I see them"*. If the customer *"provides good feedback"* (L2, F) or if *"I can see that my staff has been able to satisfy the guest"* (L1, B) those aspects influence how *"I see and engage with that member of staff"* (L2, C). Ultimately, in the hospitality industry, staff attempt to create and cater to customer satisfaction in an attempt to practise economic activity (Hemmington 2007). As customer satisfaction is critical to the survival of the organisation (Tasci and Semrad 2016), leaders and members were assessed against attributes of contextual significance.

The examples above serve to illustrate how LMX was constructed based on the input of the customer or via judgment of how the staff are able to deal with the customer. Either way, the LMX assessment conducted surpassed mere dyadic exchanges. Leaders and members were taking into consideration the ability of their counterpart to handle an external entity (customer) that was considered to be critical within the hospitality context. Assessment based on entities of contextual significance was an example of a lens utilized in LMX construction. This research identifies the word 'Exo' to represent the externality of the entity that acts as an influencer while 'Dyadic' means relating to two individuals. Likewise, the term 'Lens' was specifically chosen to represent the cognitive dimensions that affect the construction of LMX. Therefore, the term 'Exo-Dyadic Lenses' is defined as cognitive dimensions external to the dyadic relationship that act as influencers in LMX and is illustrated below in figure 21.

Figure 21 Exo-Dyadic Lens



The contextual dimension was one example of an influencer. However, running parallel and occurring contemporaneously are multiple dimensions that influence LMX. In synopsis L2.(A) asserts:-

"There will be so many panels of judging a person. You have to see how he behaved with the guest, how he works, how productive he is compared to other guys and how much knowledge he is having about the work he is doing. At the same time, I look at the relationship he has with his colleagues. How well he gets along with them in terms of working together and also how he treats them. Also what they think of him is a judgment criterion."

Similarly, members corroborated that perspective and attested that *"we will see how good our supervisors are based on how well they train us"* (M3, D), *"how much they help us out when its busy with customers"* (M2, C), *"how well they take care of customers"* (M2, B), *"what other staff say about the supervisor"* (M1, D) , how *"he compares to other supervisors"* (M2, E)and *"how he treats me in comparison to how he treats other staff"* (M1, D). Evidence from the data does not negate previously coined understanding of how LMX is constructed through dyadic exchanges. Rather, the data exposed additional cognitive dimensions referred to as exo-dyadic lenses (EDL) that act as influencers. The section that follows further unpicks the aspects mentioned in the synopsis above to explore in greater detail the dimensions that EDLs manifest within.

7.4 Dimensions at Play

The previous section introduced the term EDL and disputed one dimensional LMX construction. It presented a synopsis which evidenced the multiple aspects external to the dyad that leaders and members were taking into consideration while constructing their LMX relationships. Although the data from the research evidenced 5 dimensions that influence the formation of LMX, this section explores and discusses only 4 dimensions that act as influencers in LMX:-

- Member to Member Exchange (MMX)

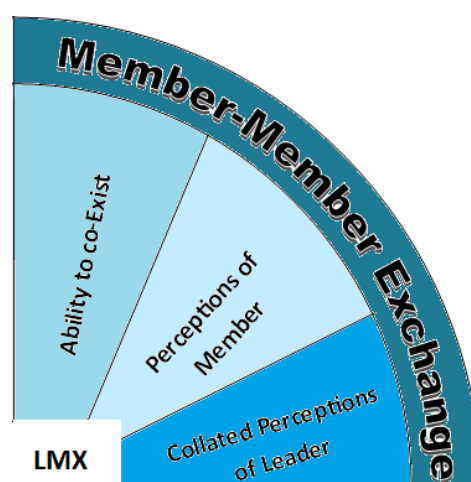
- Leader to Leader Exchange (LLX)
- Leader 1 to Leader 2 Exchange
- Contextual Entity Exchange (CEX).

Each of these dimensions are recognised to be exchanges in their own right which influence LMX. For purposes of restricting repetition, this section does not elaborate on the 5th dimension dyadic exchange (one dimensional exchange) that influence LMX as this has been previously addressed in section 6.3.1 as well as heavily recognised by the literature in Chapter 2. This section is structured to evidence and discuss each dimension while simultaneously revealing the EDL's that manifested within it.

7.4.1 Member to Member Exchange and LMX

Within this research context Member to Member Exchange is identified to be the interactions, relationships, and behaviours between members of an organisation. This subsection clarifies the significance of MMX within organisations which invariably contributes towards assessment criteria; consequently acting as an influencer in LMX. There are 3 EDL's that surfaced under this dimension, illustrated in figure 22. The first EDL was the ability of staff to work in cooperation and their compatibility with other members referred to as their 'mingling' ability- an expression used extensively by individuals from the research. The second EDL was the perceptions of other co-workers and what they said/felt about the member. The third EDL was the collated perceptions of members which influenced how they engaged with the leader.

Figure 22 MMX and EDLs



The literature in Chapter 3 section 3.5 and findings in Chapter 6 section 6.2.3 confirmed the networked operation that entailed hospitality work. To reiterate, findings revealed the manner by which working within the hospitality context was not of an isolated individualistic nature. As L2.(A) claims *"it's not a one-person job"*, working in hospitality is highly dependent on *"teamwork"* (L3, B). In essence hospitality work entails a group act combining various individuals who *"support each other"* (L1, D) to create the experience for the customer. It was considered to be critical within the operation of hospitality work for staff to work cohesively as improper cooperation resulted in detrimental results for the customer and inevitably the organisation. For example M5.(E):-

"In my team sometimes when staff don't cooperate they run around like headless chickens. As a hostess my job is to talk to the guests to make sure if they are comfortable and satisfied. At that time when the guest is asking me for something, I tell the waiter in charge of tending to that table and if he does not listen to me the coordination will be off and errors will happen."

This has been supported by Bouranta, Chitiris and Paravantis (2009) who recognised that despite frontline employees possessing the responsibility of conducting service encounters, they rely on support from a network of co-workers. Not only do they require assistance from 'back of house' employees in providing timely delivery of food and maintenance of servicescape (Boon 2007), it is also the other frontline employees present within the servicescape who contribute to the customer's experience (Knutson and Beck 2004). It has been recognised that should frontline employees not be synchronised and well-coordinated in their service exchanges, there may be increased possibilities of error which might hinder the experience for the customer (Boon 2007). The customer's hospitality experience can be perceived as a consequence of all the employees that contribute towards the experience production, be it food preparation or theatre performance orientated (Hemmington 2007).

EDL 1: Ability to Co-Exist-Direct Influencer

As members' working in unity was of vital importance to the organisation's success, leaders tended to assess members on their ability to work in harmony with each other. There are two main EDL's that surfaced as a result of this notion. The first EDL pertained

to the ability to *"interact and work well together with everyone"* (L3, A). The belief was that *"staff have to work very closely together in order to offer good customer service"* (L2, E), which made *"friendliness"* (L1, B) amongst co-workers an imperative. This was even more so due to the *"extended work hours"* (L2, F) that entail hospitality work. The *"staff spend more time at the hotel than they do with family"* (L1, B), because of which *"it is important to develop a good relationship amongst staff. This generation of hospitality workers want that"* (L1, F)- to illustrate L3.(A) asserts:-

"Nowadays staff want to mingle with people when they come to work. They like to spend time getting to know each other, how each person operates and how to react to different people. In situations where they don't know something or if it's busy and they have made a mistake, they are more open and find it comfortable to ask for help if their co-workers are friendly and supportive. If people are harsh with them, they will get frustrated, irritated and be less likely to care which ultimately affects service."

Additionally, *" good relationship between staff where they talk, make jokes and get along with each other will help them overcome guests that are very fussy"* (L3, B). As previously mentioned in Chapter 6 section 6.3.2, hostile customers have the ability to affect the *"mental"* (M3, D) wellbeing of staff and consequently the enthusiasm with which they approach customer service. A cohesive work environment has the ability to combat the negative effect of customers by *"supporting each other"* (M3, E). Not only can *"other staff step in and help when a customer might be harsh with one person"* (L3, E), they act as mental support structure to *"overcome any issues that might bother them"* (L3, A), ultimately ensuring that *"service is not affected"* (L1, D). However, if *"staff don't get along with each other and constantly have fights within themselves"* (L2, F), it causes a domino effect which results in disrupted service. To clarify how the lack of mingling could affect service M1.(E) reveals:-

"When I started getting a lot of reviews on Zomato and TripAdvisor the management team came and met me and were very happy. But the other staff started teasing me and making fun of me. They couldn't digest it, they would always ask if I was making my friends write good reviews about me. After one point they would try to spoil my service. The chef would not serve the food but he would say that

the food was ready and that I never came to pick it up. They have done things like this many times. In the end customer suffers as they have been waiting"

As the notion of mingling was found to be influential in the organisational outcomes, leaders assessed their members based on that characteristic. L1.(D) claims *"the team has to mingle otherwise it becomes very difficult and the production is incomplete"*. Thus *"I see how well the staff is integrating with the workgroup"* (L3, A). For example:-

"One of my staff was in charge of doing the rota and he had access to all the information about when people had birthdays and wanted offs. So he would arrange a cake when he knew it was someone's birthday to have a party. Or he would organise events outside like socials or movie outings. He makes it fun and work and now all are jolly" (L3, F)

Consequently, staff that *"carried better relationships"* (L5, E) and acted as catalysts for mingling behaviour witnessed their LMX strengthen. On the other hand, those that consciously sabotaged the cohesion within a group witnessed their LMX weaken. As L2.(C) revealed *"sometimes when there are errors in the food that got served, both kitchen staff and waiters will blame each other and they will fight"*. A *"single cup of coffee takes time to prepare. On one hand, the customer is pushing us to be served quickly; we push the coffee shop and the coffee makers. If there is tension between the people, then nobody is focusing on making the coffee and things go out of control"* (M1, D). Hostility amongst entities of the production line affects service and hence affected LMX negatively. Similarly, in another circumstance, L2.(A) revealed:-

"The way my employees behave with each other have the biggest impact on how I see them. When they complain about each other, I tend to not get along with them as I don't trust people who complain. During my time working as an executive, there was a girl and a guy working under me who never got along with each other. They would always compete with each other. His PR (public relations) skills with the guest were really top notch and she was strong on the technical side, in things like food knowledge. On an individual level, they were both very good. But they were competitive to an extent where it started to cause a break in the team. When they were both absent the team was fine. But their presence forced people to pick sides. It became a struggle as some people liked her, while the others liked

him and they would often clash during service time. It frustrated me to a point where I considered letting one of them go. But they were both so good! So I came up with a strategy to make effective use of both of them. As the girl was so good in her knowledge of food and wine, I put her in charge of running products. Similarly, as they guy specialised in talking to guests, I made that alone his responsibility. It was a very challenging time, but after 3 months the situation stabilised as they each had their show to run"

The incident revealed above showed how animosity between two members of staff could spread and affect the operation of the work group. It is for this purpose that "mingling behaviour" (L3, A) or ability to co-exist was a direct influencer in LMX.

EDL 2: Member Perceptions (Strong LMX- Direct Influencer)

The second EDL under the MMX dimension was "what other people said about a specific member of staff" (L2, F). For example, a unanimous belief was that staff need to be "honest" (L1, F), "open" (L3, A) and "share" (L1, D) any difficulties that they might face. These characteristics were found to be critical within the service environment to conduct a smooth production of service. To illustrate M3.(A) said:-

"We had a guest who ordered a beer. But the guy that took the order forgot. Sometime later the guest complained saying that he has been waiting for 15 minutes and still the beer has not arrived. When I asked the guy responsible he said that he had gone to get more beer from storage. Then sometime later the guest ordered three more beers and once again this guy took a long time to get it. The reality was that he forgot but he did not admit it. If he was busy he could have asked someone else to help instead of causing an issue for the customer."

L3.(C) confessed, "it's not every day that I am on shift with the same members of staff", so in order to know what each member is like "I will get news from other members on what happened" (L1, F). If someone did well "people will spread the word" (L2, F) similarly, "if someone makes mistakes that news will spread and everyone will come to know" (L1, A). This exchange of knowledge that occurs between individuals influences the perceptions staff have of one another, which affect how dyadic exchange relationships are engaged.

"Once there was news that someone was stealing tips. There was a rumour going around about who that was. I didn't believe it at first because this person was really good at their job and spoke to customers really well. But after that one staff showed me a video clip from CCTV of this person stealing the money. After that I lost respect for him"

Although staff felt that they were influenced by the perceptions and opinions of other members this alone did not result in a direct impact on LMX. L2.(A) said, *"I won't just see what other staff say as sometimes they speak ill of each other because they have some issue"*. For example *"once one staff had committed a mistake in order to cover that mistake he blamed some other staff. I only got to know later"*. Poulston (2008) identified theft to be a common issue within hospitality venues and claimed that the way people responded to theft varied depending on the type of worker; with young people and casual workers being most tolerant. In recognition of the disparity in perceptions of incidents in the hospitality workplace, L2.(E) admitted: *"I will get to know about how a staff works from other staff but I won't blindly believe"*. However, a member of staff who enjoyed high LMX with a leader had the power to influence the way another member of staff was perceived. For example L1.(B):-

"If I have a staff who is good with me and I've known him for a while and seen the way he works. If he tells me about another guy and that he is not doing work properly then I will believe him"

This is especially the case when there are *"new staff"* (L1, F), where *"I depend on the staff who have been there longer to tell me how the new guy is progressing"* (L2, A). The perceptions and opinions of members who enjoyed high LMX had a direct influence on the LMX between his leader and another member. Previous notions of interpersonal intelligence and its significance in assisting theatre act in hospitality exchanges was established (Bharwani and Jauhari 2013; Hemmington 2007). As it was the ability of staff to function cohesively, perhaps, interpersonal intelligence manifests not just in customer interactions, but also in member to member exchanges.

EDL 3: Collated Perceptions of Leader- Direct Influencer

The third EDL under this dimension embodied an inverse approach to the previous EDL discussed. Within this lens, members take into consideration what each other has said about a particular leader which influenced how they engage with him/her within their dyadic relationships. Here, members exchange and collate their perceptions of their leader to define the nature of their individual exchange relationship. For instance, M2.(A) said *"when I was new, I did not know anything. So I listened to what my colleagues said. They would tell me about all the different supervisors and I would follow them"*. Correspondingly M2.(E) admitted *"if the manager does something I don't like, I can't tell senior management or I might not be able to tell him directly. But I will go and tell all the other staff what he did so that they will know how he is"*. The exchanges between staff influenced how they perceived their leader and thus impacting their exchange relationship. For example:-

" R: Can you tell me about a time when something happened that changed the way you saw your supervisor?"

(M1, D): Once the owner had placed some decorative plates on the wall. While cleaning, one of the staff broke one of the plates. He said he did not even touch it and that it just fell when he was next to it. The plates were very expensive and as punishment, the manager took 5000 rupees off his salary- that was half his salary. I will never forget that. He was so down. He has kids and a family to feed."

Similarly M2.(C) *"I have both seen and heard from other boys how the manager sides with local people. If there is any issue between local and north Indians he will always side with local. So I don't go to him for anything"*. Negative perceptions of the leader were exchanged amongst members whereby they independently developed weaker LMX with said leader. Conversely, exchanges of positive perceptions of the leader amongst members resulted in a stronger LMX bond between individual members' and the leader. For instance:-

"We have a manager in a restaurant, everyone would say that we need to insure his mouth as the way he talks to guests is so good. He has his own style and everyone used to praise him. So because of that

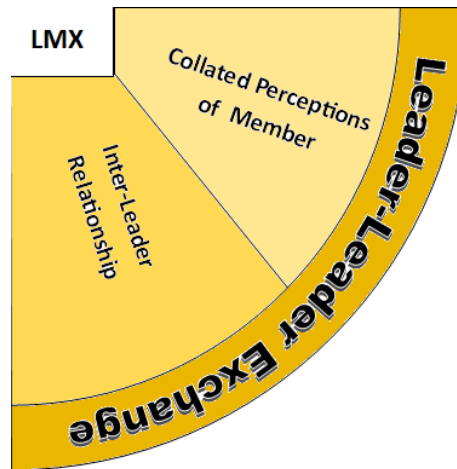
I would try and be more like him; so that I can also get lots of reviews on social media." (M1, E)

Similarly, M2.(C) said *"we were all just talking about how <leader x> always conducts a briefing before the shift to tell us what is going on. Everyone felt this was useful because we can know information about what the shift will be like and where to focus"*. The members exchanging approval or praises of a leader resulted in stronger LMX formations. Thus the word of mouth exchanges between members had a direct influence on the LMX they constructed with their leader. Erdogan Vidyarthi and Liden (2014) recognised that a member might draw comparisons between two leaders within an organisation to assimilate preference or favour towards one leader. However, the influence of other members within the workgroup in contributing to how a member perceives a particular leader was an EDL that manifested.

7.4.2 Leader to Leader Exchange and LMX

Similar to MMX, LLX refers to the interactions and exchanges between two leaders and its impact on the relationship between the leader and a member. It is important to recognise that this dimension elaborates on the exchanges between two leaders within the same hierarchical status; i.e. two leaders who work as a supervisor or team leader but both of whom share the exact same level of responsibilities and authority from the organisation's standpoint. This section elaborates on the influence of LLX relationships on LMX via two EDLS, which are illustrated in figure 23. The first EDL pertains to the interactions between two leaders and how perceptions of their exchanges can influence the way members to form exchange relationships with them. The second EDL adopts the reverse perspective where exchanges between two leaders influence how they engage with a member of staff.

Figure 23 LLX and EDLs



EDL 1: Inter-Leader Coherence- Direct Influencer

Previously in section 6.2.1 the notion of differentiation was explored from both a leader and a member perspective. To reiterate LMX differentiation is a comparison that individuals make amongst others within the work group in order to construct their exchange relationship. For instance, M1.(D) claimed *"I like < leader x> better as a supervisor. He teaches us and even I can see he is really good with customer. <leader y> is not like that, he will stand behind chatting"*. This is an example of a comparison drawn between two leaders which resulted in the member forming stronger LMX with one over another based on assessments conducted (MMX dimension). Within the LLX dimension, the first EDL pertaining to the exchanges between two leaders and its influence on LMX differs from differentiation. Within this EDL members don't assess and construct exchanges based on a comparison. Rather, they conduct assessments on the interactions and exchanges between two leaders that they perceive. For example, M1.(C) revealed an incident:-

"Sometimes between both my managers there will be constant crisscrossing (arguments), at that point I won't listen to both of them. I don't want to get in between them and follow one person over another. So I will do my own thing."

Similarly in another scenario:-

"Researcher: Is there anything you dislike about your manager?"

(M3, D): When there is some issue with customer (L2, D) will always let (L1, D) go and solve the problem. (L2, D) won't go because he is scared he will get complaints; he doesn't want the bad name. (L1, D) will take responsibility and do"

In situations where there are multiple leaders on the same level of the hierarchy there tended to be some who would group together to alienate another. A leader would seldom openly put down another leader to "pick sides" (L2, C) to show his preference of some leaders which invariably demonstrated the lack of unanimity. When members perceived tension or that their leaders were divided it resulted in lower LMX overall rather than with an individual leader. Conversely, when two leaders demonstrated a united front where they co-exist successfully it had the opposite effect resulting in stronger LMX from the perspective of the member. For instance, M1.(E) said:-

"When they work together to teach us; one will show us the service side, the other <name anonymised> will teach us about social media and apps like Zomato. I have so much respect for both of them. They support me so much"

When "all the supervisors are friendly with each other" (M5, A), it is "nice to work as everyone is supportive" (M1, B) and "we can work together to take care of the customer" (M1, D). When members perceived their leaders to gel well together it contributed to stronger LMX with all parties involved. Thus the manner by which exchanges between leaders influences the way members engage with them can be gathered making leader coherence a direct influencer.

EDL 2: Leaders' Collated Perception- Direct Influencer

The second EDL manifests conversely where leaders exchange interactions and perception of a member which influences how they engage with him/her. The understanding amongst leaders was that "first we will spend time with them to watch them closely and get to know their characteristics" (L1, C). Once they "observe" (L1, F) the members, the leaders collate their perceptions to decide on an exchange orientation for that member. To illustrate L2.(E) said:-

"We have briefings twice a week where we discuss what went on in previous shifts and what is going to happen in the next one. At that time all the managers will tell what members did, who did well and what the faults made were. Then we come to know about different staff"

The exchange of information pertaining to the characteristics, strengths, and weaknesses of a particular staff influence the way leaders perceive members. Consequently, L2.(F) admitted, *"I observe how <leader x> acts with the juniors and I also react the same way with my juniors"*. Due to the privileged position of being leaders within the organisation's hierarchical setting one leader's perceptions of a member influenced the LMX relationship between another leader and the member. To demonstrate how LLX leads to negative leader perceptions of another person, resulting in negative LMX L2.(B) reveals:-

"Sometimes we are lenient with staff; if they have some programme and want to leave early we will allow that. But one staff used to do this always. When I am on shift he will ask me and if the other supervisor is on shift he will ask him. So after some time we got to know he keeps switching who he asks, but he leaves early very often. This made me think of him in a bad way. This behaviour is not okay. It's not about finishing the tasks early and leaving. He should do as much as he can within the work timing he has"

Conversely, should a leader express positive comments about a member to another member that had a positive influence on the LMX relationship between the leader who was told the positive comments and the member in question. For example, it is common practise within hospitality organisations *"to see which staff are interested to learn and put in the effort"* (L1, D) and then determine *"a growth path for them accordingly"* (L2, A). When I see staff *"take initiative to do work well"* (L2, F), *"I will definitely tell others to push him towards a promotion"* (L3, A). Thus exchanges between leaders pertaining to the character and quality of a member of staff had a direct influence on how LMX was constructed. Erdogan Vidyarthi and Liden (2014) recognised the dual leader influence on LMX and attested that leaders tended to conduct LMX relations in symmetry. They claimed that if a member was able to comply and meet the expectations of two leaders, the LMX relationship that both leaders constructed with that particular member became

stronger (Vidyarti et al., 2014). To add to that knowledge, findings from this research revealed that conversely, negative collated perceptions of two leaders could result in weaker LMX. Similarly, the member's perception of inter-leader coherence and its direct influence on LMX were also established.

7.4.3 Leader1-Leader2 Exchange and LMX

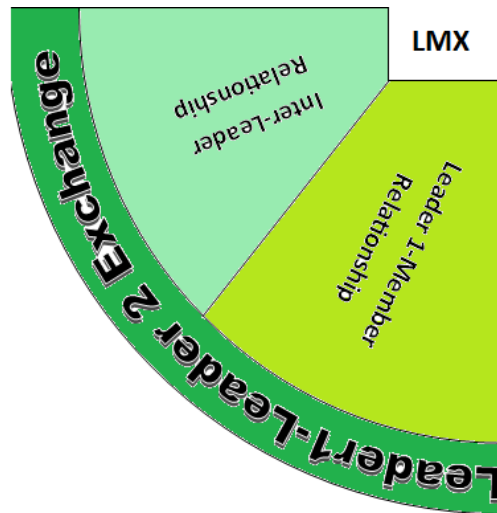
The previous section explored a dimension where two leaders on the same hierarchical level influenced LMX relationships. The following section introduces and discusses a dimension where a leader and a leader's leader influence the nature of LMX relationships (two leaders who are not on the same level of hierarchy), which is illustrated in figure 24 below. In layman's terms- how the supervisor-manager relationship affects dyadic LMX relationships. Within this section, the term leader 2 is utilized to represent the supervisor and leader 1 represents the manager (supervisor being hierarchically lower than the manager).

Figure 24 L1-L2-X Hierarchy



There are two EDL's that surfaced within this dimension. The first EDL pertains to the leader1-member exchange relationship and its influence on how leader 2 exchanges with the member and vice versa, which is illustrated in figure 25 below. The second EDL takes into consideration the leader 1- leader 2 exchange relationship and its influence on leader 2-member exchange relationship.

Figure 25 L1-L2-X and EDLs



The hospitality organisations included in this study all collectively acknowledged the structural hierarchy within their organisations which represented level of command and authority within which individuals were meant to function (L2, A) (L1, B) (M2, C) (M1, D) (M1, E) and (L2, F). As a consequence of the hierarchical structure (L3, A) claimed *"my bosses and members are all at different levels"*, so *"according to their position we talk to them differently"*. Thus individuals engaged in dyadic exchanges with regard to the hierarchical value of an individual. For example L1.(A) said:-

"You can't talk things openly with the boss, because he is the boss. I have to carefully think and talk. It has to always be business related. With other colleagues it is okay, I can be casual. But with members I need to maintain distance while being jovial. Because they need to respect me"

This sense of hierarchical superiority was deeply embedded within the mindset of individuals. As a result of that (L1, F) asserted *"whatever the boss wants, it needs to be done. So that I can have a good relationship with him"*. Likewise, (L1, D) expressed a strong inclination to *"follow"* whatever his leader bid of him. To illustrate:-

"Weekly once briefings will happen. At that time, the manager will come to listen to what happened after which he will teach us a few things depending on the faults that we have done. We have to make"

the manager happy and support him; for that, the associates (members) have to support us." (L2, E)

The understanding they functioned within was that in order "to make the manager happy we have to make the customers happy" (L1, D). As frontline staff (members) were the ones who came in contact with customers, supervisors relied on their support and proper execution of service encounters in order to meet the manager's expectations. Conversely, members acknowledged the influence of leader 1 in relation to the exchanges and behaviour within the organisation. M2.(A) asserted "*he might not be there every day, but our manager takes care of us and supports us*". Should there be "*any issue with supervisor, I would tell to the manager and he will help me*" (M3, D). Additionally, the belief was that the "*manager is the one responsible for all the important decisions*" (M2, E). Due to the significance of the hierarchical standing of individuals, the perceptions and exchanges of those that were higher up influenced the exchange relationships on any given leader and member that were lower on the hierarchical scale.

EDL 1: Leader 1-Member Relationship- Hygiene Factor

To illustrate, the first EDL explores how Leader 1 possesses the power to affect the leader 2-member exchange relationship via interactions with the member. An understanding that individuals functioned within was that the immediate supervisor is the person in charge of "*making decisions*" (L2, A) pertaining to them. When this notion was breached and leader 1 made a decision regarding the member without "*consultation*" (L5, E) of leader 2 it affected the exchange relationship between leader 2 and the member negatively. For example, L3.(C) claims "*the manager does not always know who is doing good work. He promotes the wrong people*". Holding a similar perspective L3.(A) revealed:-

"One of the associates has a lot of capability to understand things fast. Management rely on him more and place him in the main operation. Many difficult situations he can handle. But at one point they started putting him in charge of certain sections. That time I feel like they don't value me. It was my job to take care of sections and his

job to do as I say. By giving him that work, I feel like they don't trust me and think he's better than me.

The reason leader 2's felt like they were undermined was due to the strong sense of hierarchical functioning that was embedded within their mindset. L1.(D) claims "*just like I listen to my manager, my associates have to listen to me*". L1.(C) confessed, "*I don't like it when they don't follow what I tell them to do*". This gets aggravated when "*when I come late, and manager starts shouting at me in front of the associates, which makes me feel very bad*" (L3, F). Likewise, L3.(A) attested "*we also need respect if associates are going to follow what we are saying*". Conversely members also concurred M2.(E) claimed "*I find the supervisor to be weak when he doesn't come and tell me something directly. He relies on the manager to come and tell us what to do. This makes me think he does not know what to do*". Similarly, M6.(A) stated:-

"I had a supervisor once who was new. He would start telling me new ways of doing things which was very different from how we used to do things. Then the manager came and told him that the way I was doing was the correct way. After that I felt like the new supervisor did not know anything and that I only have to tell him how things are done"

When leader 1 undermined leader 2 within the organisation it resulted in weaker LMX between leader 2 and the member. However, when the leader 1 and leader 2 worked in harmony and together guided the member through their work-related tasks it did not necessitate strong LMX between leader 2 and the member; as the belief was that it was the "*proper way*" to do things (L2, A). Thus leader 1 consulting or including leader 2 in the decision-making pertaining to members was a hygiene factor in the LMX relationship between leader 2 and the member.

EDL 2: Inter-Leader Relationship- Promoter

The second EDL pertained to the member's observed LMX strength between leader 1 and leader 2 and its influence on the member's inclination to conduct positive LMX with leader 2. The following elaborates on an example of what transpired in organisation (C). M1.(C) claims "*all supervisors will be different, but the manager will always put (L2, C) in charge when he is not there*". The differentiation that leader 1 conducted with leader 2

(aka leader 1's members) was observed by leader 2's members. Consequently, M2.(C) said, *"as he puts (L2, C) second in command when he is not on shift, I feel like (L2, C) is more reliable than the other supervisors"*. Similarly, M1.(D) revealed *"the supervisor I like more is <name anonymised>. Not only does he support us, if we need something he will go and talk to the manager and make it happen"*. For example, L1.(B) said:-

"I give one of my boys a lot of freedom to make decisions as that's how he will gain confidence. He does so well now. He comes up with some very good ideas. So I told my manager about this and my manager gave him the responsibility of starting a new branch in Coimbatore".

Consequently the LMX strength and proximity between leader 1 and leader 2 had an impact on the way the member perceived the leader 2. To illustrate M1.(E) revealed:-

"Long back when I used to work at <organisation x> I had met <leader x> so when he moved to (organisation y) he brought me over. He currently works in the corporate office but he introduced me to (L2, E) and told me how good he was. Then automatically I started following (L2, E) more and learning from him."

As leader 1 was considered to be of high value based on the organisation's hierarchy, the LMX between leader 1 and leader 2s communicated to the members which leader 2 was preferred; which resulted in a 'perceived enhanced hierarchical value' for that particular leader 2. Correspondingly, the preference of one leader 2 over others by leader 1 did not directly result in weaker LMX between the other leader 2's and the member. The understanding was that irrespective of what the manager says, *"we will know which supervisor works and which ones act like they work hard when the manager is on the floor"* (M1, D). On a similar note, L2.(B) said:-

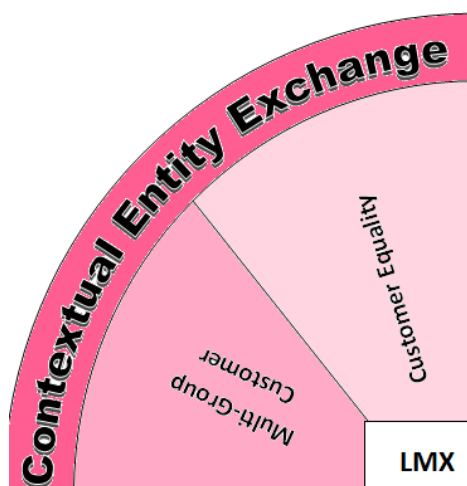
"For 3.5 years I used to work at <organisation x>. I used to really enjoy it. My friend and I were both working as supervisors. Eventually he got a promotion and would misbehave and talk down to me in front of other staff. Still, the staff used to prefer to work with me over him. They would be adamant about working on my shift rather than his. "

Likewise, M2.(B) asserted *"sometimes the manager will shout at supervisor when there is some error"*, *"but that won't make me see the supervisor in a bad way"* (M3, E). Weaker LMX between leader 1 and leader 2 did not result in weaker LMX between leader 2 and member. The notion of observing LMX strength between Leader 1 and Leader 2 acted as a promoter in LMX between Leader 2 and the member.

7.4.4 Contextual Entity Exchange and LMX

The focus of this section is to reveal EDL's that pertain to the contextual entity. As this research is situated within the hospitality context, the contextual entity discussed is the customer. Chapter 6 had explored in detail the role of the customer in influencing LMX 6.4 as well as the assessments that leaders and members conducted pertaining to the ability of their counterpart to satisfy customers and meet contextual objectives. The following section differs from the ideas discussed in Chapter 6. Here the focus is to explore the concept of customer differentiation and explore the EDL's associated with that as illustrated in figure 26 below. The first EDL pertains to customer differentiation that leaders and members conducted with regard to the various types of customers that engaged with the hospitality organisation. The second EDL pertains to the multi-group customers where individuals consume the hospitality experience as a group. Thus, this lens pertains how leaders and members assessed each other on managing multiple individuals with one particular group.

Figure 26 CEX and EDLs



Hospitality customers consumed the hospitality experience in a joint, inter-dependent and co-produced fashion (Hemmington 2007; Boon 2007; Bharwani and Jauhari 2013). Meaning, the hospitality establishment is such that a variety of customers arrive at the hospitality venue to contemporaneously consume the hospitality experience. They are present within a physical setting and often in proximity to each other. Due to which M2.(C) claims *"what goes on in one table affects the others"*. To illustrate L1.(A):-

"Once I had a guest who was a regular. He had come to the restaurant at an extremely busy time and asked for a table. He had actually called me before and told me he was coming. But it was very busy with lots of customers and in that confusion I forgot. So when he showed up I did not have a table ready for him. I had asked him to wait for 15 minutes. So he said he would go back to his room and asked me to call when the table was ready. Once again I forgot to call him. He came to the restaurant 1.5 hours later and shouted at me in front of all the guests and staff"

What happens in such a scenario is that due to the proximity between guests, any commotion arising from one customer has the potential to transfer and disrupt the experience of another. *"If there is a guest that is arguing loudly with staff the other guests will get affected"* (M4, E). Conversely *"we used to have the head chef come into the restaurant and talk to all the customers to check if they were happy with the food. That also customers will see and appreciate"* (L1, F). As L1.(D) asserted: - *"It's a two-way concept because what you are doing your colleague is seeing, and what you do with one customer, the opposite table will see"*. The customer *"notices"* (L2, A) what is happening around them and how *"we are taking care of them as well as the other guests"* (M1, D).

The tangible-intangible continuum that encompasses the hospitality industry was recognised in section 3.2.1 (Panda and Das 2014; Tasci and Semrad 2016). The hospitality servicescape entails tangible tools which can be physically touched, seen and felt such as décor and presentation (Panda and Das 2014). All customers that engage with the hospitality service scape are exposed and presented with the same tangible aspects. However, Lashley (2008) recognised that frontline employees conduct intangible service exchanges with customers to enhance their hospitality experience. Additionally, it was recognised that these intangible exchanges might vary from

customer to customer depending on their requirements (Hemmington 2007). Hennig-Thurau et al.,(2006) established that frontline employees utilize an essence of stage and theatre performance to gauge the requirements of customers and alter the intangible exchange accordingly via differentiation. Hence, EDL 1 pertains to the ability of staff to maintain equality as they approach customer differentiation; while EDL 2 related to the ability to juggle expectations within a multi-customer group.

EDL 1: Equality in Customer Differentiation- Hygiene Factor

This scenario leads into the first EDL which pertains to the leader and member assessment on whether the customers are being treated fairly and equally. As the tangible proximity between customers within the hospitality servicescape allows the customer to comprehend when they are being treated unequally, leaders and members utilized equality in customer differentiation as a lens with which they assessed each other. For example, M2.(C) said:-

"The thing I don't like is that the manager does not treat all customers equally. Suppose if a VIP guest has come, or the guest is a friend of the owner, then he will take extra care. If they want something that is not on the menu also he will make the kitchen make it for them. Once a guest wanted a salad and there are certain ingredients we include in that salad and that is written on the menu. But this guest will ask to change all that. They will ask to prepare that salad with entirely different ingredients and the manager will allow that. That is not fair; because the customer in the table nearby can see that."

This issue with changing the food to suit one customer was that it allowed a *"lack of a standard"* (M1, C). Likewise, it endorsed an inequality to the service provided. In another similar situation, M2.(E) explained:-

"If the guest is good and doesn't have any complaints the manager will do (work) very casually. But another guest will be complaining about everything, he will pay more attention and provide complimentary things to those guests. I don't like this when he gives complaining guests more attention."

Although it was believed that *"giving something complimentary"* (L2, E) was a tool to appease the guest in attempt of service recovery and that *"sometimes it's important to adjust service, depending on the customer"* (L2, A), a clear distinction was drawn between customer differentiation and inequality in customer service. The importance of tailoring the service interaction was explored in greater depth in section 6.4.1. To reiterate, differentiation between customers was accepted when the perceived intent was to serve the customers in the best and most appropriate method. For example *"corporate customers"* (L2, A), *"families"* (M5, A) and *"couples"* (L2, F) all have varying needs when they come to engage in hospitality service. Hence observing those needs and catering to them was considered differentiation in tailoring service. However, customer inequality was *"when we see the customer what they wear itself we will know who a rich customer is and who will be a fussy customer"* (L1, C) and allow that to influence how *"the customer is handled"* (M3, E). This is especially the case when the *"guest knows the manager"* (L1, F) or the *"owner"* (M3, D) and both staff and customers assume greater attention is warranted. For example:-

"Researcher:- What would you like to improve about your relationship with your supervisor or manager ?

(M1, C): If you see the type of customers who come, they are our MD's (managing director) friends. So these educated people do not know that friendship is different and business is different. All of them take advantage of my MD. They say, 'I am Kiran's friend, get me on Cappuccino, quick'. I get irritated. What I feel is that all are customer we have to give good hospitality and good service as much as possible and as soon as possible. No matter what they order even if it is just a cup of coffee or a juice-whatever it is we have to treat everybody equally. I feel customers are all the same. But here many customers think "I am MD's friend" so something like that. I don't like that sort of a thing. Other supervisors also will be running around them because they are scared to get a complaint from those guests"

Although as discussed in section 6.4.1 ability to tailor service depending on the customer was a promoter in LMX, equality in service offered was a hygiene factor in LMX. The understanding was that *"we are not supposed to differentiate between customers"* (L2, E), even though *"we might use different types of service"* (L2, D). To illustrate L1.(D):-

"Once during operation time two orders from two different tables got mixed up. The guest in one of the tables was friends of the owner. The concentration of the boy who was serving was not there. But he immediately went and apologised to both tables and got it rectified quickly."

Prentice (2013) stated that staff may attempt to enhance the service experience in an attempt to appeal to the customer. Correspondingly, the role of intangible exchanges in conducting customer differentiation to tailor and enhance the hospitality experience was recognised (Bharwani and Jauhari 2013; Lugosi 2008; Hemmington 2007). However, when staff were perceived to practice inequality or deviate from the standard approach in offering tangible products it was perceived negatively. The belief held by hospitality staff was that service has to be tailored in relation to the guest (Lugosi et al., 2016). However, products offered cannot be manipulated or altered to suit the customer as other customers will observe this since they exist within the servicescape and engage with the hospitality experience contemporaneously. Chathoth et al., (2013) assert the experience of the customer is not just an outcome of the interactions and exchanges with frontline staff but that it is influenced by other customers within the servicescape. As customer experience inferred is co-produced and co-consumed with other customers in addition to the frontline staff (Sureshchandar, Rajendran and Anantharaman 2002), equality in service acts as a hygiene factor in LMX.

EDL 2: Multi-Group Customer

The second EDL pertained to multi-member customer groups. Often hospitality venues witnessed customers who engaged in the hospitality experience as a group. For example:- *"we have some regular groups like 'foodie Chennai' who specifically come to try the food and write reviews and blogs about what we serve"* (M1, E). Other groups include *"large families who come to celebrate birthdays"* (L1, B) or *"corporate groups who attend conferences or workshops"* (L2, A). The understanding was that each group will have different *"expectations"* (M3, D). Additionally, there could be disparity amongst the expectations of individuals within the group. To illustrate:-

"Depending on the type of customers that come, we will know how to provide service. If there are a group of foreigners that come to our

café we know from experience that they not usually drink water while they eat food. They are more likely to have a hot drink or some other drink. So we don't straight away serve water-only if they ask. The Indian customer is not like that. The first thing they will expect is water to be served. So accordingly we do. But even amongst foreigners, there will be differences depending on where they come from. So we still need to ask if they would like water, cannot assume."
(L2, D)

What happens within a multi-member customer group is that *"different people in the group will want different things"* (L1, F); which suggests a co-dependence amongst customers to obtain satisfaction. To reiterate an example utilized in Chapter 6:-

"The main thing I will teach the waiters - Please serve the kids first. Especially, when we have guests who come as a family, if we focus first on children we can reduce the chance of complaints; it will be easier for us. If we can make the children happy then parents will be happy with us. If the child is crying or refusing to eat then parents get angry". (L1, C)

The example above illustrates how within a multi-member customer group, the satisfaction of one customer was dependent on the satisfaction of another. Wu (2007) supported this perspective and claimed that when a group of customers engage with a hospitality experience; their satisfaction becomes inter-dependent and co-produced. The relationships and exchanges between customers influenced the attributes expected of the service. To illustrate:-

"We need to be aware of what is happening with the customers. One of my staff took an initiative to personalise the service while maintaining professionalism. He knew that there was a birthday girl among the customer group, so he brought a cake and surprised everyone. Everyone was happy, the girl, parents and other family members all were enjoying" (L3, B)

As satisfaction was co-produced and assimilated depending on the group's relative expectations the ability of leaders and members to observe the disparity and conduct service exchanges in tune with that was an influencer in LMX. Correspondingly Sureshchandar, Rajendran and Anantharaman (2002) established that staff were required to be perceptive of individual expectations within a multi-customer group and

cater to them to ensure overall satisfaction. In the example above, the leader perceived the birthday girl to be happy as she was given a cake. Similarly, as a consequence of the girl being happy her parents were also perceived to be happy as the purpose of their visit was to celebrate the birthday. In essence by catering to one member of the multi-customer group the experience of others within the group was enhanced. For example M1.(B)

"Once a guest had visited with his family to our restaurant; at that time, I was taking care of them fully. I would tell them details about the food served and the traditions behind it in great detail. The guest was really happy as his wife and kids really enjoyed it. Then he came back and booked 30 rooms with us for a function. My manager was very happy. He hired a car for me and asked the driver to take me wherever I wanted to go."

While the ability to please all the members within a group to ensure overall satisfaction was an enhancer in LMX, the contrary resulted in weaker LMX. To illustrate M2.(B) revealed an incident:-

"One day, I was serving soup to a table. It was a very busy shift and the table that I was serving was a big group. While serving, I ended up serving lamb soup to one of the guests in that group- who was a vegetarian. Usually, the lamb soup that we serve is a different colour, but that day it was red. So I thought that it was tomato soup and took it to the vegetarian guest. It became a very big issue. It felt like there were four thousand complaints in spite of giving them a discount. I apologised a lot, but they took it up with the captain and shouted at him as well."

The fact that guests complained to (M2, B)'s leader acted as a catalyst for weaker LMX. As previously mentioned in section 6.4.2 the verbal feedback of the customer had a direct influence on LMX. Similarly in another incident L5.(E) said:-

"Once, one man had brought two ladies to the bar after closing time and insisted they be served drinks. They were fully drunk. That time the staff told them that we stopped serving. That guest got even angrier; I think for him it was some ego issue; because the staff spoke like that to him in front of those two ladies. He started saying things like 'do you know who I am' and all"

As previously discussed in section 6.4.1 the error in itself was not the source of weaker LMX; rather, it was the inability to diffuse the situation that contributed to a negative influence on LMX. Additionally, in the first incident above, the error in serving to the vegetarian customer within the multi-customer group affected the experience of the other customers within the group. Due to the domino effect that service error with one customer caused amongst others within the group and LMX suffered negatively. Likewise in the second incident above revealed how the presence of the two ladies affected how the man interacted with the staff. It was the interpretation of (L5, E) that had the staff been more tactical in how he approached that customer group, there might not have been as much hostility with the customer as he experienced; which links to the theatre and experience assessments explained in section 6.4.1. Thereby, the ability to handle the experience of a multi-customer group was a direct influencer in LMX.

Perhaps as explored in section 6.4.1 there is greater dependence on attributes such as emotional intelligence and inter-personal intelligence while dealing with multi-group customers (Bharwani and Jauhari 2013). Correspondingly, the three-stage process of experience consumption was proposed by Knutson and Beck (2004). Customers tended to engage in verbal exchanges amongst themselves as well as others in order to assimilate value of experience consumed and satisfaction inferred (Ribbink et al., 2004); making catering to all customer expectations within the group even more crucial. It is believed that the experience they gather then affects how they project the hospitality venue to other potential customers as well as affect their inclination to be repeat customers by creating memorable experiences (Shani et al., 2014).

7.5 Chapter Conclusion

As the knowledge building approach of this research is abduction, the chapter began by exploring how LMX occurred within the contextual setting of this research. Findings corroborated previous understandings of LMX which believed that LMX was constructed via three stages:- initial interaction, conscious and subconscious assessments, and role routinization. Additionally, the role of dyadic exchanges in contributing to the nature of the LMX relationship was verified. When individuals were asked directly, *"what affects*

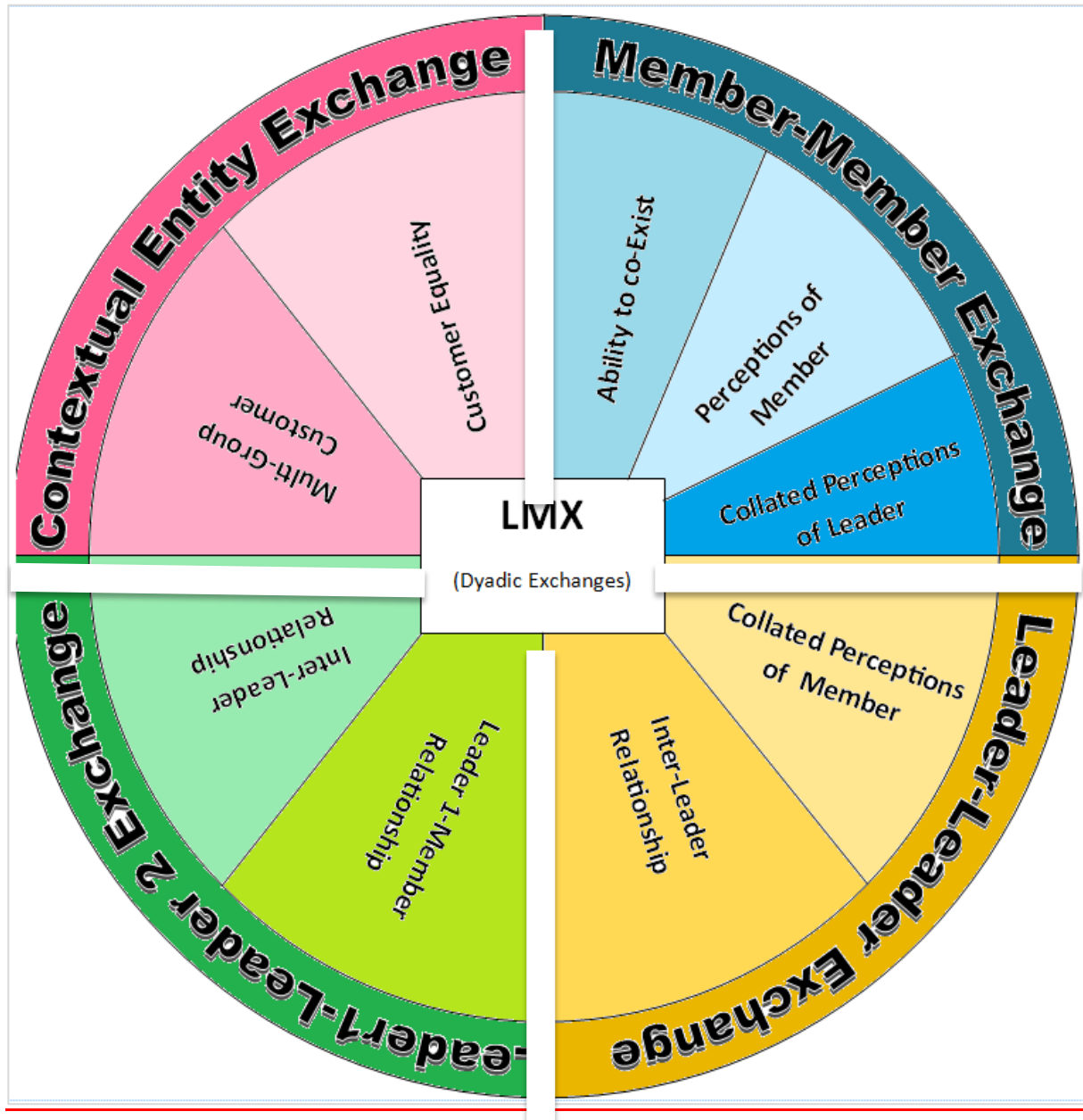
your relationship with your leader/member" they would make references to traits or behaviours observed in their counterpart. However, when they were asked to reveal incidents that caused them to change the way they perceived their leader/member and consequently affected how they engaged within that dyadic relationship, they revealed attributes external to the dyad.

The data revealed 4 dimensions external to the dyad in addition to dyadic exchanges that acted as influencers of LMX:-

- Member to Member Exchange (MMX)
- Leader to Leader Exchange (LLX)
- Leader 1 to Leader 2 Exchange
- Contextual Entity Exchange (CEX).

These dimensions were explored and EDLs within each of them discussed. The figure 27 below offers a combined illustration of the various dimensions and exo-dyadic lenses discussed in this chapter.

Figure 27 Dimensions and EDLs that Influence LMX



Within these dimensions were EDL's which manifested as lenses that leaders and members utilized to assess their counterparts. However, individuals tended to favour certain EDL's and dimensions while constructing their LMX relationship. It is important to note that EDL's are to be recognised as influencers rather than antecedents as not all lenses played a role simultaneously or contemporaneously. Individuals favoured certain EDLs although they recognised the role of others.

Chapter 8 combines the 4 dimensions to confirm the multidimensionality of the LMX construct. It explores how dimensions may overlap and EDLs could influence each other during the assessments leaders and members carried out to construct their LMX.

Chapter 8: Multidimensionality and Transference in LMX

8.1 Introduction

In recognition that LMX is influenced by attributes external to the dyad, chapter 6 had explored the role of the context in influencing the nature of assessments conducted to construct LMX; Likewise, chapter 7 had identified 4 dimensions that manifested as influencers and identified the exo-dyadic influencers that were embedded within each dimension. Correspondingly, it was established that LMX was constructed as a consequence of a myriad of influencers. This chapter builds on that notion to explore the multidimensionality of LMX in order to address the findings that relate to objective 4 of this research, which was to explore the influencers external to the leader and member that affects their relationship and to contribute to LMX theory by mapping them using a model.

The chapter is split into two main parts. First, it evidences the multidimensionality in LMX by showcasing how dimensions are interconnected and might overlap. The second part of the chapter elaborates on the phenomenon of LMX transference which emerged from the data. As a consequence of multidimensionality and dimensions being interconnected leaders and members tend to absorb or contradict exchange related behaviour based on previous experiences. For example, members who became leaders absorbed traits of their previous leaders if they shared a high LMX relationship with them and contradicted their leader if they shared a low LMX relationship. The chapter then concludes by attesting that LMX was constructed as a consequence of a myriad of influencers external to the dyad, all of which are identified and explored in chapters 6, 7 and 8; thereby contributing to knowledge by establishing that LMX construction is not limited to dyadic exchanges.

8.2 Multidimensionality in LMX

The following section combines all the dimensions to create an illustrative discussion on the multidimensionality of LMX construction. The work produces a map of the influencers of LMX that manifest contemporaneously even though they might not all play an affective role in a particular LMX relationship. Objectively, it establishes the dimensions at play and explains the lack of a singular dominant dimension or EDL while attesting how subjectively, individuals might favour certain dimensions and EDLs. Within this research, the concept of multidimensionality in LMX embodies an amalgamation of dimensions and EDLs. The analysis of over 150 incidents has revealed 4 dimensions and 9 EDLs that influenced LMX either as hygiene factors, promoters or direct influencers. Consequently, data suggests that these dimensions don't act independently but that they are in fact interlinked in the manner in which they influence LMX. The following is a step by step discussion on how dimensions have the potential to inter-link and affect LMX.

Contextual Dimension

In addition to dyadic exchanges, Chapter 6 had developed the understanding of LMX to establish the contextual influencers. The exchange relationship between leaders and members was influenced by their ability to achieve customer satisfaction and create memorable hospitable experiences (see section 6.4.1). Consequently, leaders and members assessed each other on components such as the theatre act aided by their emotional intelligence. However, the chapter also revealed how the theatre act and experience creation was not conducted by one individual alone (see section 6.4.2). Rather, it is the creation of a group of employees who act as a network, each of whom has specified tasks and responsibilities that allow the frontline staff to create the experience for the customer. To illustrate L1.(D) said:-

"Basically, we have two main operations in the service. One, we need to provide service; two we need to handle food. There are two processes so we have the production team and the service team. Both have to mingle and work together otherwise it can get very difficult. Without the team work of both units the service production is incomplete. Both are equally important."

Boon (2007) recognised the network of workers that work in unity to deliver and create the hospitality experience. Due to the interdependence of both units, LMX assessments do not always clear cut. For example: - *"Sometimes when there is a food delay, the guests get very angry and they shout at the staff"* (M3, A). The hospitality workforce was quite aware that *"service errors are not always the fault of the staff that is providing the service"* (L2, E). The understanding was that *"no one was perfect and the mistakes do happen"* (L3, A). This could potentially link to the MMX dimension.

Member to Member Exchange

In some cases, the support staff (i.e. back of house employees) caused mistakes that affected the service produced. Hence LMX takes into account the MMX relations that accompany service outputs. To illustrate L1.(C) said:-

"In the evening during busy service times, plates will be flying and tempers will be running high. On one hand the orders will keep coming in, and on the other the chef will be complaining about how he has so much to do in short span of time. If the waiter goes out without the food, the customer keeps asking why there is such a delay, sometimes they even shout at waiters. Then the waiter goes and transfers that tension onto kitchen staff forcing them to prepare food fast. In that rush, the kitchen staff will make some error. If the guest told not to put cheese, they will forget and put cheese".

The understanding was that the customer views an error made by the back of house employee as an error made by the frontline employee as they are the ones who are customer facing. Service errors often lead to customers leaving negative feedback which affects LMX (see section 6.4.2). Although verbal feedback was identified to be a direct influencer in LMX, hospitality staff are aware that it might not always be the fault of the person who the feedback was aimed at. Rather, there may be other individuals involved in the delivery of the service. The ability of customers to affect the mental state and exchanges of frontline employees was recognised (Chathoth et al., 2013). Hence, leaders confessed, *"we need to find out what exactly happened"* (L2, C) and *"who was*

responsible for it" (L3, E). The intent was not to "point fingers to blame" (L3, A); but to gather where the break in service production took place and rectify that.

Apart from back of house support, there was inter-dependence between frontline employees to carry out the theatre act and experience production. M2.(B) stated:- *"I was serving a table of 13 people and I had one new boy assisting me with clearing. But he was not experienced and he was adding to my tension at a busy time as he did not know what he had to do. He was just standing waiting for me to tell him things".* Similarly, L2.(A) concurred asserting *"it can be very irritating dealing with people who do not support properly".* For example, M2.(C) said:-

"When we work, we separate the restaurant floor in sections. We each might take 4 tables to oversee depending on how busy it is. That is how we can effectively work together. But the issue begins when the person in charge of a specific table goes missing or does not bother taking care of the table that he was responsible for. Then the rest of us get upset and irritated as it adds to our workload. Do I prioritise my table or his? Both are customers. When customers from his table ask us for things we get tensed. If each person handled their responsibilities then our minds are free as things will be running smoothly. This also makes me more interested to do the work when everyone is doing their part."

Individuals perceived the quality of frontline service exchanges with the customer to be reliant on the quality of exchanges amongst frontline employees; linking CEX and MMX influencer dimensions. Gibbs and Ritchie (2010) claimed that it was not only the interaction between a frontline employee and the customer that shaped the customer's experience but that of all individuals present within the servicescape. Hence there was a dependence on frontline staff use their interpersonal intelligence to work effectively with each other (Bharwani and Jauhari 2013) and not just to be successful at creating memorable experiences for the customer. Additionally, it was critical for frontline employees to possess interactional skills as the interaction and exchanges with the customer were a significant part of understanding and shaping their experience (Knutson and Beck 2004).

Leader1 Leader 2 Exchange

Some individuals were of the opinion that the root cause of issues in MMX was, in fact, a management issue. L3.(A) asserted *"that this actually is a training issue and that management is actually responsible for coaching staff and teaching them properly"*. Similarly, L1.(F) felt *"in hospitality, staff just get thrown into the job after they finish their education. In reality, service is not something you teach in textbooks and it takes training. So management has to invest in that"*. For example, L2.(F) said:-

"One of the guys used to always turn up to work smelling like smoke. I had told him repeatedly, but after once or twice of me giving him warnings, I will report it to whoever is above me in the management to solve. I will tell them that this guy is not performing and let them take action against him. Once I did that he automatically changed himself."

This evidences how the power of the organisational hierarchy is instrumental in handling the performance of frontline staff and their quality of service delivery. When *"briefings"* (M1, C) and *"training sessions"* (L3, F) are conducted by the management team it can be used to correct behaviour and promote commended behaviour which can influence the nature of exchanges. This is supported by the perspective that the conduct of frontline staff is a consequence of a group act characterised by the effects of management (Bouranta, Chitiris and Paravantis 2009). After all, it is the responsibility of management to ensure the right staff are placed in appropriate roles and that they are given the training and support so as to conduct experience inducing exchanges with the customer (Poulston 2008; Li, Kim and Zhao 2017; Barron 2008).

Additionally, it can be argued that perhaps the exchanges are often kick started by those higher up the organisational hierarchy who determine the responsibilities and tasks that are meant to be carried out which ultimately affects service-related exchange relationships. To illustrate L3.(A) said:-

"The jobs that need to be done require a certain amount of staff allocation. Sometimes, in busy periods we can manage with the associates we have. We can tell a few people to take on some additional responsibilities. But this is not a permanent solution for the long. Temporarily if we are short by one or two people it's easy to manage. But if this is a constant, the staff will get annoyed for being

asked to do more work. Eventually, complaints started coming in. When I ask my staff why there was an increase in complaints, their response is that manpower is not enough. I can only find a temporary solution. It's not like I can get rid of the guy that doesn't turn up as he might be undergoing some family problems or might be off on his annual leave. My boss isn't going to want to hear this. But on my own, I can't find replacement. You can't do this job constantly for a week without a break. One week okay you might manage but the week after complaints will come. Then slowly between me and the manager there was a problem. The problem is because of manpower-that's his responsibility. "

The quote above attested the mechanism by which management or leader 1's had a trickle-down effect on the nature of exchanges within the organisation and consequently LMX. However, this was not entirely so as the inverse applied as well. The customer, due to their significance within the contextual setting had the power to influence the nature of exchanges extending across multiple dyads and dimensions. As M2.(E) revealed:-

"Our restaurant is known for its kebabs, it's even called <restaurant x> because of that. When we serve kebabs there is a certain order we follow. For example, the first kebab will be served with buttermilk, the second with chat and so on. Each stage of eating the kebab will be different and there is a reason why we serve it in that order-I understand that. But when it gets busy, we will have customers from all directions asking us to serve them, and if we don't do that they will complain. So at that time, we don't follow the order of serving and we will just serve whatever is ready first. When the manager sees this he gets angry and he will start shouting at us. Even I get mentally affected then because I am trying to do right for the customer".

The example above illustrated the expectation of frontline employees to cater to the customer's experience. It demonstrated how M2.(E) was trying to cater to the experience of multiple customers which affected his/her ability to follow the theatre act that was expected by M2.(E)'s leader which affected the way M2.(E)'s leader perceived and behaved towards M2.(E).

Similarly, in another circumstance M3.(D) claimed: *"sometimes the way the customer treats us affects us mentally", "after that it's hard to focus"* (M2, C). The customer possessed the ability to affect staff mentally, to the extent that it affected the service

received. M2.(E) asserted *"I will serve with irritation to a fussy customer; especially if they shout at me"*. Consequently, when the leader perceives this he develops negative emotions towards the staff. The understanding was that *"no matter what happens during service time, you have to stay calm and not let the tension show on your face"* (L1, B). Hence, as a result of a *"rude customer"* (L1, A) when staff demonstrate aggressive behaviour (L2, F) towards the customer (L3, E) or towards his colleagues (L2, C) it had negative effects on the exchange relationships orientated with that individual. To illustrate another example of how the customer affects exchanges across dyads L3.(B) revealed:-

"Sometimes customers cross the limit. We had one guest once who was a film star, he told me he wanted to have sex with a cinema heroine and he wanted me to arrange it for him. I told him I was no broker and that I needed to act as a profession in this place. At this point the guest was drunk and he told me he wanted me to send the girl from the bar up to his room. Once again I said this is not okay. Then I started doing my work. Later I found out that he had approached the girl on the bar and she had given him her number. I asked her directly what was happening. She said this guest was a movie star and that he was really drunk and forcing her to give her number. She said that she was worried that he would shout and make a scene so she gave him her number. What happened after that, was that the guest started calling her regularly and bothering her. I was very upset that she gave her number-she could have given a wrong number. If she wanted to have relations with him she should have taken it outside the hotel. Now all of this was creating a scene and everyone got to hear about it. The general manager, my manager and people in the management team all heard about it. So we decided the next time he called, I would talk to him and put an end to it, and that's what I did. He still comes to this hotel but he behaves now, we haven't had any problems with him. But her-we need to keep eye on."

Although the examples explored above illustrated the way the management or the customer had the power to negatively influence dyadic exchanges across dimensions, this was not always the case. There was also evidence to suggest a positive influence stemming from both these entities for dyadic relationships across dimensions. For example, L2.(A) claimed:-

"I was first recruited as a management trainee, then slowly I got promoted and I grew within the organisation. I recently got promoted as the F&B executive. The person that hired me- who was the manager at that time, he would always spend time with me teaching me half hour before every shift. There was a lot of support from management, where they gave me responsibilities to develop and prove myself. This is why I have never left this organisation. I love working here. I have moved around the outlets within the hotel to have a change and grow, but I have stayed with them for 5 years."

The incident above illustrates how the manager had the ability to influence how L2.(A) developed over time, making L2.(A) an asset to the organisation. Not only did the support shown by the manager allow growth of L2.(A)'s loyalty to the organisation; due to L2.(A)'s experience being in the organisation for a long time, management could also place him in a variety of outlets (restaurants) within the hotel and he was capable of adapting to varying customers and service environments (L1L2X links to CEX). Similarly, the customer can have a positive influence across dimensions and dyads. M3.(D) said:-

"When guests of the MD (Managing Director) come, they will always demand that I serve them. They like the way that I entertain them. They even went and told the MD this. So when the MD came to our café next time, she applauded me in front of everyone. Next time when important guests come, the supervisors and staff will automatically expect me to go take care of them as I have a special way with guests".

As previously stated, customer verbal feedback was a direct influencer in LMX (see section 6.4.2). Within the example above, Leader 1 (managing director) applauded M3.(D) in front of Leader 2 (supervisor) as well as other members due to M3.(D)'s service competency. It was the customer's positive feedback which invariably allowed everyone at work to view M3.(D) as competent and entrusting him with the responsibility to cater to important guests; illustrating how CEX could affect the way L1L2X and MMX combined to influence LMX.

The incidents above shed light on how management and the customer have the power to influence dyadic relationships. However, it is not just the management or the customers that have the power to affect exchanges within the organisation, it is also

other members and leaders within the servicescape that have the ability to affect the exchange relationships of each other and consequently outcomes for the customer as well as the manager. This could potentially relate to the leader to leader exchange dimension.

Leader to Leader Exchange

The frontline staff that functioned as a leader either as supervisors or floor managers within the servicescape had to meet customer as well management expectations, because of which it was more crucial for them to be successful at managing their members (see section 7.4.3). To illustrate L2.(C) reveals:-

"Researcher: What affects how you relate with your staff?"

(L2, C): If you are in the post of a supervisor, you don't want a remark or complaint from the customer. Because customer complaints mean the manager or whoever is above us will shout at us. So to not allow that to happen we put pressure on the staff below us to make them do their jobs well. This is why I get tensed when I see staff chatting when there is a customer in the café. The manager has put me in place to keep them in check because it's not his responsibility and he does not want to deal with it. So any staff related issues I need to sort out. So when staff make errors in service or start to get complaints from the customer then the manager will ask me. He will say 'I have given you 4 staff to handle, why can't you maintain them?'. I don't want to be in that situation. I'm actually always tensed, I worry about management and customers say about what my staff are doing".

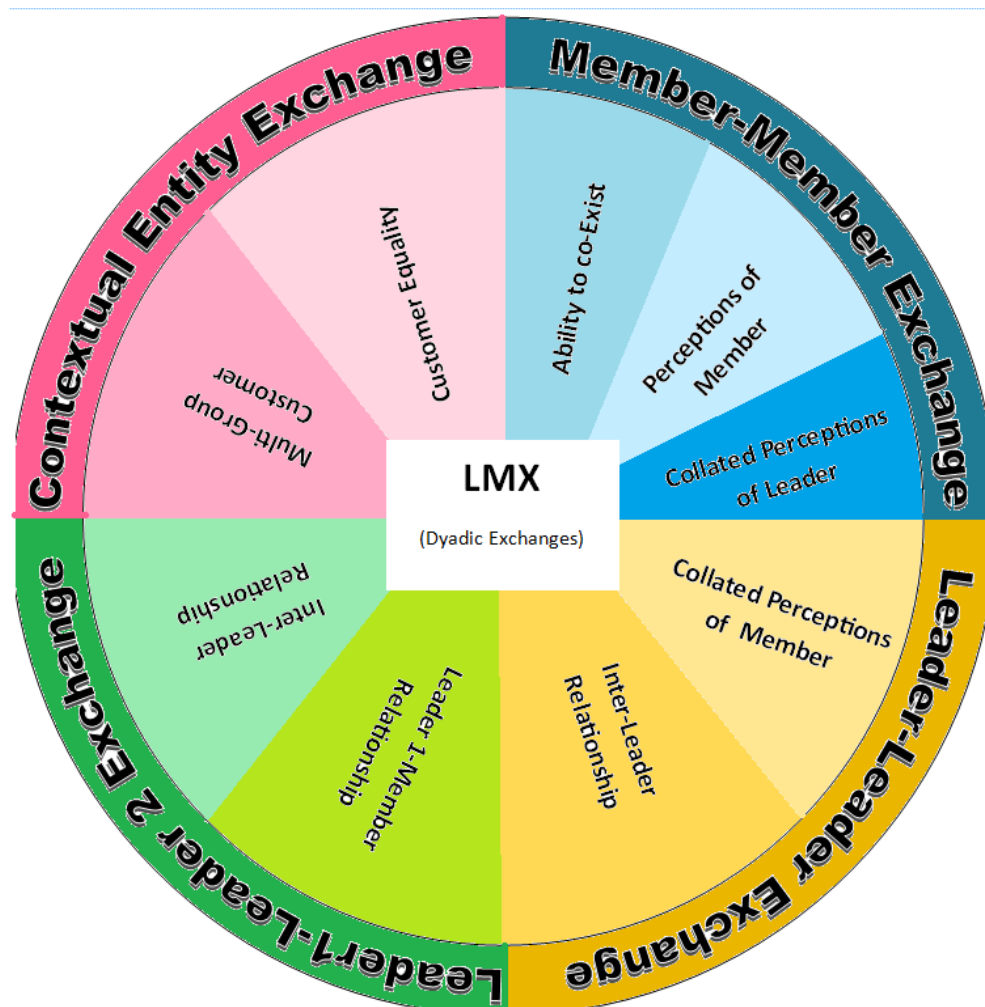
Consequently, L3.(F) admits: - *"When my staff do well and the customers write good reviews about them, I feel proud. I feel like I have done my job well".* Similarly, L2.(E) claimed *"I like the staff that make me look good in my manager's eye"; "I will support him more"* (L3, B). It was a common occurrence for supervisors on the same hierarchical standing to exchange knowledge and perceptions of members which influenced how they individually engaged with the member (see section 6.4.2). Members shared similar perceptions and claimed that when *"supervisors supports my interests"* (M6, A), *"I feel supported and I give a lot more effort while dealing with customer"* (M3, D) linking L1L2X, LLX, LMX and consequently CEX.

However, the multidimensional influences stemming from members can also have detrimental effects. Because LLX affects how LMX is constructed, M2.(D) claims that *"sometimes we can see the supervisors support some staff more; I don't know why they do this. Even I am working hard but they won't treat me and some other staff equally"*. Correspondingly L2.(F) confessed, *"I have been blamed for not treating employees equally"*. But the truth is *"that some staff work harder and are better employees so I show some extra support"* (L3, A); *"they do that little bit extra"* (L2, B). The disparity amongst members leads to differentiation which could have adverse effects. To illustrate M1.(C) say:-

"I have reached a point where I don't care. I have been here longer than even some of the supervisors. But sometimes they treat me like a junior. What would have been my responsibility they will ask someone else to do. Once they even tried moving me to another branch. But I got this job through the owner so they couldn't move me. So whatever these new supervisors say, I just ignore them. I'll listen, nod and do something different from what they told me."

The discussion above evidenced the links between LMX dimensions and the interconnected affective role they played in influencing any given LMX relationship. It can, therefore, be gathered that while there exist distinct dimensions, they do not influence LMX in a single format; rather they influence via multidimensional means. The influences of LMX could, therefore, be a myriad of factors resulting from any combination of EDLs and dimensions as illustrated in the figure below. This figure 28 below differs from figure 27 as it does not have borders in between dimensions nor EDLs to represent how they influence LMX together rather than in isolation.

Figure 28 Multidimensionality in LMX



As a consequence of the dimensions of LMX influencers a case of transference of traits and behavioural mechanisms occurred between leaders and members. The section that follows elaborates on what transference in LMX entails and how that manifested as an influencer in LMX.

8.3 Transference

As previously discussed, LMX was constructed via three stages (Liden et al., 1997):-

- Initial interaction
- Conscious and subconscious work-related assessments
- Role routinization

Chapter 6 and 7 identified assessment criteria based on context as well as the dimensions of LMX:-

- MMX
- LLX
- L1L2X
- CEX

Correspondingly, the assessment criteria and EDLs that influenced LMX were classified into hygiene factors, promoters and direct influencers to demonstrate their mode of influence. While it was evident that leaders and members were using observations, assessments, and exchanges to form dyadic role relationships; another peculiar phenomenon occurred. Traditionally, LMX pertained to how individuals formed exchanges within a dyadic relationship; however, data revealed that LMX entailed a phenomenon of transference between leaders and members. Transference means that a member's perception of his /her leader not only affected how they engaged within the exchange relationship but also affected how that member would behave when he/she became a leader.

There is a slight variation to the interpretation of the term 'transference' within this research in comparison to the understanding within the psychotherapy and counselling context. In psychotherapy, the term is utilised to represent the transfer of a patient's positive or negative affections to the therapist; in other words, the patient projects onto the therapist emotions that have been evoked within them (McAuley 2003). Correspondingly, the term counter-transference refers to the response of the therapist to the patient which can be empathetic in nature, positive or negative (Trisntis 2018).

Within this research, LMX transference was manifested whereby the observations, feelings, and expectations of an individual are redirected and applied to another person. While there is a lack of sufficient data to indicate whether members project onto leaders' emotions that have been evoked within them by other individuals, there were however data to suggest that members had the tendency to either absorb or contradict the traits expressed by their leader. For example, Itzkowitz (2018) discusses the role of

psychopathic leadership and its contagious effects within an organisation through an attachment which is synonymous with the phenomenon of transference.

Transference can be positive or negative; likewise conscious and subconscious. It is a psychological phenomenon where individuals express projected feelings onto one another consequently affecting the manner in which they engage with the exchange relationships. There are 2 main aspects to how it occurs within LMX: -

- Transference via past experience and perception
- Transference via LMX strength.

The following sections elaborate and discuss these notions of transference to reveal how they manifest within LMX.

8.3.1 Transference by Past Experience and Perception

Transference via past experience pertains to how members either absorbed or contradicted their traits observed in their leader. Leaders reflected back to their experiences as a member to formulate their exchange strategy. L2.(A) felt that *"the way my previous managers were with me, influenced how I am with my staff now that I am a supervisor"*. Correspondingly L1.(D) concurred claiming *"I picked up points from my first manager; the same way I expect the boys under me to pick up points from me"*. Likewise, L2.(F) confessed *"I used to watch how my first manager handled me and some of the other guys", "that relationship I had with him made me understand how to communicate and handle other employees"* (L2, E). Likewise L2.(B) *"whatever treatment I get, I pass it on to my subordinates"*. The key in transference by perception was that they were conducting assessments to gauge what was positive and negative behaviour. In some scenarios the transference phenomenon represented the absorption of positive traits and characteristics observed in their counterpart. For example:-

"I have learnt so many things from my previous manager. When things get out of control and the pressure is on he would never shout. He might be disturbed on the inside, but he won't show it to the others. He handles pressure well and took care of us in the process."

When he thinks someone is tired or is working hard, he himself will ask them to take the day off or to leave early. As long as there was someone to cover for me, he supported me when I needed the day off. Because of which now I am like that with my staff" (L5, E)

When individuals determined the observations gathered from their leader to be a positive behavioural trait they knowingly began to behave similarly themselves. This perhaps shares some links to the concept of mimesis which refers to the notion of observation and imitation that individuals seldom engage in as a learning tool (Billett 2014). Additionally, Billett (2014) also suggests the role of mimesis in human resource management as it can often supports employees' understanding of the social norms, forms, and practices in which they are immersed. However, the difference here is that the members were deciding for themselves which observations they found favourable and therefore wanted to absorb and similarly which behaviours they perceived negatively and therefore contradicted. The main distinguishing aspect between LMX transference and mimesis is that the traditional concept of mimesis does not recognise the contradiction with observed traits while LMX transference does.

The table 14 that follows illustrates some examples of traits absorbed through the transference process. The absorption from a dyadic relationship in the past influenced how individuals engaged with current dyadic relations. It is important to acknowledge that the table below reflects data revealed by individuals that identify themselves to be leaders within their organisation even though they are expressing their perspectives from their experience as a member.

Table 14 Absorption in Transference (Past Experience)

	<i>Positive Trait Observed</i>	<i>Absorption</i>
(L1, D)	<i>"My first manager was very maternal with us. If there were any shortcomings she would help us upgrade ourselves. She would always communicate with</i>	<i>"It occurred to me, that it's not a big deal to make mistakes. I made mistakes, learned from it and upgraded. Same way I do things with my staff. It's okay to make mistakes as long as they</i>

	<i>us what she observed when we were serving and tell us later."</i>	<i>are learning."</i>
(L2, E)	<i>"When I started in this industry, the manager used to conduct briefing sessions before and after each shift to tell us what to expect and to feedback to us how we performed. This was really helpful because I was new and did not know what to expect and do"</i>	<i>"So I did 100% the same thing. I realised that if the starting is not good then they are less likely to learn. The first stage is very critical"</i>
(L2, A)	<i>"When I first started working here the manager used to take me out after work. We used to hang out casually, but we would informally talk to me about reports, costing sheets and placing orders. Not just for me, he would take a group of us out to get to know us. This made us feel really good; we felt more together as a team"</i>	<i>"Now that's how I perceive the guys I supervise. I see them as my team. We go out partying together. They also enjoy this. We spend so much time together so it's important to have a good relationship with them"</i>

Conversely, when individuals made negative inferences on the traits or behaviour they had observed, they contradicted it. They collated their emotional experience from a previous exchange relationship, and if it were had a negative impact in their

psychological state it leads to the individual opposing what was initially experienced. The table 15 below elaborates on some examples:-

Table 15 Contradiction in Transference (Past Experience)

	<i>Negative Trait Observed</i>	<i>Contradiction</i>
(L1, F)	<i>"The thing I didn't like about the industry when I first started was that hard work alone did not get you rewarded. It was how you spoke to people around you. My manager at the time put me in trouble for something I did not do. He was not an honest man."</i>	<i>"Because of which I tell all my staff now that the most important thing is honesty within an organisation. Even if something goes wrong, we can correct it if we are honest with each other."</i>
(L2, C)	<i>"In my previous experience, the person who is higher than me would always scold me. I used to get very irritated especially when he does it in front of other staff; I used to imagine breaking his face-he used to put me down so much. Eventually, I grew a thick skin and I used to listen in one ear and leave it out through the other. But at that given moment he would be inhuman."</i>	<i>"So now, I safeguard my staff from behaviour like that. I would never want them to go through what I felt. I wouldn't say that I never shout or get angry; I never do that in front of other staff or guest. I wait till shift is over to call him aside and tell him. "</i>

(L2, B)	<p><i>"I had completed a diploma before I started working in the hospitality industry. But a lot of the people that work within it do not complete qualifications. Because of which there is a difference in they won't know much, it made it hard for me to work with them. My manager will leave them with me during service time which would add to my tension. "</i></p>	<p><i>"Now I tell everyone that the most important thing is training. At least once a month I sit with them and we go through things that need improvements and the kind of complaints we get."</i></p>
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Both positive and negative traits observed had the ability to impact the way individuals conducted their future exchange relationship. Although the data heavily suggested the consciousness of the choice to 'absorb' or 'contradict' traits observed, M2.(C) claimed *"I don't think about it much, when I think my supervisor is good, I automatically start doing things like him- even if he does not directly teach me"*- hinting that there may be a subconscious or unconscious aspect to transference.

Additionally, there is perhaps an element of organisational superiority that encourages transference. M5.(E) said *"we are expected to follow the supervisor", "even if he shouts we have to take it"* (M1, B); *"we don't have to like it"* (M3, A). This predicament and powerlessness felt by individuals make them predisposed to transference either via absorption or contradiction. The examples from incidents above revealed how transference based on perception influenced how members behaved as leaders in the future. This notion of transference by perception is routed in psychotherapy where counsellors use a relational approach to treat patients with personality disorders (Yeomans, Levy and Caligor 2013). It is utilized as a tool for the psychotherapist to control the behaviour of their patients by demonstrating certain behaviours (Doering et

al., 2010). While perception was one tool that facilitated transference in LMX transference was also aided by the strength of the exchange relationship which is explored in the section that follows.

8.3.2 Transference by Strength of LMX

Chapter 6 and Chapter 7 revealed attributes that caused LMX to strengthen and weaken. Additionally, data from this research suggests a link between the strength of the LMX relationship and the likelihood of absorption or contradiction in LMX transference. Meaning, that the stronger the relationship between a leader and a member; the more likely that member is to absorb traits of his leader. Likewise, the weaker the LMX the more likely the member is to contradict the leader in future exchange relationships. This section differs from the previously discussed idea pertaining to transference by perception which refers to assessments members conducted to evaluate positive vs negative behaviours. Here, the focus is to analyse the quality of the exchange relationships and not just about observed behaviour. It looks to grasp what individuals identified to be strong/weak LMX relationships and how that influenced their absorption/contradiction tendency. Table 16 illustrates how strong LMX lead to LMX absorption while table 17 illustrates how weak LMX lead to a contradiction.

Table 16 Absorption in Transference (Strong LMX)

	<i>Strong LMX</i>	<i>Absorption</i>
(L3, A)	<i>"My top-level manager made me very comfortable. He always supported me by giving me opportunities to grow. He would give me tasks meant to be done by senior management. That made me confident and valued because he trusted me with it."</i>	<i>"I had a really good relationship with that manager. When I started work as a team leader I started giving opportunities like that to few boys. So that even during my absence they will be self-sufficient"</i>

(L3, E)	<i>"Every manager is different, but one particular manager would always trust me with tasks. He will tell me what needs to be done and then he will give me freedom to do it how I feel best."</i>	<i>"This giving freedom thing is important. It makes staff want to do more and learn more. So I encourage that; although I do conduct training classes to guide them."</i>
(L3, B)	<i>"My boss used to take a personal interest in me. He was proactive in my growth. That is why we had a very good relationship. He would help me identify where I needed to grow and train me accordingly. But he would also be very friendly and joke around."</i>	<i>"I also took my staff out after work to chat on a friendly basis. Because if you become good friends with them, they will help you out when you are in trouble. If I need them to stay back in one particular day for longer time, they will happily do. Because it's like a friendship."</i>

Table 17 Contradiction in Transference (Weak LMX)

	Weak LMX	Contradiction
(L1, A)	<i>"I feel like I can't talk things openly with the boss. He himself has made it clear that he will only discuss business related things with me. He just gives me tasks and I need to get it done. "</i>	<i>"But with my boys I am not like that. I'll have a chat about personal things, we go out after work. We have fun at work. It is easier that way to get things done."</i>

(L3, C)	<i>"I'm not the kind to tell managers what I have accomplished. I do my work and I keep to myself. When it comes to promotions they give it to who is talking with them better. They don't assess us the right way"</i>	<i>"My colleagues are the one thing I like about this work. They know who is giving maximum effort. There is a good understanding between us. "</i>
(L4, E)	<i>"When we get complaints from the customer, the relationship between my manager and me is affected. As a consequence, I feel down a bit. "</i>	<i>"But it shouldn't be like that. Complaints might happen. I tell my boys that they should learn from mistakes. Can't put them down because of it. Same way if good feedback comes that also I tell staff, so they can get motivated by it."</i>

Ganeuson (1977) holds the perspective that the amount of transference or rather the intensity is largely influenced by the quality of the relationship between the psychotherapist and the patient. Similarly, Sanderse (2013) offers an alternative to understanding how strong relationships can enable transference, which is via role modelling, which is commonly utilised in education to represent idealised behaviour. Role modelling can be positive or negative and perhaps when there is strong LMX there is an element of role modelling that the members engage in in order to absorb the idealised behaviour. However, the literature on role modelling and mimesis takes in to account the contradictions to the behaviour expressed by the 'leader'.

This research identified how LMX transference can allow absorptions or contradictions of behaviour which is something that has not been explored within this context previously. Transference was an outcome of the data that was purely inductive and as the aim of the research was to explore LMX influencers external to the dyad, it was the qualitative exploratory methodological approach that allowed an exploration of this phenomenon. Hence, this notion of transference from dyad to dyad was a new concept and needs to be explored more rigorously in future research.

8.4 Chapter Conclusion

This chapter demonstrated how the parameters of the 4 dimensions external the dyad (MMX, LLX, L1L2X, and CEX) might not always be as clear cut. It put forth the notion that LMX might be influenced by a myriad of factors; whereby dimensions and EDLs might combine and interlink to have their impact on the exchange relationship. Additionally, the chapter also highlighted a phenomenon of transference between leaders and members which impacted how members behaved in future situations should they become leaders. There were two methods via which transference occurred:- transference via past experience and transference via LMX strength. Transference via past experience pertained to the observations and assessments members conducted. It was when members considered certain traits of their leader to be positive that absorption occurred. When they deemed a trait negative, contradiction occurred. Similarly, transference by LMX strength pertained to the quality of exchange relationship and how strong or weak individuals perceived their LMX to be, that affected the transference capability. Findings revealed stronger LMX was more likely to lead to absorption; while weaker LMX leader to a contradiction.

Traditionally, LMX was perceived to be constructed via dyadic exchanges through 3 stages:- initial interaction, conscious and subconscious work-related assessment and role routinization. This chapter established the myriad of factors influencing the LMX construct as well as evidenced how exchanges between leaders and members did not

only shape the nature of their LMX but also how members would conduct exchanges in future when they functioned as leaders. Future research can perhaps continue down this path to explore the concept of transference in LMX.

Chapter 9 Conclusions

9.1 Meeting of the Aims and Objectives

The aim of the research is to explore how leadership relations are constructed through leader-member interactions and to identify why some members develop stronger relations with their leader than others within the hospitality industry.

To meet the aim, this research situates itself within a leader-member interactional construction of leadership; specifically, LMX theory. The findings illustrated a myriad of influencers that could impact on the strength of the relationship between a leader and member and are discussed within the contribution to knowledge (section 9.2.1.). Below are the objectives of this research and a discussion around the extent to which they have or have not been fulfilled by this research.

Research objective 1 To explore critically LMX theory in the context of other theories of leadership, with particular reference to the hospitality context.

Correspondingly, Chapter 2 situated this research within the wider body of the leadership literature to justify the use of LMX theory by recognising that it was the only leadership theory which established the discrepancy between dyadic relationships within the workplace (Epitropaki et al., 2016; Lee, Thomas and Guillaume 2015; Matta et al., 2015; Lee and Carpenter 2017), as well as acknowledged both leaders and members as playing a part in constructing the leadership relationship (Kaupila 2016; Northouse 2013). Developing strong LMX relationships within the workplace were claimed to benefit individual development in the form of the promotion and support received (Castleberry and Tanner 1986; Tarrant, Dazeley and Cottom 2009), as well as the outcomes for the organisation such as enhanced creativity, innovation and productivity (Schyns and Day 2010; Marstand, Martin and Epitropaki 2017). Similarly the value of locating this research within the hospitality field was also discussed.

However, a review of the leadership and LMX literature conducted in Chapter 2 revealed certain gaps in the knowledge. It was widely accepted that LMX was constructed via 3

stages: initial interaction, conscious and subconscious work-related assessments and role routinisation (Liden et al., 1997; Kraft, Sparr and Peus 2016). Yet three main gaps pertaining to the LMX knowledge were identified. The previous understanding of LMX was entirely limited to exploring the dyadic exchanges. LMX research over the past 40 years has been focussed on conceptualising intra-dyadic exchanges that either strengthened or weakened LMX (Lee, Thomas and Guillaume 2015; Matta et al., 2015; Lee and Carpenter 2017; Zhang, Wang and Shi 2012). Correspondingly, researchers had attempted to discover the implications of LMX's strength on individual and organisational outcomes (Schyns and Day 2010; Marstand, Martin and Epitropaki 2017).

LMX academics have recognised the role of culture (Rockstuhl et al., 2012) in LMX construction and, in parallel have, suggested that work related assessments are an important stage in relationship construction (Epitropaki et al., 2016). However a gap in knowledge pertaining to how the work context within which the leaders and members work impacts LMX was identified.

Additionally, the data collected from the interviews reflected the differentiation in the way in which the leader and members were forming relationships within the workplace. It was noted that all of the interviewees confided that no two organisational relationships were identical and recognised a range of factors that influenced the way in which they formed relationships which strengthened the choice for using LMX in this research. Therefore, objective 1 was well met within this research as a justification for utilising LMX was arrived at through knowledge gathered from the literature review and verified through reflections on data collected.

Research objective 2 focussed on evaluating the nature of leader/member interactions within the hospitality context.

Chapter 3 discussed the theatre act and stage performance that employees within the hospitality context had to engage and participate in, in order to create memorable experiences for the customer. Additionally, the theatre act and experience creation were networked productions, whereby multiple members of staff had to work cohesively to achieve the contextual objective which is customer satisfaction. Correspondingly chapter

4 then assembled a conceptual framework depicting the gap in knowledge with regard to the contextual influencers that could potentially impact on LMX as well as the contextual environment of hospitality work. Interviews conducted with 40 individuals (19 leaders and 21 members) from 6 different hospitality organisations in Chennai, India, confirmed what the literature identified to be of contextual significance within hospitality work. Therefore, objective 2 was well met, and what the literature identified as significant within the hospitality context (depicted through the conceptual framework) was reflected in the perceptions of the interviewees. The interviewees confirmed that customer satisfaction was an important focus within the hospitality sector and that leaders and members were required to work through a networked act by engaging in theatre performance to create positive memorable experiences.

Research objective 3 was to examine the hospitality work context and its implications for leader and member behaviour.

The findings revealed that contextual objectives became embedded within the mindset of the leaders and members such that they were assessing each other against what was important within the hospitality work context. In total, 12 main contextual tools were identified to act as influencers in LMX construction. Therefore, objective 3 was well met, as what the literature identified to be significant within the hospitality context was recognised by the interviewees. The interviewees recanted critical incidents that affected how they formed relationships which evidenced the 12 contextual tools to be influencers that impacted on how they formed leader member relationships with each other.

Research objective 4 was to establish influencers that affect the relationship between the leaders and members and to contribute to LMX theory by mapping them using a model.

In addition to those 12 contextual tools of assessment, due to the nature of multiple individuals being involved in producing the customer experience through a network, the findings revealed that LMX had multidimensional influencers. The findings chapters, chapters 7 and 8, met objective 4 by establishing influencers referred to within the thesis

as 'Exo-Dyadic lenses', which stem externally to the leader and member dyadic relationship and are revisited in figures 29 and 30 below. Therefore this research objective was well met, as individuals from all 6 organisations recognised the role of influencers stem externally to the dyadic relationship in affecting the way in which they form leader member relationships. The following section evaluates the contribution this thesis makes to knowledge in the area of LMX by positioning the findings within the wider literature.

9.2 Contributions

This research contributed to knowledge in 2 main areas:- theory and practise. It contributed to by adding to LMX theory by recognising contextual implications as well as the dimensions and EDLs that acted as influencers in LMX. Contributions to practise are revealed as a consequence of theory developments, likewise a discussion around contribution to leadership theory and practise in hospitality is conducted; all of which are explained within the following sections:-

9.2.1 Contributions to LMX Theory

First, this study evaluated how the contextual setting affects the behaviour and relationship between leaders and members by focussing on its impact on the kind of assessments conducted in stage 2 (work related assessments) of the LMX construction process. Second, it explored and discussed entities external to the dyad that acted as influencers to LMX, evidencing a myriad of multidimensional influencers as well as a phenomenon of LMX transference that occurred. The contributions to knowledge are elaborated below:-

Impact of Context on LMX Assessments

To address the aims and objectives of this research, a conceptual framework was illustrated on pg. 98 to highlight two main areas 1) the gap in LMX knowledge pertaining

to a lack of how the context may impact on LMX and 2) the knowledge established around the contextual setting of hospitality work to highlight potential influencers. The conceptual framework indicated that the essence that at the crux of the hospitality operation was the fixation to cater to customer satisfaction with an ulterior motive of practising economic activity (Kim, Lim and Brymer 2015; Brotherton, Wood and Lashley 2000; Williams 2006). Correspondingly, leaders and members were expected to reflect the organisational objective and engage in host-customer exchanges that resonated with organisational objectives (Zhand and Ghiselli 2016; Hemmington 2007). As the industry had witnessed a shift from mere product- service exchanges to one of an experience economy, there was greater dependence on frontline employees to engage in a theatre act and stage performance in order to build memorable experiences for the customer (Bharwani and Jauhari 2013; Gibbs and Ritchie 2010; Hennig-Thurau et al., 2006 ; Coulson et al., 2014; Kunnanatt 2004).

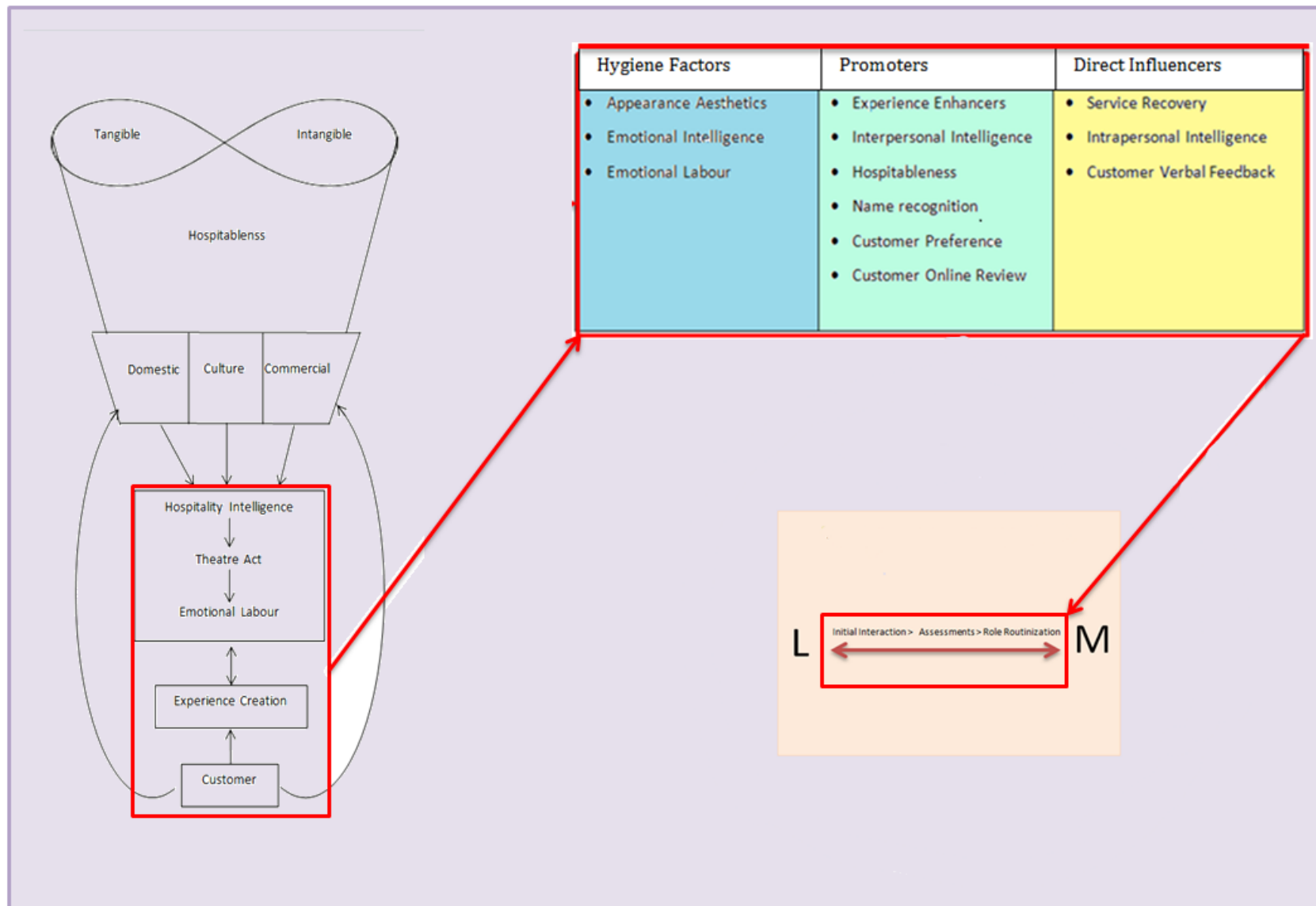
The experiences that individuals who participated in the research expressed concurred with understandings gauged from the literature review. They agreed that there was an expectation on them to conduct service interactions through a socio-emotional façade (theatre act). It was claimed that staff were expected to utilise the various hospitality intelligences to construct appropriate socio-emotional façades (theatre acts) to cater to the socio-emotional psychological needs of customers in an effort to deliver memorable hospitality experiences. Interestingly, due to the psychological requirements that entailed the creation of the theatre act and customer experience what were initially organisational objectives manifested within the mindset of staff as an intrinsic objective. Meaning, staff internalised the importance of utilising hospitality intelligences and theatre act to build customer experiences. Correspondingly, leaders and members began to evaluate each other on how well they met these "contextual objectives". It was important to the individuals that they as well as those around them do the best to make customers happy.

Consequently, LMX assessments conducted were varied; yet they were all directed at the ability to create customer satisfaction. Additionally, due to the significance of the customer within the hospitality context; the customer, an entity external to the dyadic relationship, had the potential to affect LMX. On a similar note, there were 12 main

contextual tools that leaders and members assessed each other against, illustrated below in figure 29. However, they did not all affect LMX assessments in a unanimous manner. There was a disparity pertaining to the mode of influence. To reflect the variation in how contextual tools of assessments acted as influencers, they were classified into hygiene factors, promoters and direct influencers. Figure 29 below illustrates the progression of knowledge from the original conceptual framework (depicted on pg. 98).

The purple box shows the hospitality contextual elements and the orange box shows the LMX dyadic exchanges. The findings revealed that the nature of LMX assessments were influenced by what was contextually significant. In the case of the hospitality context, the box on the left signifies how aspects of customer experience creation through theatre act and hospitality intelligence were recognised as critical with regard to how the leaders and members formed relationships. Correspondingly, the rectangle on the right, distinguishes between promoters (blue), hygiene factors (green) and direct influencers (yellow) to highlight the 12 contextual tools that leaders and members utilised to assess each other against. In addition to context specific tools that affected LMX, this research contributes to knowledge by articulating differences between the kinds of influence that these tools had by classifying them into promoters, hygiene factors and direct influencers.

Figure 29 Hospitality Contextual Influencers (Figure 17 Revisited)



Individuals also concurred the networked production that entailed hospitality work. As Bouranta, Chitiris and Paravantis (2009) and Boon (2007) attested, conducting theatre and creating experiences was not a linear occurrence between one member of staff and the customer. Rather it was a combination of a variety of individuals ranging from back of house employees, other frontline staff, management and customers within the servicescape that had the potential to influence the experience assimilated (Gibbs and Ritchie 2010; Harris and Reynolds 2004; Sureshchandar, Rajendran and Anantharaman 2002; Boon 2007; Bouranta, Chitiris and Paravantis 2009). This dependence on a networked co-production of the experience revealed multidimensional attributes that influenced LMX construction.

Influencers External to Dyad

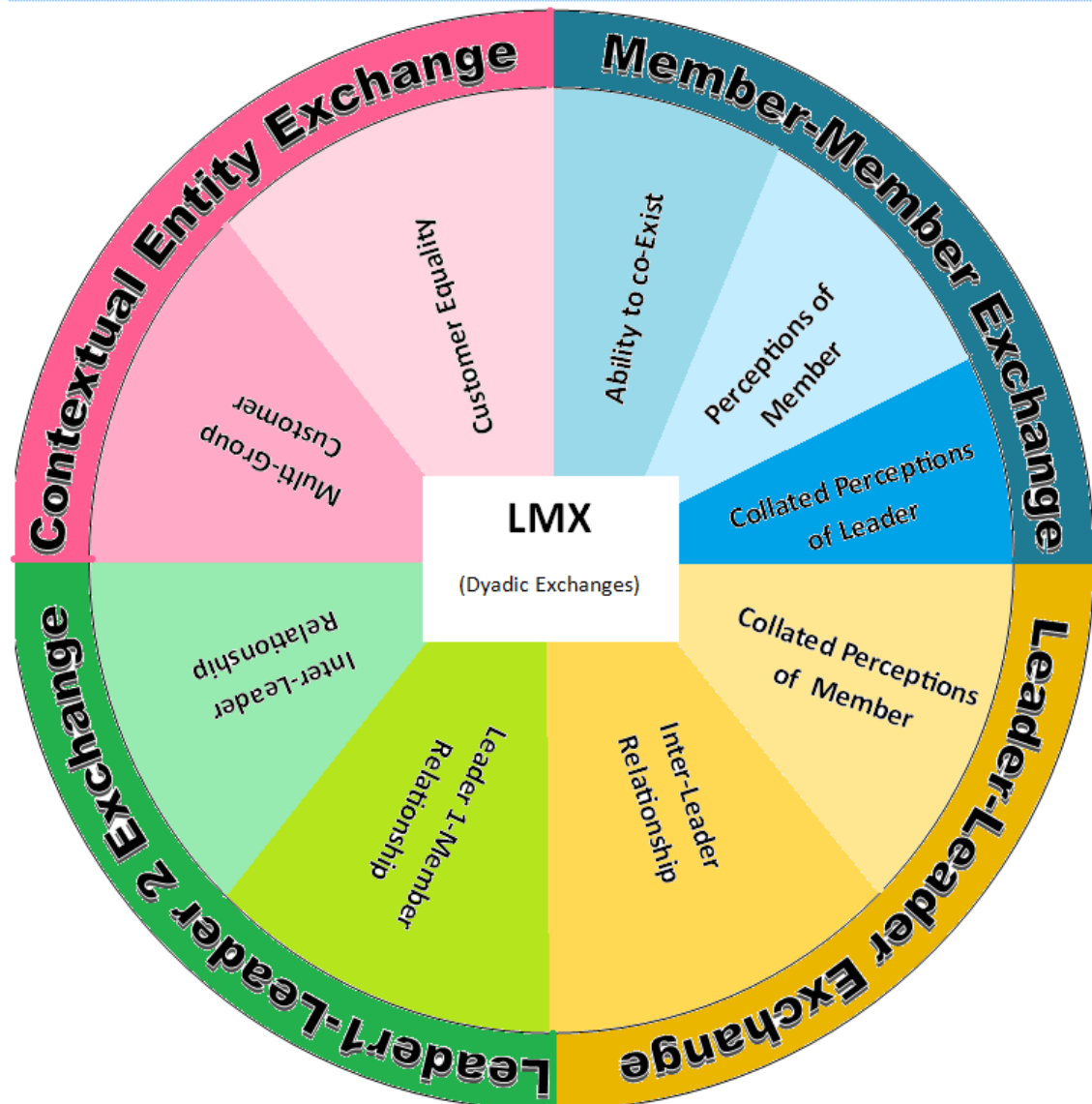
When individuals were probed to identify and explain critical incidents that caused them to alter their perceptions as well as interactional and behavioural exchanges with their counterparts, they revealed attributes that were external to the dyadic relationship. This is not to discredit the significance of dyadic exchanges; however, it was felt by individuals from the research, that dyadic exchanges were largely influenced by external dimensions depicted in figure 30 below. The influencers revealed, pertained to 4 main dimensions and:-

- Member-Member Exchange (MMX)
- Leader-Leader Exchange (LLX)
- Leader1-Leader2 Exchange (L1L2X)
- Contextual Entity Exchange (CEX)

Figure 30 below has at its centre a white box to indicate the dyadic understanding of LMX which the literature reflects. Figure 5 (pg. 54) highlighted the research focus which was to explore beyond the LMX dyadic construction and correspondingly the findings have revealed the dimensions and exo-dyadic lenses that have the potential to influence dyadic LMX construction. Therefore the model below demonstrates how the findings

from this research have contributed to the knowledge on LMX theory by evidencing the multidimensionality of LMX.

Figure 30 Multidimensionality in LMX (Figure 28 Revised)



Within each of these dimensions manifested 'Exo-Dyadic Lenses', which is a term coined in recognition of the cognitive dimensions that affected the construction of LMX. In total 9 EDLs manifested within 4 dimensions as illustrated below. Each EDL was recognised to possess a unique influence on LMX; likewise, differ in the mode of influential power the held. EDLs were classified into hygiene factors, promoters and direct influencers in the reflection of the mode in which they affected LMX construction. Additionally, the critical incidents revealed also demonstrated the ability of EDLs as well as dimensions to interlink and merge to play an influential role in LMX. The boundaries of EDLs were not always clear cut due to the networked manner in which organisations functioned which allowed a myriad of influencers to affect LMX.

Furthermore, data collected also revealed the emergence of a transference phenomenon which occurred as a consequence of multidimensionality in LMX. Individuals admitted how their observations, feelings, and expectations experienced within one dyad were redirected and applied towards another. The occurrence of transference in LMX is a new concept which has not previously been recognised in relation to LMX research. Nevertheless, data revealed two mechanisms that facilitated how transference occurred. LMX strength, as well as perception, were the two attributes that instigated transference. Strong LMX, as well as positive perceptions, allowed absorption of traits and behavioural/interactional attributes; whereas weak LMX as well as negative perceptions allowed contradiction of traits and behavioural/interactional attributes. Data from this research only reflected transference from the perspective of members or leaders who were reflecting back to their time as a member. This explained how individuals who identified themselves to function within the role of a member, utilized sense making of exchanges with leaders to redirect it towards other members; when they were in positions of leadership. This is perhaps an area that needs to be explored with greater rigour to gauge the full extent of how multidimensionality might influence transference.

9.2.2 Contributions to Practise

While organisations might strive for equality within the workplace, and in an ideal world, all managers treat all employees equally this is far from reality. Inevitably, there exist ingroup and outgroup members in most organisations. As strong LMX has been linked to enhanced individual as well as organisational outcomes (Raghuram et al., 2017; Gupta and Chandha 2017; Marstand, Martin and Epitropaki 2017) and weak LMX linked to turnover intentions (Chen 2016) which can be a costly affair for organisations knowledge on LMX can be utilized to develop and strengthen organisational relationships. Knowledge from this research has 4 main contributions to practice pertaining to:- selection of leaders, understanding outgroup members; development of organisational relationships; recruitment and performance management, which are explained below.

Selection of Leaders

As discussed above, there are several practical contributions made towards the development and management of members by developing LMX knowledge. However, this can also have a practical impact on leaders and their selection. Similar to how differentiation can be utilised to identify appropriate roles for members and their management (see section 9.2.3), individuals who are chosen to be leaders could potentially be assessed with regard to the requirements of the position and how well they 'fit' the demands of the role. Additionally, understanding the significance of contextual objectives could help to assess whether potential leaders reflect contextual ambitions. For example, when Tim Cook replaced Steve Jobs as Apple's CEO, this was a choice made through a rigorous screening process against requirements within the context. At the time of succession, Tim had worked at Apple for 7 years and had an abundance of experience of managing operations and, likewise was technologically proficient making him the best candidate for the job.

Understanding Outgroup Members

Knowledge on multidimensionality and EDs that manifested as influencers in LMX could perhaps provide greater insight as to the reasons for certain members being classified as outgroup. While outgroup members might not always be easy to identify managers as

well as outgroup members can usually feel it (Verbrigghe 2014; Kauppila 2016; Marstand, Martin and Epitropaki 2017). From the perspective of the manager, the framework of influencers can help identify the perceptions (EDLs) that have contributed to how they form exchanges with outgroup members, perhaps help identify biases at play. Alternatively, from the perspective of the member, it could help them understand attributes that lead them to their outgroup status and perhaps work on strengthening that. For example, if a member of staff who has been working at an organisation for 10 years has never received a promotion; and has witnessed several of his colleagues progress; he/she could perhaps re-evaluate his performance in relation to CEX, MMX, L1-L2-X as well as LLX to identify weaknesses or issues.

Development of Organisational Relationships

LMX endorses the 'one shoe does not fit all' approach to leadership. Once an understanding of weaknesses and strengths pertaining to dimensions and EDLs have been assessed, leaders could potentially introduce developmental tools to strengthen relationships and perhaps even communicate better to members as to what they do well and what needs improvement. For example, assuming member A who is good at her job but individualistic in how she approached work tasks has unintentionally caused friction amongst the workgroup. Co-workers have been complaining to the manager regarding the lack of support from member A; likewise, have expressed a lack of interest in wanting to work with member A on projects. Left unattended, this could be detrimental to the organisation which relies on group input to meet organisational objectives. Perhaps the manager could utilise the wheel of influencers to identify that while member A might be performing well on the CEX dimension; her performance needs development with respect to the MMX dimension which is perhaps just as critical. Organisations today rarely have isolated job roles (Batt and Appelbaum 2017; Guest 2017) making the ability to work with co-workers just as important as the ability to perform work tasks (Piccoli, De Witte and Reisel 2017; Anthony-McMann et al., 2017).

From the member perspective, had Member A had the knowledge of influencers that affect relationships perhaps she would have made greater attempt to work in a cohesive manner. It is perhaps the lack of awareness of attributes that influence LMX

relationships that makes members feel they are submissive within a workplace. Rather, with the knowledge of influencers of LMX they could take matters into their own hands and influence the way they are perceived. They could potentially manage managers by building stronger CEX, MMX, LLX and L1L2X.

Recruitment

Knowledge on LMX and the multidimensional factors could come in handy during recruitment. CEO's, Head of Departments and top-level management are unlikely to gauge a complete understanding of applicants for a job from the C.V alone (Piotrowski and Armstrong 2006). It is not just evidence of experience in a particular role but also ability to work cohesively within an organisation and its stakeholders that are important when it comes to hiring an individual (Chan and Kuok 2011). It is in this situation that dimensions and EDLs in LMX could aid both the job applicants as well as CEO's, Head of Departments and top-level management.

For example, in an academic context, the Head of the Department might be hesitant towards recruiting associate lecturers under the zero-hour contract. After all, the associate lecturer from the perspective of the students (CEX) is the same as any other lecturer within the university. But trusting an unknown individual by bestowing such responsibilities could be a source of reluctance for top level managers who might not have insight into the applicant's abilities in the classroom (CEX). It is in situations like this that top level managers might ask colleagues or other individuals within the organisation for their perceptions on an applicant to make a better advised decision, thereby relying on CEX, MMX, L1L2X and LLX.

Similarly, job applicants might not always be able to communicate with top level management who are in charge of recruitment decisions; however, they could begin interactions with other key personnel within top level management's inner circle to influence perceptions and prime themselves for the position advertised. Using the same example mentioned above applicants might begin interactions with module leaders or other lecturers working within the organisation to build rapport with them via (LMX, CEX and MMX). Applicants could then use strong LMX, CEX and MMX as tools of influence to

shape how top-level management perceives him/her and evaluates appropriateness for a specific role. This is perhaps more relevant in today's recruitment procedures that are largely affected by networks and relationships; rather than abilities and work experience.

Performance Management

As seen in the case of the hospitality industry, leaders and members developed relationships with their counterpart via assessments against attributes critical to the organisation. As theatre act and experience creation was critical to achieving organisational objectives, individuals that demonstrated abilities to do so witnessed their LMX strengthen (CEX). Going forward, managers and staff alike could perhaps identify and agree on core contextual requirements and expectations. Irrespective of the contextual setting there are fundamentals instilled within expectations in a workplace (CEX). Hence, from a leader standpoint communicating clearly on what is expected and critical to the organisation could allow staff to better equip and orientate themselves towards organisational objectives. They could then reward those that meet the expectations set by the provision of ingroup status; while allowing clear communication to outgroup members as to why they did not receive similar rewards to ensure the reduction in negative consequences of outgroup members.

Likewise, from a member standpoint, understanding contextual assessors could give them the power to enhance performance against attributes critical to the organisation; ultimately contributing to greater support and development opportunities from the leader (Marstand, Martin and Epitropaki 2017). It is within this scenario that ingroup and outgroup status is a handy tool to manage performance. Individuals that participated in the research seemed to accept certain members getting additional benefits when they witnessed enhanced strong CEX. Being granted ingroup status as a consequence of strong CEX bestowed an element of aspiration and something for members to work towards, which ultimately supports performance enhancement for individuals that seek ingroup status.

9.2.3 Contributions to Leadership Theory and Practise in Hospitality

The manner in which hospitality staff engage in a networked production to build memorable experiences to achieve customer satisfaction, has been heavily endorsed by the literature (Hemmington et al., 2007; Bharwani and Jauhari 2013) as well as individuals from the research (M1, E; M1, B; L2, C; L2, A). As it is a combination of interactions and exchanges between the back of house, frontline, management, and customers that allows the creation of the customer's hospitality experience, data revealed interdependence between the different entities of experience creation. Leadership in hospitality, therefore, has to concentrate on:-

Recognising the disparity in role appropriateness for staff

The 12 contextual influencers articulated in figure 30, and explored in chapter 6, evidenced the need for frontline staff to possess hospitality intelligences to be able to construct appropriate exchanges; to achieve customer satisfaction (CEX). At the same time, it is not only frontline employees that are integral to the creation of the hospitality experience as back of house staff play a vital role in supporting frontline staff. Therefore leaders need to gather an understanding of strengths, weaknesses, and interests of varying staff and place them accordingly within the hospitality experience production line. This view was supported by several leaders within the research who swore by the importance to utilise differentiation to assign staff to appropriate roles (L2, A; L1, D; L3, A; L2, C). Similarly, this feeling was shared by members who preferred to be assigned to roles in accordance to their skillset (M6, A; M1, B; M3, E; M5, A). For example, some staff may be excellent in checking stock and keeping on top of supplies which is just as essential as staff that possess knowledge of the food and are interactionally skilled (L2, A).

Developing the cohesiveness of organisational exchanges

The lack of skill to conduct service exchanges (CEX) should not be seen as a drawback, as the networked production of the hospitality experience requires staff to support each other. Hence leaders in hospitality need to support the development of organisational exchanges between members of the production line i.e. frontline and back of house staff (MMX); to ensure smooth delivery of service. Likewise, if there are multiple supervisors

within the servicescape it is essential that they are on the same page and consistent in the support and guidance given to members in order to execute smooth delivery of service (LLX impacts MMX which affects CEX). Not to forget, the significance of support that stems from a good relationship between the manager and the supervisor (L1L2X) is essential to ensure that supervisors (LLX) and members of staff (MMX) work cohesively to produce the experience for the customer. For example, if there is an event taking place in a hospitality outlet, the manager (L1) needs to supply the supervisors (L2s) with appropriate staffing and knowledge of the guests and the event. The supervisors (L2s) then need to work effectively together to coordinate responsibilities to maximise on efficiency; giving clear indications to staff on their roles so that they may be aware of their tasks (MMX) and able to produce smooth delivery of service (CEX). The lack of cohesiveness in hospitality organisational exchanges could have detrimental exchanges for the customer's experience (M5,E; L2, A); therefore leadership in hospitality needs to focus on developing cohesive organisational exchanges and identifying appropriate roles for members.

9.3 Research Rigour

Although consensus is yet to be met on clear cut criteria to verify rigour in qualitative research (Padgett 2016) there exist three main schools of thought to gauge quality of research. The first pertains to appropriateness of methods utilised to collect the data referred to as 'validity' (Onwuegbuzie and Leech 2007). The second, known as 'reliability' pertains to coherent interpretation of findings (Silverman 2016). Finally, the third pertains to 'generalisability' or in this case 'transferability' of findings from the research; do the research findings represent the context within which the research is conducted or can it be applied in others (Schofield 2002); nevertheless, all research has limitations (Bryman and Bell 2015).

9.3.1 Validity- As the research was aimed to explore influencers external to the LMX dyad, as well as contextual influencers; hospitality was chosen as context upon which to build knowledge. An evaluation of the hospitality context conducted in Chapter 3 had revealed how frontline employees were at the crux of organisational relationships; playing an instrumental role in facilitating organisational objectives via exchanges with

the customer. Correspondingly this research utilised leaders and members who functioned as frontline employees to explore how they formed LMX relationships. Due to the time frame within which the research was to be executed, the research was limited to hospitality organisations in one location- Chennai India. However, to make up the limitation in locality, 6 different types of hospitality organisations were included in the research:- cafe, bar, 5-star hotel (local chain) , 5-star hotel (international chain), 4-star hotel (international chain) an independent restaurant. In total 40 interviews with 21 members and 19 leaders were conducted using the critical incident technique to explore the sense making with which LMX was constructing; allowing access to identifying influencers.

9.3.2 Reliability- Data analyses was conducted over two phases; a structured abductive coding framework (section 4.7.3) was utilised to thematically analyse data; by identifying foundations of LMX and building on that knowledge. During the second phase a manual analysis was conducted to develop themes into findings and discussion Chapters (table 5 section 4.7.4). Findings were developed and articulated by evaluating occurrence in all 6 organisations as well as multiple individuals to support perspectives held. For example, dimensions and EDLs identified were cross verified by multiple individuals from the 6 organisations in the research prior to recognition as an influencer.

9.3.3 Generalisability and Transferability - Findings from this research were twofold. First, the research identified hospitality contextual influencers which affected the work-related assessments conducted to construct LMX. While findings from this research are recognised to be generalizable to the hospitality industry; it also attests that perhaps other contextual settings have implications onto the work-related assessments conducted to construct LMX. Perhaps in an academic setting, instead of the customer as CEX, it would be students. Perhaps module leaders and lecturers evaluate each other against how well they develop and deliver course material for the students; who are potentially the focus of the academic contextual setting. This research attests that context setting does have an impact on the work-related assessments conducted thereby claiming transferability. However, exploration onto various contextual settings and implications on LMX would be required.

Similarly the framework on dimensions and EDIs identified are acknowledged as a starting point upon which knowledge can be built. Due to the exploratory nature of the research, the findings pertaining to influencers external to the dyad merely recognise dimensions that have influenced LMX which can be applied on other contexts; however, more in-depth research is needed to evaluate how these dimensions are interpreted in varying contexts and by individuals with diverse backgrounds.

9.3.4 Research Limitations- As this research was situated within one particular country and all of the participants were from the same cultural background, perhaps an exploration into more diverse backgrounds would have provided greater insights. There was a cross sectional limitation to the study as all of the interviewees were frontline employees in the city of Chennai although they were originally from various parts of India. The data therefore could be representative of the cultural scope within which this research was conducted. Likewise, the sample included only 1 female and 39 male interviewees, due to convenience sampling and the stigma around Indian women working in hospitality. It is worth acknowledging that the data could be representative of a male perspective and future research would need to explore the influence of gender on LMX. The timeframe, within which this research was to be completed, allowed exploration only within the contextual influencers from the hospitality context. Perhaps wider exploration of a variety of contexts and its implications on work related assessments would have demonstrated more articulate findings.

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Appendix A - Glossary

Abductive Coding- Using previously established knowledge as a tool to conduct an observation and build upon inductive data/ new information.

Affective- Relating to moods, feelings or attitudes.

Appearance Aesthetics- The way someone or something presents itself and the feelings that it induces.

Back of House Staff- Staff that are not customer facing. Examples include:- Chef, Accountant, Maintenance Staff.

Commercial Hospitality- The dimension of hospitality which has a motive to generate income and practise economic activity.

Continuum - A continuous sequence in which adjacent elements are not perceptibly different from each other, but the extremes are quite distinct.

Contextual Entity Exchange (CEX)- Interactions that individuals conduct with individual/individuals that is/are significant within the contextual setting.

Critical Incident Technique- A set of procedures used for collecting direct observations of human behaviour that have critical significance and meet methodically defined criteria.

Cultural Hospitality- Hospitality exchanges that entail cultural traditions or societal norms.

Cultural Intelligence- A person's capability to function effectively in situations characterized by cultural diversity

Customer Centricity- is an approach to doing business that focuses on providing a positive **customer** experience both at the point of sale and after the sale in order to drive profit and gain competitive advantage.

Differentiation- a process by which a leader, through engaging in differing types of exchange patterns with subordinates, forms different quality exchange relationships (ranging from low to high) with them.

Direct Influencer- Influencers that strengthened LMX if present and weakened if absent.

Domestic Hospitality- The dimension of hospitality associated with taking care of customers either through food/shelter or via welcoming/compassionate behaviours.

Dual Leader- Two leaders within an organisation.

Dyad- Two individuals who have a socially significant relationship.

Dyadic LMX- The relationship between two people which is constructed on interactions and exchanges between them.

Emotional Contagion- A process in which a person or group influences the emotions or behaviour of another person or group .

Emotional Intelligence- The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships

Exo-Dyadic Lens- A perspective involving an influencer outside of the LMX dyadic relationship which affected the relationship between the leader and member.

Experiential Intelligence- Also known as creative intelligence represents the ability to use knowledge.

Experience Economy- When businesses use service as the stage and products as the prop to indulge customers in sensory stimuli.

Experience Participation- When frontline employees engage with the customers to conduct interactions in intent to cater to the customer's socio-emotional and psychological needs.

Experience Production- When individuals within the organisation work together along with the customer to build the customer experience.

Frontline Staff- Staff that are customer facing. Example, Bartender, Waiter or Receptionist.

Group Act- When staff work together to be able to create the experience for the customer.

Hospitableness- The disposition that welcomes guests and is fond of entertaining them.

Hospitality Intelligence- A combination of interpersonal, intrapersonal, cultural and experiential intelligences that allow frontline employees to cater to the customer effectively.

Host Customer Identification- The relationship built from interactions between the frontline staff and the customer.

Hygiene Factor- An attribute that decrease quality of LMX if absent.

Impression Management- A conscious or subconscious process in which people attempt to influence the perceptions of other people about a person, object or event. They do so by regulating and controlling information in social interaction.

Initial Interaction- The first stage of the LMX construction process, where leaders and members begin to exchange expectations.

Interpersonal Intelligence- The ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others.

Intrapersonal Intelligence- The ability of individuals to understand themselves, appreciate their own feelings, fears and motivations and be in control of them.

Leader-Leader Exchange (LLX)- The exchange relationship between two leaders of the same hierarchical status within an organisation.

Leader1-Leader 2 Exchange (L1L2X)- The exchange relationship between two leaders where one leader has superiority of the other within an organisation. For example, Leader 1 would be the manager and Leader 2 the supervisor.

Leader Member Exchange (LMX)- The relationship between a leader and a member which is built via interactions and is unique to that dyadic relationship.

LMX Strength- The quality of the relationship between a leader and a member.

Member-Member-Exchange (MMX)- The exchange relationship between two or more members within an organisation.

Mindset- The established set of attitudes held by someone.

Multi-Customer Group- A group of individuals who engage in the hospitality experience together.

Negotiating Latitude- The extent to which a superior was willing to consider requests of a member.

Network- Multiple people who are inter-connected

Network Affect-The inter-connection between multiple people that impacts each other.

Network Production- The action associated with the inter-connection between multiple people which is utilized to build or assemble something.

Post-Experience- The stage which occurs after the customers depart from the service encounter where they reflect on service experience.

Pre-Experience- The stage prior to the service encounter where customers build up expectations of the service experience.

Promoter- Attributes that enhance LMX if present.

Purposive Sampling- A sample of individuals specifically chosen to represent a certain demographic.

Relative LMX (RLMX)- It refers to actual level of one's own LMX quality as compared with the average LMX within the team.

Response Bias- The tendency of a person to answer questions untruthfully or misleadingly due to feeling pressured to give answers that are socially acceptable.

Role Making- The second stage of the LMX construction process where leaders and members begin to conduct conscious and subconscious assessments of each other.

Role Routinization- The third and final stage of the LMX construction process is where leader and member behaviour becomes interlocked and a synchronisation of how they behave with each other manifests.

Role Theory- The perspective that considers most of everyday activity to be the acting out of socially defined categories.

Servicescape- The physical environment in which hospitality customers and frontline employees meet and conduct exchanges and interactions.

Socially Desired Responding- The tendency to give positive self-descriptions or to respond in accordance to what individuals think the interviewer wants to hear.

Social Exchange Theory- The belief that social relations are a consequence of exchanges.

Synergy- The interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects.

Theatre Act- The façade that frontline employees in hospitality engage in to cater to the customer's experience.

Thematic Analysis- Analysis of qualitative data that are important to the description of a phenomenon and are associated to a specific research question.

Transference- The redirection of behaviours induced via emotions from one dyad to another.

Verstehen- The meaning of what the individual said rather than an exact word for word translation.

Vertical Dyad Linkage- The dyadic relationship between a leader and member which recognises the leader to be dominant.

Welcomeness - The hospitality term used to represent actions associated with reception and greeting of customers.

Appendix B- Sample Transcript

(L3, A)

F: Tell me about your day at work ?

P: We start by say 11 o clock in the hotel. So once I come to the hotel , first basic things, first I speak to all the colleagues so that we can know all the details what,..how they are feelings it is according to that and their mindset we put the job allocation. Because sometimes , if they are not feeling well they wont be telling us , because sometime they may be scared if they I m not feeling well they feel hesitant to say..

F: Okay . Yeah.

P: So once he said okay not feeling well , we know okay so where to put him. Or give him a little break so that we can shuffle like that.

F: Yeah.

P: So once I speak with them I can next go my job level to the entrance to the front of the house. The front of the house I see what are the things to be done.

F: Okay.

P: What to be checked. So this should be checked before. In between the operation is will be very uncomfortable . So the boys whatever setted they check . I go once again cross check it .

F: Okay.

P: So that's how , my days got work. I work for 2 outlets for the lunch and the buffet and for dinner in the roof top.

F: Okay.

P: So both the man power have different mind set up.

F: How is it different ?

P: So..difference is , people here in the buffet restaurant they have different set up or different things to interact with the guest or things to set up. For the terrace it is entirely different. People working in the terrace have an entirely different mind set up , because the way of working , we have the bar , we have the restaurant as well as the food because lots of things going on. So in that way we have to treat the people in that way.

F: Hmm..

P: So in the buffet we have to treat the people differently.

F: Yeah.

P: Because the way I work in the terrace I cant put the same pressure in the down.

F: Yeah.

P: Because the way of industry goes they ll be working from morning breakfast lunch dinner . So constantly after 6 hours they might get little frustrated because some mistakes , again you are going to do mistakes mistakes and mistakes . So we have to give a little break and think what it can be done. That's how it works. These days it goes like that. So these days they have different learning sessions. Different people have different learning talents. We have to choose them and we have to group that and we can take that from it. We have to utilize what they need from us .

F: Okay. Can you tell a little bit about how you ended up working here. What did you do before?

P: Before , I did my hotel management in Coimbatore CMS college .

F: Okay.

P: In 2008 I passed out. So from there I started in the GRT Grand through campus interview as I told. I had to start my career as a same basic training waiter. So based on waiter , I started I know what difficulties they are facing , so nowadays the strategy is little different. People before might be dislike all seniors juniors and things. Okay, now there little different is there. People , they have want respect , they want to learn the things fast.

F: Yeah.

P: Because now , before it is very difficult , they wont give the chance , now you have lots of chance because before they wont give much chance for people to get into the work time . They...

F: What do you mean like...

P: If it will be the back area and if you are in front of it , so people whoever doing the back area by pain , but you know that is also a job , we have to supply them to this . So that things you ll be doing constantly for one year. People wont allow as fast inside you. Even if you know the job they will restrict few jobs to be done.

F: yeah

P: But not the scenario is very different. Now if you are a little talented, ofcourse you have more chance to get inside.

F: Yeah

P: They confidently , whatever it is , because now right now with the man power they have to utilize that .

F: Hmm

P: Before man power is there or not they will give little seniors juniors. Now little difference are there , people are mingling like that. So just like that , there are lots of opportunities to take for it.

F: Okay.

P: And even if we cant be more strict with them, or we cant be more harsh with them.

F: Hmm.

P: because once you are more harsh they ll be more depressed chances of going out of their head.

F: Yeah.

P: So people will find nowadays lots of opportunities . Before , its very less . Now , if you step out of this hotel n number of hotels . Before its not like that . That's why we have to keep the staff little comfortable , in they have to be little comfortable as well as they have to know that they are learning something. That's what is important. So I started GRT then I came to park Sheraton , but I worked in the bar. My environment is fully entirely the bar . So bar scenario , people are like friendly , so that make me like friendly manner to all the staff . So then I came to the terrace , and joined in the restaurant in 2012. So 2012 so many batches came . There were few old staffs and few new staffs . It was a little complicated for the new staffs because they are in between the operations, its not like they get trained initially.

F: Yeah

P: Because once they come it is very difficult for them to grab the things. Second thing is umm... they want to mingle with the people . Because now days mingling with the people, once they come to the job , they don't know what is happening . But in some busy or somewhere people be a little harsh like why you did like this , why you did like that that is why they left. Because they don't know what job is , so in busy time they may get frustrated , they get irritated , and sometimes they feel why should I care here.

F: Hmmm.

P: So that type of scenario will be there , so for them what is the basic job we give that only. Till they learn , till they are mingling with their friends till they know who is he , how is he , how friendly he is , how to react with him , so once he is friendly like that. Then he ll know what the things to be done.

F: Hmm...

P: So now we can get into the process. Just slowly , even if he does mistake also , he ll maybe casually tell his friends , dai badiya I did this mistake kind of... So he ll be open with it. Or else he ll be little scared to work in the restaurant. Once you have to be little harsh, whatever problem he wont speak with you. So he will be keeping that in his heart and atleast final moment it will burst as anger out. Finally between them , fight will be there , some problem will be there. Ofcourse they will be uncomfortable in the working place. So. So that what the scenario. So this is what I learnt from this staff. Now new staff some they need little bit respect they want to learn the things , they want to be treated little bit like a human being . That's what.

F: Yeah Yeah....

P: Not like slaves to work and go . That's what they are thinking is now. The new generation.

F: Yeah Yeah. ... So why did you leave umm.. how long did you work in GRT ?

P: * Cough * GRT I worked for one year , and Crown Plaza right now park Sheraton , two and a half years and then I am here.

F: and how long have you been working here ?

P: Just 4 years .

F: How are you finding it ?

P: Ya I am most comfortable here, because management and staff, because the restaurant which ever I am working is more comfortable than that .

F: Why did you leave Crown Plaza ?

P: Crown Plaza , sirf (just) for the growth, my investment for salary. Because the time we are joined the salary is... the Indian salary payment . So everywhere , we need a growth as well as , company also should grow , we also should grow. This was the only plan, because staff still working in that places. So salary wise I came here. So... its going on. Maybe ,... if.. we have to changes , like proper changes new things new learnings , once you are into the comfortable zone , that means you are in the danger zone always. Right now in the comfortable zone so we need to look for new changes new directions to learn so that it will be helpful for you in the future. That's what it is.

F: You had mentioned that you had been here for four years , can you tell me some of the reasons why you like working here ?

P: Why I like working here is because ,.. um.. because my top level manager is ... because I work with the managers .They made me comfortable because they treated me the way what to be done as a senior manager, because see if I am a team leader , I am a supervisor . If your are doing manager job, they will feel little proud. That's how they will feel.

*Phone rings he excuses himself and I put the recorder on pause *

P: So they had given me like some seniority jobs. So, because if you are doing like little seniority jobs , you know what jobs the managers are doing. Maybe it wont help you. But if you are going to use it , you ll be little more confident that you are working that ofcourse, I know manager jobs . I know what they are all doing . What all they are following. So...if a supervisor is doing a manager job that means he is little atleast minimum one year he will be here. Atleast to know the things and grab the things.

F: Hmm yeah..

P: So that's how it works . So when I worked as a team leader , so that time I was doing like all the supervisor jobs and manager jobs. Whatever manager is doing I am doing it. So that is how it works. So day by day , day by day, new new jobs. New new ideas , thinkings...is coming. It is not that you are standing constantly you are doing the same jobs from 2012 what job I was doing. If I am doing the same job until 2016 that means there is zero growth and nothing to learn for it.

F: Okay.

P: Sometimes your are the same salary same work means ofcourse your mind will be little frustrated. And you ll do lots of mistakes also. So managers are more comfortable with me so they made to all the things . Whatever things , that a person as a manager , they should know.. pressure , if I am handling the things . They taught me and I am teaching my boys . In future they will also become, even if I am not there also they can do the work. It is not that I am the only dependable person to do that. If I am not there they have to do my manager job also.

F: Yeah.

P: Because they will be little proud that okay that I am doing little managing jobs. That also they are doing it. So nothing in restaurant , because they are little comfortable some right now. Because they don't want to look for some other job. Leaving okay this is a bullshit job so always shouting screaming . Atleast here something to learn. Because they want day by day to learn something . And they have to grow. Because they have to respect. Nowadays people come and they want some respect from the others. That's what it is.

F: Okay . Can you tell me anything why you don't like doing this work.

P: Ya that is interesting question. Doing ... doing the job it is main thing you have to comprise with your family because this industry is like hospitality industry is service sector. So this sector is basically you have to compromise with your family. Because 24 by 7 , weekly one day off 7 days, sometimes we are busy, because like all we are dealing with the human being , all feelings , its not like we are dealing with machines . If you are not there he can work. Okay sometimes , he may feel well , but if not feeling well, we have to take their job okay you take the rest , I ll go for the job. Some emergency or anything may come or anything may happen so sometimes for family dependable its very , not much after marriage really. So it is very difficult.

F: Are you married ?

P: yeah for one year. Before I can do I can come shift any time I can do . I can come and go at anytime. But after marriage ofcourse people working till 10 , 11 after 12 o clock my wife told what to do...I have some more job will come , again I have to finish it. It will take one o clock again * sighs *. So family orientated little bit difficult and second is the salary also so the payment how much they are giving. So salary is sufficient for this month , so little.. there is not much .. lots of expensive things , like petrol raise , market is , market raises so high.

F: Hmm yeah..

P: Once the market level is going really high and the salary is low, its not too much constant. So we also have to take little salary away like that. Because of the pressure of the man is that we have to take care of the family also , we cant take care of only the organization. Atleast we have to take care of the family living for us. So we have to take care of them also and spend some time .

F: Yeah.

P: So this industry as per the comfortable time , its not that we get everything , you are speaking with everybody , you are enjoying , you have more relations, more friends , more customers. You are directly dealing with them. The other thing is we have to compromise few issues. Few more things that I like. That's little away from this..industry related.

F: Can you tell me a little bit about your relationship with the co-workers ?

P: Co-workers umm...I have like a different. I have associates , team leaders , supervisors and duty managers. So different people I have different way of handling. So the same supervisor thing , I cant speak with the associate.

F: Yeah

P: He can do it. But only thing , if I put lots of pressure on him. So he don't know what basic things , people without knowing what basic things .. example if I am writing a sales report , so it is new to the associate , a supervisor from daily he s saying he knows what is food sale, what is what. But suddenly if I tell to the associate to do that ofcourse he wont take it and same way there are so many different jobs . For example, if I want to open a beer. Suddenly , if he is new to this , he doesn know how to open a beer means its really very difficult . If he doesn know how to serve . So ofcourse, suddenly what they do in busy time you go open the beer . So what the other guys told oh you don't know how to open the beer which college are you from like this.. so first time he will get little afraid , so in the mean time , you have to speak with them what to say , how to say it so just mingling with them. So maybe he done the mistake , so I said okay it's the first time just leave it , next time you see it and learn it . He have to put around him. Its not that he is moving away from jobs. The associate should be in and around with the supervisor and team leader to know his job. Till that we have to be behind him. So that.. I used to behind that till he is learning the thing. Once he is learning , he knows how to take the things. If he does the mistake also. He knows how to tell, or how to speak it, or how to go about it. Its not just that only the manager can come and speak it , or manager can. Manager is okay, he can come and speak to Great difficulties and things . The more and more he is speaking to the customer , the less complaints he can take.

F: Yeah.

P: So that's what it is see, whoever , went back it is very difficult for them to come out . So inter relationships , like a friendly relationship advisable. Between the friends. Once its made that ofcourse any mistakes, even if he is busy or he can tackle. Or even if he does a mistake he can tackle. Because once friendly atmosphere is done , I think complains or this .. egoistic character and all wont be much. When I.... That's what we are very friendly enough to all of them. But doing little jobs , being little strict in few things , speaking , some duties and responsibilities is incomplete, then ofcourse we will be little harsh with them to finish it. But they will finish it . But still once you are moving away from the responsibilities, ofcourse we have to be a little tight on them. So is being that we have to be little loose enough when you want , we have to tighten up when we want.

F: Yeah

P: So we have to know how to put them to the work that's what .

F: So what else do you like about your relationship with your co-workers ?

P: Umm.. Like, myself Before... like after marriage I m not doing much things..like we used to go for outings. Or in a day weekly once sometimes parties will be there or get together . Something will be happening so that people they speak openly. Because in busy hours they wont speak free. Before I told, when we have get together, we used to speak to them. So what is the problem ? we speak to people. Sometime people finish work at 2 o clock , till 7 o clock they used to sit and speak. Once they are speaking speaking speaking, they are little bit comfortable. So tomo work wise, if he s not conversing , he s ready to adjust with these jobs , if he s not coming macha (friend) you take the day , I ll do the job. Its little compromise with that so that friendly relationship I like that. Still its going. Sometimes once new staff comes that is it will take little time. Apart from that people who is working with us long so it is little better.

F: Okay. Is there anything you dislike about your relationship with your colleagues ?

P: Umm..dislike in the sense...not like dislike but some negative thoughts people have negative thoughts , so they ll be in a good track for a long then suddenly something got depressed or some complaints they really go out of their track. They really do a small mistake it will be created like a continuous, within one week 2 or 3 complaints started continuously coming , so is that okay the mistakes they have but he has to stop it and he has to go for it next . But sometimes they were take it down . Why its happening , nothing there they don't analyse it. So I get complains come and then come again so they ll leave it like that . So that type of negative thoughts way I don't like people with negative thoughts.

F: Do you think that usually happens because of something outside the hotel or do the negative things happen inside ?

P: Negative things both personal and this one.. See tomorrow is he s having like one function and tomorrow the restaurant is like full he couldn have leave . Ofcourse his mind is fully , leave leave leave , he s fully thinking about leave only. Whatever here saying he wont listen . Because both personal as well as official , is Its upto the way he is. That's why before entering we have to check with the colleagues , how they are mindset is . Because tomorrow if he want leave and no leave is sanctioned then he s thinking about it only the leave . So his job should be given the minimal responsibility Minimal responsibilities , so that which can be handled easily by him. Once going directly to the guest, complaints going very high its very difficult. That's what.

F: What factors affect the way you relate with your employees ? You mentioned earlier that you have varying relationships depending on you know... what they do. So how is that influenced ?.

P: Umm..influence is growth is there different. Because I can see the staff growth easily. People working who came from other restaurant umm..they are little more easier working in the terrace . That was working because if we give little responsibility to them they think okay it is my job to do it. Because its not only one person, the other person also doing the job. So he s not putting down . So he thinks ofcourse I also wanted growth . Once they can do the job, ofcourse they are getting a growth , and growth ofcourse it is little influencing me, because they are growth is my growth also , I have to put in front and take it forward.

F: And how does that work with your boss ? Like do you handle yourself differently in that relationship ?

P:Ya very difficulty in the sense , that's why people's feelings because if you treat one person little higher and if you treat other person okay....because if one person have little more capability in grabbing the things so fast we used to put usually regularly in the main operation itself. Many things very difficult situation he can handle it. But the other person , who is very good or little senior to him but they are handling things that is very less . So he feel very difficult , so this means a new person is coming and he s doing the my jobs because I am working for long and you re not giving any responsibility . So that is like a very difficult scenario to know the things. For that what we do is , we put as a main person and an we an assistant as a main person . All the jobs will be don't by the assistant but the main person is more responsible in knowing the things, to know how to do the things . So what we do is senior will be there, but junior also will be able to do all the jobs , cross check if everything has been done. So that he wont be level down. Yeah. So we give the jobs to him so that senior and junior whoever it is , no seniority, only in a friendly manner . So that's he build his relationship. So that he doesn feel like I am senior or he is a junior . He feels like I am doing the work , but his job is to cross check. That's all. So his job is done or not perfectly , that way we have the responsibility. So that's how it is influencing. You do the job what you are doing and know the things so till you are learning the things that job will be atleast for one month or two months continuously you ll be doing that job constantly. And we ll be monitoring how it is will be growth or anything if you did any mistakes we ll be clarify then and there itself . Because we wont keep it for long , any mistakes or any assistant or any complaint we got , there it self we should tell. Till he learns the job.

F: Yeah.

P: For example , May also shift. That means he worked as a trainee in banquets and then he came to terrace and he don't know how to write a log book and sales report. So first four or five days he ll struggle that means calculation, one plus one is two is also he has done a mistake . So we cant say okay he s not doing the job because I need leave also 4 % . Because tomorrow some other person wants leave means he should be replacing that. He should be doing that job.

F: Yeah.

P: So in that case he s trying for one or two months ofcourse for one week it's a struggle . But after that he ll go through it . Till he learn ofcourse we have to be a little behind him , give pressure or do whatever till he learns. For that we have to inform prior itself this all till the learning. Once he learns you are like free. You do how much you want , your capability. You can grab the things. But till you are learning ofcourse the time pressure everything will be the same like this only. You have to inform them prior itself. So that he knows till he is learning ofcourse why the boys are shouting ofcourse . Till I am learning this will be like that. That's how in terrace it works.

F: Okay. Do you feel that you change the way you behave with your supervisors and associates and your manager so ... ?

P: Ofcourse we have to change it. Because I cant work as with the manager how I am working with my associates. Because top levels have different things , their working is different and because as an executive I have to be one of them as well as on the associate side. Because the associates they wont think of management , they wont think about anything beyond what is.. because they are whole job is to do what responsibility , do perfectly and carry on. That's it for their work. As in manager has sales costing , they have man power everything people who is not here you have to put them that side , very different between organisations. It will be like working in two different organisations. It will be same like that.

F: Hmm..

P: Once like uh... because these guys small things , they ll loose their , their respect , it is very difficult.

F: Yeah.

P: Because okay , my manager is like that why he is not respecting me , how come the other outlet guys will respect me. So that type of feelings comes, we will loose our own respect. So once people should trust us. Okay he can , he wont leave us. Because one they build the trust , whatever problem also, they will understand the things. Manager level okay they

knows because they are came from it. So whatever it also they can understand. But in the down level , we have to build the trust with them.

F: Hmm..

P: So building a trust them. Building a trust not one day two day. It will take time with them. Because initially , it gets we broke anger everything is there , then slowly it will become friendly , slowly. Okay my executive is there he can take care of it. Whatever I say, he can listen or whatever job he is doing, okay the same thing I have to follow. For that I have to show them how to work. So they learn from how to work. So once they know , then I am free from it. Because they all know what is executive, what are managers. They work like that. Its not that I want to be behind them for each everything.

F: Hmm..

P: So that their trust is very difficult to get it.

F: What are the things that influences how you relate to your boss ?

P: Influence* coughs * influence in the sense ?

F: Like what affects how you and your boss , like the relationship you and your boss have. What affects that ?

P: Yeah, affects means see people there has to be like a man power or something . But basically , because now rush is there so very cramped man power. So this much staff should do this much jobs so... with the associates we can speak out. Say okay macha (friend) you have to do like this , you have x land...you can take care of this and everything. But this is not for a permanent solution for the long. Because this is like a temporary, you can tell them its temporary , for one month two staffs are not there , its easy to manage. But this is constant , people will think okay, nothing is going to happen. Then once that is came, the complaints slowly get started. His solution is, I don't have man power ..

F: Yeah.

P: But I cant tell that reason to my boss or sajith sir , that there is no one. I can tell the reason , but I want to find a solution how it can be done. I can calculate only for temporary. But not permanent. Temporary solution , okay we can put pressure , he is running having family problems, everyone has some issues they ll take career leave officially, so..you cant put them. I cant find a reliever also .

F: Yeah.

P: You cant do this job constantly one week without any break. One week okay... Second week we can give off without staff here we are running and working , we have to do this things. But, day by day day by day, slowly one complaint comes slowly between me and manager ofcourse problem will be there. Ranking going ,...this is happening. Man power..this that..it wont be any reason that man power is strong. Man power starts from the manager till the trainee that's responsible for all these questions. The same thing applies for the other things also. Example if you are going to other outlet also, they have the functions chairs all things ..whatever things. Daily duties whatever they are doing, if one staff is missing , their duties will be get breaked. So that job that is you have to do again. So in that case we can convince them for a while. But not for permanent thing we can take it.

F: Okay, is there anything else that affectslike that he does... that affects the way you see him ? When you spoke about these things you said things you have t take care of. Because that affects your relationship with them. Is there anything that he does that affects the way you see him ?.

P: He does in the sense..umm... There are few things are there. Because I work in the bar and the coffee shop , because the way people are not teaching. Because if you are coming to a new job. Umm.. They have to know the jobs what they are doing. Because the concept is very simple in this industry. Nothing like robotics to learn science or calculations. Its only handling with the feelings , handling with the people, how to take it. Once umm.. they are doing it, because once they are not teaching depending if I am teaching you. You okay, you are a new guy , once you are into the job, what are all the basic things you should be knowing, they are not teaching that, so he does the mistakes.

F: Hmmm..

P: So that affects me also affects to the department also. Training is like initially one or two months they should be trained we have to inform that clearly, ofcourse one or two months

they will ofcourse stick to the job . If it is a new person joining the industry ofcourse two months he ll be with the job , so in that two months give our clearly that these are the jobs , be at job task , this and all to be done daily so that he can know that. So once that mistakes are happening constantly and we are not rectifying it , really it affects between both as well as with the boss also.

F: Yeah . Okay. So what makes you more productive at work ?.

P: Its not productive.. productive at work in the sense ...there are in the sense very friendly with the guest so even if complaint comes also there is nothing much serious there. So ofcourse more and more friendly with the guest , more and more I am free from it. The main for me problem is only the new staff is joining , so there we have to handle the teaching. Small small so many , busy hours they cant handle more pressure.

F: Yeah.

P: So productive in the sense only till everybody is friendly with the service , so I am feel productive.

F: Okay.

P: If everybody knows their responsibilities and know their jobs they can take care of it and free from it. Till that it is not productivity, till that I am little pressurefull only. Till that point.

F: Is there anything else that makes you less productive at work , or downs your motivation level ?

P: Downs my... yeah sometimes not that constantly I work 100 % efficiently in all the things . There are few times sometimes , that's why same thing with the pressure like family issues or official issues ... official issues okay sometimes it will be there . But family issues we cant speak to them in the phone directly. We have to convince them. So sometimes will be running in your mind . We have to take a leave , we have to take a break, we have to see what is happening. So that type of issues its not constant , but sometimes it will get you

demotivated. Not demoted but your work thinking will be very less . Because usual days we used to think what is happening , what to do next. But that time of period we ll be thinking less. We ll be giving the subordinates to do the jobs , so that he can do the job. But we ll be little relaxed so that what can be done. So that's what.

F: So this next bit is when I am going to ask you about incidents , so take as much time as you need. I would like as much information as possible. Can you tell me about a time , when something happening that influenced your relationship with your employee ?.

P: Umm.. influenced the way we work.umm.... especially with the service things , we have lots of issues regarding the billing , service delays or I think.. so..depends they may sometimes they forget to pass the order during busy time. They may leave the fork they may pass the order quickly . People who ever is in the duties sector , they may feel little difficult in this situation , to handle the guest . So the best way , if we have to go and show them how to treat with the guest, how to tackle, what and all things to be done . Once you are showing them and after that you are teaching them. So Okay macha this is the thing if next times comes also you can handle the things. So that people will grab easily . So if this is the situation , you can do it like this. What can happen much better , its not that only the way I do , you have to do the same. It is your guest , you know what he wants , what he does, what we are giving . You treat it like a family member that's all. That's all we teach him. So once he teaching that okay, he influenced to that way of working. So once he is getting through that , it is easy he can understand the things. That's what we will...that what we did in the terrace not much in the hotel. But in the terrace that's how it works.

F: Did anyone ever do anything like that good impression about them ?

P: There usually , its not self but the guest. Guest is to give the person. Because of the way they treat. The way that they are managing , by seeing that my colleagues also have received some of the gifts and all. They also appreciate in the way we are like we are handle much meeting , the champions program.. so the appreciation is there. But its not a constant one. Because sometime people work for one month , and there is no appreciation there , again next month the other person is getting. So he will.. maybe we can speak to them directly and maybe he will do the good job . We have to speak to him, that okay you are doing a good job. That's what appreciation , we can do. But ofcourse once he , the main thing is from the guest. If the guest says okay , today Prem... or whomever they are taking care of the table , okay if Prem is there, even if manager is going and taking the order , he ll say you call that guy , I ll place the order. That was appreciation , he is respected where okay I believe him whatever things to my table , he can do perfect. That's what they believe. So as a guest , say whoever happy for me , that my boys are taking care like that, okay the customer is also so happy that once he places the order only he ll take . That's what really is more appreciation thing.

F: Okay. Now you told me about two issues that happened during service time , can you tell me about something that didn't happen during service that changed the way you saw your employee ?.

P: Umm.. in the sense ?

F: Like you told something that happened with the customer , so something that didn't necessarily have to do with the customer , maybe happened in the back or when service was not on did anybody do anything that gave you a bad impression or good impression about them.

P: Bad impression , basic like a uh similar set up. Because like people working for a restaurant they should keep a basis set up to be ready or whatever it is. Just

what you work here ,if you have lots of lots of similar set up. So people who work here think once day one set up will be there, and one day other set up will be there . People whomever , working from one set up , wont be comfortable working in another set up. Because so that we need one constant set up so that everybody who works in that zone. So that they know where the things exactly. If I keep a pen here, then ofcourse , if I am not here also , the other person should know that pen is here only.

F: Hmmm..

P: So that type of set up , is not a constant. Because in they are comfortable , I am comfortable here, so I will change ,I am keeping here. It is comfortable for me. I am keeping here , it is comfortable for me . But suddenly in busy time , if I come and search okay where is my pen , where is my pen.. okay it is not here . Okay then I insist , where is it , this is the set up I have to keep. So that time they are think , sir it is comfortable like this I kept it here. They wont say that , but they will do their own things. So that time of impression people will get little depressed. We have to make , know the things there is a constant , so there is like a set up. Same thing everything . Even if writing a report or sales report , whatever it is. You will need a basic starter so that you will know the basic things so that everybody does a same job. Like today I am doing a same job, everybody should also know all the jobs that I am doing . But I should be aware, if doing variation also , it should be helpful. Like if I am keeping this pen here, sir this is the reason I kept the pen here , so that everybody can come and take . If he has the correct excuse and he knows that job he is doing right . Ofcourse it is acceptable. No it is not that in the doing the way of way is working is not comfortable for others it is really very difficult. So doing the job is comfortable for all, ofcourse we can change the rules. There is nothing that we have to stick to the same rules what is done for

10 years back. If you want to change okay. But that is comfortable for everyone, they can do the things. Ofcourse change it. That's how in the back area it happens. If usually upper, we appreciate them, doing new things, new ideas new thinkings. So he is developing the area, slowly by slowly. So he is making that around atmosphere more comfortable for everyone to work around. So if he is doing the job it is minimal work for me. If they are doing the job I am more comfortable with that. That's how it is.

F: Okay. Similarly, you know did anyone do anything apart from service time, that gave you a good impression about them?

P: Service, apart from service time, only you know..grab... always speaking together. Always I go they stand together chat chat chat. But I don't know.. what this... They ll chat like anything. Till 4,5,6. Its good,.. not like...um.. they are open heartedly speaking whatever. They wont tell issue to me and all. But they will speak. Okay- he is do like this, he s done like this, they do all these actions. They are more friendly, more happy. Out of little stress. Even if he shout also, he will go there and tell macha (friend) he will should like this. He do all the jokes comedies and we forgetSo that's what out of their job, people more friendly, they enjoy doing the things. They will do gossips, manager is walking like this..he is doing like that... and they do enjoy that. Once they are comfortable, they are little stressed out. So okay, little whatever they are giving are the work jobs, but once out of the job they are more happy with it.

F: Okay. Final question. Who influences how you see your employee most? The customer? or the employee? or other employees?

P: Influence, is only the employee. The person who is working. He is the person, who has taken the things with the customer or the organization, he is taking the things to grow. Once we have to make him more comfortable or anything, ofcourse either customer or organization both will get alright.

F: Yeah

P: So really, that influence is you have to keep the middle way, is very like a bridge between the organization and the management. So we have to keep the middle way and happy to enjoy so that both the way will be balanced.

F: Okay. Can you just clarify that a little bit?.

P: Clarify in the sense, that's why see if I ...we are all see like employee. So like employee , management and then customer . So we are in between them. In between them is very difficult. Because either one side or one side. They will put controls as to how to do business , so we have bend in different rules way so tha both the way can be happy . So that the employees like whomever , staffs and others we have to put the people , understandable what is happening , what are things they should know the concept of what is things , why even personal issues or official issues , whatever issues , we have to put the end to that. Because it is very difficult to maintain an employee in the thing. Especially, in the work wise , it is very difficult to maintain them. Because once they are getting little little depressed , one day...but if its constantly going ofcourse he will loose his interest , in the job. So after that no use even if he is very skilled also, if there is no interest it is very difficult to retain or get them to deliver is very difficult. Whatever resource we have , we have to train him to the better way. So once he is trained that , it is okay. Little improvement to that place, with customer or with the management , once he is highlighted this guy can do the best ofcourse atleast , 5 or 6 years with a good role he can work it here, maybe with his better luck he can work in a good organization or be in the management okay that's all. Employees are very very very influencing, any area , whether automobiles or hospitality , an industry , employees we are molding to management and customers like that.

F: Okay because your ... you oversee some people don't you... so how do you judge them ?

P: Its not judgement , there is no judgment or rankings for anything . Judgment is only umm . We make them know what job they are doing and how much latent they have. There is not judgement for okay you are doing good job. You are next level.

F: How do you see how much latent they have ?

P: Talent is.... We keep a track for ourselves we don't say to them.

F: Yeah.

P: For example, if we are training , training is his jobs , what are all jobs he can do. What are all jobs as a trainee he is going through. Okay here done , within one month , this trainee job , as a trainee, what and all has been done , he has to know that.

F: Hmm..

P: Okay next what is his position as a supervisor or a team leader what jobs he have to do. So he is comfortable in a trainee job but in one month he ll know other jobs. Next month we will have to give the supervisor job . So as a trainee job , macha (friend) you are very comfortable you know what the things , whatever , things but now you are going to a supervisor job , you show, you work as a supervisor so you have growth also will be like a supervisor. So once you tell them and give all the supervisor jobs slowly one by one , one by one, so he will learn slowly . So there is no judgement , but there is a growth. we can see . Like if I tell you are a trainee you did this- okay. You are trainees, next level you have to do supervisor we are ranking him. We are ranking each and everything , but if you are giving responsibility , example, if I am manager I have to do my other manager what he is doing. Before top of him , what he is doing, so that I can take care for him and my job I have to give to the supervisor whoever is there , I have to give my whole jobs to him . So that he can do all the executive jobs. So once he knows all the executive jobs ofcourse he should be responsible in doing the manager jobs. So people who is coming that way back by back , they are learning the things and going top by top . So once training is gone , the other person whoever is coming newly he ll learn the training job . So he will be relieved and he will do the supervisor . So supervisor will come , he will be relieved and he ll go the...so once growth will be there by then. In between once chain brokes there will be a substitute. He will be the supervisor , he will do the other job. All the jobs how to do , ofcourse he knows. And the trainee he knows the supervisor job how to do , ofcourse he will be relieved. So that the chain wont be break in between. .

F: What kind of things do you look for when you take a trainee and make them a supervisor ? what kind of... how do you know a person can take care of ..do that job. Is there anything ?

P: Its not always about the education and not about the ..things. It is about the self interest and how much they are doing. For example , if I am working back area, I work everything , I am eager in doing what jobs they done. I am eager in coming and I want to know the things. We can see the interest the self interest , how much they are seeing it. So once the interest is shown , and we have to put a little hand and ofcourse he can able to. Okay but he are doing it , serve it and going day by day , day by day, realize we have to give the jobs , and little more what jobs he can, we have to ask him- personally friendly manner, we have to check with him , what work he can do it. What interest he is having . For example , I cant do back area , but I am very good in system , the system what and all jobs are there. What and all is there to learn in the systems , might see if the system works one or two months and one supervisor, or one executive with the help for it. And he is doing the job, and ofcourse he is also doing one job it is not that he is simply sitting. Or simply holding the tecquila . He is what interest he is having , he is doing that . If a person is having , but he is doing the job , he is doing.. example for the bar. He has bar interest . Okay but he is doing other work. But he is always interested in bar bar bar means ofcourse, we have to slowly one by one , one by one , okay two days just be a helper. We ll just say to him.

F: Yeah.

P: Just make two drinks.. okay ?...atleast he will be happy , okay I worked in bar. That's my happiness. Say Wednesday we are not busy we will make one more drink. Slowly slowly he knows the pressure all things whatever is happening . So slowly that interest will come. So once that interest comes, so it is easy to take whether it is busy or not , after the he will come inside say I want to make one drink . Ofcourse he will put interest and he will come inside. We will give one chance . So again , one will become two , two will become three so that interest. This is like a long procedure. It is not a concept of one or two months. This takes six months , people grab the things in one month but some people will take like one year . So as per the take people capacity , okay we will check what is the level how much to train. One month he is taking the bar he can think so fast. There is associate in the bar he don't know what is a bar , but he can take care of the bar , if he works for two months it will be easy for him. Other people that work for less, still they are learning the bar. So this way it works, so as per that we have to train, give a break we have to show the things , what and all things he want , we have to make the zone for him. So once he learn that it is easy for us.

F: Okay. Thank you very much.

P: Thank you.

Appendix C Tamil Transcript

(M3, D)

F: Day epdi pochu?

F: How did the day go?

P: Romba nalla pochu.

P: It went off very well.

F: Busy ya irukka, epdi?

P: Aah...medium.

F: Sari. Neenga ithukku munnadi enna paneenga ...inga velai panrathukku munnadi ?

P: I mean...ennoda starting careere vanthuttu intha Adyar Gateway irukku... Intha Adyar Gateway la ... ennoda brother vanthuttu appo PC ya irunthaaru. Appo avanga Inspector kuzandaingala kootu vanthu inga swimming poolku varumpothu enakku oru thambi irukkannu sollu Mr. Rithik, Administrative Officer, avar kitta solli irukkaru. Naan gramam madam...village. First time...

F: Engenthu?

P: Naanu Thiruvallur – kittathatta oru 5 kilometers thaandi. Appo Chennaiku naan appopo annana paakka varuven, athaane thavira, velaikkunu varthu athaan first. Vanthavudane, enakku puthusa oru ulagam athu. Padikkira kaalathula veedu, school thaan theriyum, vayal-veli athaan thorium. Inga vanthaudane lights ellam pakkarthu, antha tiles potta edam, anga irukkaravanga ellarume suththama irukkara maari, clean peoplea pakkaren. Romba pidichittu, ana enna onnuna enakku antha nerathula, naan oru oru vaaram velai paathen mam naan... antha humanbeing nu solluvaanga illa...oru manithana manithan mathikkarthu antha onnu mattum illa. Naan niraiya edathula theditten athai. Athe compound kulla securitylenthulla irukkara periya aalungal varaikkum, antha oru manitha neyam mattum illama oru ...oru ippo intha mejai irukkunnu vechukkangalen... ithe maari ennaiya treat panratha naan unarnthen. Athu konjam feel panra maari irunthuthu. Sari namma ore aalu evangakitta epdi athai solla mudiyum, ithaan first experience enakku. Appo oru ten days ayittu. Intha ten dayse enakku ten years maari ayiduthu. Oru velai naan vanthu... naan somber kidaiyathu... naan... enakku vanthu naan surusuruppa velai pakkavum anga irukkara managerkku pidichudhu aana... athaan manithanaave mathikkala, saappadukku vanthu untimela vidrathu, ithu mudinchaathan nee saapda mudiyumkara maathiri. Sari namma uzaikkarathukkum, saappatukkum ithe maathiri pala ...ithuvaayirunthomna namma manasu sanjalamadaiyum, namakku ithu sari varathunnu solli oru fifteen days kulla nan angirunthu kilambitten.

Kilambi naanu oorukku poren, anga oru irandu naal irukkaren, enakku intha vaazkai vanthu pidichirukkuthu, athu kanavulakam maari irukkuthu. Thirumba naan thedi athe idathukku varen, athuthaan anga irukkara plus – hotelku. Thirumbi naan varumpothu enna naan

thaethikkaren, 'sari ivanga kooda senthaathan naama pizaikka mudiyum polarukku'. Namakku irukkara sila ithuvellam maranthudanumnu oru three months anga work panren. Three months work pannumpothu thirumba enakku athu thirumba varuthu – sila idangalla avamanapadrathu, sila idangalla asinga padrathu. Sari uzaippukketha oothiyam illatti kooda silathu etho enna vanthuttu athukkullave kootitu pogalai. 3 maasam kazichu naane thirumbi oorukku poidren. Poittu....enga...athan...pakathula irukkara Avadi, Ambattur antha maathiri industrial areala poiduvom apdinnu anga pona mathavangallam azukka irukkaraanga, naan suthamana aal poi anga azukka agaraa maari feel. Inga nalla oru idathulla irunthuttu avangaloda velai pakkarthula kashtam. Thirumba enakku anga poganumnu thonuthu. Thirumba inga vantha sari varaathunnutu friendsnga apdi pesittu irukkumpothu, inga neenga patheenganna...Sindoori Centre vanthu...Sindoori Group of Hotelsku vanthu Sindoor Central open panraanga. Appo naan bus la travel pannumpothu anga interviewkkaka pasanga ninnuttu irukkaanga, naanum poi nikkaren. Poi ninnu select ayitu. Hotel linelaye kitta thatta naan anga vanthu one year trainee ya irunthen. Sari ithu periya periya hotella, naama +2 mudichathu, intha language some problem irukkuthu, villagelenth vanthu irukkarom, nammalaala control panna mudiyalanuttu itha vida konjam keeza iranguvomennuttu Business Class hotel ulla ponen. Anga poittu oru 6 masam velai senjavudane...

F: Entha edathula?

P: Kodambakkathula Hotel Niagarannu sollittu... 6 masathula oru GM enna kooptu unakku ellame irukkuthu, antha language skill...antha ithu mattumthaan illa, daily engitta oru half-an-hour vanthu pesittu po, naan unakku vanthu...athu unakku automatic vanthudum. Oru moonu maasathula antha bow kazatitu, nee tie kattikko apdinnu sonnaru. Appo avar solli thanthathu ellam antha basic mattum...customer vantha wish panrathu, customerkum namakkum irukkara antha distance, customer enna ethirpakkararunnu avar paarvailaye paathu therinjukarthu. Ippo avarukku...avaru...intha tablela , naan thoorama nikkum pothu glass la thanni illa, ithu oru knowledge thaana. Nee poi englishla thanni venumannu kaekka vaendiya avasiyame illai. Naan oomai mathiri...athai purinjukittu seiyyarthu...athai purinjukittu seiyyara sila vishayangal elam solli kuduthaaru. Solli kuduthutu avare oru naalu executive avangalukku service panna sonnaru. Naan oru waiter kooda vechukittu naan serice panni mudichavudane evening vanthu enakku... appo 95 roovamma... epponna 2001la (Laughs) antha tieyoda velai. Athai avaru enkitta kuduthaaru. Enkku antha knot poda kooda therila. So avaruthaan kooptu solitharaaru athaiyum. Athu ...avarukkum enakkum entha blood relationship kidaiyathu. Avaru Kerala naan thamiz.

Avaru sonnaru enakku enna thonuthunna unakku intha velai pidikkalada, etho onnu onakku thaazvu manapaanmai varthu. Athellam kidaiyaathu. Neeyum oru manushanthaan, nee intha fieldla vanthuttu aduthavangala mathikkara maathiri nadakkanumna nee customera mattum gavanicha porum. Gm enna solluvan, Manager enna solluvan, chumma ithellam unakku vaendam. Unakulla etho oru thiramai irukkuthu, athai nee customeranda mattum kaatina porum. Customer unakkum irukkara antha relationship mattum iruntha porum. Antha tablea nee success agalam. MBA mudichuruppan, nalla English pesuvan aana thimira iruppan. Customeranda oru maariya paappan, ladies vanthu okkandanganna avangakitta sariya nadanthukka mattan. Ithu illa mukkiyam. Nee padippu undu vittru. Oru customeranda avaru saapda varaaru, avaru panam kudukka poraaru, namma atha vikka porom. Ithuthaan irukkanum un manasula, vera ethume irukka koodathu. Apdi irunthu

paaru, nee kandippa success avannaru. Avar kitta naan oru eleven years work pannittemma. Muthalla waitera irunthena, bow kazatida sollittaru, tie avare vaangi kuduthaaru. Captainave antha restaurantla naan vanthu ten years work pannittemma. Athukapparam Bangalore Capitaina pottachu. Athula oru one year work pannen. Intha...ithukku idaila intha one year work panrathukku idaila naan vanthu intha Government job – conductor jobkaka panam ellam kattiten. So ithai naan resign pannittu poitten. Aana athu vanthu kidaikama pochu, athu apparam. Etho arasiyal kolarupadila athu kidaikkaama poiduchu.

So naan vera ethuvum try pannala, thirumbavum ithe lineku vanthen. Apparam naan inga vanthu coffee shopla join pannitten. Namma friend madathoda antha ithula. Ivangalanda oru 12 years 14 years work pannitten.

F: Oh sari sari...antha munnadi iruntha idathulaya?

P: Athu 11. Ivanga kitta...intha concern kitta ...oru 14 years. Apdiye ninnutten. Ninuttenna madathukku pidichuthu, complaint illama paathukitten, enganga naan avamanapatteno antha edathula ellam aen pattennu therinjukitten. Antha GMa vanthu enakku guruva nenaichukitten. Avar sonnahu athu onnuthaan.

F: Ethu...antha Niagara...

P: Haan...Niagaravula ... avar peru vanthu Ashok Sathelya. Nalla manushan. Antha ...avaru sonnatha apdiye manasula vechukittu innai varaikkum ... antha GM Manager... antha GM sonnathu ...ippo irukkara Managers ellam business pannanunu solraanga. Aana avaru enakku teach pannarumma...atha naan kurainja sambalathul irukkum pothu teach pannaru. Ippo naan oralavukku sambalam vaangina kooda, nambala vanthu bali-kada aakkara maathiri pannuvanga. Athula enakku udanpadu kidaiyathu. Entha customera irunthaalum ippo naan nadanthukkara vithathulathaan avaru en kitta nadanthupparu. Antha onnu mattum naan correct a irunthukittu irukkaren...ithu varaikkum.

Ippo ore oru single lady vanthu okkaaraanga, illa oru single college paiyan vanthu okkaaraanna, thaniyathaana vanthu okkaaraan apdinna avana careless vidrathu illa. Aenna naan antha oruthan kitta naan lazy ayittenna, naalu per varumpothu athe lazy enna thothikkum. So athula carefula irunthen naan. Athanala oru coffee sapta kooda avar ezunthu pora varaikkum avarai naan gavanippen.

Ippo oru oru sache salt... sugara pirichutu enga vekkanumnu theduvaru paarunga...athai watch panruvom takkunu....naan innoru saucer vechuduven takkunu. Ippo ithu varaikkum ipdithaan ma odittu irukku enakku. Aana naan padikkalaima... plus two varaikkumthaan padichen athuvum gramathu schoola thamiz mediuthala. Ithu varaikkum evlavo foreigners, enga amma kooptu varuvaanga...enga madam...avanga kootu varra customer kitta enakku therinja antha...athan sonnen illeengala...enaku ellam takkunu englishla pesa mudiyaati kooda neenga ethir paakareengalo athi naan pesikkarthu. Unnecessary ethaiyum ethir paakarthilla,athai nalla purinjukitten madam naan.

Athaavathu ippo nan bill folder pannittenna naan oru 4-5 distance poittu innoru tablea attend pannittuiruppen aana paathutte iruppen ivanga ezunthu porathai. Avangalukku kadaisiya enna kudukanumo, athai wish pannittu, thank you sir, athai sollittenna, avanga apdi tholla thattitu poiduvarnu vechukongalen, athu oru ithuva nenaichukkuven naan. So complaint illama pona... enakku mathavangala pathi akkaraiye illamma,mathavanga

ethunna nenaipangallam vitten naan, eppavo vittachu. Intha table la neenga ukkanthu irukeenga, ungalukku naan service panni mudiyaravaraikkum ungalukkum enakkum irukkum antha ithuthaan irukkum enakku. Athe maathiri unnoru table ponenna enakku athuthaan irukkum. MD pakkaranga aen ipdi pannranna, athu apparam avanga kooptu kaekka poraanga, athula konjam theliva irunthaen naan. Innaiya varaikkum apdithaan naan vanthirukken. Ithuthaan ennoda experience, antha unmai.

F: Neenga aantha Niagara hotela aen viteenga?

P: Athuthaan mam naan sonnene, antha Senior Captaina ponathukapparam Barbecue nnu onnu open pannanga mela. Naanu 3 O'clock veetlenthu kilambuvenga mam. Arakkonathukku konjam pakkathula irukkuthu –out of city. Gramame thoongittu irukkum. Naan mattumthaan muzichuttu iruppen. Ithu vanthu oru 11 varusham pannitten mam naan. Oru 6 kilometer cyclea ye varanum, iruttulaye. Sila nerangalla mazai kaalathula minnal irukkunga illaya...antha minnalthaan vaziye enakku. Athula varuven. Ipdillam naan kashtapatta pothu antha Management oru chinna thappu pannitu mam. Enna vanthu Barbecue la poi paru. Ennala pakka mudiyathu athu aenna, athu 7 manikku open panni 11 o'clock varaikkum irukkum. Sir ennala mudiyathu sir ithu, naan 7 manikku 11 o'clock thirumba naan veetukku poga mudiyathu. Marunaan epdi varathu? Illai illai, neenga pannithaan avanum. Illa sir neenga ennai velaiya vittu ponnu sonna kooda nan poiduven, aana ippdi oru ithu panreenga? Naan 11 varushama ungakitta ozaichurukken, athukku evlo aal kidaippanga. Oru restaurant a naan... illa naan restaurant close panna porennu avar oru maathiriya pesittaru. Naanu ...illa sir rende rendu optionthaan irukku, onnu naan ithai pathukanum illai naan en resignation letter kudukkanum. Resignation kuduthuttu naane vanthutten. Aana avanga settlement kammiya kuduthaanga, athellam maranthu poitten. Aaga mothathula enna sariya gavanichukkala. Avlothaan.

F: In the end a?

P: Aamama. Eppavume oru 11 varusham anga work panna kooda entha prachnailayum maatnathu kidaiyathu. Athaan solrene mam enakku asaigal kidaiyathu.

F: Illa athe manager illa puthusu....puthusa vanthaara?

P: Haan...athethaan correcta kaeteenga...atha maranthutten parunga. Enakku solli kuduthu enna captaina uruvaakinavaru poittaru.

F: Aah! Sari sari.

P: Aduthavan anna purinjukkama...Srinivasannu sollittu ... purinjukkama panna velai ithu. Sari nee... muthalla avan enna pathu cabinukku naan poi water vechuttu irukkum pothu enna padichu irukkannu kaettan, naan ithaan padichurukkennu sonnen. Sari nee ponnu sollittu avanukku therinja oruthana captaina eduthundu vanthu pottaru. Antha ego...athu pottaru...avana Senior Captaina pottaru, enna junior vechu irunthaaru. Enakku athu onnum avlo periya vishayama theriyala aennu sonneenganna Ultra Softnu oru company irukku mam Kodambakkathula, antha periodla. Vanthu nuzainjavudane, avara paakkama enna koopduvaanga. ____ (Unclear tome) naalu peru iruppaanga... enna naanu avangala pathu varushama gavanichuttu irukken. Antha customerthaan maam enakku vaenum. Enakku onnum management thooki vechukanumnu ellam kidaiyathu, enakku customerthaan mam mukkiyam. Ippo naan itho ukkanthuttu irukkenna oru customer anga ukkaandu Prakasam ...

apdinnu...athan venum. Antha management maarittavudane, Manager maarinavudane intha Manager purinjukkama prachnai varakoodathunnu naan kilambitten.

F: Sari

P: Inga patheenganna inga 24 Manager maari irukkaanga enakku therinju. Annikku experience kidaichuthu illeengala oru Manager poittu innoru Manager kitta nammalaala aen velai seiya mudiyalannu naanu paakkumpothu enakku antha Managerthaan romba pidichudu, ivara pidikkama pochu, avar kooda naan othuzaikkama poitten apdinnu nenaichitten. Ippo naan enna purinjukitten 'yaar vanthaalum avanga enna solraangalo athai vaangikittu, customer mattum gavanikkarthu. Neenga intha 7 table pathunngannu avar solittu poraaru intha Managernu vechukkanga – ingu irukkaravu – naan pathuppen.

F: Sari. Neenga evlo varushathukkapparam antha Manager switch aanaru... like evlo varushan...

P: Naanum Ashok Sathelya sir...athan naan sonnene enna uruvakkinavaru enkooda 6 varusham irunthaaru mam

F: Sari, sari.

P: 6 varusham irunthuttu poittaru. Thirumbavum oru one year kazichu thirumba vanthaaru. Avaru etho padikka porennu poittar. Avaroda student orutharu...Ashok Kumarnu orutharu ...ivar Ashok Sathelya, avaru Ashok Kumar. Avaroda studenta vanthu ivaru vittu ponaru. Avaru kooda vanthu oru moonrai varusham apdi irunthiruppen mam. Aaru + moonrai – ombathu varusham irunthiruppen. Antha 2 varusha gapla ivan enna close panni, naane vanthutten.

F: Thank you (Laughs).Sari ippo neenga enakku konjam enna panreenganu solla mudiyuma?

P: Ippova?

F: Aama, oru daynna enna mathirillam pannuveenga?

P: Ippo naan vanthu daily out of citylenthu thaam mam varen. Athe moonu manikku ezunthiruppen...moonu-moonraikuthan ezunthuppen, ezunthu kulichuttu, ready pannitu angenthuthu two-wheelerla oru twentyfive kilometer vanthu train catch pannren – Thiruvallur edathulenthuthu ...angenthuthu Central vanthudren. Cetrallenthuthu 5C engra busa pidichu inga varen. Ithu regulara naan ... ithu vanthu oru aaru naal. Ippo enakku Thursday off, Friday to Wednesday varaikkum ithenthaan mam en life. Naan ingenthuthu naalaraikku kilambaren patheengala ... veetukku call panni pasanga padikkaraanga, homework panraanga, innikku enna tiffen, naalaikku kaalaila avanukku enna tiffen, veetla arisi irukka, antha provision irukka, enna...yaar vantha, yaar pona, ethaavathu emergency work ethanna irukkutha...train travellaye kaettuppen madam naanu. Aenna veetukku ponavudane kulikkanum, pasangalthu iron pannanum, avanga thevaina shoesku polish panni vaikkanum, enakku naan ready pannikkarthukulla mani paththaayidum. Athukku apparam night tiffen pannittu, magazine mattum padichuttu paduththarthu. Regular routina ithaan seithittu irukkaren.

Ippo velila naan poganumnai, oru shopanda poi naan smoke panrathu – antha pazakkam illai – naalu friends kooda porthu, ethana barla okkandu jollyya irukkarthu – antha alavukku

porulaathaara reethiya naan innum valarala. Velaiya vittavudane oru bus catch pannu, traina catch pannu veettukku poiranum. Ithaan naan ippo pannikittu irukkarthu. Oru naal off irunthuthanna veetta sutham panrathu, veetukku familykku enna thevaiyo athuthaan mam pannuven. Enakkunu ethuvum personala, avangala othukki vechuttu panra alavukku enakku entha pazakkamum illai.

F: Ok. Sari. Konjam inga velai panrathu ethanalalam pidichirukku?

P: Rendu vishayam irukkumma. Onnu enga owner – Kiran madam. Ivanga epdinna – naan vanthuttu ivangala 2004lenthu ivanga kitta irukken mam. Oru manishathanmai irukkum ma avanga kitta. Avanga foreigner. Avangakitta oru manitha thanmai onnu irukkum. Antha manitha thanmai eppidi irukkumna ippo naan ivlo naal inga velai pakkarenenttu illa. Oru murai idaila intha Chennaila sariyana mazai vanthu poiduchu illa mam, appo near vanthaanga unga veedu epdi irukku, unga kudumbam epdi irukku, unga kuzanthaikalukku ethaavathu bathippu irukka, naan ethaavathu pannanumannu kaettaanga paarunga – ithu – ithu vanthu naanu aen solrenna ivanga enna oru business panrathukunne oru naalu chair maathiri enna mathikkaama, oru manushaavum, sari nammala nambi irukkarangara oru unarvu irukku illa mam, athu romba pidichu irukku.

Rendavathu – intha idathula vanthuttu velai romba nalla irukkum mam. Athu ennannu sonnanna ellame therinja foreigners, ellame therinja customers, therinja velai, namma bayapada vaendiya avasiyame kidaiyathu, inga namma...thollaiye romba kammi mam. Romba easy to work appdiye. Athu romba pidichu irukkuthu. Timing vanthu enakku morning 7.30 to 4.30. Ithu ...intha time enakku romba pidichurukku...ennala breaknakka enakku intha velai pidikkathu...

F: Appo familyya kooda paathukkalam illaya?

P: Aama...aama. Athukku ithu othuzaikkaraangale, intha ... ethanaiyo Managers maarittanga, aana en duty mattum maarathu. Athukku kaaranam enga madam.

F: Sari.

P: Ivaru avlo longlenthu varaaru, avarai disturb panna vaendamnu oru vaarthu solli iruppaanga, apdinna naan nambaren aenna ithu varai ennai yaarume disturb pannathu illai.

F: Sari. Ethavathu...

P: Sambalam vanthu rendaavathu mam. Muthalla job satisfaction hundred per cent... hundred per cent. Athu vanthuttu perumaikkaka illa, ithaan true. Illanna naan intha fourteen years inga irukka mudiyaathu.

F: Correct

P: _____ (Unclear to me) chanceilla mam.

F: Ethaavathu pidikkalaiya like... inga velai panrathula?

P: Sollidren mam athaiyum. Ippo naan inga fourteen years irukken illaya mam? Ippo Finance reethiya varra Managers – Finance Managers – varushathukku oru murai increment podraanga. Enna kaaranathunaalayo kammi panraanga.

F: Kammi panraangala?

P: Aama. Puthusa vanthu join panravangallukku athikama tharaanga. Onnum vaendam...juniorkalukku thousand five hundred. Naan seniornu sollala, romba naala velai seiyarennuthaan naan solluven. Intha seniornu sonna 'thaan'gara garvam vanthudum. Athanala yaarkittayum naan seniornu sollala. Naan romba naala inga velai pakkaren. Antha oru vaarthai enakku romba pidikkum. Aenna en wife kooda express pannuva. Avangala naan marriage pannittu varumpothu +2 mudichu irunthaanga. Apparam avangala naan teacher's training padikka vechen, teacher mudichitaanga, ippo B.Lit. pass pannittaanga. Ippo B.Ed kaaka naan join panna vechu irukken. Ithu konjam age aanalum, enakkum avangalukkum oru nine years difference. So avanga ...naan ... enakku piraku pasangalai pathukkuvaangarathaala, ennoda ... ennoda personal selavu ethuvume kidaiyathu mam. Inga kidaikkara...unga kitta solrathukenna... inga kidaikkara tips kooda avanga padippu selavukkum, books athu maathirithaan vangi kuduppen. Innikku en solla kaettu avanga ithu ellam mudichu irukkaanga. God gift avangalukku oru velai kidaichuthunna enkku piraku, ennala intha velai seiya mudiyaatha piraku avanga pasangalukku avanga konjam ithuva irupaanga. Namma vera etho linela poittom.

Enna pidikkalannu kaeteenga illa? Ithu onnuthaamma pidikala. Enna ... inga paarungalen... enna...panathukku naan adimai kidaiyaathumma. Paravalla Prakasam intha velaiya sivaaru. Antha nambikkai mattum namakku vaenumma. Antha nambikkai ippa illa. Athu...madathukku directa pesa mudiyaathu. GM irukkaru. Avarkittayum directa pesa mudiyaathu. Naan madathukitta en kashtathai sonna athu theerum, aana antha GM enakku thollai kudukka aarambichuduvaaru. Athu enkku viruppamilla – ethavathu oru vithathula. Athanala antha onnu mattum enakku romba kashtathoda naan ippo anupavichuttu irukkara oru vali. Aana, antha kashtathai entha kaaranathai kondum table la mattum kaattave matten mam. Naan en mana Saakshikku virothama nadanthathe kidaiyathu.

F: Sari. Neenga jaar kittayum sollave illaiya?

P: Ithu vanthu oru HR oruthara pottanga mam. Avanga kittathaana onga kitta pesara maathiri pesinen. Antha year mattum enakku two thousand five hundred increment. Avanga enna fight pannangannu theriyala, anth oru year mattum. Avangala athe varusham thookittanga. Aduthu vanthu vanthavanga ellam kittave nerungala. Pona varusham patheenganna verum five hundredthaan pottanga. Appo naan... intha...enakku forty four ayittuthu mam. Naan eppo naan vanthu naanu...chinna vayasa irunthaa kooda sari ethirpakkalam. Ten years fifteen years work panna naam aoru alavukku varuvom, pasangalukku padikka. Naan managementku kaekkara ore ithuve naan vanthu nalla dress podanum, nalla vasathiyaana vaazkai vaazanumnu kidaiyathu. En pasanga padippukakathan ithu, saappade rendaavathu. Naan en diarylayum ezuthi vechu irukken mam. Engappa kooli thozilaali. Enna +2 varaikkum padikka vechu irukkaru. Intha kaalatula pasanga padikka vaikarathuthaan mam en sambalam. Vera ethukkume koodathu. Saathaarana family mam, simplea iruppom naanga. En pillaikalakattum, wife aagattum, vaazkai romba simple mam. Ethaarthamaana vaazkai. Aduthavangala paathu vaazara vaazkaiye kidaiyathu. Antha maathiri enakku life partner. Ippo unga kitta solrenna thousand rupees irukkumanna athulaye ellame vaangittu, santhoshama samaichu veippaanga. Athai avlo arputhama en pillaiinga kitta solli vaippen. Innikku namakku kidaikkarthu amma kuduthathu kidaiyathu, naan kuduthathu kidaiyathu, kadavul kuduthathu. Kadavul kudutha nama pazikka koodathunnu solli vachurukken. Chinna

pillaingalileye valarra athunga enna pannuthunga athai avlo arputhama saapduvaanga. Saatharanamaana vaazkai, santhoshamaana vaazkai.

F: Sari.

P: Aana velai seiyara edathula neenga sonneenga illa...entha oru sanjalum manasukulla irukkum, athai naan velila kaamikka matten. Boys kitta mattum konjam discuss pannuven.

F: Neenga vanthu soneenga every year increase agum. Athu pannittu irunthaangala ungalukku mothalla?

P: Aamam mam.

F: Evlo varushathukku pannanga?

P: Mam naan fourteen years irunthen...every year. Patheenganna naan ippo 17.5 pakkaren. Ennoda starting salary patheenganna 3250. So intha fourteen yearsla vantha ithula, enga madam oru alavukku directa contact irunthuthu. Sila...oru eight years. Ippothaan illa.

F: Hmm...oor maari poittangala?

P: Oor maarala. Madathaiye solren. Avangale etho ... etho ... maaritta maari irukkaanga. Mathavanga kitta antha control vittutu avanga vanthu thani controlla poittu irukkaanga...antha maathiri.

F: Sari, sari. Mm... Neenga unga Manageroda relationship pathi konjam solreengala?

P: Ippo inga rendu per irukkangamma. Evening oruthar varuvaru. Morning oruthar varuvaaru. Rendu perume konja vithyasamanavangathan. Ippo... ippo oruthar vanthuttu...antha manager ... antha oru gethulaye irupparu. Innoruthr vanthuttu staffnga kooda konjam apdiye focus panni help panuvaru. Avangalum help pannuvaru aana konjam vithyasam irukkum. Athu namakku relationship...

F: Enna maathiri vithyasam?

P: Vithyasamna...epdinna ... orutharu...intha staffnga...avarukitta complaint vanthuda koodathu. Management kooptu kaettuda koodathungara maathiri nadanthupanga. Innorutharu vanthuttu complaint vanthaalum paravalla, ivangaluku konjam help pannuvom – apdinna poiduvar. Enakku relationship ennanna rendu per kittayum samama nadanthukkuven. Enna namaloda weakness kidaiyathu namaku. Avangalai saarnthuthaan vazanumnu kidaiyathu. Namakku etho thevaiyanathu theriyum, intha managementku dhrokam panna koodathu. Ippo oru customer oru porula vechuttu poidraar. Athu eduthundu naama poittomna namma familia than baathikkume thavira ... ivanga... ivangalukkellam namma bayam illa. Namma mothalla namma familyku bayappadanum. En family nanna irukkanumna naan correcta irukkanum. Intha nine hours naan work pannittu ponenna muppathu naalla vara varumanatha vechu en kudumbam vaazanum. Ivangalellam avlova naan ithu pannikka matten mam. Vantha vudane oru wish pannuven, avangalukku kudukka vaendiya mariyathaiya panniduvun, en velaiya naan paakka arambichuduvun. Athanale avanga involvement irukka vaippe illamma. Ippo naanu lazy way nu vechukkangalen. Anga poi ninnukittu iru, antha tablea paarunnu sollave mudiyaathu ennaiya, naan athu maathiri aalu. Nine hours ...athaavathu naalu tablethan pakkannumna

naan ettu table pappen. Athanaala avanga enna velai vaanga mudiyathu. Athaan intha relationship. Aduthavangala solluvaanga, athai seiyu, ithai seiyunnu. Enna mattum solla maattanga. Ithai vanthu kittathatta oru ten years a nan follow panrathu. Ivanga enna solluvaanganu naan therinjuppen mam. Ivanga enna solluvanga, nammala enna kelvi kaepaanga, athukku edam kudukka koodathu. Silathu irukkum vaenumne kooda kaekkarthu. Athukku politea answer pannittu poiduven.

F: Sari. Vera enna pudichurukku avanga...avangala pathi ...neenga ... avanga epdi ungalodallam irukkaanganrathu pathi?

P: Naan paatha managerslaye ...

F: Neenga evlo managers paathu irukeenga?

P: Twenty four.

F: Inga twentyfoura?

P: Ivanga iruvathinaalavathu aal. Iruvathinaalu manager keeza velai paathu irukkemma naanu. Ovvorutharum oru vitham. Thannai kaappathikkanumkiravan, illa thnna kappaathikka ithu pannittavan, niraiya per thannai kaapathikkathaan parppan. Athula naan enna seiyaren...unna nee kaappaathikkara illa, athe sattila irukkara meen maathirithaan naan. Naanum enna kaappathikka nazuvikkarathu. Antha nazuvarthungarthu velaila irukkaathu. Sila aabathungalla. Enga MD naalu pera kooptu varuvaanga. Ella iruppanga aana naanthaan varuven. Athu oru manasaakshikkaga. Romba naala namma velai pakkarom, chee nammalum uthavallanna athu sariya irukkatu. Entha maathiri ... rarea avan mela kurainu solra alavakku ... namma thedrathu illamma avankitta irukara kuraiya. Aenna namma life namma kittathaan mam irukku. Aduthavan kuraiya kandu pidichindu irunthaana namma niraivu theriyaathu.

F: Sari

P: Athanaale enna pathi naanu kaettuppen. Ennana...aduththavan kelvi kaettukartha vida naane niraya kaettuppen. Ippo lunchku poren. Namma aen romba neram irukkanum. Thappu, aduthavan nammala kaelvi kaepaannu naan correcta vanthuduvu. Adhukku idam kudukka maaten. Ivangala koravunu sollanumna ... adutha pasangala kaekka maattanga. Oruththan cella vechundu ninnuttu iruppan, namma busy ya iruppom. Aenda ithu maathiri vechundu irukkaannu kaekka maattanga. Athu aen kaekka mattangannu therila. Athu enakku pidikkala. Naan antha positionla iruntha kaeppen. So avangala kaekkarthukkunu aal pottu vechu irukkanga, avanga kaetukattum apdinna naan vittudarthu. Itha vanthu management kitta solla matten. Athu managerku konjam varutham, GM ku ellam. Inga enna nadakkuthunnu naan solla mattennu. Athu epdi mam naan solla mudiyum. Naan aduthavan enna enna panraanganu paathundu irunthenna, naan en velaiya epdi mam panrathu. Athu konjam pidikkathu. Mathapadi onnumilla.

F: Sari. Neenga sonneenga illaya avaru phonela panrathu ... like antha manager solla mattengararunnu athanala unga work ... unga work panrathu ethavathu kashta...kashtapa... kashtapadututha?

P: Athu epponna ippo konjam busy ya irukkum pothu co-operation konjam illanna konjam kashtama irukkum. Athu irukkum mam athu. Antha co-operate illayengara maathiri ...team work illayengara maathiri irukkum.

F: Sari, sari

P: Antha onnu irukkum. Athu frienda irukkaravanga kitta solliduvuven. Namkku antha alavukku relationship illanna solla matten. Athu naan trainla porache sinth...yosippen.

F: Aama... neenga vanthu intha manager kitta solra maathiri illaya?

P: Solla matten mam naanu. Athu aen solla mattenna oru murai antha maathiri thaana oru paiyan varla. Naanu vanthu long distance, sariyana mazai mam. 3 o'clock, 25 kilometer two-wheelerla varnum. Ennala vara mudiyaathungara maathiri ayiduchu. Idi minnal athikma irunthuthu. Wife sonnanga safetykakathan konjam latea pongannu apdinna sollittanga...appavum vidala. Naan enna pannen chennailaye irukkara oru paiyanukku call panni 'dei ennala vara mudiyala, nee poidu antha idathukku' aenna aal shorta agumnu sollittu. Appo manager comments ennadanna naan irukkum pothu avar enna aal set panraarunnu sollittu. Athu konjam kashtama irunthuthu. Naan safetyku thaana pathenne oziya naan avara beat panni poganumnu kidaiyathu. Athulenth u sari namma panna koodathunnu vittuten. Athanala itha kaekka matten.

F: Sari.

P: Athe nallatha eduthukkuna ok, kettatha eduthukkaraangale!

F: Aama. Sari. Intha managera pathi enna...ethu...ethavathu pidichu irukka? Ippo...

P: Illa rendu perukku mattum pidichathu, pidikkathathunna....antha busy aana timela vara china chinna kovangalthaan pidikkaathathu. Antha busy mudinchavudane apdi friendly ayiduvaanga – athu pidichuthu. Avaru apdiye verukka thakkatha, oru vanmuraiya avanga mela eedupadanumra alavukkellam illai amma. Athu...athuthaan unmai.

F: Sari. Inga irunthathulaye ungalukku entha manager romba pidichathu, aen?

P: Intha concernlaya mam?

F: Aama. Neenga 24 managers pathu irukaennu soneenga illaya...

P: Aama. Intha 24 managerla Prasadnu oru Manager irunthaarumma. Avaru vanthu old Amethy...athavathu pazaiya Amethyst oru bangalala irunthathu ithu. Athula antha Prasad vanthu dutyla...athaavathu dutyku vanthavudane ovvorutharudaiya name... "Prakasam, enna oru maari dulla irukkareenga, family ellam OK? Amma....enna ivlo dulla solreenga, udambu sariya illaya paiyanukku? Sari ok. Second shift paiyan vanthavudane neenga kilambalam" ...ithu vanthu oru relationshippoda irupparu mam. "naalai oru paiyan vara maataan. Nee morning vanthu paatukkappa" apdinna solvaaru. "Aei naalaikku avan vara mattan, nee vanthudu" apdinna ellam ithu panna maattaru. Busya ayiduchunna waiterave irangiduvorumma. Athu konjam pidikkum enakku, aana antha manager getha vida mattaar. Apdiyum irupparu. Oru complaint achunna takkunu vanthu pesuvaru, sorry kaepparu. En kitta vandhu solvaaru "Antha maathiri pannathada, aenna customerku athu pidikkala. Next time nee pannikko, water angathan vekkannumda, athu file pakkathula vecha, avaru

kovapatrukkaru” antha maathiri oru... Prasad enakku romba pidikkum. Avaru nallathe pannittu iruntharu parunga, avara intha managementku pidikkala, anupchuttanga (Laughs). Athuthaan....athu oru paavam.

F: Nallathe panna epdi anupi...anipparaanga?

P: Athaan athaan....athu epdinna....itho Prasad irukkaru. Okkanduiupparu. GM antha pakkama povaru. Ivaru ezunthu poi wish pannittu thirumbavum okkandutu avar velaiya pathutu irupparu. Athu pidikkaathu. Antha maathiri...ego...egolathan mam ellam nadakkum.

F: Ooh! Sari.

P: Avarukkum oru velai kidaichuthaan ponaaru. Athu varaikkum ingathan iruntharu.

F: Unga behavior neenga yaaroda velai panreenganu poruthu maaruma?

P: Kandippa maarum mam. Athu epdinna, ippo morning naanum, atho avar nikkaraaru illa, avarum iruppom. Ippo magazine vechukittu athula okkandaarunnu vechukonga, oru rendu table vanthuchunna, naane antha rendu table pappen paarunga. Appo enakku konjam, automatica, athu age aana antha pressure vanthaa maari ayidum. Pressure vanthaa maarinna...atha kaatikka matten. Konjam vegama seyal padrathala customera sariya gavanikka mudilayonnu thonum. Rendundrathu naalu table ayidum. Antha nerathula konjam... aana...apdiyum vida matten athai naan. En controlku kondu vanthuppen.

F: Ok.

P: Aana antha nerathukku varathuthaan sometimes.

F: Appo .. appo eppidi unga controlku kondu varuveenga?

P: Kooptu ... kooptu solliduvuven.

F: Kooptu solliduveengala?

P: Kandippa kooptu solliduvemma. Athu vanthu avaru enkitta pesatha alavukku solla matten. Ippo naanu rendu table irukku enkitta, inno oru rendu tablea naan menu pottu irukken. Athai poi nee order eduthukka apdinna solliduvuven. Sari avaru ‘illa enakku intha velai irukkuthu, naan anga poporena, athe mana nilaila kooda antha order eduthundu vanthuduvuven.

F: Sari sari.

P: Athai avoid panna mudiyathu. Appo...athan antha attitude maaruthunna ennala antha verithanama elam maarathu. Konjam antha feel irukkum,ennala customera satisfaction panna mudiyathonra kavalai vanthu vera maari varum. Vera onnum kidaiyathu. Aiyo nammale pakkanum, avan okkaandu irukkane – antha...athu varathu.

F: Sari.

P: Enakku itho anga vanthu okkandu irukkaru. Ivaru velai vetti illamaya vanthu okkandu...varuvara oru customer? Saappadnumna ...ivlo traffic ellam kadanthu, cara ulla

vanthu nippattitu varaaru. Ethukkaka inga varaaru? Saappadnumnu varaaru. Avaru vanthu okkandu oru pathinainju nimisham ponaakka athu sariya varaathu. Enakku customer satisfaction yaaraathu konjam...worry pannuven mam...athan. Athaan antha attitude maarumnu solreenga illa...antha mana nilaila athaan irukkum. Matha padi vera onnum irukkathu.

F: Sari. Sila peroda velai pannum pothu konjam athikama bettera irukka? Aen?

P: Puriyala mam

F: Like sila time neenga sonneenga neenga maaruveenga illaya yaaroda vela...so yaaroda nalla pannuveenga? Ethanala?

P: Athu eppdinna ippo oru junior people vanthuttanga en kooda. Seniorm seniorm iruppom. Senior annikku off poirupparu, oru junior people vanthuttanganu vechukonga, avan mela antha velaiya sumatha matten naan. Appo enakulla oru stamina naan aethuppen. So namma vanthuttu..namakku theriyuthu athanala namma naalu table pathuthaan avanum. Avan...junior avan. Avankitta namma itha committ panna koodathu, ethaiyum panna koodathu. Appo romba intresta velai pappen mam naan. Ithu oru unmai. Antha velaila romba satisfaction eduppen.

F: Sari. Vera Vera enna ungala athigama velai pannanumnu... neenga sonneenga customer satisfactiona nalla uzaiepengannu sonneenga. Athu maathiri vera ethana...

P: Amama...naan unnumonnu solren mam. Enakku forty four years achungannena? Ippo enakku age...oru tiredness odambula varthu. Ithu vechu naan kaaranam kaati, naan rendu kaala pinnikittu, kaiya kattikittu ipdi ninnuttenna, innikki oru naal nikkaren, rendu naal nikkaren, moonam naal nikkaren. Oru Magero illa managementa saarnthavangalo enna paakkaranga. Prakasam tired ayitu irukkararu, ini avaru intha concernukku suitable illa apdinna sollida koodathungarathaala naan any time oru irubathu vayasu paiyanukkulla athe ithuva kondu varen mam naan. Aenna enakku entha pazakkamum kidaiyathu, antha confidence enakku irukku mam. Smoke panna moochu vaangum, thanniyadichomanna antha tiredness irukkum. Ithu rendume namma kitta kidaiyathu, chinna chinna kaetta pazakkamum kidaiyathu. Saappadu, thookkam, santhoshamaana mana nilaiyoda kudumbam...ipdi irukkaromilla, namma age vanthu anthu certificate la irukkalam. Intha date kulla intha datenu but bodykulla vara koodathunnu ninaippen.

Athu ippo neenga soneenga illa mam, eppa santhoshamannu, ithuthaan ennoda santhosham. Vera onnumilla.

F: Sari. Ethaavathu ungalai kashtapaduthuma, ithe maathiri epdi santhoshapatta konjam athikama pannuveengalo athe maathiri ethavathu kashtapaduthutha? Unga velaiya baathikara maathiri?

P: Aamama irukku. Velaiya baathikkara maathirinna Athaan mam ovvoru varushamum antha increment podra tythla ma ennoda porulaathaaram vanthuttu ennoda rendu pullaigal padikkanum. Padikkanumna saatharana padipputhaan mam. Avangalukku kalviya kudukkanum mam. Thanthaiya naan intha ulagatha vittu naan porache avanugalukku nalla oru life...ippo naanu oru car onnu vaangi kuduthuttu, ippo bangala katti kudutha nalla porulaathaaram kidaiyathu. Avanoda arivu valarthu vidanum. Athukku nalla oru kalvi

kudukkanum. Intha kalathukku english mediumna ok. Naan oru ... 10th... 10+2 varaikkum english medium mudichuttu oru nalla college poran apdinnu poganum...apdi avana aalakkanumkara antha varutham antha increment periodla varum parunga...verum 500 roopayum mattum increment poduvaanga. Naan avlo longlenthu varuven mam, antha less-time work pidippaanga mam. Evlo? Evlo 500 roova aetharaangalo athe apdiye pidichiduvaanga latea vantha -5 nimisham, 3 nimisham latea vanthaa kooda athe sethu vechu antha maasam apdiye pidichiduvaanga. Ithu kashtatha kudukkum. Ithu unmaiyaana kashtam mam ithu. Manitha thanmaiye illatha oru kashtam. Oza...ozaikkathaan mam enakku viruppam. Enakku ninnuttu sambalam vaangittu porthula ennikkume udanpaadu kidaiyathu. Naan intha all-table naan vanthu rende rendu junior vechundu pathuppen naan. Ithu vanthu aanavam illa, em mela irukkara nambikkai mam.

Ippo enakku work panrathula avlo interest. Customer mugame theriyathu enakku. Avar vanthuttu engitta pogumpothu, "See you Prakasam, next varuvom" apdinnu solra alavuku....actor Gouthami irukkaanga illa mam... avanga vanthu konjam cancerala paathikka pattavanga mam. Avanga vanthu silathellam saapda koodathu, silathellam saapadalam. Sila waiterskitta kooptu solluvaanga, avanga moonjiya sullippaanunga apdiye. Enakku ithu irukka koodathuppa, enakku lemon poda koodathu apdinnu ... moonjiya sullippanga. Appo naan avangala muthal muraiya meet panren. Innai varaikkum avangalukku pidicha waiter naanthaan. Ithu oru nadikai nammala pidichuirukku...athu illa. Oru as a doctor maathiri avangala oru patienta pappen naan. Athu avangalukku pidikkum. Ithuthaan mam satisfaction. Avanga kittenthuthu naama ethirpakkarthu onnum kidaiyathu. Antha nerathukku varaanga, avanga udal reethiya baathikka padama nammakittendhu poranga. Keeza poittu antha butter poda koodathu, athellam solittu vara matten, naane anga ninnu antha food podrathellam pathu eduthu varuven... mana sakshikku virothamillama. So athu romba pidikkum mam enakku. Athellam en thanipatta santhosham. Ithai yaar kittayum pakirnthukka matten.

F: Sari. Intha next partla thaana naan vanthu unga incidenta pathi solla poren. Neenga sonnathe vechu vaenna sollalam. Neenga aerkanave konjam incidence sonneenga. Illatti puthusu kooda sollalam. Ethaavathu nadanthu irukka neenga vanthu unga managera pathu...avaru vanthatha pathu unga ...ungalukku avar mela abiprayam maarra maathiri ethavathu nadanthu irukka?

P: Oru manager attitudea patha mam?

F: Attitude ...illa avar ethanum panratha pathu...ethavathu incident. Ethavathu manasula vanthu...

P: Ama mam. Peteru orutharu avaru vanthu age aana piragu...avar eppavum safarila thaana irupparu. Niraya hotella work panni irukkaru, ithe hotel niagaralathan ithu nadanthuthu. Naan vanthu ...athan Ashok Sathelya poitta piragu 'cha..ipdi oru nalla manushan poittare. Nama intha concernlenthuthu poidnum poidnumnu apdi ellam yosichuttu application ellam friends kittallam kuduthuttu irukkara samayathula avar vanthu join pannaru mam. Avaru epdinna nera vanthu oru mana...oru managernu varuvaaru. Oru customer okkandu iruppaanga. 'Halo sir I am Manager Peter. Intha coffee shop la...intha restaurantla thaana work panren. Unga name?' nu solli ethiva okkanduppar. Athellam pesittu poga, apdiye avaroda name kaepparu, nera vanthu enkitta instruction kudupparu, avarku nalla paathu kudunuttu poiduvaaru. Antha oruathan antha relationshipa aerpaduthuvaaru mam nalla.

Athanaala avara enakku romba pidikkum, avar panrathu enakku romba pidikkum. Ithu maathiri antha oru manager kitta vanthen.

F: Athanala ungalukku enna feeling varthu?

P: Enakku enna feelingna nammala antha kallu maari thooki ore idathula pottu vechu irukkaanga fourteen yearsa...ippo naan waiter na antha waiter levelathan mam customer kitta pazaka mudiyum. Ippa avaru maari chair pottu avar kitta pesa mudiyaathu. So antha oru chinna feel varum. Namma nalla gavanikkanumnu nenaikkaom. Ennathan waiternaalum oru customer kitta oru kuruppitta levelathan oru waitera irukkaravan relationship vechukalam. Aana antha concernla ennannalum paravalla...oru bowlenthu tie kuduthaanga. Intha concernla athuvum kidaiyathu. Oru waiterave vechu irukkaanga, athu aenne therila.

F: Sari. Athu maathiri...athanala unga work epdi affect avuthu.

P: Unmaiya naanum oru manithaanthaane mam. Ippo ... ippo en familya suthi irukkaravanga ivlo irukkariyepa...marriagelayo illa etho oru functionlayo...ivlo naal irukkaraye...ennavappa irukannu kaappaanga. Antha nerathula naan oru periya poi solluvenma. Naan antha coffe shop la inchargea irukkennu. Pch...enna naan aemathikittu avangala naan aemathiduvemma antha edathula. Aana atha eduthu inga vanthu naan nadanthukka matten. Athe waiter dress pottu than mam naan ulla nozairen. Athe maari waiter dressa kazatti vechuttu than naan vella poven. Naan oru waiterngarthunaala antha velailayo...aana manasu orathula antha oru ithu irukkum. Athu unmai athi. Namma kitta enna irukkuthunnu therila, aen namakku antha growth thara mattengarangannu therila.

F: Mmmm

P: Atha pagunthukkara alavukku ippothaikku situation sariyilla mam. Naan ithai poi kaettu, avanga namma mela aethaavathu rasha pesittaanganna, naanu velaiya vittu pona...intha vayasula oru application eduthundu poi nikkanuma, compoundlannu ninaikkarenma. Athanala ellathaiyum manasula pottukittu, antha nine hours mattum mam correcta irunthuttu poiduven mam naanu.

F: Sari.

P: Antha maari sila incidents irukkum

F: Athanaala neenga unga velaiya vera maathiri panreengala?

P: Ennoda velaila maatrame irukkathu.

F: Sari

P: Ippo naan vanthutten. Enakku pidikkatha oru waiter vanthuttan. Avane savattum... madam sila ...enakku pidikkathu mam ithu. Oru customer eznthu vanthu kaekkarthu enakku ...ithu vanthu naan kaekka koodathu mam. Managers avana out pannanum. Punish pannanum enna kaetta. Avar oruthar ulla car vittu erangi ulla varathundrthe periya vishayam mam. Avara naama thakka vaikkarthu periya vishayam kidaiyathu. Avaru pathu varusham thirumba vara maari pannidanum. Evlo per kaasu kottitu velila security pottu vaanga vaanganu kooptundu kidakkaraanga, evanum poga mattendran. Inga vanthavana

gavanikkallanna apparam epdi. Ithu enakku pidikkathu mam. Ithu vanthu aruvarukkathakka seyal. Itha pannama irukkaangale ivanga. Ippo avaru okkantangala...intha paiyan ivaru ...

F: Kai kaamikkatheenga, avarukku therinjudum...

P: Illamma summa solren. Ivara kooptu, menu vaangi, sapputu...tipsm vechuttu...managementku varumaanathaiyum kudukkaraaru. Avara enna panlam?

F: Ammama...

P: Kai eduthu kumbudalam. So antha guestku namma nine hours...ennala mudiyathu ma. But ivanga okkanduirunthaa kooda matha tablea pathuttu thaen iruppen.

F: Sari (Laugh)

P: Ithu etho valanthutten mam..enakku varumaanam kammiya iruntha kooda ennavo therila mam...ennala ipdithaan irukka mudiyum. Ithu silarukku pidikkala mam. Ivan vanthu romba senior, romba over...ippidillam pesuvaanga mam. Enakku atha pathi illa...

F: Athu unga worka bathikkatha?

P: Naan baathikkara alavukku vechukka matten mam naanu. Ennaiya naane vanthuttu sharp pannippen.

F: Sari

P: Yaar pechaiyum kaekka matten mam. Athaavathu nallatha mattum.... Sonnen illa ... Ashok Sathilya...avaru markka mudiyatha manushar avarellam.

F: sari

P: Avar yaarunne theriyathu ungalukku. Athe maathiri enakkum avar yarunne theriyathu. So antha manushanthaan enkku itha solli kuduthar. Unkitta irukkartha nee customeranda thaen kaamikkanum. Athu onnu irunthaa porum sonnaru. Innaiya varaikkum apdithaan. Customerum enakkum irukkara relationship.

F: Sari. Ippo vanthu neenga positivea etho sonneenga epdi relationshipnala neenga stay pannuveenga. Adhe mathiri negativa ethavathu nadanthu irukka? Unga managera vera maathiri pakkara mathiri?

P: Athuthaan mam solrene. Ippo naanu oru nallatha nenaichukittu inga oru velaila baathippu varakoodathunnu staff arrange pannalo...ippo inga ennoda drawbackm sollidren parunga. Naan avlo longlenthu varenmam. Naanu kashtapatta naerathula vandi onnu vaanginen mam – Active Honda...Honda Activa. Kashta padrakaalathula EMlla vaanginen mam athai. Antha porula vanthuttu naanu romba safea vechuppen mam. Aenna en kashtam enakkuthaan theriyum, mathavangalukku theriyathu illa mam. Antha pathu masam due pannendu masam due va epdi katti iruppennu enakkuthaan theriyum, antha kurainja sambalathula. Antha vandi enna pannum...kaalaila oru moonrai manikku naan kulichuttu naalu manikku naan thalluven paarunga, antha vandi apdiye okkandurum. Paatha vandi puncturea irukkum. Kukgramam mam athu. Oru 3 kilometer thallindu vanthu main roadku vanthaathan puncture otta mudiyum. Puncture kadaikarane pathu manikkuthaan varuvan. Antha nerathula naan call panni sonna enna thappa purinjuppaanga mam.

F: Enna...enna pannuvaanga?

P: Thappa purinjuppanga. Ivaru vaenumne leave eduthuttarunnu.

F: Ammama...pch

P: Unmaiya mam antha naalu manilenth pathu mani varai enakku mana ulaichal irukkum paarunga, management thappa purinjukuvaanga, ivanga thappa pesuvaanga. Namakku intha situation aen varthu? Alternata oru auto pidichu vara maariellam illa mam enakku. Antha facilities illa. Naan romba... oru..enna sollalam...romba ulla irukken mam. Appo enakkulla naan antha varutha paduven. Ivanga purinjukka mattendrangelennu varutha paduven mam. Antha oru drawback enakku antha leave agumpothellam irukkum. Periya draw back athula. Vera ethaiyum solla mudiyathu mam.

F: Sari

P: Vela nerrathula ivan ____ panran, canteenlaye okkandu irukan illa tea saapda poidran illa dhum- madika poidran. Itha maari ethuvume varathu.

F: Sari. Athunaala like..neenga unga managera pakkara murai maaritha? Like epdi...

P: Athu eppa maarithu nna ennoda two wheeler aana pothu, ennoda mother vanthu two-thirtyku moochu thinaral athikamaagi hospital la admir panren. Avanga ettu manikkuthaan result solrennu solraanga. Antha nerathula sollumpothu pakkathula cashier kitta comments panraanga...antha cashier vanthu enkitta atha solran. Enakku avanga mela kovam varla, antha cashier mela kovam. Avaru ethu pesinaalum nee aempa enkitta solra? Inime antha attitude vechukkatha. Oruthar innoruthara pathi solrathu intha ulagathula ellarkittayum irukkum, aana atha kondu poi avankittaye solrathuthaan romba periya thappupa apdinnu solluven. So antha nerathula ellam enakku kashtama irukkum mam. Oru nallellam kashta paduven. Namma vanthuttomna velainu ayidrom. Situation ipdi iruntha ithu maari...athu ennoda problemnu enakke theriyum. Sari en prachnai naan varaathathu. Athanala konjam varuthama irukkum mam enakku. Aana antha nerathula konjam velaila kooda patheenganna lighta thoivu aerpadam, apdiye thirumba stamina kondu vanthuppen naan.

F: Sari

P: Enna panrathu.

F; Ippo vanthu neenga rend incidents sonneenga. Athe maathiri oru incident vanthu oru customeroda nadanthutha? Neenga vanthu abhiprayam ... avaroda...avar mela abhiprayam marra maathiri? Like athaavathu customer avaroda...etho customer interaction nadanthuttu irukku...appo vanthu avaru etho nalla pannaru illa sariya pannala... atha pathuttu unga abhiprayam marina mathiri nadanthucha?

P: Ama mam. Enakku yarunne theriyaathu. Oru moonu ladies vanthaanga. Bayangara rich. Avanga richna...avanga vaartaigal ellam bayangarama irukkuthu, pesarthellam. 'Hallo excuse me'. Chittigai pottanga orutharu...

F: Enna pottanga?

P: (Snaps finger) ipdi kooptaanga.

F: Oh sari

P: konjam kashtama irunthathu. Sarinnu naan enna pannitten avangalukku ... oru... kudukkara service vanthu ... soup 2/3 nnu kuduthutten. Atha remove pannittu fresh plate potten, fresh cutlery potten... naan avangalukku service pannitten, dessert kuduthutten, coffee kuduthutten, ellam kuduthutten. Avangaloda attitude than romba mullu mathiri irunthuthu apdiye. Pora varaikkum mullu mela nikkara maariye irunthuthu. Sarinnutu ... ok, next time pappom apdinnutu rusha...harsha sonna maari sollittu ponaanga. Naan ellam table ellam clear pannittu, face wash pannittu, kannadi munnadi ninnen rest roomla...konjam dulla ayirukkuthu en face.

F; Apdi enna sonna... vera enna sonnanga avanga ?

P: Avangamam...athavathu ithuva pesaranga mam... halo... what is this? Enna seekirama kondi vaanga...enna ithellam...apdi ipdinna pesaranga? Enna ithu ivlo harsha pesarangannu enaku kashtama irunthuthu. Sarinnu naan pathen. Sari nambo enna solla mudiyum avanga kitta. Apdiye pathuttu silenta irunthutten...avangalum poittanga. Poittu oru onrai mani neram irukkum, enga MD vanthuttu inga call panraanga. Prakasama koopdunga. Odambellam chillunu ayiduthu mam enaku. Aenna antha... anikku vanthavangalliye antha customer kitta thaana naan intha maari paarthen. Udane complaint panittangalo? Enaku therinju chinna thappu kooda nadakala. Sari nammalum manushanthaane, etho sorry kaetravomnu, 'Yes mam. Prakasam Mam' apdinnen. Thank you Prakasam. Avanga vanthuttu Bombaylenthu vanthuirukkara ennoda dearest friend. Antha service vanthu avangalukku romba pidichu irukkuthu, unna vanthu konja fata irupparu, blacka irupparunna sonna vudane Prakasamathan irukumnu ninaichen.' 'Yes mam, ok mam'...apdiye vanthuttu....'ok. enaku romba pidichu irukkuthu. Madam vanthu next time vanthaanganna neengathan attend pannanumnu sollittanga. Athu enaku...ithu ennai ariyama nadanthuthu.

F: Sari, sari.

P: Athu onnu.

F: Ethavathu Manager panratha paathu ungalukku avar mela abhiprayam marra maari ethavathu nadanthucha? Avar vanthu guestoda etho panraaru. Athukapparam neenga atha pathuttu avar mela...

P: Ama. Atho okkandittu irukkaanga illeengala...avar peru d'souza. Ivar vanthuttu anglo-indian mam. Saverala ellam work panni irukkaru, nalla hotel thaana athellam. Ippo ivaru enna pannuvaru ...oru manager ippo oru customerkku enna kudukkanumo antha respectlenthu, servicelenthu, neatnessa irukkum. Athu vanthu ivaru vanthu oru moonu varusham ayirukkum. Ivara pathu naanu kitta thatta oru 100 pointsavathu kathundu iruppen mam nannu.

Ippo Manager mela oru veruppu irukkuthu...antha manager mela. Ivanga vanthuttu pasangala kandukkave mattaru, avangala kooda pannittu irukkaru sila velaingallam. Ivaru vanthu customerenna saagararu... so apdi. Ippo ivaru kittenthuthu naan oru 100 points ... chinna things...chinna chinna points ellam avlo neeta irukkum.

F: Ethavathu example solreengala?

P: Onnumilla mam ippo...customer vanthuttangannu vechukkanga. Naan oru table la order eduthuttu irukken. Ivaru naan pappen ivaru ennathan panraarunnu. Poittu wish panni, chair ellam pinnadi thalli okkara vechu, menu pottu, thoorama nipparu parunga. Naan antha customeranda poittu varathukullara, avar correcta oru instruction kudupparu. Motham four covers apdinnavaru. Patha naalu per okkandu iruppanga. Naalu menu pottu irupparu. Ithellam romba pidikkum mam enakku.

Apparam water. First water kudukkanum. Vanthavudane avangalukku ethaavathu onnu something kudukkanumna water than kudukamudiyum aenna avanga enna saapduvaangannu namakku theriyathu. Ithellam sonnaru. Ithellam saatharanama irunthaa kooda atha appopo seiyarathukunnu solraaru paarunga athu pidikkum. Ivarukitta pidichathum naan kathukittathum.

F: Sari. So athunaala neenga athai pathu...

P: Athu naana avara maathiriye kathukitten. Avara maathiriye...

F: Panna arambicheengala?

P: Aama. Ipo avaru oru 10 point panaanganna athula oru ettu naan panren mam.

F: Ok

P: Athanala innoru D'Souzanu solluvaanga enna.

F: Sari

P: Pidichuthu romba athu. Athu vanthu nammala kandukka mattaru, nammala thitta maattaru...athu illa. Antha customeranda avar epdi nadanthukkararu. Namakke ellam theriyumnu solla mudiyathu illa ma. Oruthar kittenthu kathukarthuthaan antha padippu...orutharkittenthu kathukanumma kadaisi varaikkum. Avangaloda mannerism, nallathe kathukanum mam namma. Kathukarthuthaan kashtam nallathu. Aenna apdiye nama nadakkanum illa mam. Romba kashtam.

F: Sari. Athe maathiri...

P: Konjam athikapadiya irukkuthu apdinnavanga. Neenga customernna...avanga coffeethaan saapadraaru, avaranda poi puli pola vareengannu solvaanga.

F: Yaaru solvaa?

P: Kooda irukkara staff... solvaanga. Athu naan nenaichuppen. Sari namma vena...ethuku ivangakitta

F: Apdithaane service seiyarthu?

P: Apdi sonnomna 'aama periya ithu' apdinnu solvaanga.

F: Sari. Athe maathiri vera yaaravathu...illa avarodaiya negativea ethavathu nadanthu irukka?

P: Customeranda negativea panni...

F: Ama...unga... neenga vanthu avar mela abhiprayam marra mathiri ...

P: Hmm...athu epdinna mam athu...ippo oru MD guest varaarunnu vechukonga, antha MD guest compulsory ivaruthaan pakkanumnu solvaanga. Ippo ennaiye demand pannuvanga, neengathan poi antha MD guesta pakkanumnu. Unnoruthan summa ninnutu iruppan antha AC-yanda vanthu kai kattitu ninuttu iruppan. Antha ithula ... naan...enakku antha MD guesta attend panna kooda antha service la oru ithu maridum mam enakku. Athanala antha timela enakku avara pidikkathu. Demand panra maari nammala anuppararu aenna avaru complaint vanthanna nammala kooptu managementla kaepangalonnu ninaikkararu. Athu pidikkathu mam. Naan niraiya table pathuttu iruppen, athu extra athuvum onnu pakka vaendi irukkum. Pakkalam...ana ivangalukku take-care pannanum. Romba care edukkanum mam. Customer na avangalukkunnu sila care irukku. Namma MD ku therinjavanganrathaala advantage eduthukaravanga niriya per irukkanga...ellarum apdinna solla mudiyathu..oru sila age group la irukkavanga ellam konjam kashtam ma. Ezunthu pora varaikkum romba kashtam.

F: MM Avar ipdi panrthaala... aen ipdi panraarunnu ninaikareengala?

P:Haan athu aen apdi panrarunna avara kapaathikka panraaru.

F: Athunala

P: Ivaru pona ' Nee yaaru, Managera? Un per ennannu?' kaetruvaangalonnuttum, innoruthara anuppina ivan enna ipdillam panran, yaar manager apdinna kaetruvaanganuttu ... so avra kapaathikarthukkaka panraaru. Aana antha attitude pidikkala.

F: Athunala ungalukku avar mela enna feel varthu?

P: Feel varumna enna varumna...konjam kovam varum. Kovam vantha kaatikka mudiyathu. Sari...nammale panni tholaippom ithai...aana tholaippomnu ayitta kooda antha idathula complaint varaama pathukkanumnu oru bayam irukkum. Apdiye mudichuduvam mam antha half an hour ...athu easy. Easyna eppavum antha maari nadakkarthuthaane ..konjam adjust pannikkaren.

F: Athanala unga work ethavathu affect avutha?

P: Naan pathukka mattten mam antha maathiri. Athen sollittene mam velaila mattum atha patukka matten. Ana intha incrementla varutha padrathu, ithellam ennoda personal mam.

F; Sari. Final question. Neenga unga managerla abhiprayam ellam varthu illaya...athu ethanala panna mudiyutu? Athu vanthu avaru enna panraarunu poruthu irukkutha, avaru epdi customera pathukaraarunu poruthu irukkutha illati avaru epdi mitha employeesoda pesaarunnu irukkutha, epdi neenga avaru ... avar mela abhiprayam panreenga ?

P: Aama madam, ippo matha staff kitta pesarthu, avaru tham perumaigala sollikkarthu ..athu melallam abhiprayam varave varathu. Ivaru poi oru customer attend panni, antha customer kittenthu vara feedback, antha tablea annikku nadakka experience vechuthaan avar mela enakku abhiprayam varum. Prakasam nee latea vantha kooda paravalla, vaa namba rendu perum tea saappadlam, vaa namba rendu perum anga okkandu pesalam...ithilellam enakku abhiprayam varathu. Ithu vanthu...ithula suyanalam athikama irukkum. Manager nammala kooptu tea saapda koopadranunna namma kittenthu avan

etho karakka pakkaran, maagement pathi thappa etho sollaporan, athukku naan etho solla porennra ethirpaarka poranrannu naan ninaippen. Ithu illai ... ivar oru customeranda poi ninnu athulenthru vara feedbacka en kitta solli, oru prachnaiye epdi solve panraru...oru pastala salt athikamachu illa mudi irunthuthu...athe epdi tackle panrarunnu antha thiramaiya vechuthaan mam avar mela enakku abhiprayam varum. Avarukitta bayanthukittu ellam varathu mam. Ithan franka sollanumna. Appo antha abhiprayam enakku innoru customer kitta atha nan follow pannuven.

F: Ok. Romba thanks

P: Ok

Appendix D Translation of Tamil Transcript

(M3, D)

F: How did the day go?

P: It went off very well.

F: Is it busy?

P: Aah...medium.

F:Ok. What were you doing before this...before working here?

P: I mean... My career started with ...you know Adyar Gateway... in Adyar Gateway. My brother was a PC then. Then he used to take his Inspector's children to the Swimming Pool in Adyar Gateway. Then he told MR. Rithik, Administrative Office in Adyar Gateway about me, his brother. I am from village madam...first time...

F: Where from?

P: Thiruvallur – about 5 Kms. Beyond that. Those days I used to come often to see my brother, otherwise that was the first time I am coming to chennai for work purpose. It was entirely a new world for me. When I was studying I knew only school and home, open paddy fields. When I came here the glittering lights, tiled floors, everyone was neat and clean, was seeing clean people. I liked it very much. But at that time I worked there for one week mam... what I was missing was the human-being where a human respects another human - that was not there. I have searched for that at various places. In the same compound from the security person to the rich and big people who were inside... I searched and I couldn't see that humanity anywhere...I felt I was treated like...like this table. That made me feel bad. I thought who can I go and tell this, this was my first experience. Ten days had passed but I felt as if ten years had passed.

I am not... like...I am not a lazy boy...I am...they saw me working very briskly and the manager there he liked me but ... they didn't treat me like a human being only. They will let me go for lunch well beyond the lunch time, as if only if you finish the workd you can eat. I felt for my effort to work and food if I have to go through this...my heart will sink, this is not for me....so I decided and left within 15 days.

I go back to my native, stay there for about two days, I liked this life...it was like a dreamland for me. So I came back again to the same place... hotel...that is the plus point. When I came I pacify myself 'Seems only if I be with these people, I can earn and live my life'. I work there for aout three months, forgetting my principles. Again in three months the same feeling comes back... when I was made to feel ashamed, some places was ridiculed.

Though I didn't get salary equivalent to my work, something did not allow me to go into that . Again after three months I go back to my native.

After going back, thinking I will work in some industry in Avadi/Ambattur areas, I went there but I am seeing people are dirty, a clean man like me going there and getting dirty – feel. Here I had worked in a clean and good place and working there was so difficult. Again I feel I should go back. I was talking to my friends that I want to go back and planning. At that time Sindoori Centre...Sindoori Group of Hotels were opening Sindoor Central.

Appo naan bus la travel pannumpothu anga interviewkkaka pasanga ninnuttu irukkaanga, naanum poi nikkaren. Poi ninnu select ayitu. Hotel linelaye kitta thatta naan anga vanthu one year trainee ya irunthen. Sari ithu periya periya hotella, naama +2 mudichathu, intha language some problem irukkuthu, villagelenthu vanthu irukkarom, nammalaala control panna mudiyanaluttu itha vida konjam keeza iranguvomennuttu Business Class hotel ulla ponnen. Anga poittu oru 6 masam velai senjavudane...

Then I was travelling in a bus when I saw boys standing there in a queue for interview, I also go and stand there. I got selected. Same hotel line... I was there as a trainee for nearly one year. That was a ver big hotel, I had only finished +2, I had problem with language also because I had come from village. I couldn't control that,so I thought will go down a little – so got in to a Business Class hotel. After going there I worked for about six months...then...

F: Which place?

P: Hotel Niagara in Kodambakkam. In six months there was one GM – he called me and said you have everything, only you don't have the language skill. Come to me daily for half an hour and talk to me, I will ... you will get yourself automatically. He said in three months you can remove the bow and you can wear tie around your neck. Whatever he taught me at that – that basics – how to wish when customer comes, the distance that should be there between a customer and us, what does a customer wish – knowing it simply by looking at his eyes. Now...that person in that table...when I am standing at a distance I can see his glass is empty, no water. This is a knowledge only.

You don't have to go and ask in English if they need water. I am a dumb person. Understand and do things ... so whatever one can observe and understand – those kind of things he taught me. He not only taught me, but also he told me to serve four executives. I had a waiter by my side, I finished the service. That evening ... those days it was ninety rupees mam... when...in 2001 (Laughs), the cost of that tie. He gave me that tie. I didn't even know how to knot the tie. He only called me and taught me that also. There was no blood relationship between me and him...he was from Kerala and I am thamiz.

He said he gets a feeling that I do not like this job, there is some sort of inferiority complex that is cropping up in me. He said you don't have to feel about anything, you are a human being, so if you want people to respect you, you only have to think about customer and take care of the customer. What will the GM say, what will the Manager say – these things you don't worry about. You have some talent, show that only to customer.

Your relationship only with customer matters. There you can become a success. He would have finished MBA, will have good command over English language but he will be very egoistic and arrogant. He will show an attitude to customer, if ladies come and sit he will not treat them respectfully. That is not important. Leave the education aside. A customer comes to eat, he is going to pay for his food, we are going to give him food. Only this should be there in your mind, nothing else is necessary. When you are like that you will definitely be a success. I worked with him for about eleven years mam. Initially I was a waiter, he asked me to remove the bow, he himself got me a tie. I worked in that restaurant as a Captain alone for ten years. After that went to Bangalore as a Captain. There I worked for one year. In the meantime ... in the one year time...I applied for a government job –for a conductor job, I paid up money also. So I resigned the job and went. But I didn't get that job. Some political problem, I didn't get that.

So I did not try for anything else, came back to the same line. Then later on I came here and joined the Coffee Shop. It's our friend madam's. I have worked 12 years 14 years now.

F: Oh ok...ok... the place where you worked before – there?

P: That was 11. Here in this place...in this concern about 14 years. Now I stay put. Staying here means Madam likes, I didn't allow any complaints to come up, wherever I was ridiculed, I learnt why it happened. I took that GM as my Guru. Whatever he told me that is only thing for me.

F: Which one...that Niagara?

P: Haan...Niagara. His name is Ashok Sathelya. A very good human. Whatever he told me it is still fresh in my mind ... that GM – Manager... whatever that GM told. Now-a-days the Managers tell to do business. But what he taught me...that he taught me when I was in a smaller salary. Now I earn reasonably well, they will make us as a scape-goat. I am not in support of that. Whichever customer it is, the way I behave with them, they behave that way only with me. That much I maintain till now.

Now, one single lady comes and sits or one single college boy comes and sits. I won't ignore him feeling that he has come alone. Because if I become lazy with that one person, when four people come that same laziness will get into me. I am very careful about it. So, even if he is only having one cup of coffee, till he gets up and goes I keep a watch on him.

Now sometimes people open a sachet of salt....sugar...and he looks around where to throw the paper...we have to watch that...what I will do is bring a saucer and keep it there immediately. Till now this is how I have been doing mam. But I am not educated ma... I have studied till Plus Two only...that too from a village tamil medium. Till now lot of foreigners have come on invitation from our Madam. Since they hve come on invitation form our madam, I speak to them in whatever little English I know... even though my english is not good whatever they expect that is communicated. I don't expect anything unnecessarily, that much I understood madam.

If suppose I have prepared the bill folder, I am attending another table about 4-5 tables away, but I am watchful about client getting up and going. Whatever I need to give them in the end, I wish them thank ou sir... they pat me on the shoulder and go..That's a big thing for me.

So no complaints... I am not worried about others mam, what others will think all these I left long time back. In this table you are sitting, I am servicing you and till I finish my servicing the whatever relationship is there between you and me only that is there for me. Similarly if I go to another table, only that servicing is there. 'MD is watching why is he doing this', that they will ask me afterwards, that much I was clear. Till today that is what is happening. This has been my experience, this is the truth.

F: Why did you leave that Niagara hotel?

P: As I told, After I became Senior Captain, they opened a Bar-be-cue, above. I leave home at 3 O'clock madam... It is a little closer to Arakkonam – out of the city. The entire village will be sleeping. I am the only person awake. I did this for eleven years mam. I have to travel about six kilometers, in the dark. During rainy season the lightning happens...those lightening are my torch. I have undergone so much difficulties, the management did a mistake mam. They sent me to Bar-be-que.I cannot see that because it starts at 7 and closes at 11 o'clock. Sir, I cannotsee this, after 11 o'clock I cannot go back home. How can I come the next day?" 'No, no. you have to do it.' 'No sir, even if you send me away I will go, but don't do this. I have worked for 11 years with you, you will get lot of people for that.' He spoke to me in a bad way -'I will close the restaurant'. I said, sir there are only two options. One I can take care of this or I put in my resignation.' I gave my resignation and came off. But they reduced my settlement, but those things I have forgotton. They didn't take care of me finlly. That's all.

F: In the end a?

P: Yes. Though I have worked for 11 years never was I involved inany problem. I never had any desires.

F: Was it the same manager or new manager came?

P: Haan... you asked the right question... I forgot that. The man who taught me and who created me had left.

F: Aah! Ok ok.

P: Another person ... his name was Srinivasan... he did something without understanding. First time when I was delivering water in one cabin, he asked me what is my qualification. I told him what is my qualification. He asked me to go and brought in a person whom he knew, as a captain. That ego... he put that person as Senior captain and he kept me as a junior. I never felt it as a big issue. During that period there was a company called Ultra-Soft in Kodambakkam.

The moment they enter, they will call me. _____ (Unclear), four of them. I have been seeing them for ten years. I want those customers mam. I don't want the management to keep me in a pedestal, for me customer is very important mam. If suppose I am here, and one customer sitting there calls 'Prakasam'...that is what I want. After that management changed, Manager changed, this manager didn't understand. So I didn't want to create problem. So I left.

F: Ok.

P: If you see here, till now 24 managers have come and gone. I got experience I am not saying no. When I think why when one manager goes and a new one comes why we are not able to work properly, I thought I liked the old manager, I don't like this man so I am not supporting him. But now what I understand is 'whoever comes, listen to them, but take care of the customer alone. You take care of these seven tables' – suppose this manager says and goes – I will take care.

F: Ok. After how many years did that manager got changed...like how many years....

P: Me and Ashok Sathelya sir... that person I told who taught and made me, he was there for six years mam.

F: ok ok

P: He stayed for six years and went away. Again he came back after one year. He went away for higher education. Then his student called Ashok Kumar – this one was Ashok Sathelya... the other one was Ashok Kumar. He left his student here. With him I was working for about three and half years mam. In the gap of two years this man closed me...I came out myself.

F: Thank you. Ok, now can you tell me what you do here please?

P: Now?

F: Yes, what all you do in a day?

P: Like...I come daily from out of city mam. I get up at three – three thirty I get up, get up an shower, get ready, I drive a two-wheeler for about twentyfive kilometers and catch a train – a place called Thirvallore – from there I come to Central. From Central I take bus number 5C and come here. This I do regularly...six days...now Thursday is an off day, Friday to Wednesday this only is my life.

I leave here at 4.30 ... I call home and find out if kids are studying, home work done, what tiffen today, tomorrow what tiffen for kids, is there rice at home, other provisions, what happened, who came, is there any emergency work that has to be done... I enquire everything in train travel only mam. Because the moment I reach home, I take shower, iron children's cloths, polish their shoes etc., get my own dress ready for next day...then after all this eat my night tiffen, read some magazine for a while, then hit the bed. This is what is my regular, I have been doing it routinely.

Now if want to go out... go for a smoke – I don't have that habit, or go out to a bar with friends and spend time – I am not that much grown economically. As soon as work gets over, catch bus, catch a train, I go home. This is what I am doing now. On my off-day, clean my house, whatever is needed to be done in the family I do that. I don't have anything personally where I keep the family away and do and no such habits also.

F: OK. Why you like working here?

P: Two things – one is my owner KiranMadam. I am with these people from 2004 mam. She is very humane. She is a foreigner. She has a humanness quality. How to explain it... Not that I am working for so long here. Sometime back in Chennai there was heavy rains and we had floods in the whole city. So he came and asked me how is the house, how is the family, did the children get affected, what help can I do for you? She asked these – this...this why I am telling you is I am not here to do business – she did not treat me like a furniture – as a humanbeing, that feel that they are working for me – that I liked mam.

Second – this place the work is very good mam. I say that because all known customers, all foreigners, known job, no need to worry about anything. There is no problem at all. Very easy to work. That I like very much. My timing is morning 7.30 to 4.30. This timing is suiting me.

F: It is convenient to be with family also?

P: Yes yes. They are cooperative...so many Managers have come and gone, changed, but my duty never changed. That is because of our madam.

F: Ok.

P: I feel she would have said - He comes from such a long distance, not to disturb him'. I believe this because till now nobody has disturbed me.

F: Ok. Any...

P: Salary is secondary. First is hundred percent job satisfaction. That is not out of pride, this is true. Otherwise it wouldn't have been possible for me to have stayed here for fourteen years.

F: Correct

P: _____ (Unclear to me) No chance at all mam.

F: Is there anything which you don't like here, as you work here?

P: I will tell that too mam. I told you I am here for fourteen years now, mam. Managers who come to handle finance..Finance Managers- they give increment once a year. I don't know why they reduce.

F: Kammi panraangala?

F: Reducing ?

P: Yes. When somebody joins new they give more. Juniors get one thousand five hundred. I am not saying that I am senior, I have been working for long – that's what I would say. If I say senior then there is an ego in it. So I never tell that I am a senior. I have been working here for long – that way I like it. Even my wife expresses sometimes. When I brought her here after marriage, she had finished Plus Two. After that I made her do teacher training, she finished that. Now she has passed B.Lit. Now I have made her to join for B.Ed. There is an age gap – between me and her there are nine years difference. After me she has to take care of the children – so I have no personal expenses. Whatever I get – I can share with you Mam...even the tips that I get here I use for their education expenses and books. Today she has completed all this. If she gets a job, after me, when I cannot do this work, she can be helpful. I have gone away from that line.

What you don't like you asked? This is what I don't like. I am not a slave to money. Prakasam will be able to do this job – that trust people should have in me. That trust is no longer there. I cannot speak to madam directly. There is a GM. I can't talk to him too. If I tell madam about my issue, it will get solved, but that GM will start giving me problem. That I don't want. That pain I am undergoing right now. But I will not show that pain in the table. I never work against my conscience.

F: Ok. You did not tell anyone?

P: This...they put a HR manager mam. I spoke to him the way I spoke to you now. That year alone I got two thousand five hundred increment. I don't know if he fought but that year

alone. But same year they took him out. Subsequently no one ever was allowed to come close. Last year only five hundred they gave. I am now fortyfour mam. Even if I was younger, in ten fifteen years we can get something. I want to ask the Management one thing...I am not saying I want to dress up very well, to live a luxurious life and all. I want to educate my children, even food is secondary. I have written in my diary too mam.

My father was a daily labourer mam. He gave me education till Plus 2. Now my only wish is to make my children educated and the salary is only for that. Nothing else. Very simple family mam ours is. My children, my wife all lead a very simple life. Realistic life. We don't look at others and lead our life. My life partner is like that too. I am telling you now... if I give thousand rupees to her, she will buy whatever is possible in that money and cook happily for all of us. I tell my children also happily. Whatever we are getting is not my or mother's earning, it is god-given. We should not make fun of what has been given by God. Very simple life, happy life.

F: Ok.

P; But in work place, whatever unhappiness is there in mind, I will not show it out. I do discuss with the boys.

F: You said every year they increase. Were they doing it before?

P: Yes. Mam.

F: How many years did they do?

P: Mam I am here for fourteen years.... Every year. Now I see 17.5. My starting salary was 3250. So in these fourteen years I had some little direct contact with our madam. Now...eight years only not there.

F: Hmm... Has gone out to some other place?

P: Not other place. Madam herself...some...some...feel she has changed. She has left the control to others, she has gone alone...like tat.

F: Ok ok. Can you tell about your relationship with your Manager?

P: Now there are two people ma. One comes in the evening. Morning one person comes. Both of them are different. Now..one manager...he is always in controlling mode. Another one always he is with the staff, helps them and all. The other one also helps but there is a difference.

F: What kind of difference?

P: Difference means...one ... the staff should not take any complaints from the staff. Management should not question him – like that he behaves. The other one, even if

complaints come it is ok, helping mentality is there towards staff. Regarding my relationship I behave equally with both. I don't have any weakness. I don't have to be dependent on them. I know the job requirement, and I will not let down the management. Suppose one customer leaves some item behind and goes. If I pick that up and take it, it will affect my family...I am not scared of these people...but I am worried about my family's wellbeing. If my family has to be well, I should be correct.

These nine hours I work and whatever I earn in these thirty days, my family has to live their life in that. I don't pay much attention in others. The moment I come in the morning I wish three people, give whatever respect I have to, I start with my work. So there is no involvement in anything. If suppose I am a lazy guy means – go there, take care of that table... there is no chance they can tell me. I am not like that. Nine hours...means if I have to take care of four tables I take care of eight tables. So they cannot order me around. That is my relationship. They tell this to others – do this, do that, go to that table and all....to me they never tell. I follow this nearly for ten years now. I can understand what they want to say, even before they do. I know what they will tell, what they will ask...I will not give any space for that. Sometimes they ask just like that. For that I answer politely and go away.

F: Ok. What else do you like...about them...how do they behave with you?

P: In my experiences with all managers...

F: How many managers have you seen?

P: Twenty four.

F: Here twentyfour?

P: This one is twentyfourth person. I have worked under twenty four managers. Each one is one type. One wants to save himself, or will do something to save himself.... Lot of them wants to save themselves only. What I do – 'You want to safeguard yourself...I am also like a fish in the same pond. I also try to save myself and slip away.' But that slipping away I will not show in my job. Our MD will bring some four people. Everyone will be there but I will be the one take the first step. That is the conscience. WE are working for long, if I don't go its not right. If we want to find fault, we can find faults only. But then our own goodness will get sidelined if we find faults in others.

F: Ok.

P: I ask questions to myself. Even before somebody else questions me, I ask myself lot of questions. Now I am going for lunch. Why should I take lot of time. That's not right, another person should not ask me question. So I come back in correct time. If I have to find something wrong...they will not ask the boys. One boy will be standing with his Cell, we will be busy. They will not ask 'why are you standing with a cell?'. I don't like it and I don't understand why they cannot ask? If I am in that position I will ask. So they have kept a man

to ask these people, let them ask. I come away. This I will not tell management. How can I tell that mam? If I keep a watch what others are doing, how can I concentrate on my work? That I don't like. Otherwise nothing.

F: Ok. You said somebody is on phone... like that manager doesn't say anything. Because of that your work...do you ...your work gets affected because of that?

P: You know how it is..now when it is busy time, when there is no cooperation it affects us. That will be there mam. There is no cooperation, no team work and I feel for it.

F: Ok ok.

P: That will be there. If he is a friend I will tell him. If that kind of relationship is not there means I will not tell. I just think about it when I travel in the train.

F: Yes...you cannot tell it to this Manager?

P: I will not tell. Why means... once it happened that one boy did not come. I come from very long it was raining very heavily. 3 o'clock, 25 kms, I have to travel by two wheeler. On that day the situation was so bad that I couldn't come. Toomuch of thunder storm. My wife said just to be on the safety go a little late. What I did, I called up a boy who lives in Chennai and told 'dei...I cannot come, you go and manage today, because they will be short of people'. At that time the manager's comments were 'When I am here, who is he to set up people?' I felt bad. I was only worried about safety, not to beat him and go above. From then on I left it. I will not do. So I will not ask.

F: Ok..

P: If people can take it in right sense it is ok but they take the negative sense.

F:Yes. Ok. Do you like anything about this Manager?Now...

P: Nothing like or dislike. Whatever minor irritation happens during busy hours...that is all I don't like. Once the busy-hours are over, we are ok and friendly. That I like. There is no deeper anger or hatred against them. That is the truth.

F: Ok. Which Manager you like the most amongst the Managers here? Why?

P: Here in this concern mam?

F: Yes. You have said you have seen 24 Managers...

P: Yes. In these twentyfour managers there was a Manager called Prasad. He was in old Amethyst...the old one was in a bangalow. That Prasad when he comes for duty, will ask everyone taking his name "Pakasam...why are you dull? Is everything in family ok? Why telling so dull? Is your children's health ok? Ok. When the second shift boy comes you can leave." He always maintained a relationship like this. He will say "Tomorrow one boy will not

come, you come tomorrow and take care". He will not say curtly "Aei, tomorrow he will not come, you better come". During busy times he will get down as a Waiter mam. I like that. He will still not leave that control. He behaves like that. If there is a complaint, then he will come and ask sorry. Then he will come to me and say "Don't do like that, customer didn't like it. Next time keep the water in another place. You kept near the file and he got angry" like that he will explain. I liked Prasad very much. He was doing so well these Managers didn't like that, sent him off (Laughs). That was sad.

F: When he was doing well, why did they send?

P: That's what... Suppose Prasad is sitting here. GM comes around that side, he goes to him, wishes and comes back to his chair and continues to do his work. That they didn't like. Ego. It's ego which works.

F: Ooh! Ok.

P: He got a job elsewhere, then only he went. Till then he was here.

F: Will your behavior change as per the person you are working with?

P: Definitely it will change mam. How it is... now in the morning me and that person... the one who is standing there (Gestures) he will be there. If he takes a magazine and sits on that, if two tables get filled, I will only look after those two tables. At that time... for me... as you age the pressure comes... I get tense. Of course I will not show out that pressure. When we attend the customer in haste I feel I may miss out on the servicing. From two table it will become four. That time ... it becomes a little ... but I will not leave it. I will bring it to my control.

F: Ok.

P: But at that time it really feels and comes, sometimes.

F: Then.... then how will you bring it under your control?

P: I call them and tell.

F: Kooptu solliduveengala?

F: You call and tell them?

P: Definitely I will call and tell them. I will ensure that I will tell in such a way that it doesn't create a distance between us. Now if I have two tables with me, another two tables I have put menu. I will tell him you go and take order from there. If he says 'No I have this work, I am going there', then even in that state of mind I will take the order and come.

F: Ok ok.

P: Athai avoid panna mudiyathu. Appo...athaan antha attitude maaruthunna ennala antha verithanama elam maarathu. Konjam antha feel irukkum,ennala customera satisfaction panna mudiyathonra kavalai vanthu vera maari varum. Vera onnum kidaiyathu. Aiyo nammale pakkanum, avan okkaandu irukkane – antha...athu varathu.

P: You cannot avoid that. So, the attitude changes but it will not be a hatred. I will have that feel, when I cannot satisfy the customer that worry will come in a different way. Not anything else like 'Oh! Only I have to run for all work, he is sitting'not that kind of attitude.

F: Ok.

P; For me...see that person has come and he is sitting there. Do you think a person will come all the way without any other work ... a customer? He is coming through all the traffic, he parks his car outside, and comes means why he comes? He wants to eat hence he comes. He comes and waits for fifteen minutes and then go...that will not work. If somebody goofs up the customer service, I get worked up mam. That attitude will remain. Otherwise I don't have anything else.

F: Ok. Some people when they work, does it look better in comparison? Why?

P: I didn't understand mam.

F: Like...sometimes ... like you said you will change when you work some people...so ...with whom if you work you will change? Why?

P: Suppose I have a junior with me. Normally senior and senior will be there. That day one senior is off, one junior person comes. I will not give him that work. I get a stamina at that time. So...we know the work, so we have to take care of four tables. He is... is junior. We should not push this and commit this work to him. So at that time I work with great interest. This is a truth. It gives me immense satisfaction.

F: Ok. What else makes you ...you said customer satisfaction makes you work more. Same way is there anything else?

P: Yes...I will tell one more thing mam. I told you I am fortyfour years of age. Now I get tired physically very soon. If because of that I simply stand there folding my hands in one corner, I can do that for one day, two days, even three days. If a manager or somebody from management looks at me and thinks Prakasam is getting tired often, now he is not suitable for this concern. So I will not give space for that mam, even now I move about with an enthusiasm of a twenty-year old. I don't have that habit and also I am confident mam. If I smoke then I will pant for breath, if I drink that hangover will be there. Both these vices I don't have, no vices as such however small it may be. Food, sleep, happy family...this is what

makes me...my age may show in the certificate. But I don't allow it to come to my body. You said now what makes me happy....this is what is happiness mam. Nothin else.

F: Ok. Does something bother you? Like when you are happy you work more, like that something bothers you will it affect you?

P: Yes there is. Something which disturbs my work...means... every year that time when they decide the increment mam. My economy is affecting two children whom I have to educate. It is ordinary education. I should provide them that. When I leave this earth as a father, I should have given them knowledge, good education. Now only English medium is ok for this period. Till plus 2 they study in English medium, then put them in a good college...to that level I have to bring them and that bothers me during the increment time. They give only 500 rupees increment. I come from such a far off place, they will deduct money for less-time work. How much? They raise 500 and they deduct that total amount if 5 minutes, 3 minutes we come late. They will calculate and add them up and deduct from the month. This bothers me. This is a real botheration.

They don't have any humanity. I can work hard and that's what I like. I cannot stand here and get salary for that and I am not for it. I can take care of all the tables with two juniors mam. This is not arrogance, the confidence that I have in me.

Now I have lot of interest to work. I don't know the customer's face. When he comes to me and says 'See you Prakasam, will come again' when he goes, that gives satisfaction. Do you know Actor Gowthami mam? She is affected by cancer mam. She cannot eat certain items, she can eat only certain items. She calls the waiter and tells, the waiters make a face. She says don't put this, no lemon should be added, they will make a face. Once I met her for the first time. Till today her most liked waiter is me. I am not saying because she is an actor.

Just as a doctor will take care of his patient, I look at her. She likes that. This is what is satisfaction mam. I do not expect anything from her. She comes, physically she doesn't get more affected and goes from here. I won't go down and tell them not to add butter etc. , give instruction and come back. I stay there, take care that they don't add and do all that is instructed, I bring the food. I work as per my conscience. These are all my happiness. Not to share with people.

F: Ok. Now in the next part I am going to ask you for incidents. What you already shared, you can tell the same. You already told some incidents, else new also you can say. Has anything happened where something happened with your Manager and your opinion changed about him.

P: On seeing a manager's attitude, mam?

F: Not attitude, seeing something that he has done...any incident. Whatever comes to your mind...

P: Yes mam. There was a manager called Peter, he was aged. He is forever in safari suit. He has worked in many hotels, this happened in Hotel Niagara. I was feeling low after Ashok Sathya went, a good man is gone, now I should also go. So started giving applications through my friends and all, at that time only he joined mam. He will come to the customer straight when they are sitting and "Hallo Sir I am Manager Peter. I work in this coffee shop. What is your name?" and he will sit in front of the customer. Then he will talk, he will ask for the customer's name, then he will come to me, give instructions to take care of them and go off. He was good in creating a relationship mam. I liked what he did.

F: So what kind of feeling you got?

P: What I feel is they have kept us in one place like that stone for fourteen years. If I am a waiter, in that level only I can relate with a customer. Now I cannot pull a chair like him and sit in front of a customer and speak. So I get that feel. I can take care of a customer very well. But whatever I do, as a waiter I can relate to a customer upto a limit only. But in that concern whatever you do, they will change you from bow to a tie. Here nothing. They have kept me like a waiter only, I don't know why.

F: Ok. Like that... because of that how does your work get affected?

P: I am also a human being mam. Now...now my relatives in my family ask ...we meet somewhere in a marriage of some function, you are working for so many years...what are you doing? That time I have to lie to them mam that I am in-charge in the Coffee Shop. Pch...I fool myself and fool them also. But I will behave differently here. I wear that same waiter dress and come in and similarly I will remove the waiter dress and go out. I will not show it out that I am a waiter...but that is there deep in my heart. I don't know why they are not giving me the growth.

F: Mmmm

P: But I cannot share it because the situation is not ok. If suppose I ask about it and they speak to me in a rash manner, I cannot go out and in this age I cannot start applying for jobs. So I keep everything in my heart, I work for nine hours, do things and go off.

F: Ok.

P: Incidents like that happen.

F: So do you do your work differently?

P: Ennoda velaila maatrame irukkathu.

P: NO change in my work.

F: Ok.

P: If suppose I have come. There is another waiter whom I dislike has come. 'let him only handle'. I don't like to do that. Customer should not come and ask...I should not ask this. The managers should out him. If you ask me they should punish him. That peson coming all the way in his car, park it inside and coming inside the hotel is a big thing. It is not a big deal to make him stay with us. We should make him keep coming to our hotel for the next ten years. How many people spend money on security outside calling customers, no one goes. Here people come, but we don't take care means then what? This is diplorable. They cannot do this? See now he has come and sat... look at this boy....(Gestures towards a waiter)

F: Don't show yur hand there, he will know...

P: Nono. I am saing. He has to call, ask for menu, he will eat...he will give tips also...he gives income to the management....what should we do to him?

F: Yes yes.

P: We should fold our hands in devotion. So for that guest we should I cannot mam. But even if these people are sitting, I will be looking after other tables mam.

F: Ok. (laugh)

P: I am brought up like this mam. Though my income is less I don't know...I can only be like this. Some people do not like tis. He is very senior, too much, they talk all sorts of things behind me. I don't care.

F: Will that not affect your work?

P: I don't let it affect my work mam. I keep sharpening myself.

F: Ok.

P: Yaar pechaiyum kaekka matten mam. Athaavathu nallatha mattum.... Sonnen illa ... Ashok Sathilya...avaru markka mudiyatha manushar avarellam.

P: I won't listen to anybody's talk. But good things I take...I told about Ashok Sathelya... I cannot forget him.

F: Ok.

P: You don't know who he is. Same way I also do not know who he is. But he only taught me all these things. Whatever is within you you should show it to customer. That is enough he said. Till today I am like that. That is the relationship between me and my customers.

F: Ok. Now you shared something positive...how you will stay because of a relationship. Now tell me something negative that has happened. Which made you look at your manager differently.

P: That's what mam... Now I don't want work to be affected so I organised a staff to take care...see I will tell you my drawback too. I come from a long distance mam. I bought a vehicle when I was undergoin trouble in life – Honda Activa. I bought in EMI. I used to keep it very safe. Because only I know the difficulty, other won't know. With so much great difficulty I paid the due for ten months twelve months only I know, within that low salary. What used to happen...early morning at three-thirty I shower and start at 4 AM. When I come out and start the vehicle, it won't move...it has got punctured. It is a remote village mam. I have to push the vehicle to 3 kms...come to the main road. Then only I can even do the puncture. Puncture shop opens only at 10 AM. When I call them at that time they mistake me mam.

F: what...what will they do?

P: Thappa purinjuppanga. Ivaru vaenumne leave eduthuttarunnu.

P: They will misunderstandme. He is taking leave just like tht.

F: Oh ok...pch

P; Truly mam...from that 4 o clock till ten o'clock its so full of stress, management will not understand, these people will talk wrong. Why such situation come to me? I cannot take an auto and come. That kind of facilities are not there. That place is very interior. I regret a lot at that time that these people don't understand my plight. Whenever such way I take leave I have that stress and drawback. I cannot tell anything.

F: Ok.

P: During work time he _____ doing, he is sitting in canteen or goes for tea or for a smoke. Like this nothingwill come.

F: OK. So because of that did your way of viewing your manager changed? Like how...

P: When it changed you know...when I had problem with my two wheeler, When my mother had breathing trouble and I had to admit her into a hospital at two-thirty in the morning. When I tell them that, he is commenting to the Cashier sitting beside...and that cashier comes and tells me. I didn't get angry at them..i got angry at the Cashier who told me. I shouted at him whatever he says, why you have to tell me what he said. From now on don't have this attitude.

There are lot of people to talk about somebody else. But to take it to the same person and tell him that this person told this about you is biggest mistake. I feel bad those times. Once we come to work, it is work time. But when a situation happens like this...it is my problem I know. It is my problem that I couldn't come. I feel sad for it. If you see those times even my work will go down a bit...little pulled down...but I bring back my stamina.

F: Ok.

P: What to do.

F: Now you told two incidents. Same way some incident which happened with customer? Like you changed your opinion about the customer? Like some customer interaction happened...then he did something good or bad...seeing that your opinion changed?

P: Yes mam. I don't know who it is. Three ladies came. Stinking rich. They are rich means..even their words that they spoke were ... like loud and rash. They snapped their finger and called 'Hallo...excuse me'.

F: What they did?

P: (Snaps finger) Like this they called.

F: Oh ok

P: I felt bad. Anyway I did whatever service I had to do...like they wanted 2/3 soup, I gave. Then removed it and put fresh plates, fresh cutlery, service over, gave dessert, coffee, all over. But something I did not like their attitude...it was like a thorn. Till they went I was like standing on a thorny bush. Finally they said very rough....ok...will see next time and they went. I cleared the table, went to toilet, washed my face and was simply standing there in front of the mirror...my face drawn down.

F: What did they say....like...what all they said?

P: They mam...like they spoke very rash...like...'halo, what is this?' 'bring fast.' What is this?' like this they spoke. I felt bad how harsh they are talking. I couldn't tell anything, I simply watched and did what I had to, after finishin they went. After they went...an hour later our MD called here. He said to call Prakasam. I became so cold mam... because that day the whole..this customer only I had trouble. Thought they have complained immediately. But I was sure I had not done any mistake.

Then I decided ok I am a human being too, will say sorry. So took the call, 'yes mam. Prakasam mam'. 'Thank you Prakasam. Those people are my dearest friends from Bombay. The service they really liked, they said you will be little fat, black person. I knew it must be Prakasam'. 'yes mam' 'ok mam'.. she said 'ok. I liked it very much'. Madam also said next time when they come you have to service them. This ...this had happened without me knowing only.

F: Ok ok.

P: That is one.

F: Some Manager did something and your opinion changed? He did something to the guest, you saw that and your opinion about him...

P: Yes. There is that person sitting there no...his name is d'Souza. He is an anglo-Indian man. He has worked in Savera, a good hotel. What he does...as a manager whatever respect you have to give to customer he gives, right from service, neatness everything will be ok. He is here for three years now. I have learnt at least one hundred points from him from looking at him.

I hated this Manager. He never takes care of his boys, some work is done by them. This one is always after the customers – like that. I have learnt 100 points from him ...small small things. Very neatly handled.

F: Can you say some example.

P: Like now.... Customer has come. I will be taking order in one table. I look what he does. He goes, wishes customer, makes them sit, gives menu, and stands at distance. Before I go to that customer, he will give one correct instruction. Total four covers he will say. Four people will be sitting. Four menu he would have given. I like all this.

Then water. First we have to give water. The moment a customer comes we have to give something...we can only give water because we do not know what they will like to have. He told me this. Small things but he will tell when we have to do. So I like him. I learnt a lot.

F: Ok. So you saw that you..

P: So I learnt it from him. Typically like him...

F: You also started doing it?

P: Yes. If suppose he is good in 10 points means I learnt about 8 and I do it now.

F: Ok

P: So they call me another d'Souza.

F: Ok

P: I liked it. Like he is not taking care, he will not scold...that is not the issue. How he behaves with a customer. We cannot say we know all. We should learn from people around us. Till the last we should keep learning from others. Their mannerism, learn all the good things. To learn is ok...but to behave like that is difficult.

F: Yes. So similarly....

P: They all say this is too much. That customer had only coffee...you go and service fully...they say.

F: Who said?

P: Staff who are with me...they say. Then I tell myself...it is ok...we should not react.

F: That is how servicing is done, right?

P: If we say that, they say...‘Big deal’

F: Ok. Is there any negative for him or anybody else that has happened?

P: Negative action with customer...

F: Yes...which changed your opinion about him?

P: Hmm... if MD's guest comes now, that guest should be entertained by this person only they will say. They will demand me only, you go and take care of the MD's guest. Another person will be standing there near the AC with folded hands. Now...for me to attend the MD guest...my servicing will be a little changed mam. So at that time I don't like him. He will order me to go there because if any complaint comes he will feel management will ask him. That I don't like. I am ask it is looking after lot of tables, this one will be extra for me. I can do it...but these people needs to be taken care. Lot of care. Customer means there is certain special care. Since MD's known people, there are lot of them who take advantage of that situation. Not everybody is like that but some of them are difficult mam. Till they are gone it is difficult.

F: MM. Since he does this...do you think –w hy is he doing this?

P: Haan...why he is doing is because to save his position.

F: Why so?

P: If he goes, they will ask, ‘who are you? Are you Manager? What is your name?’ etc. if he sends somebody else...what he is doing, who is your manager they will ask. So he will safeguard himself. That attitude is wrong.

F: What did you feel about him?

P: Wht I feel.. I get angry. But I cannot show my anger. So I just pull myself and do the work. But I will ensure no complaint comes. There is a fear in me. I will just adjust and do the work.

F: Does your work get affected?

P: I don't let it affect mam. I never show it in my work mam. But this issue about increment and all are my personal issues mam.

F: Ok final question. You have an opinion on your manager no....what influences it..is it because of his work, or what he does to a customer, how he takes care or how he behaves with his employees...how do you form your opinion?

P: Yes madam. Like how he talks to his staff, how he exhibits his pride...these things do not influence me. He should go attend a customer, that customer's feedback, whatever happened on that table ..that only influences me. Prakasam even if you are late to work it is ok, lets sit and talk, lets have tea – these things do not affect me. This is selfish. If manager calls us for a tea means there is something selfish, he wants some information or he is going to talk ill about management. He expects me to talk to him and support him. If he goes to a customer, whatever feed back comes from them he tells me and how he solves a problem, suppose there is extra salt in the pasta or there is hair in food..how he solves these issues and tackles them....that only makes me form an opinion. I am not afraid of anybody. Then I can use that opinion on some other customer.

F: Ok. Many thanks

P: Ok

Appendix E- Follow Up Questions

(M5, A)

Base Question: How did you end up working here ?

Follow up: Tell me more about yourself ?

Follow up: What did you study in university ?

Base Question: What is it that you do ?

Follow up: What are your work times like ?

Base Question: What are the reasons you like working in hospitality ?

Follow up: Why ?

Base Question: Are there anythings you dislike about the work?

Follow up: What is it specifically about your role that you do not like ?

Base Question: Tell me about your relationship with your manager?

Follow up: What do you like about it ?

Follow up: Why do you like that ?

Base Question: What would you like to improver about your relationship with your manager?

Follow up: Does he accept it when you tell him how things should be done?

Follow up: Then what do you do ?

Base Question: Does your behaviour change in any way depending on who you work with ?

Follow up: Can you give me examples of how its different with your team and manager ?

Base Question: What makes you more productive or happier to work?

Follow up: Why is that ?

Base Question: What makes it difficult to work?

Follow up: Why is that ?

Follow up: How does that make you feel ?

Base Question: Can you tell me about a time when something good happened that gave you a good impression of your manager ?

Follow up: How did that make you feel about him ?

Follow up: How does that affect how you behave at work ?

Base Question: Can you tell me about a time when something happened that made you think your manager could have done something differently ?

Follow up: How did that incident make you feel about him ?

Follow up: How does that affect how you behave at work ?

Base Question: Did anything happen away from service time that affected how you saw your manager ?

Follow up: How did that incident make you feel about him ?

Follow up: How does that affect how you behave at work ?

Base Question: who or what influences how you see your manager most ?

Follow up: Can you give me an example ?

Appendix F- Interview Schedule

Data collection took place over 3 months in 2016.

June 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
Final Week of Pilot Testing						
13	14	15	16	17	18	19
Company A Interviews						
20	21	22	23	24	25	26
Transcription						
27	28	29	30			
Transcription						

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July 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
Company B Interviews						
11	12	13	14	15	16	17
Transcription						
18	19	20	21	22	23	24
Company C Interviews						
25	26	27	28	29	30	31
Break Week						

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August 2016

Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
1		2		3		4		5		6		7	
Company D Interviews													
Transcription													
8		9		10		11		12		13		14	
Transcription													
15	Company E Interviews									20		21	
Transcription													
22		23		24		25		26		27		28	
Transcription													
29		30		31									
Company F Interviews													

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Appendix G- Sample Participant Information Sheet



Participant Information Sheet

Please carefully read the information provided below and sign if you are satisfied and agree with the information provided.

Title of Research: Leader Member Exchange in the Indian Hospitality Industry

Name of Principal Investigator: Fazila Husain

What is the purpose of this investigation?

This study aims to explore the relationship between manager and subordinate and to gain an understanding of the factors that affect that relationship. It focuses on how your individual perceptions affect your own behaviour.

Do you have to take part?

You have been chosen as you are either a supervisor or subordinate within the Indian hospitality industry. Your participation is voluntary and you have the right to withdraw or refrain from providing information without detriment or any consequences.

What will the principal investigator do in the project?

The principal investigator will conduct one or two interviews with you each lasting approximately 30-45 minutes. Due to reasons of clarity and transparency, the interview will be conducted in a face to face manner and your responses will be audio recorded. The voice recordings will be transcribed and you have the right to ask for a copy of the transcription. The interview can be conducted at a location of your choice or a location that will be mutually agreed upon. Any information that you provide will be anonymised.

What are the potential risks for you taking part?

There are no risks to health and safety, or identity of individuals taking part in this research.

What happens to the information provided in the project?

The principal investigator will make sure that the identity of individual and organisation remain anonymous during and after the investigation. Sheffield Hallam University is registered with the Information Commissioners office who implements the Data Protection Act 1998. All data provided will be processed in accordance with the provisions of the Data Protection Act 1998.

This means that any information provided will be maintained confidentially. To ensure the confidentiality of commercial sensitive information is maintained, steps will be taken to secure data under Sheffield Hallam's ethics policy. Any information published internally or externally will maintain anonymity and confidentiality under Data Protection Act 1998 and Sheffield Hallam University's ethics policy.

What happens next?

If you are satisfied and agree with the information provided please sign on the consent form provided to you separately. Please feel free to ask any questions before proceeding to be a part of this research.

If you are not happy to be a part of this research, I would like to thank you for your time. Please ask any questions if you are unsure about what is written here.

Chief Investigator Details

Fazila Husain
Doctoral Researcher/Associate Lecturer
Unit 5, Science Park
Sheffield Hallam University
Howard Street, Sheffield
S1 1WB, UK
Email : husainfazila@gmail.com

Signature of Participant :

Date :

Name in BLOCK letters :

Participant Consent Form

Leader Member Exchange in the Indian Hospitality Industry

Please answer the following questions by ticking the response that applies

	YES	NO
1. I have read the Information Sheet for this study and have had details of the study explained to me.	<input type="checkbox"/>	<input type="checkbox"/>
2. My questions about the study have been answered to my satisfaction and I understand that I may ask further questions at any point.	<input type="checkbox"/>	<input type="checkbox"/>
3. I understand that I am free to withdraw from the study within the time limits outlined in the Information Sheet, without giving a reason for my withdrawal or to decline to answer any particular questions in the study without any consequences to my future treatment by the researcher.	<input type="checkbox"/>	<input type="checkbox"/>
4. I agree to provide information to the researchers under the conditions of confidentiality set out in the Information Sheet.	<input type="checkbox"/>	<input type="checkbox"/>
5. I wish to participate in the study under the conditions set out in the Information Sheet.	<input type="checkbox"/>	<input type="checkbox"/>
6. I consent to the information collected for the purposes of this research study, once anonymised (so that I cannot be identified), to be used for any other research purposes.	<input type="checkbox"/>	<input type="checkbox"/>

Participant's Signature: _____ **Date:** _____

Participant's Name (Printed): _____

Contact details: _____

Researcher's Name (Printed): _____

Researcher's Signature: _____

Researcher's contact details:

(Name, address, contact number of investigator)

Please keep your copy of the consent form and the information sheet together.

Appendix I- Data Management Plan

1. What data will you collect or create?

The data collected will be recorded using a mobile voice recorder and transcribed manually onto a Word file. NVIVO will be utilized to analyse data and show findings.

2. How will your data be documented and described?

The data will be classified in themes depending on the critical incident/organisation that they pertain to. It will be predominantly listed and explained in the findings, discussion and conclusion chapters of the thesis.

3. How will you deal with any ethical and copyright issues?

Participants are provided the information sheet as well as consent form prior to their participation in the research. Their inputs and identity will be anonymised and organisation's name kept confidential.
Sheffield Hallam University owns copyrights to the data produced from this research.
Someone else's data is used in the form of secondary data in the literature review section. There are no restrictions in doing so.

4. How will your data be structured, stored, and backed up?

The data will be stored in an external hard drive and details will be encrypted. A back up will be stored in the university's Q drive.

5. What are your plans for the long-term preservation of data supporting your research?

The data will be preserved maintaining all anonymity and confidentiality. It will be stored in an external hard drive for future use, should I decide to use the data for future publications. It will secure through encryption.

6. What are your plans for data sharing after submission of your thesis?

Data will be shared with fellow academics / supervisors and anyone with an interest in my research should they request to see it. However, it will maintain its copy rights . The data will only be shared post verification of recipient and not publicly available (i.e not allowed to download off the internet).

Appendix J- Leadership Adjectives

Taken from Julie Wilson's BAM event 'Leadership and Leadership Development' slides January 2018.

Type of Leadership
Transformational leadership
Ethical Leadership
Leader Member Exchange
Authentic leadership
Followership
Relational leadership
Industrial Leadership
Servant Leadership
Collective leadership
Empowering Leadership

Type of Leadership
Distributed Leadership
Abusive/ Unethical Leadership
Benevolent Leadership
Global Leadership
Architectural Leadership
Change Leadership
Cultural Leadership

Entrepreneurial Leadership
Executive Leadership
Hubristic Leadership

Type of Leadership
Inclusive Leadership
Leadership in Extremis
Network Leadership
Passive Leadership
Post-Heroic Leadership
Psychopathic Leadership
Reflective Leadership
Self- Leadership
Temporary Leadership