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THE EFFECT OF IMPRESSION MANAGEMENT  
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presented by

MORGAN R. MILNER

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of the requirements for the

Ph.D. degree in Management

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**THE EFFECT OF IMPRESSION MANAGEMENT TECHNIQUES ON PEER  
HELPING BEHAVIOR  
AFTER A PSYCHOLOGICAL CONTRACT BREACH**

**By**

**Morgan R. Milner**

**A DISSERTATION**

**Submitted to  
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## **ABSTRACT**

### **THE EFFECT OF IMPRESSION MANAGEMENT TECHNIQUES ON PEER HELPING BEHAVIOR AFTER A PSYCHOLOGICAL CONTRACT BREACH**

By

Morgan R. Milner

This dissertation explored the phenomenon of peer helping in the context of a psychological contract breach. The specific research question addressed is the effect of impression management techniques on peer helping behavior after a breach of psychological contract. I utilized Rousseau's (1995) framework to examine impression management strategies related to substitution and credible explanations to explore two types of impression management strategies – acquisitive ingratiation and protective accounts. I incorporated the construct of forbearance to assess transgression-related motivations during the peer breach event.

An experiment conducted with upper level undergraduate students ( $n = 136$ ) revealed that individuals exposed to a breach develop attributions of intentionality that are specific to the cues related to the breach event. Furthermore, results suggest that attributions of intentionality influence subsequent forbearance motivations directed towards the offender. Results do not support a relationship between forbearance and helping. Furthermore, results do not support the notion that impression management strategies significantly affect relationships between breach type, forbearance, and helping behaviors.

However, several post hoc findings are notable. Specifically, results suggest perceived attributions of intentionality influenced aggregate forbearance as well as the individual facets of retaliation, avoidance, and goodwill. When examined individually, retaliation influenced peer related helping. Post hoc analysis also revealed that acquisitive impression management (ingratiation) moderated the relationship between attributions of intentionality and retaliation. Finally, acquisitive impression management (ingratiation) significantly impacted helping. Specifically, favor-doing behaviors offered by the offender were positively related to subsequent peer related helping offered by the injured peer. This suggests a notion of reciprocity that, according to this sample data, had a significant influence on helping.

The discussion contains theoretical and practical implications of this research as well as an outlook regarding future directions of topics covered in this dissertation. Given the increase of reliance on team and interpersonal structures within organizational settings, I suggest that peer perceptions and motivations (particularly in the context of psychological contract breach) are increasingly important areas of research focus.

Abba, in the Name of Jesus – the Author and Finisher of my faith – Thank you.

To Lula, my sweet.

“And all this assembly shall know that the Lord saveth not with sword and spear: for the battle is the Lord’s...” 1 Samuel 17:47

“And it came to pass, when the Philistine arose, and came and drew nigh to meet David, that David hasted, and ran toward the army to meet the Philistine.” v. 48

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## INTRODUCTION

Research on individual perceptions within organizations places an overwhelming emphasis on negative processes and outcomes. Research in popular areas such as justice and psychological contracts provide insights into the negative outcomes associated with unexpected or unsatisfactory perceptions. For example, Skarlicki and Folger (1997) link perceptions of justice to retaliation in the workplace. Robinson (1996) shows that perceived breach of the psychological contract is negatively related to subsequent trust, civic virtue behaviors, performance, and intentions to remain with the organization, while positively related to turnover. This dissertation describes a process by which a potentially negative event, such as breach of psychological contract, is transformed into a positive behavior, such as helping.

Globally, I am interested in the relationship between breach of obligations and peer helping behaviors. The specific question this dissertation seeks to answer is the effect of type of psychological contract breach on an injured peer's attributions and the influence of four different impression management techniques on the same peer's motivations and behaviors. Hence, this dissertation examines breach of obligations and subsequent responses in the context of psychological contract theory. I examine behaviors offered by the offending peer from an impression management framework. My specific outcome of interest is helping – a volitional behavior that peers engage in within organizations for both the individual target's and the organization's benefit. I examine helping directed towards an individual peer.

I focus on helping for two reasons. First, helping is an affiliative and promotive behavior, which includes cooperative acts intended for the benefit of another individual (Van Dyne, Cummings, & McLean Parks, 1995). As such, helping is a positive behavior that individuals engage in within organizations. Secondly, recent research shows that there is a general negative relationship between psychological contract breach and helping (Turnley, Bolino, Lester, & Bloodgood, 2003).

I am interested in evaluating what factors transform the potentially negative event of psychological contract breach by a peer into helping behaviors directed towards the offending peer. This focus on peer relationships and helping is increasingly important, as organizations continue to utilize peer to peer interactions to accomplish tasks within work groups and teams. The psychological contract framework I adopt is also relevant as exchange related obligations develop during interdependent interactions (Rousseau, 1995). As interactions increase within organizations, the occurrence of obligation failures will also increase. Psychological contract theory provides a theoretical framework that I adopt to examine this phenomenon.

Psychological contracts refer to the set of beliefs held by an individual regarding the terms and conditions of reciprocal exchange between that individual and another party (Rousseau, 1989). The psychological contract is comprised of obligations which form the terms by which reciprocal exchange will occur (Morrison & Robinson, 1997). A second feature of the psychological contract is that the perceived obligations are formed from a conveyed communication of future intent (Rousseau, 1989). Conveyance of an obligation, or intent, of future reciprocation can occur via a variety of means – written communication via e-mail or an organizational memo, verbal interactions that are either

casual or formal, and even through organizational policies and practices (Rousseau & McLean Parks, 1993). A third feature of the psychological contract is that it varies along dimensions of time and specificity (Rousseau, 1995). Transactional contracts possess specific, short-term, and measurable obligations and entail limited involvement of the parties. Relational contracts possess broad, open-ended and long-term obligations and entail the exchange of measurable elements, as well as less quantifiable, socio-emotional elements (such as support) (Rousseau & McLean Parks, 1993). In Chapter 2, I forward arguments related to the transactional/ relational nature of obligations in the context of impression management behaviors. The final feature of the psychological contract is the inherent potential of contract breach – a phenomenon that I explore further in this study.

As defined, the psychological contract is specifically made up of the individual's perceptions regarding organizational obligations due as well as personal inducements obligated by the organization (Lester, Turnley, Bloodgood, & Bolino, 2002). Given this definition, the vast majority of psychological contract research focuses on an employee's reciprocal beliefs in relation to his or her employing organization. In terms of psychological contract fulfillment, an organizational agent is important in the development and subsequent fulfillment (or failure) of contractual obligations. For example, Sims (1994) suggests that the recruitment process is potentially responsible for perceived breach of psychological contract of newcomers, as recruiters present jobs in favorable and unrealistic terms in order to attract and hire employees. In this example, the recruiter serves as a specific agent of the organization and perceived breach occurs as a result of the conveyed obligations or actions of an organizational representative.

This discussion regarding psychological contracts, though commonly constrained to individual-organization relationships, can also apply to a smaller entity – such as a work group. Work groups tend to have many of the same characteristics as organizations, albeit on a smaller scale. They have multiple members, a certain degree of interdependence, and specific goals pursued by the collective members (Hackman, 1987). Based on definition, the psychological contract can be applied to reciprocal obligations existing between an individual member and his work group. As in the case with the traditional conceptualization, an individual holds perceptions regarding obligations of the work group, and in turn what he is obligated to contribute to the group. Also, consistent with the conceptualization of psychological contracts, multiple agents can potentially effect the exchange relationship. Whereas in the traditional conceptualization, agents consist of supervisors, recruiters, or fellow employees, when conceptualizing psychological contracts within a work group, agents are primarily peers. Just as organizational agents are instrumental in a breach of psychological contract, contractual obligations may be breached by a work group peer.

The research on psychological contract breach provides a clear relationship between contract breach and attitudes and behaviors targeted towards the organization (i.e. Robinson, Kraatz, & Rousseau, 1994; Robinson & Morrison, 1995, 2000; Robinson & Rousseau, 1994 and others). However, in lieu of the traditional conceptualization of psychological contracts, the notion of psychological contracts between specific individuals within the organization is gaining attention. Rousseau & Tijoriwala (1998) suggest that individuals may hold multiple psychological contracts with individual members within the organization. Extending this, Coyle-Shapiro (2002) suggest that an

employee may hold one psychological contract with his or her manager concerning job specific obligations and another psychological contract with the broader organization regarding general conditions of the exchange relationship.

The organizational literature shows an emerging focus on attitudes and behaviors targeted towards individuals as a result of fulfillment or failure to fulfill psychological contracts. For example, a recent study examined fulfillment of psychological contract on citizenship behaviors directed towards the organization *and* citizenship behaviors directed towards peers (Turnley et al., 2003). The results indicate that the relationship between psychological contract fulfillment and individual directed behavior is supported. In this study, I extend the notion of psychological contracts between specific individuals in an organizational setting. Specifically, I focus on the relationship between psychological contract breach and the citizenship behavior of peer directed helping.

### **Theoretical Model**

Psychological contract breach occurs when one member perceives that the other member of the contract has not fulfilled the obligations contained within the contract. Morrison and Robinson (1997), in presenting a theoretical model of the development of psychological contract breach and violation, suggest that breach is the result of either an incongruence situation or a reneging situation. Incongruence refers to a situation when one member of the psychological contract believes that they have fulfilled the contract, whereas the other member perceives a failure in fulfillment of the contractual terms. Incongruence is caused by divergent schemata (the members hold different perceptions, interpretations, and memories of the conveyed obligations), ambiguity, and/or

communication shortfalls (Morrison & Robinson, 1997). Reneging refers to a breach that results from a member's unwillingness to fulfill the contract. In the case of reneging, the member, for opportunistic reasons, intentionally fails to fulfill the obligations contained within the contract. This difference between the two types of breach has important implications that I develop and examine in this dissertation.

Individuals exposed to negative outcomes, surprise events, or unanticipated consequences tend to engage in an attributional process to understand the nature of the situation experienced (Weiner, 1985). In relation to breach of psychological contract, individuals seek to understand why the breach has occurred. The attribution process which follows a psychological contract breach can shape both the individual's overall perception of the event, as well as the intensity of reactions experienced after the breach (Rousseau, 1995; Turnley et al., 2003). Contract breach attributed to intentional disregard of obligations (i.e. reneging) is likely to result in stronger reactions than breach attributed to misunderstandings (or incongruence) (Morrison & Robinson, 1997). This relationship is supported in the conflict literature which suggests that intentional acts of harm result in more anger and retribution than unintentional acts (Betancourt & Blair, 1992; Thomas & Pondy, 1977). Moreover, research suggests that emotions derived from attributions influence motivations and behavior (Weiner, 1985). I explore the relationship between attribution of intentionality and peer motivations (i.e. forbearance) and helping behavior following the breach.

The study of transgression-related motivations is gaining attention with organizational researchers. McCullough, Fincham, & Tsang (2003) offer the term *forbearance* to describe the motivations of an injured individual following a

transgression, such as breach of psychological contract. Forbearance is comprised of three specific motivations: a) the reduced motivation to seek revenge, b) the reduced motivation to avoid an offender, and c) the motivation to engage in benevolence towards the offender (McCullough, Fincham, & Tsang, 2003; McCullough & Hoyt, 2002). These motivations inherent within forbearance influence behaviors directed towards the offender (McCullough, Worthington, & Rachal, 1997). In this dissertation, I utilize Weiner's attribution-motivation-behavior framework to predict the relationship between attributions of intentionality and forbearance. In the discussion of this relationship, I suggest that forbearance influences behavior – in this case, helping behavior directed towards the offending peer.

Rousseau (1995) suggests that individuals contributing to a contract breach may employ strategies designed to a) minimize the actual loss incurred and b) minimize or alter the perception of these losses. The strategies suggested include offering remediation (or substitution) for obligations and offering credible explanations (or accounts) for failing to provide obligations. In this dissertation, I liken Rousseau's (1995) strategies to impression management behavior and explore the effects of impression management's ability to influence outcomes associated with contract breach between two peers. In my study, I explore impression management techniques at two different points in the contract breach event. First, I contrast two *acquisitive* (Arkin, 1981) impression management strategies as substitutes for contract fulfillment. Acquisitive impression management strategies are proactive strategies elicited to present a positive image of the self. As such, an offender offers these proactive strategies, (such as flattery and favor-doing), early in the breach event, as an initial attempt to substitute for original obligations. Later, I

contrast two *protective* (Arkin, 1981) impression management strategies utilized after the occurrence of breach. Protective impression management strategies (such as apologies and excuses) are reactive strategies which seek to minimize the negative outcomes associated with a predicament generating event, such as failing to fulfill obligations of a psychological contract.

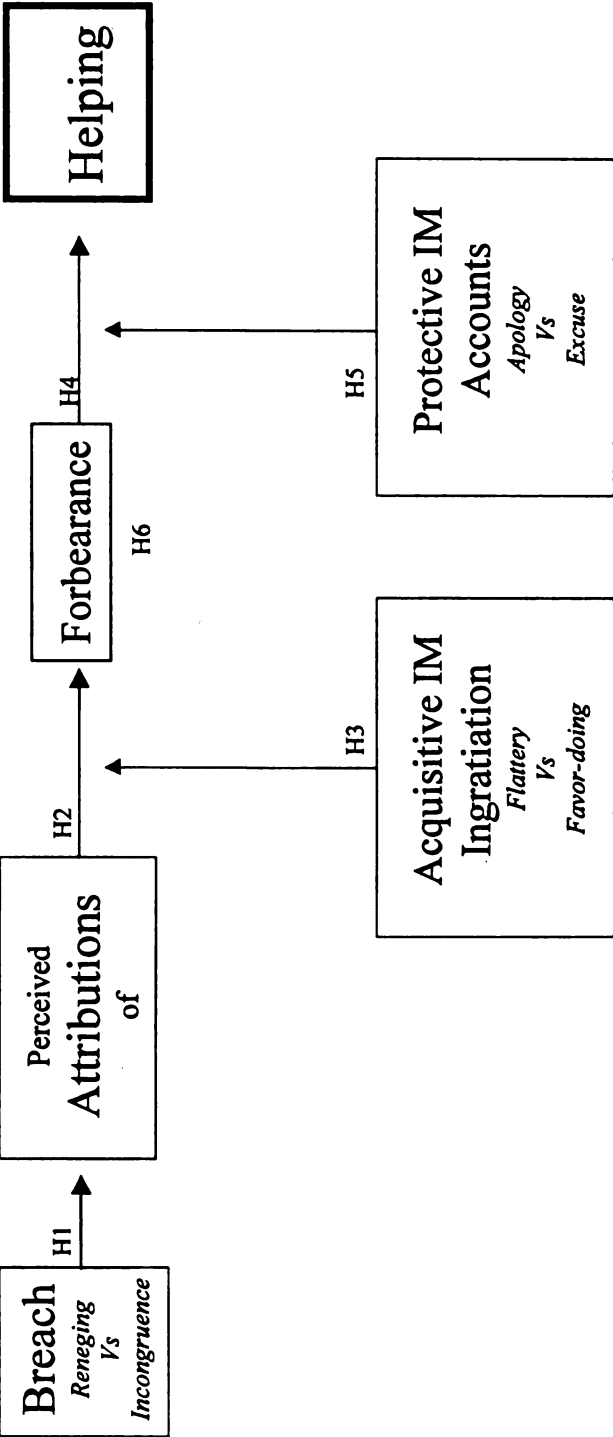
This chronological distinction of IM behaviors is clarified theoretically in Benoit's (1995) five-stage model of the social account development. According to Benoit, first, an offense occurs, followed by a challenge, reproach, or request for remedy by the injured party. Thirdly, the account itself is offered. The final stages consist of an evaluation and acceptance of the account (Benoit, 1995). I adopt the conceptual temporal sequence offered by Benoit (1995) as well as the contrasting nature of proactive (acquisitive) and reactive (protective) impression management strategies offered by Arkin (1981) to examine *acquisitive* IM strategies early in the breach event and *protective* IM strategies later in the breach event. My focus is the comparison of specific techniques within strategies (i.e. favor-doing vs. flattery; apologies vs. excuses). This distinction is present in the theoretical model for this dissertation.

To summarize, I explore the effects of impression management techniques on peer helping behavior after a breach of psychological contract. My research model is presented on the following page.

**Figure 1: Research Model**

**Research Question:**

What are the effects of Impression Management techniques on peer helping behavior after a breach of psychological contract?



## **Contributions of Dissertation**

I expect this dissertation to make several important contributions in relation to the theoretical understanding of psychological contracts. First, the vast majority of psychological contract research concerns employee reactions to the organization following a breach. Recent research is only beginning to examine the relationship between breach and outcomes directed towards individuals (Turnley et al., 2003). Although breach of the psychological contract between peers is a dilemma that is faced by employees in the workplace, relatively little research has addressed this topic in particular. By examining psychological contract breach between two peers, I extend the psychological contract literature to a different level and, more importantly, provide arguments regarding the relationship between psychological contract breach and individual-targeted behaviors. This is a unique contribution for the field. In addition, the growing reliance on group structures within the workplace indicates that peer perceptions are an increasingly important area of research focus (Ilgen, 1999).

Another contribution of this dissertation concerns the outcomes associated with contract breach. Previous research demonstrates that a breach of psychological contract is negatively related to behaviors such as OCB (Robinson, 1996; Robinson & Morrison, 1995). However, researchers have not explored the processes that contribute to the restoration of relationship following a breach. For example, what behaviors and individual characteristics reduce motivations to react negatively to a breach? Furthermore, are there behaviors that an offender may offer to replace negative motivations with positive, conciliatory motivations in an injured peer? This dissertation explores two specific impression management processes and how the actions and words

of an offending peer influence attribution (intentionality), motivation (forbearance), and behavior (helping) directed towards the offender following a breach. While Rousseau (1995) suggests that offenders may employ strategies to minimize the effects of contract breach, research to date has emphasized protective IM responses while the examination of the effects of compensatory behaviors and their relationship to breach outcomes remains unexplored. I explore the notion of peer compensatory behavior, in the form of acquisitive impression management, in an attempt to substitute, or placate, the injured peer when the original contractual obligations are not fulfilled.

I also offer a contribution in terms of behavioral outcomes. Previous psychological contract research programs possess a general focus on employee attitudes. Only recently have studies examined employee behaviors as a result of contract breach. Turnley, Bolino et al. (2003) attempt to minimize this gap in research by examining a combination of employee self-report and supervisor perceptions of behavior. I extend this notion by examining actual behaviors subsequent to a breach. By minimizing reliance on self-reported intentions of behavior, this dissertation adds empirical strength to the psychological contract research.

There is a lack of empirical research evaluating offender behaviors designed to restore relationships following transgression events in the workplace. Recent work in the area of forgiveness in both social settings (Ellard, 1999; Takaku, 2001; Takaku, Weiner, & Ohbuchi, 2001) and organizational settings (Bradfield & Aquino, 1999) offers a growing theoretical foundation to study restoration following transgression. McCullough and colleagues (2003) draw upon forgiveness research to present the term *forbearance*, which is comprised of three specific motivations following a transgression (i.e. breach).

The concepts of forgiveness (in general) and forbearance (specifically) are both novel and interesting. As such, theories and constructs related to forgiveness offer promising opportunity for examination. In addition, the notions of forgiveness and forbearance are conceptually related to restoration of damaged peer relationships (McCullough et al., 2003). As such, I utilize forbearance as an important aspect in my theoretical model. I suggest that examining forbearance is important to the understanding of how positive peer directed motivations and helping behaviors are restored following a breach. This dissertation offers a unique contribution in this sense.

Finally, Robinson & Morrison (2000), Rousseau (1995), and most recently, Turnley and colleagues (2003) have suggested that attributions regarding the cause of psychological contract breach influence reaction intensity. Specifically, attributional determinations of intentionality related to contract breach may influence reactions to breach. The research examining this relationship is new and growing. Robinson & Morrison (2000) utilized self-report data from currently employed MBAs to show that attributions of breach type influenced the intensity of contract breach perceptions and subsequent feelings of betrayal. Turnley, Bolino, Lester, and Bloodgood (2003) utilize a combination of self-report and supervisor evaluations of MBA employees to show that attributions of breach type influenced the number of observed OCB's the employee engaged in. I extend this line of research by examining breach type, attributions of intentionality, and subsequent motivations (forbearance), and behavior (helping) in a peer context.

## **Outline of Dissertation**

This dissertation proposal is presented in five chapters. Chapter 1 contains the literature review. In the literature review, I present theoretical and empirical research as it relates specifically to my research question. Psychological contract theory provides the foundation of this review. I also present literature related to impression management. Chapter 2 contains the development of hypotheses. In this section, I define constructs, state relationships, and offer literature to support my arguments. Each hypothesis follows this development. Chapter 3 outlines the methodology of the experiment I have designed to test my predictions, including research design, task description, manipulation of variables, measures, data analysis techniques, and power analysis. Chapter 4 describes the results of this research study. I offer detail for each of the hypothesized relationships predicted in the model. In addition, I provide detail of post hoc analyses performed. Finally, in Chapter 5, I provide a discussion of the research project and results. Chapter 5 is organized to include discussion of empirical results, discussion of theoretical and practical implications, and consideration of limitations and future directions. Appendices including tables and research materials are included at the end of this dissertation.

# **CHAPTER 1**

## **BREACH OF PSYCHOLOGICAL CONTRACT**

In the current chapter, I review the literature on psychological contracts, with a specific focus on breach of the psychological contract. Secondly, I discuss the role of psychological contracts in relation to attributions, motivations (forbearance), and helping behaviors. Finally, I introduce the conceptualization of impression management and its relationship to contract breach and helping behaviors.

### **Definition and Importance of Psychological Contracts**

The nature of organizations is such that individuals interact and engage in exchanges. Psychological contract theory offers a framework for examining the obligations related to exchanges between individuals. As stated, a psychological contract is a set of beliefs regarding the conditions of reciprocal exchange between two parties (Rousseau, 1989). Psychological contracts develop generally from two sources: an individual's interactions with other members of the organization, and the individual's perception of the culture of the organization (Turnley & Feldman, 1999b). For example, within an organization that encourages and emphasizes peer interactions, an individual who interacts with peers in a work related capacity is likely to hold a salient psychological contract that outlines the terms of such interactions.

Psychological contracts are subjective in nature, and exist at the individual level, where the individual is the holder and interpreter of the contract terms (Rousseau & McLean Parks, 1993). Though the term "contract" implies a written, agreed upon set of

terms, psychological contracts may be unwritten and are likely to consist of a variety of agreed upon obligations held by the parties involved (Sims, 1994). Psychological contracts are also characterized by individual perceptions, individual interpretation and sense making, and individual emotions (Rousseau & McLean Parks, 1993). The core of the psychological contract involves an exchange relationship, and this relationship is described as being “ongoing with indefinite parameters” (Van Dyne, Graham, & Dienesch, 1994:769).

Recent research establishes the psychological contract as a key antecedent to important outcomes related to individuals within organizations. Researchers have found that the upholding of the psychological contract is positively related to intentions to remain with an organization (Cavanaugh & Noe, 1999) and higher reported job satisfaction (Larwood, Wright, Desrochers, & Dahir, 1998). Shore and Barksdale (1998) found that psychological contract fulfillment was related to perceived organizational support and affective commitment. In the case of contract breach, researchers have found a relationship resulting in lowered reported satisfaction with the organization, after controlling for job satisfaction (Porter, Pearce, Tripoli, & Lewis, 1998). Other researchers have theorized that psychological contract fulfillment is related to motivation and organizational citizenship (Guest, 1998; Van Dyne & Ang, 1998) as well as organization-directed attitudes (such as organizational identification and commitment) (McLean Parks, Kidder, & Gallagher, 1998). These studies, as well as others that I outline in more detail, indicate the importance and growing interest of psychological contracts within organizations.

## **The Exchange Nature of Psychological Contracts**

The notion of reciprocation is particularly salient within the theoretical foundation of the psychological contract. Reciprocity refers to the cultural norm that people should help those who have helped them and should also not injure those who have helped them (Gouldner, 1960). Precisely, the norm of reciprocity suggests that a recipient of an inducement is indebted to the giver until some form of repayment is made. The psychological contract, in which an individual possesses a perception of the mutual obligations defining a relationship, is inherently comprised of an exchange relationship (Robinson et al., 1994). Employees, as they enter into a relationship with employers, perceive the obligation to provide effort and time towards a quality work outcome (such as units produced), and in return they expect to receive an equitable benefit. Expectations of benefits may include specific contractual agreements, such as wage benefits or pensions, but are also likely to include non-specific 'perceived' contractual benefits, such as promotions (Cappelli, 1999) or training and development (Martin, Staines, & Pate, 1998). Nevertheless, whether or not the obligation resulting from an individual's inducements is officially agreed upon, or even understood by the other party, the individual providing the inducements expects the contract to be fulfilled.

Rousseau (1994) labels agreements that hold reciprocity as a central norm "social contracts". These contracts exist when an individual provides a contribution and in turn, expects reciprocation in some form. This definition of social contract is explored comprehensively in the theory of social exchange (Blau, 1964). Rousseau (1994) offers a typology to organize types of psychological contracts. This 2 x 2 model classifies contracts based on time frame (duration) and performance requirements (specificity).

Relatively short-term contracts that have low ambiguity and highly specified exchange terms are labeled *transactional* contracts. In contrast, longer-termed contracts that are ambiguous and have exchange terms that are not clearly specified are called *relational* contracts. The other types of contracts include transitional contracts, which are short term and unspecified, and balanced contracts, which are long term and specified. Later, I draw upon Rousseau's (1994) categorization of transactional and relational contracts as I develop hypotheses related to impression management strategies and their substitution effect for breach of psychological contract.

### **Breach of Psychological Contract – Reneging and Incongruence**

The psychological contract specifies the social exchanges (Blau, 1964) that exists between an individual and another party. Voluntary actions form the makeup of these exchanges and each party engages in actions with the understanding that reciprocation follows inducements (Blau, 1964). However, a breach of psychological contract refers to the cognition by an injured peer that an offender failed to fulfill one or more obligations within this contract (Morrison & Robinson, 1997; Robinson & Rousseau, 1994). There is a distinction between psychological contract *breach* and psychological contract *violation*. Whereas *breach* refers to the cognition that an offender failed to meet obligations, *violation* refers to the emotional and affective state that follows the cognition of breach (Morrison & Robinson, 1997). I adopt the conceptualization of breach of psychological contract in this dissertation. When I utilize the term violation, I am referring specifically to the emotions and affective states that follow a breach of contract.

In their model presenting the dynamics of psychological contract breach, Morrison & Robinson (1997) differentiate two types of breach. The first, *reneging*,

occurs when a party recognizes that a reciprocal obligation exists, but knowingly fails to follow through on that obligation. The second factor, *incongruence*, refers to a situation where two individuals have a difference in perceptions related to obligation fulfillment (Morrison & Robinson, 1997). In the reneging context, the offending peer consciously chooses not to fulfill the obligation as a result of personal opportunism. For example, if a peer agreed to perform a task for a co-worker, and then subsequently did not honor the performance of the task because of a personal scheduling conflict, the offending peer has engaged in reneging. In contrast, in the incongruence context, the offending peer sincerely believes that he or she has fulfilled the conveyed obligation comprising the contract, while the injured peer perceives that the obligation remains unfulfilled. Given the task example, if the offending peer actually performed a task, but performed a tangential task as opposed to the critical task, (or performed the task for the wrong client, etc.), the failure to fulfil the obligation was the result of incongruence, or misunderstanding. Regardless, whether the breach results from reneging or incongruence, the injured peer perceives that the psychological contract has been broken. The difference between reneging and incongruence. breach, and it's influence on attributions of intentionality is explored further in this study.

The breach of psychological contracts is common. Robinson and Rousseau (1994) examined a sample of MBA graduates and found that nearly 55% believed that their employers had broken some aspect of their psychological contract. Outcomes to a breach in psychological contract have important interpersonal and organizational implications. Breach of the psychological contract promotes mistrust, negative feelings, and attrition (Robinson & Rousseau, 1994) and changes the way people behave in subsequent

interactions (Rousseau, 1995). Robinson and Rousseau (1994) also found that occurrence of psychological contract breach was positively related to turnover and negatively related to trust, satisfaction, and intention to remain with the organization.

The majority of prior research on psychological contract breach focuses on employee attitudes. I focus on individual attributions, forbearance and helping behavior following a breach of perceived obligations. Several recent empirical studies have supported the relationship between psychological contract breach and individual behaviors. Turnley and Feldman (1999b) adopted Hirschman's (1970) exit, voice, loyalty, and neglect framework in their examination of employee responses to perceived psychological contract breach. Positive relationships with exit, voice, and neglect and negative relationships with employee loyalty were supported. In a longitudinal study of MBA graduates, Robinson et al (1994) examine employee behaviors in relation to psychological contract breach. The study found that breach of psychological contract resulted in a decrease in behaviors from the employee. Specifically, psychological contract breach was negatively associated with working extra hours and volunteering to do non-required tasks on the job. In addition, breach was negatively associated with providing advance notice if taking a job elsewhere, protection of proprietary information, and spending a minimum of two years in the organization. Inherent in these findings is the suggestion that organizational citizenship behaviors, such as volunteering to do non-required tasks, is impacted by a breach of psychological contract.

### **Psychological Contract Breach and Helping**

Helping, as a type of organizational citizenship behavior, is discretionary, devoid of explicit reward, and designed to promote organizational functioning (Organ, 1988).

More specifically, helping is affiliative and promotive behavior, consisting of acts of consideration that are cooperative and intended for the benefit of another, which serves to build and preserve the relationship (Van Dyne et al., 1995; Van Dyne & LePine, 1998).

The theoretical association between psychological contracts and citizenship behavior is introduced by Rousseau & McLean Parks (1993) and is extended by Van Dyne, Cummings, & McLean Parks (1995). The authors suggest that employee behaviors, such as citizenship, may reflect the condition and standing of the employee-employer relationship – including contract fulfillment by each party. In addition, the authors propose that fulfillment of psychological contracts may influence citizenship behaviors whereas breach of the contract would lower employee contributions.

The relationship between breach and employee contributions is examined and supported in at least four empirical studies. Robinson & Morrison (1995) employed a survey methodology to examine the effects psychological contract breach on self reported OCB's in a sample of MBA alumni. In this longitudinal study, the authors found that when employees felt that their employers had failed to fulfil employment obligations at Time 2, they were less likely to self report civic virtue behaviors at Time 3. In a similar longitudinal study, Robinson (1996), again utilizing self report measures, found that perceived breach of psychological contract was negatively related to self report civic virtue behaviors.

While these studies help identify an empirical relationship between perceived psychological contract breach and self report organizational citizenship behaviors, they harbor limitations on two dimensions. First, both of the studies outlined above rely on self-report measures to test the relationships. Secondly, the research focuses on the

specific citizenship behavior of civic virtue, and doesn't expand into the evaluation of more traditional citizenship behaviors, such as helping.

Two recent studies on the impact of psychological contract fulfillment on organizational citizenship behaviors are examples of an attempt to overcome these shortcomings. Van Dyne & Ang (1998) utilized both self reports and peer reports of organizational citizenship behaviors related to strength of the psychological contract held by employees. In the study, the authors distinguish between regular employees and contingent workers. Peers assessed the organizational citizenship behavior of individuals who were members of their work groups. Results suggest that contingent workers held a weak psychological contract with the organization (i.e. possessed fewer expectations of the organization than regular employees). Furthermore, the results showed that contingent workers exhibited less organizational citizenship behaviors than regular employees (Van Dyne & Ang, 1998). Turnley, Bolino, Lester, & Bloodgood (2003) utilize employee self report, as well as supervisor evaluation, to explore supervisor observed employee OCB behaviors associated with employee perceptions of psychological contract fulfillment. The authors distinguish between citizenship behaviors directed towards the organization (such as civic virtue) and citizenship behaviors directed towards other individuals (such as helping). Results confirm previous research which suggests that contract fulfillment is positively related to citizenship behaviors directed towards the organization. More interestingly, the authors found empirical evidence that contract fulfillment is also positively related to citizenship behaviors directed towards colleagues.

Traditionally, psychological contract research harbors a focus on employee attitudes. Furthermore, the few studies that have utilized observer perceptions of OCB

have focused on behaviors directed towards the organization. The Turnley et al. (2003) study provides evidence of the relationship between perceived psychological contract breach and behaviors directed towards peers. This dissertation expands upon this notion by examining the effect of psychological contract breach by a peer, and the effect on subsequent peer directed helping behaviors.

### **Perceived Attributions of Intentionality**

The extant attribution literature describes the process by which an individual seeks to ascribe a causal explanation to an event such as a breach of psychological contract (Martinko, 1995). When exposed to an unfavorable or unexpected outcome, people tend to search for explanations that will enable them to determine the reasons for that outcome (Wong & Weiner, 1981). Weick (1995) describes these psychological processes that follow an unanticipated, and oftentimes undesired, event (such as a contract breach) as “sense-making”. Wiener (1986) offers an attribution theory of motivation and emotion, which suggests causal attributions influence subsequent affective reactions and behaviors. In the attributional theory of motivation, Weiner identifies several dimensions of causality, the most popular of which are controllability, stability, and locus (Weiner, 1985). However, Weiner also presents a dimension labeled intentionality, which is defined as the perceived motivational state of an individual engaging in an action (Weiner, 1985).

I narrow my focus to the attribution of intentionality in the context of psychological contract breach for the following reasons. When a breach of psychological contract occurs, the injured victim’s attributions regarding the reason for the breach play a role in how that victim responds (Rousseau, 1995). For example, Rousseau (1995)

suggests that injured victims evaluate both the willingness and the ability of the offender to fulfill (or not fulfill) contractual obligations. With ability held constant, (i.e. the offender possessed the ability to fulfill the contract), willingness becomes the distinction between reneging breach and incongruence breach. In a reneging breach, the offender is perceived as *able* yet *unwilling* to fulfill the obligations. In an incongruence breach, the offender is perceived as both *able* and *willing* to fulfill the obligations of the contract (Rousseau, 1995). The following figure adds clarity to the distinction.

**Figure 2: Breach Distinction**

	Willingness to Fulfill Obligations	Ability to Fulfill Obligations
<b>Incongruence</b>	<i>Willing</i>	Able
<b>Reneging</b>	<i>Unwilling</i>	Able

Attribution of intentionality refers to an individual's assessment of whether or not an offender was motivated to engage in specific actions and whether the resulting outcomes were desired by the offender (Weiner, 1986). More specifically, attribution of intentionality is concerned with seeking to explain the motivation of the event – i.e. the willingness of the offender's actions.

Rousseau's (1995) conceptualization of *ability* attribution is related to the controllability dimension of Weiner's (1986) attribution model. Controllability refers to the extent to which a cause is seen as being under the volitional control of the offender. Rousseau offers the term *disruption* to describe contract failures that occur when circumstances render the offender unable to fulfill contractual obligations. For example,

if a peer agreed to work a shift for a co-worker, and then was involved in an accident and injured prior to working the shift, then a *disruption* has occurred and subsequent observer attributions of controllability would be low. While disruption is a form of psychological contract failure, I limit this dissertation to renegeing and incongruence breaches, which hold controllability present and constant and vary only in terms of intentionality. Whereas controllability is conceived as the presence or absence of the *ability* to cause an event, intentionality is conceived as the presence or absence of the *motivation*, or willingness, to cause an event (Betancourt & Blair, 1992).

Psychological contract theory does not offer any theoretical relationships between breach and attributions of stability or locus dimensions. However, this may be a limitation based upon the lack of examination of psychological contract breach between peers. It is plausible that in certain contexts, such as long term relationships, attributions of locus and stability may play a role in subsequent motivations and behaviors. However, my research question is focused on how the type of breach influences immediate attributions in fixed, short-term interactions between two peers.

Psychological contract theory offers a theoretical foundation related to breach type and attributions of intentionality. While other factors may influence attributions of locus or stability, I do not expect breach type in particular to have a direct influence on such attributions. For example, in both renegeing and incongruence breach contexts, the injured peer perceives that obligations have not been fulfilled. The subsequent attribution process is not expected to determine whether or not the offender was the person who breached obligations (locus). In addition, since the original contractual obligations were broken, and my research question does not explore the establishment of subsequent

psychological contracts with the offender, the type of breach is not expected to have a relevant influence on perceptions that the offender will breach future obligations (stability). As such, I do not include stability or locus dimensions in this dissertation. Instead, I focus on how type of psychological contract breach influences attributions of intentionality.

### **Forbearance**

Forbearance is defined as the state of toleration possessed by an injured individual towards a transgressor (McCullough et al., 2003). Forbearance is comprised of three specific motivations: a) the reduced motivation to seek revenge, b) the reduced motivation to avoid an offender, and c) the motivation to engage in benevolence towards the offender (McCullough et al., 2003; McCullough & Hoyt, 2002). Hence, forbearance describes an injured individual's motivations, whereas the higher the forbearance, the more tolerance the injured peer possesses towards the offender.

Forbearance originates from the growing literature on forgiveness. Forgiveness is conceptualized as the set of motivational changes whereby an individual becomes less motivated to retaliate against an offender, less motivated to avoid an offender, and increasingly motivated by goodwill towards an offender *over time* (McCullough et al., 1997). Inherent within the conceptualization of forgiveness is the notion of prosocial change – whereas individual responses towards a transgressor become more positive and less negative over time (McCullough, Pargament, & Thoresen, 2000). This change in motivations implies the transition from one state to another over time, and the study of forgiveness is gaining attention as a temporally influenced construct. Comparatively,

forbearance refers to the initial reaction an individual experiences following a transgression (such as breach), and hence is not temporally dynamic. For example, in a recent study, McCullough, Fincham, and Tsang (2003) examined forgiveness from a longitudinal perspective. The authors suggest that the process of forgiveness contains multiple parameters, which consist of the following: *forbearance* – the initial degree to which an injured individual tolerates a transgression; *trend forgiveness* – the extent to which an individual forgives an offender over time since the initial reaction; and *temporary forgiveness* – a term describing temporary deviations from the forgiveness trend (McCullough et al., 2003). I will elaborate on the notion of forbearance and its relationship to antecedents and outcomes within the domain of psychological contract breach.

Several aspects of transgression influence forbearance - including characteristics of the transgression, characteristics of the injured individual, and characteristics of the offender (McCullough et al., 2003). For example, McCullough and colleagues (2003) examined forbearance following transgression in undergraduate psychology students at a large state university. Results show that transgression characteristics that influence forbearance include offense severity (the more severe, the less forbearance) and attributions of responsibility (the more intentional and responsible the offender's actions, the less forbearance). Other studies show that forbearance motivations influence subsequent behavior. For example, McCullough, Worthington and Rachal (1997) examine forbearance and self-report behaviors in undergraduate students. The study prompted students to recall an interpersonal offense committed against them. Students then completed forbearance and behavioral items related to their motivations and actions

towards the offender after the transgression. Results show that higher levels of forbearance were related to higher levels of conciliatory behavior (defined as making amends, and taking steps towards reconciliation). Conversely, lower levels of forbearance were related to higher levels of avoidance behavior directed towards the offender (i.e. keeping distance and withdrawing from the offender) (McCullough et al., 1997).

Drawing on the forgiveness research to frame my arguments, I utilize McCullough et al.'s (2003) conceptualization of forbearance to discuss immediate, short-term motivations related to psychological contract breach by a peer. I suggest that forbearance is influenced by attributions of intentionality and in turn, I predict that forbearance influences helping behaviors directed towards the offender. In addition, I develop arguments positioning forbearance as a mediator between attributions of intentionality and helping behaviors.

### **Changing the Reactions to Breach – The role of Impression Management**

Breaches of psychological contracts are potentially injurious, and may even be willful. As such, individuals in breach may employ strategies designed to a) minimize the actual loss incurred and b) minimize or alter the perception of these losses (Rousseau, 1995). Rousseau (1995) theorizes that two strategies may be employed to accomplish this goal – *remediation* (or substitutes) and *credible explanations* (or accounts). In this dissertation, I relate Rousseau's conceptualization of remediation (Rousseau, 1995) to *acquisitive impression management* (ingratiation) (Arkin, 1981), and Rousseau's conceptualization of credible explanations (Rousseau, 1995) to *protective impression management* (accounts) (Arkin, 1981). In this section I first define remediation and

credible explanations and I follow with an introduction and overview of both acquisitive and protective impression management techniques.

Rousseau's first strategy, called *remediation* refers to offering a substitute of one outcome for another outcome. For example, within a work group, instead of attending an agreed upon meeting, a group member may attempt to minimize subsequent negative outcomes by performing favors or by offering compliments and praise to the other group members. Rousseau suggests that substitution is a form of contract keeping, although the substitute may not be as strong as the original contract inducement. The substitution is offered in an attempt to honor the psychological contract, even though the original terms cannot (or will not) be met. As such, the goal of the *remediation* strategy is to provide a substitute to the contractual terms and hence reduce the negative outcomes of contract breach by reducing the perceived contract breach. If the remedies are successful, then the contract is breached to a lesser extent than if remedies were not provided.

The second strategy that Rousseau suggests may minimize negative outcomes of breach is the offering of *credible explanations*. When a breach occurs, information, in the form of causal accounts (Bies & Shapiro, 1993), may help shape attributions before, during, and after the experience of contract discrepancy (pg. 127). The attribution theory of motivation and emotion (Weiner, 1986) suggests that attributional dimensions, such as perceived responsibility, influence subsequent affect and behaviors. By explaining themselves in a manner that makes them seem less responsible, violators may minimize the negative outcomes associated with the breach of contract. I draw upon this conceptualization offered by Rousseau to suggest that impression management behaviors can be utilized in either strategy. Specifically, I relate remediation (Rousseau, 1995) with

acquisitive impression management (Arkin, 1981) and credible explanations (Rousseau, 1995) with protective impression management (Arkin, 1981).

Impression management theory suggests that a basic human motive is to be seen by others in a favorable manner and to avoid being viewed negatively (Rosenfeld, Giacalone, & Riordan, 1995a). In discussing impression management strategies, I adopt Arkin's (1981) seminal terminology of *acquisitive* and *protective* impression management. *Acquisitive impression management* strategies are proactive strategies utilized to project a favorable view of the self to others (Arkin, 1981). *Protective impression management* strategies are reactive strategies utilized to defend the self against a negative view from others (Arkin, 1981). While these conceptualizations are similar, acquisitive and protective impression management strategies differ in that acquisitive strategies are proactive, while protective strategies are reactive.

Tedeschi and Melburg (1984) offered a similar taxonomy of impression management behaviors on assertive and defensive dimensions. Assertive impression management includes behaviors such as ingratiation and intimidation, while defensive impression management includes behaviors such as apologies, excuses, and justifications. For this dissertation, I distinguish between proactive (i.e. assertive) and reactive (i.e. defensive) impression management. The use of the acquisitive and protective labels allows for parsimonious classification of impression management styles. In the following section, I expand upon specific acquisitive and protective impression management strategies and offer examples of theoretical and empirical literature for each category of strategies. In addition, I draw upon the specific definitions and theory to narrow my selection of impression management behaviors evaluated in this research project.

### Acquisitive impression management

Acquisitive impression management strategies include behaviors labeled *ingratiation*, *self-promotion*, *intimidation*, *exemplification*, and *supplication* (Rosenfeld, Giacalone, & Riordan, 1995b). *Ingratiation* refers to a set of acquisitive impression management tactics undertaken with the goal of making the person liked and more attractive to others (Rosenfeld et al., 1995b). *Self-promotion* is a strategy utilized by individuals who want to project themselves as being competent in ability or skill dimensions (Giacalone & Rosenfeld, 1986). *Intimidation* is a strategy utilized by individuals to gain social power and influence by demanding that their will be obeyed to avoid negative consequences (Arkin & Sheppard, 1989). *Exemplification* is a strategy utilized to manage impressions of integrity, self-sacrifice, and moral worthiness (Jones & Pittman, 1982). Finally, *supplication* refers to the strategy in which an individual advertises and exploits their own weakness in an attempt to influence others. Although all of these acquisitive strategies are interesting and important, given my interest in psychological contracts which are based upon exchange and the norm of reciprocity, I draw upon the norm of reciprocity to argue that *ingratiation* is the most relevant to my domain of peer psychological contract breach.

### Ingratiation.

Used successfully, ingratiation is found to generate liking and feelings of good will, counter stereotypes and stigmatization, re-categorize the ingratiator from an outsider to a liked insider, and activate norms of reciprocity (Allison & Herlocker, 1994). Jones, Gergen, and Jones (1963) draw upon Heider's (1946) 'Person-Other-External' (P-O-X) notational system of interpersonal interaction to categorize ingratiatory behaviors. This

categorization consists of four specific behaviors – *self-presentation*, *other-enhancement*, *favor-doing*, and *opinion conformity*. The Heider (1946) notational system suggests that in any given interpersonal interaction, three elements can serve as the reference for communication – the person communicating (P), the other who is receiving the communication (O), or an object or event external to the relationship (X). Hence, the person speaking (P) can communicate to another (O) about their own personal characteristics (self-disclosure), about the other’s characteristics (other-appraisal), or about some event external to the relationship. Jones et al. suggest that different tactics of ingratiation are involved with each referent item in the P-O-X formation. To increase liking and attractiveness, an ingratiator can thus focus on themselves, the other person, or an external event as the referent to accomplish their ingratiation goals. For example, if the targeted other (O) is to be used as the referent, then the ingratiator may compliment and convey admiration to the targeted other about attributes the target possesses. This technique of ingratiation is labeled *other-enhancement* (Jones et al., 1963), and the goal is for the ingratiator to invoke a reciprocation of liking from the target. Each of the types of ingratiation – self-presentation, other-enhancement, favor-doing, and opinion conformity – can be categorized based on Heider’s system. See Figure 3 for additional clarification.

**Figure 3: Ingratiation Categorization**

<b>Referent Target:</b>	<b>Person (Self) – P</b>	<b>Other (Receiver) – O</b>	<b>External Event - X</b>
<b>Ingratiation Strategy:</b>	Self-Presentation	Other-Enhancement (Flattery) Favor-Doing	Opinion Conformity

*Self-presentation* is utilized when the ingratiator verbally describes attributes about him/ herself that are potentially attractive to the target other (Kumar & Beyerlein,

1991). This strategy of self-presentation utilizes the Person (P) as the referent. When the targeted other (O) is the referent, two ingratiation strategies are encompassed – *other-enhancement* and *favor-doing*. Jones et al. (1963) state that *other-enhancement* strategy includes the use of flattery and compliments by the ingratiator to increase liking from the other. By offering compliments, the ingratiator attempts to portray that he or she finds the target attractive in some manner. In turn, the targeted other reciprocates by liking the ingratiator (i.e. Ralston & Elsass, 1989). *Favor-doing*, is employed when the ingratiator displays behaviors in the form of favors to a targeted other, in an attempt to increase liking. Favor doing helps the ingratiator adopt an identity as being one who is helpful, friendly, and considerate (Tedeschi & Melburg, 1984), which are characteristics likely considered attractive to the target. In addition, favor-doing generates a sense of obligation and goodwill, that stimulates a reciprocation of liking (Jones, 1964). Finally, *opinion conformity* is a form of ingratiation where the ingratiator attempts to maximize liking by invoking an attraction based on perceived similarity. The ingratiator engages in opinion conformity by expressing opinions and ideas about external objects or events (X) that are consistent with another person's attitudes and values.

The goal of this dissertation is to understand the effects of impression management techniques on peer helping behavior following a breach of psychological contract. While all of the strategies of acquisitive impression management outlined may be examined, I limit my focus to two of the four acquisitive strategies – other enhancement (hereafter referred to as flattery) and favor-doing – for the following reasons. As discussed Rousseau (1995), suggests that the injurious nature of psychological contract breaches prompts individuals responsible for the breach to engage

in strategies designed to offset actual losses incurred and/or to change the perception of these losses. Remediation is one such strategy that is designed to target the actual losses incurred. By substituting one outcome for another, the offending peer attempts to appease the injured observer, and hence minimize the subsequent affective or behavioral outcomes associated with contract breach. In relation to acquisitive impression management strategies, I draw upon the norm of reciprocity to suggest that flattery and favor-doing are best paralleled with the conception of substitution, while opinion conformity and self-presentation are not.

The norm of reciprocity is inherent in psychological contracts, where an individual performs inducements in exchange for perceived obligations from another party (Rousseau, 1995). By drawing upon the norm of reciprocity, both favor-doing and flattery strategies target the other (O) and attempt to offer behaviors that substitute for the original obligations established in the formation of the psychological contract. For example, an individual engaging in favor-doing may perform a favor for a peer, with the intent that the peer will reciprocate with either 1) a favor in return, or 2) increased liking. Similarly, an individual providing compliments and flattery to a peer may do so with the intent of garnishing a future reciprocation from the peer, either in the form of a behavior, such as sharing resources, or an attitude, such as increased liking.

Previous theory supports the notion of reciprocity for both strategies. For example, theorists suggest favor-doing instills liking and a feeling of indebtedness, both of which can be utilized as a form of social influence and to procure reciprocation (Cialdini, 1993; Jones, 1964). For flattery, Ralston and Elsass (1989) suggest that individuals tend to reciprocate flattery behaviors by liking those who like, who praise,

and who give positive evaluations to them. Hence, an individual who cannot (or will not) adhere to the original obligations of a psychological contract may offer favor-doing or flattery strategies as substitutes for the original obligations. Granted, the potential offender is not providing the agreed upon obligations, however the offender is providing inducements nonetheless. Whether the substitution behaviors take the form of providing favors, or showering praise and compliments on the potential victim, the offender hopes that their behavior induces enough of a remedy to invoke positive outcomes (such as forbearance), in light of a breach. Later, in Chapter 2, I develop arguments to suggest that the comparative effectiveness of favor-doing and flattery strategies vary.

While favor-doing and flattery both draw upon the norm of reciprocity, the other acquisitive ingratiation strategies – opinion conformity and self-enhancement – tend to rely more upon norms of similarity-attraction than norms of reciprocation. As stated, opinion conformity utilizes an external referent object or event (X). Self-enhancement utilizes the Person (P) as a referent. Both strategies attempt to increase liking by invoking a sense of similarity between the person and a targeted other. Conversely, the favor-doing and flattery strategies each use the targeted other (O) as the referent. As such, I consider flattery and favor-doing to be more theoretically interesting and relevant in relation to breach of the psychological contract, where a targeted other (O) is offered substitutions to previously held obligations.

#### Protective impression management

Individuals that find themselves in a predicament oftentimes attempt to utilize strategies that minimize the negative outcomes associated with the predicament at hand. A predicament is defined as any event that detracts from an individual's character,

conduct, skills or motives (Schlenker, 1980). Snyder, Higgins, & Stucky (1983) offer a typology of predicament generating behaviors which includes 1) doing something that shouldn't be done, 2) not doing something that should be done, 3) doing things badly, and 4) being caught "red-handed". The authors suggest that engaging in one or more of these behaviors would lead to a predicament and that if unmanaged, this predicament causes observers to view the offender negatively. In addition to negative views of their character, the offender may face real and unwanted behaviors from others including sanctions, punishments, or the denial of future benefits or rewards (Rosenfeld et al., 1995b).

Strategies employed by individuals in predicament situations are collectively labeled remedial tactics and refer to social accounts (Schlenker, 1980), or *protective* impression management (Arkin, 1981). Protective impression management tactics (i.e. social accounts), include strategies such as excuse offering, apologies, denials, and justifications. These account strategies attempt to manage the predicament and thus minimize the potentially negative repercussions that predicaments generate. For example, an offending peer who fails to provide agreed upon obligations – as in the sense of a psychological contract breach – may find themselves in a predicament, since they failed to do something that should have been done. Upon recognizing that a predicament exists, the offending peer may subsequently offer an apology or an excuse, in the hope that such behavior would minimize negative outcomes of this predicament. This conceptualization of predicament circumstance and subsequent protective impression management is similar to Rousseau's (1994) conceptualization of psychological contract breach and the subsequent offering of explanations. Because the breach of a psychological contract will

likely cause one or more parties to experience a predicament, the offering of social accounts may be a strategy utilized to minimize repercussions.

#### Timing of Acquisitive and Protective Strategies

At this point I will make a distinction regarding the timing of *acquisitive* versus *protective* impression management strategies. Impression management behaviors can be loosely categorized as proactive – an attempt to enhance one’s social standing with individuals, or as reactive – a response to threats to one’s social identity, personal identity, well-being, or reputation (Arkin, 1981). More specifically, acquisitive impression management refers to the instance when a person presents an image of the self that is the most favorable possible in order to foster social approval (Arkin, 1981; Arkin & Sheppard, 1989). Conversely, protective impression management is characterized by behavior intended to avoid social disapproval. The difference between the two strategies involves the underlying motives held by an actor in response to perceived social risk (Arkin, 1981).

When social risk is perceived as being low, the motive to proactively *seek social approval* is the underlying basis for acquisitive impression management. Here, an individual adopts a reward orientation – an orientation where the focus is on potential gains (Geen, Beatty, & Arkin, 1984). Conversely, when social risk is perceived as being high, the motive to *avoid social disapproval* is the basis for protective impression management styles (Arkin & Sheppard, 1989). In the protective management style, the individual adopts a cost orientation – where the individual motives are based on attention to potential losses (Geen et al., 1984). For example, in the case of a psychological contract, an offender may engage in acquisitive impression management techniques up

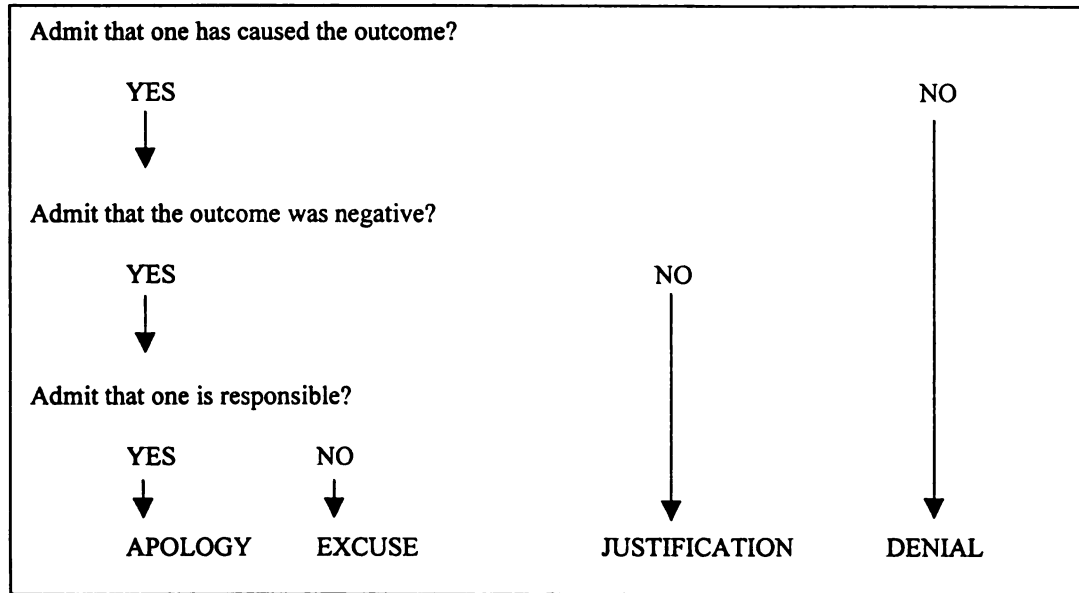
until a point where the offender becomes aware that the other person perceives a breach of contract. Perhaps the offender was unaware that specific aspects of the obligation were not fulfilled. Or perhaps the offender believed that proactive behaviors on their behalf would mitigate the perception of contract breach altogether. Whatever the underpinnings, prior to the perceived breach (and subsequent effects on motivations), the social risk perceived by the offender is moderate to low. However, once the offender becomes aware that the other person perceives a contract breach, social risk is elevated to a high level and the motive to avoid social disapproval takes precedent. In the face of threatening social interactions, individuals tend to embrace protective impression management styles (Arkin & Sheppard, 1989).

From a timing perspective, this suggests that acquisitive impression management is especially likely early in the breach event, where social risk is low, while protective impression management is likely later in the breach event when social risk becomes elevated. It is important to clarify that it is the offender's awareness that the victim perceives a breach that determines a change in perceived social risk and subsequent impression management motives in the offender. I introduce the concept of offender perceptions and motivations here to clarify the theoretical distinction between acquisitive and protective strategies and the timing thereof. For this dissertation, I focus on attributions and behaviors of the injured peer specifically, and as such do not examine offending peer's motivations and how they influence selection of impression management strategies.

### Social accounts

Remedial tactics (hereafter referred to as social *accounts*) that follow predicaments attempt to minimize negative outcomes in one of four ways: by neutralizing the negative impression, by reducing the negative impression, by redefining the impression as positive, or by negating the negative impression (Giacalone & Rosenfeld, 1984). Social accounts are classified in a typology consisting of apology, excuse, justification, and denial (Schlenker, 1985; Schoenbach, 1990). Itoi, Ohbuchi, and Fukuno (1996) differentiate accounts based on the offender's acknowledgement of three cognitive criteria: causal association, outcome harmfulness, and personal responsibility. This differentiation is displayed in Figure 4 (Itoi et al., 1996).

Figure 4: Account Differentiation



In the case of a breach of psychological contract by a specific offending peer, I narrow my examination of account strategies to two specific social accounts: apology and excuse. The logic behind this selection is based on the nature of my research question – the effects of impression management on peer helping following a breach. The injured peer will clearly be able to determine that a specific peer offender failed to fulfill the terms of the contract. As such, *denial* is a less likely account option in this setting. Moreover, conflict studies have suggested that strategies such as justification and denial either escalate conflicts or are ineffective in conflict resolution (Wall & Nolan, 1986). Also, Cody & Braaten (1992) suggest that in interpersonal settings, individuals perceive apologies and excuses as more polite and more effective in resolving disputes and avoiding conflict than justifications and denials. Given these factors, two account options remain for examination – apology and excuse. The nature of my research interest, coupled with the theoretical classification presented by Itoi et al (1996), supports a

selection of apology and excuse as account types for examination. These account strategies of apology and excuse and their relationship to important outcomes are outlined below.

Excuse offering is designed to reduce negative outcomes such as feelings of injustice and retaliatory behaviors. Crant & Bateman (1993) demonstrated that excuses effectively reduce the assignment of blame, and hence, avoid decreased reward allocations and negative impressions related to performance outcomes. Shapiro (1991) found that excuses offered in response to predicaments related to deceit helped reduce negative reactions in observers, including perceptions of injustice, feelings of disapproval, and intent to engage in punitive behavior. Likewise, Bies, Shapiro, & Cummings (1988) examined external accounts provided by a supervisor in response to a denial of subordinate's request and found that excuses reduced feelings of anger, reduced perceptions of procedural injustice, reduced feelings of disapproval, and fostered fewer complaints by subordinates to higher-ups in the organization.

There is empirical support suggesting that apologies are also an effective strategy employed to minimize negative reactions to a predicament. In an early study examining the reaction of children, Darby and Schlenker (1982) found that subjects judged offenders less liable to punishment if the offender offered an apology for their behavior. More recent organizational studies have found that apology is related to increased levels of sympathy, decreased levels of anger, reduced expectancy for a repeat of transgression, enhanced positive behavioral judgements, and increased forgiveness (Weiner, Graham, Peter, & Zmuidinas, 1991). Ohbuchi, Kameda et al. (1989) examined victim's responses to apologies by harm doers and found that apologies were directly related to more

favorable impression of the offender, more positive affect from the victim, and less victim aggression towards the offender. Two recent studies (Takaku, 2001; Takaku et al., 2001) show that apologies are related to positive affect and forgiveness.

In Chapter 2, I develop arguments to suggest that excuses and apologies vary in their ability to transform a potentially negative predicament (i.e. psychological contract breach) into a positive behavioral outcome (i.e. peer helping behavior directed towards the offender).

## CHAPTER 2

### HYPOTHESIS DEVELOPMENT

To recap, this dissertation examines the relationship between psychological contract breach, impression management techniques, and helping behavior. Specifically, the particular question of interest examines the effects of four different impression management techniques on peer helping behavior after a breach of psychological contract. Throughout this dissertation, I use the term “injured peer” to identify the individual who experiences the breach of psychological contract. The term “offending peer” is used to designate the individual who is identified with the specific breach behavior.

In this chapter, I offer hypotheses for the effects of psychological contract breach and impression management techniques in relation to attributions, forbearance, and helping behaviors of an injured peer. I propose that the type of psychological contract breach influences perceived attributions of intentionality in an injured peer. I propose that the attribution of intentionality influences motivations in the injured peer - specifically, forbearance, which includes facets of revenge, avoidance, and benevolence motivations. I argue further that acquisitive impression management (ingratiation) techniques moderate the relationship between attributions of intentionality and forbearance. I continue by suggesting that forbearance motivations influence helping behaviors in an injured peer. Further, I argue that protective impression management (accounts) moderate the relationship between forbearance and helping. Finally, I suggest that forbearance

motivations mediate the relationship between attributions of intentionality and helping and I offer a test of the mediation model in this dissertation.

### **Psychological Contract Breach, Attribution of Intent, and Forbearance**

The breach of a psychological contract results from one of two conditions – reneging or incongruence (Morrison & Robinson, 1997). In a reneging breach, an offender recognizes contractual obligations, but knowingly fails to fulfill these obligations. In an incongruence breach, an offender attempts to fulfill contractual obligations, but fails to do so because perceptions of obligation fulfillment differ between the contract holders. Both reneging and incongruence breach of psychological contract cause the injured peer to perceive that contractual obligations have been broken. The type of breach, as explained below, influences the perceptions of the injured peer.

When an offender fails to reciprocate an obligation, as in the case of a psychological contract breach, the injured peer engages in the attribution process which in turn, influences subsequent behaviors. Specifically, according to Rousseau's (1995) conceptualization of psychological contract breach, the injured individual engages in attributions of intentionality.

Several theoretical (i.e. Morrison & Robinson, 1997) and empirical (Robinson & Morrison, 2000; Turnley et al., 2003) publications support the notion that psychological contract breach invokes the attributional process. Morrison and Robinson (1997) and Rousseau (1995) state that when the reciprocal obligations comprising a psychological contract are not fulfilled, the injured individual's attributions regarding the reason for the breach influence subsequent reactions. Previous research suggests that at the broadest

level, individuals likely view a breach of contract on the dimension of intentionality – either intentional or unintentional (Turnley & Feldman, 1999a). A recent study utilizing employed MBA students supports the occurrence of attributions of intent following psychological contract breach (Turnley et al., 2003). Specifically, Turnley et al. (2003) found that in an incongruence situation, where an individual perceives unfulfilled obligations while receiving information indicating that the offender believes he or she has fulfilled obligations, injured individuals were most likely to attribute the breach to an unintentional misunderstanding between the observer and the offender. Individuals in the Turnley et al. (2003) study responded to the statement ‘There was an honest misunderstanding between myself and the organization regarding what the organization would provide’ to acknowledge incongruence. Conversely, in a reneging situation, where an individual perceives unfulfilled obligations while also perceiving that the offending actor had the ability to keep its commitments, observers were more likely to attribute the breach to an intentional choice by the offending actor to not keep the obligation. Individuals in the study responded to the statement ‘The organization could have kept its promise, but it chose not to’ to acknowledge reneging.

Attribution theorists offer an explanation for the causal relationship between an offender’s action and subsequent injured individual’s attributions. As established, attribution theory suggests that following a negative or unexpected outcome, an attributional process is invoked to determine a cause for the event (Weiner, 1985). This attributional search presents a theoretical relationship between the observed effects of an act and the subsequent attribution of intent. Weiner suggests that while there may be an

infinite number of causal ascriptions referenced by the individual in attributional search, only a small number from the vast array are salient (Weiner, 1985).

The saliency of the causal ascription is determined by stimuli, such as personal expectations or informational cues (Kelley & Michela, 1980; Weiner, 1985). Hence, the effect is attributed to the causal cues that are most salient in the perceptual field at the time the effect is observed (Kelley & Michela, 1980). These cues represent information that is observed by the injured individual. Ossorio and Davis (1968) offer an organization for the cues which lead to the attribution of intent. The authors suggest that attribution of intentionality is related to the injured observer's a) knowledge that the offender is engaging in a behavior that he or she has a motive for, b) that the offender has knowledge of the offending action, c) that the offender engaged in overt actions to complete the offending action, and d) that the offender's engagement in the offending action was not accidental but instead required physical or mental engagement. Once an offending act occurs, such as the breach of a psychological contract, the injured individual sees cues, related to the preceding categories (a,b,c,d), and infers an intention (Maselli & Altrocchi, 1969). I draw upon this ascription process outlined in attribution theory to predict the relationship between psychological breach type and attribution of intentionality.

After the primary realization that a negative event has occurred, an offended individual engages in an attribution process in which cues from the offender are evaluated and responses invoked (Weiss & Cropanzano, 1996). This set of cues shapes the injured observer's attribution of intent. Hence, perceived cues, such as willingness to meet obligations, plays an important role in the attribution of intent (Turnley et al., 2003). I combine attribution theory and the theoretical definitions of renegeing and incongruence

(i.e. Morrison & Robinson, 1997) to suggest that offenders engaging in a specific breach type will provide cues, which in turn influence an injured peer's attribution of intent. For example, an offender that engages in a reneging breach may convey cues that suggest the offender a) had knowledge of the obligation, b) had knowledge that their actions, or lack thereof, would breach the obligation, c) overtly failed to fulfill the obligation, and d) this failure to fulfill the obligation was the result of a conscious decision. These cues follow the framework as offered by Ossorio and Davis (1968). Conversely, an offender that engages in an incongruence breach may convey cues that suggest a) the offender did not have complete knowledge of the obligation, b) the offender did not have knowledge that their actions would breach the obligation, c) the offender attempted to fulfill the obligation, and d) the failure to fulfill the obligation was accidental.

To add more clarity to my conceptualization of psychological contract breach between two peers, consider an example where a peer agrees to complete a task for another peer. A reneging breach of this contract may include the following cues: the offender did not complete the task as agreed, but instead was observed working on other tasks more directly relevant to the offender. Conversely, an incongruence breach may include the following cues: the offender worked on and completed a task, but utilized assumptions from an incorrect data set. These simple cues provide information on all four areas of inference as outlined above. In this dissertation, I predict that in the reneging condition, the cues will elicit a higher attribution of intentionality than the cues in the incongruence condition. To clarify, behavioral cues associated with reneging convey an intention to breach obligations. Hence, I predict that the type of psychological contract

breach influences an observer's attribution of intentionality, such that reneging breach results in higher perceptions of intentionality than incongruence breach.

H1: *Reneging* breach leads to higher perceived attributions of intentionality than *incongruence* breach.

Attribution of intent is particularly important in relation to reactions to breach of psychological contract. One such reaction to a personal transgression, such as a breach of contractual obligations between peers, is *forbearance* (McCullough et al., 2003). Forbearance is comprised of three specific motivations, whereas high forbearance following a transgression may be characterized as an injured peer possessing lower motivations to seek revenge and avoid an offender, and higher motivations of benevolence towards the offender (McCullough et al., 2003; McCullough & Hoyt, 2002). In the context of a psychological contract breach, I seek to determine what factors result in higher levels of forbearance in an injured peer.

I draw upon psychological contract and attribution literature to suggest that attributions of intentionality influence levels of forbearance. By utilizing Weiner's (1985) attribution theory of motivation, I predict that attributions of intentionality influence forbearance levels in an injured peer. Specifically, attributions of intentionality will influence an injured peer's motivation to avoid, motivation to seek revenge, and motivation to engage in benevolence towards an offender. In a subsequent section, I introduce acquisitive impression management (ingratiation) strategies, and I predict how these strategies moderate the relationship between attributions of intentionality and forbearance.

As previously outlined, breach of psychological contract invokes an individual's attribution process. The psychological contract breach is categorized as an unanticipated and unpleasant event that is both a violation of the norm of reciprocity (Rousseau, 1995) as well as an event likely to be perceived as an injustice or offense (Morrison and Robinson, 1997). The attributional process seeks to explain or understand specific characteristics (such as the intentionality) defining the event. The resulting attributions shape the individual's motivations and subsequent behaviors (Weiner, 1986; Weiner, 1985).

A recent study shows a relationship between attributional processes and motivations associated with forbearance. McCullough and colleagues (2003) conducted a recent examination of attributions of responsibility (a combination of controllability and intentionality attributions) and their relationship to avoidance, revenge, and benevolence motivations. In a cross-sectional examination of 73 undergraduate psychology students, the authors found a significant, negative relationship between attributions of responsibility (which includes measures of intentionality) and benevolence motivations, and a significant positive relationship between attributions and avoidance motivations. In other words, when an injured individual perceived that the offender was both responsible and intentional in their actions, the injured individual possessed higher motivations to avoid the offender and lower motivations to engage in goodwill towards the offender than when the individual formed low responsibility attributions. The relationship between attributions and revenge was marginally positive.

So how does the attribution process following breach influence motivations? Perhaps the specific attributions induce emotions, which then influence motivations and

behaviors. Weiner's attribution theory of motivation and emotion (Weiner, 1986; Weiner, 1985) suggests that attributions influence motivations by invoking emotions. Psychological contract theory also suggests that an individual's perception (i.e. attribution) of psychological contract breach can influence affective outcomes, such as anger (Morrison & Robinson, 1997). Ortany, Clore, and Collins, (1988) state that emotions can be evaluated through reactions triggered by cognitive analysis (i.e. attributions) related to a given situation.

In relation to attributions of intentionality, previous research shows that acts perceived as highly intentional invoke more negative reactions from injured individuals. For example, Turnley et al., (2003) in a study of supervisor-subordinate dyads found that intentionality attributions related to psychological breach influenced work performance and organizational citizenship behaviors such that when employees attributed higher levels of breach intentionality, both work performance and OCB behaviors were significantly decreased. In another example, Robinson & Morrison (2000) add clarification to the relationship between the attributional process and *feelings* related to violation. Specifically, in a study of MBA managers spanning 18 months, Robinson and Morrison found that breach attributed to renegeing resulted in more intense feelings of violation in individuals than breach attributed to misunderstandings (or incongruence). Finally, I cite a study which found that intentional acts of harm provoke more retaliation than unintentional acts of harm. The study consisted of forty eight male undergraduate students who were exposed to shocks whose intensity was supposedly set by an opponent (Greenwell & Dengerink, 1973). In the treatment conditions, the shock intensity remained constant. However, a light indicating the intensity amount set by the opponent

was varied. The authors found that perceived intent of an opponent was more important than actual physical attack in instigating retaliation.

Morrison and Robinson (1997) propose that an individual's intensity of reaction to a breach of contract is directly related to the attribution of that breach. By drawing upon the causal logic implied in Weiner's attribution-emotion-motivation sequence, I predict that attributions of intentionality influence forbearance levels in an injured peer such that lower perceived intentionality results in higher levels of forbearance. For example, if an injured peer perceives cues that suggest the offender attempted to fulfill obligations and perceives low attributions of intentionality, then I predict that the injured peer will be more likely to forbear the transgression. In other words, the injured peer will possess low levels of motivation to retaliate against the offender, low levels of motivation to avoid the offender and higher levels of motivations to engage in benevolence towards the offender.

Hypothesis 2: The lower the *attribution of intentionality*, the higher the *forbearance*.

### **The Moderating Effect of Acquisitive Impression Management**

Acquisitive impression management strategies refer to proactive attempts by an individual to present a positive image of themselves to others to elicit social approval (Arkin, 1981; Shepperd & Arkin, 1990). While this approach to impression management contains several tactics (i.e. ingratiation, self-promotion, intimidation, exemplification, and supplication), as explained in Chapter 1, I limit my focus to acquisitive impression management ingratiation (hereafter referred to as simply *ingratiation*) in this dissertation.

Two theoretical domains (drawn from the ingratiation literature and the psychological contract literature) provide insight into the interaction between attribution of intentionality and ingratiation. Accordingly, I expand upon the causal logic utilized in Hypothesis 2 to predict that ingratiation moderates the relationship between attributions of intentionality and forbearance.

First, I draw upon the ingratiation literature to show that intentionality attributions interact with ingratiation strategies to influence subsequent motivations. For example, Jones (1964) states that an individual's assessment regarding the intent of another's ingratiation behavior influences attraction in a positive circumstance, and reprisal in the case of a negative circumstance (i.e. "boomerang effect"). A study by Crant (1996) may indirectly suggest that attributions of intentionality and impression management share a moderated relationship in influencing observer reactions. In a scenario based experiment which manipulated an actor's use of impression management tactics, Crant found that observer reactions to the actor's success or failure in a task was moderated by the impression management tactic. While intentionality was not measured directly, the author found that when impression management tactics were congruent with performance (for example, self-handicapping coupled with failure) a more favorable impression was formed than when tactics were not congruent with performance (Crant, 1996). Although not measured, perhaps an underlying attribution of intentionality moderated the relationship between impression management and evaluations of the actor.

Other empirical research suggests that attributions of behavior (political versus citizenship behaviors) affect subsequent rewards (Eastman, 1994). For example, Eastman (1994) conducted a study in which 91 master's level students responded to behavior logs

of a fictional employee. The author found that while behaviors were similar, the supervisory response to an employee was moderated by whether the supervisor attributed the behavior to ingratiation or citizenship. When behaviors were attributed to citizenship, employees received greater rewards than when behavior was attributed to ingratiation (Eastman, 1994). In sum, these theoretical works (i.e. Jones, 1964) and empirical studies suggest that attribution of intentionality and impression management techniques interact to influence motivations.

I now turn to psychological contract theory to discuss the explicit nature of this relationship and to formalize my hypothesis. When one party fails to fulfill the obligations of a psychological contract, the breach of contract is particularly salient to the injured party. In a situation such as this, it is likely that the offender will attempt to offset the inequity of exchange. Rousseau (1995) suggests that several strategies may be employed to reduce the experience of violation following a psychological contract breach. The term *violation* includes the injured individual's feelings, including emotions such as anger or disappointment (Morrison & Robinson, 1997). By targeting the actual losses incurred as a result of contract breach, an offender may successfully mitigate the negative feelings associated with the breach (Rousseau, 1995). Rousseau calls this strategy *remediation* and it entails offering a substitute for the original obligations in the psychological contract.

The notion of reducing losses is particularly important in relation to the *remediation* strategy. Losses can signify any negative outcome that occurs as a result of contract breach. For example, an employee may take pride in having an unblemished project management record. If this employee enters into an agreement with a peer to

complete certain tasks, and then the peer subsequently does not complete the tasks as agreed, then the employee may suffer a loss due to the breach of obligations on behalf of the offending peer. If the injured employee is not disciplined for the incomplete task, then perhaps the only loss incurred is the loss of pride associated with a blemished project management record. Losses within organizations can take many forms and can include tangible value, such as money, or it may include intangible value, such as prestige or symbolic significance (Rousseau, 1995).

Rousseau (1995) offers a concept referred to as *comparable value* in relation to the remediation strategy. Rousseau suggests the importance of substitutes having comparable value in relation to the original contract obligations when attempting to mitigate negative effects of breach. Rousseau states:

Reliance losses often will not result in termination of the contract if remediation of *comparable value* is offered. Because contracts are designed to reduce the reliance losses parties incur, living up to the contract may not necessarily always involve delivering its specific terms. A sales trainee offered one territory at hire may believe her deal is being kept when, due to a market decline, she is given another equally attractive territory. The issue here is comparable value between what is promised and what is delivered. [Rousseau, 1995, p. 121].

I compare the ingratiation behaviors of favor-doing and flattery to Rousseau's (1995) conceptualization of transactional and relational contracts to suggest that ingratiation behaviors vary in their comparative value as substitutes to original psychological contract obligations. Rousseau conceptualizes transactional contracts as explicit, closed-ended agreements regarding identifiable inducements and obligations. Conversely, relational contracts consist of dynamic, open-ended relations that may include both written and unwritten terms related to inducements and obligations (Rousseau, 1995). Within acquisitive impression management ingratiation tactics, I

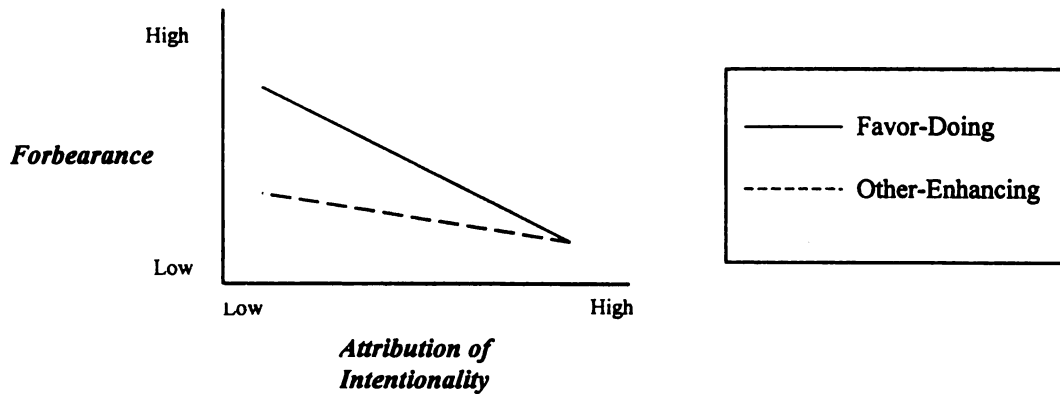
suggest that the ingratiation behaviors of favor-doing and flattery can be related to transactional and relational exchanges respectively. Favor-doing includes identifiable and explicit behaviors. For example, if a peer were to loan another peer \$5 as a favor, the obligation of the recipient would be to 1) return the \$5 at a later time, and 2) lend \$5 to the original peer at a later time of need. Conversely, flattery includes relationship oriented behaviors as opposed to transaction oriented behaviors. For example, if a peer compliments another peer on a job well done and on personal characteristics esteemed by the ingratiation, the ingratiation is eliciting some open-ended future response from the peer (such as liking) that is both nondescript and dynamic.

I suggest that transactional behaviors (such as favor-doing) are more effective substitutes (i.e. have greater comparative value) for contractual obligations than relational behaviors (such as flattery). The logic is as follows. The explicit nature of transactional exchange allows for easy comparison of inducements with the original obligations, while fulfillment of the exchange is more salient to the parties involved. In comparison, the informal inducements encompassed within relational exchange are less salient, less tangible, and do not allow for easy comparison with original contractual obligations. Consider the case where an offender offers an extra, tangible action (i.e. favor) in light of fulfillment of the original contractual obligations. Though the injured peer perceives the lack of fulfillment of the original obligations, the comparative value of the favor may reduce negative emotions and subsequent motivations associated with the breach. Furthermore, this substitution effect is more likely when the substitute is tangible and comparable to the original obligations, as may be the case with a favor. Conversely, when an offender attempts to offer a relational behavior (such as flattery) as a substitute, the

injured peer is less likely to perceive the offender's action as a salient substitute. Hence, the relational substitute fails to minimize the negative affect and subsequent motivations associated with the breach of obligations.

Drawing upon Rousseau's (1995) distinction between transactional and relational exchange, coupled with Weiner's (1995) attribution-affect-motivation framework, I predict that the type of ingratiation behavior moderates the relationship between attribution of intentionality and forbearance and that this effect is more pronounced as attributions of intentionality decrease. I suggest that transactional behavior, such as favor-doing, is more likely to change the relationship between attribution of intentionality and forbearance because they are tangible, and thus more easily viewed as a substitute than relational behavior, such as flattery. In the case where the intentionality of the offender's breach is perceived as low, I expect the substitution behavior of favor-doing is more effective in changing the relationship between attribution of intentionality and forbearance than the substitution of flattery. However, in the case where the intentionality of the offender's breach is perceived as high, I expect that neither type of ingratiation behavior substitutes the obligations for the injured peer and therefore the relationship between attributions of intentionality and forbearance is not changed. Hence, I predict that ingratiatory *favor-doing* (a transactional exchange) results in higher levels of forbearance when attributions of intentionality are low than does *flattery* (a relational exchange).

**Figure 5: Ingratiation Moderation Graph**



In Hypothesis 2, I predicted that lower attribution of intentionality leads to higher levels of forbearance. In my current hypothesis, I argue that favor-doing has a greater ‘comparative value’ than flattery. In other words, favor-doing is transactional in nature and will result in stronger feelings of exchange than relational other-enhancing behaviors such as flattery. These stronger feelings of exchange likely result in a more successful substitution of contractual obligations. Hence, when an offending peer offers favor-doing as a substitution strategy, the interaction between favor-doing and low attribution of intentionality is predicted to result in higher forbearance. Conversely, I expect that neither favor-doing, nor flattery will result in higher forbearance when attribution of intentionality is high.

- H3: The relationship between *Attribution of Intentionality* and *Forbearance* will be moderated by Acquisitive Impression Management Ingratiation type, such that the relationship is stronger for *favor-doing* than for *flattery*.

### **Forbearance and Helping**

I continue with Weiner’s (1986) conceptualization of affect-motivation-behavior to suggest that forbearance motivations influence helping behaviors. Given the

conceptualization of both helping (Van Dyne et al., 1995; Van Dyne & LePine, 1998) and forbearance (McCullough et al, 2003), I expect that higher levels of forbearance lead to higher levels of helping.

Two studies on forbearance lend support to my prediction. McCullough, Worthington, and Rachal (1997) conducted two studies on forbearance and self-report of conciliatory behaviors (making amends, showing concern, expressing love, etc.). In the first study, 239 undergraduate students provided accounts of an interpersonal offense experienced in the past. Participants recalled a specific hurtful interpersonal experience and then completed forbearance and self-report measures of conciliatory behaviors. In the second study, 134 undergraduate students from a different university population provided accounts and completed similar measures. In both studies, the researchers found a significant and positive relationship between forbearance and conciliatory behavior performed by the injured respondent (conceptualized as attempting to make amends, showing concern, expressing love, etc.).

While the authors of previous forbearance research acknowledge that forbearance consists of three facets of motivation, previous research which utilizes forbearance as a predictor employ the construct as a composite (i.e. an average of the facets) (McCullough et al., 1997). From a composite perspective, and consistent with past research, I suggest that a positive relationship exists between forbearance and helping within an organizational context between peers. Specifically, I predict that forbearance is positively related to helping such that higher levels of forbearance lead to higher levels of helping behavior directed towards the offending peer.

I find the notion that forbearance motivations consist of three facets interesting. Recent research on forbearance acknowledges the multi-faceted nature of the construct and explores the relationship of antecedents to each facet (McCullough et al., 2003). For example, in a study utilizing personal stories from undergraduate psychology students, McCullough and colleagues (2003) showed that transgression severity is significantly and positively related to revenge motivations, but only marginally and positively related to avoidance motivations and not significantly related to benevolence motivations. Conversely, attribution of responsibility was significantly and negatively related to benevolence motivations while possessing only a marginally negative relationship to avoidance motivations and no relationship to revenge motivations (McCullough et al., 2003).

As McCullough's research suggests, different antecedents affect different facets of forbearance motivations. While not yet explored, it is conceptually feasible that the specific facets of forbearance also affect outcomes (such as helping) differently. Intuitively, I propose that low motivations of avoidance and revenge are not sufficient to invoke higher levels of helping. In addition, to low motivation to avoid or retaliate, there must also be high levels of benevolence motivations to facilitate helping, especially when directed towards an offending peer. While my hypothesis takes the form of the general, composite forbearance construct, I intend to examine the dimensionality of forbearance. I am interested in exploring whether forbearance functions as a latent or as an aggregate construct in my data and whether the three facets have the same relationship with my independent variable (i.e. perceived attributions of intentionality) and dependent variable (i.e. helping).

Hypothesis 4: The higher the *forbearance*, the higher the *helping*.

### **The Moderating Effect of Protective Impression Management**

Recall that Rousseau (1995) offered two strategies designed to change the meaning of loss associated with the breach of the psychological contract. The first strategy, *remediation*, involves substituting one outcome for another in an attempt to keep the contract. I explored this strategy in my discussion of acquisitive impression management behaviors. The second potential strategy in the event of a contact breach involves the use of *credible explanations* (Rousseau, 1995). By conveying information to the victims of a psychological contract breach, the offending peer attempts to alter the meaning of the breach in such a manner that subsequent negative behaviors associated with a breach are reduced.

*Protective impression management* refers to reactive and defensive strategies utilized by an individual to defend the self against a negative view from others (Arkin, 1981; Shepperd & Arkin, 1990). In this section, I explore protective impression management strategies – which involve the offering of social accounts (i.e. excuses and apologies). I argue that social accounts offered by an offending peer moderate the relationship between forbearance and helping.

I adopt two assumptions in the formation of this moderated relationship. The first assumption concerns the timing of the protective impression management account. Arkin (1981) labels protective impression management as a strategy utilized to avoid social disapproval. From a timing perspective, an offender adopts a protective impression management strategy when perceived social risk is elevated. In relation to psychological

contract breach, an offender is likely to adopt the protective strategy after the perceived violation has occurred. This timing distinction is also suggested by Benoit's (1995) model of account development where the offering of social account (i.e. protective impression management) occurs after an offense and challenge from the injured party. Hence, I position protective impression management strategies after the development of the injured peer's attributions and motivations related to breach.

The second assumption that I adopt is that protective impression management strategies moderate the relationship between forbearance and helping through the causal mechanism of empathy. Empathy, in the most general sense, is defined as the reaction of one individual to the observed experiences of another (Davis, 1983). I adopt the assumption that the observed experiences of another may be provided in the form of a verbal account of circumstances.

To summarize, in this section, I formulate my prediction that protective impression management tactics, in the form of social accounts offered after initial attributions and motivations of the injured peer, moderate the relationship between forbearance and helping.

Protective impression management tactics (i.e. social accounts), include strategies such as excuse offering, apologies, denials, and justifications (Rosenfeld et al., 1995b). Excuse and apology accounts are most relevant in a situation where a negative outcome is present and where the source of the outcome is attributable to a specific individual. Excuses are social accounts that attempt to minimize the link between an offender and an undesirable behavior or outcome (Schlenker & Weigold, 1992). The account giver attempts to reduce personal responsibility by shifting causal attributions from internal

elements of identity to external elements. For example, an employee who fails to show up for work may offer the excuse that his or her car broke down on the way to work, leaving them stranded on an isolated roadway. Here, responsibility is placed upon the automobile instead of an internal characteristic of the employee.

The attribution theory of motivation (Weiner, 1986), which suggests that properties of perceived causality include locus, controllability, and stability, helps identify dimensions that an excuse may attempt to manipulate. In the sense that excuses attempt to manipulate perceived causality, the excuse behavior can be classified along the dimensions of causality outlined in the Weiner's attribution theory. In other words, excuses can be identified as possessing properties that are internal versus external to the offender, controllable versus not controllable by the offender, and stable versus unstable over time (Weiner, 1992). Research suggests that when compared to true causes, the greatest difference between the true cause and the excuse is on the dimension of controllability (Weiner, Amirkhan, Folkes, & Verette, 1987). In other words, when an offender attempts to engage in damage control by way of excuse giving, the dimension that is most likely to be emphasized (and altered) is the dimension of controllability. Weiner and colleagues (1987; 1991) also found that some excuses that did not attempt to shift perceptions to a locus external to the offender (such as missing a report because I was sick) were effective as long as the cause was determined to be uncontrollable. In this research study, I utilize Weiner's (1992) conceptualization of excuse and focus on controllability as the key aspect of the excuse account.

When referring to the relationship between excuses and attributions of controllability, I am careful to distinguish between controllability and intentionality.

Controllability is conceived as the presence or absence of ability related to an event, whereas intentionality is conceived as the presence or absence of *motivation*, or willingness, related to an event (Betancourt & Blair, 1992). For example, consider the case of a peer who agreed to complete a task for a co-worker, and then failed to complete the task. Afterwards, the offending peer offered an excuse to the injured peer by stating that a family member became ill and needed unexpected, attentive care. In this example, shifting causality to an external source (i.e. a sick family member) reduces attributions of controllability. However, intentionality is not affected by the excuse, as the offending peer intentionally chose to tend to his or her sick relative as opposed to completing the task. I adhere to this distinction in this study to avoid the confounding of attributions of intentionality as related to breach and forbearance with the effects of controllability related to excuse accounts.

Whereas excuses attempt to absolve an offender of responsibility, apologies are admissions of responsibility and blameworthiness coupled with an expressed regret for undesirable events (Schlenker & Weigold, 1992). Schlenker and Darby (1981) outline the components of an effective apology and as such offer some insight into the operative mechanism of apologies. The authors suggest that effective apologies consist of at least four elements: 1) an expression of remorse, 2) an offer of restitution or redress, 3) a statement of self-castigation, and 4) a request for forgiveness. These factors combined are known as a 'full-blown' apology, and are found to be most satisfying following transgressions (Holtgraves, 1989). For my examination of psychological contract breach, I adopt this notion of full-blown apology as the second social account strategy.

While excuse accounts attempt to reduce attributions of responsibility (Schlenker & Weigold, 1992), apology accounts rely more directly on remedial processes to invoke empathetic response. For example, Ohbuchi, Kameda, and Agarie (1989) suggest that apology accounts convey any one of the following messages to the victim: a) accepting responsibility and reducing the victim's feelings of self-blame, b) conveying respect for the victim, c) altering inferences by separating the offender's character from the offender's actions, and d) accepting disgrace and a form of self-inflicted punishment. These messages conveyed in the form of an apology may heighten the injured peer's awareness that the offender is experiencing guilt and emotional distress due to his or her harmful actions (Baumeister, Stillwell, & Heatherton, 1994) which in turn may promote empathic feelings towards the offender (McCullough et al., 1997; Ohbuchi et al., 1989).

There are numerous studies suggesting the effectiveness of both excuses and apologies. This seems to imply that an offender may choose from either strategy to manage negative outcomes related to a predicament. However, the effectiveness of apologies and excuses on outcomes is not universal. This distinction is supported in a study of the effects of subordinate impression management on managerial responses following an incident of poor performance (Wood & Mitchell, 1981). The authors found that while excuses resulted in lower attributions of responsibility by the observer, no such effect on attributions was present in relation to the apology account. Indeed, Wood and Mitchell refrained from offering hypotheses regarding the relationship between the effect of apologies on attributions because "there is no logical or empirical base for arguing that apologies will have an effect" on attributions (p. 360).

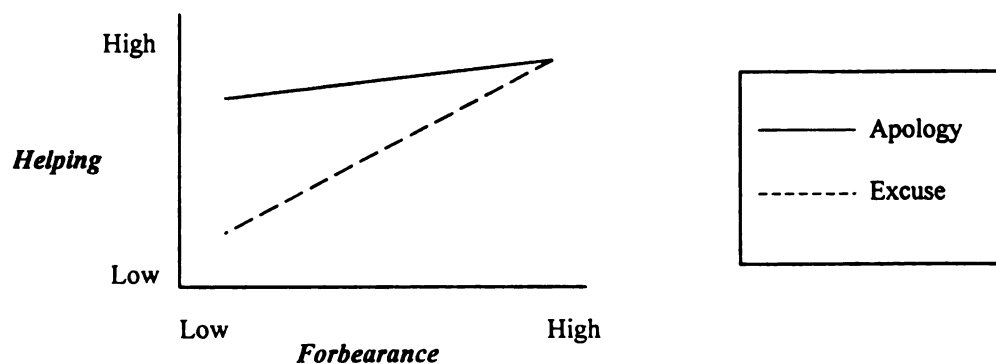
Two additional studies attest to the distinction between apology and excuse accounts. (Felson & Ribner, 1981) examined the prison sentencing terms of male incarcerates in New York State correctional facilities. By examining court and committal documentation, the authors found that when offenders denied responsibility (i.e. offered excuses), they received longer sentences than when the offenders showed penitence. In a more recent study, Crant (1996) showed dissimilar results. In this study, the author exposed accountant supervisors to a scenario-based experiment in which an offender performed poorly on an organizational audit. Unlike in the inmate study, Crant's (1996) results suggest that external accounts, such as excuses, led to more positive impressions of the offender than did internal accounts, such as apologies. These studies, while very different methodologically, attest to the varying effectiveness of excuse and apology accounts in different situations.

Recall that forbearance is defined as the state of toleration related to a transgression (McCullough et al., 2003). I expect that protective impression management accounts moderate the relationship between forbearance and helping and that this moderation is particularly important when forbearance is low and an apology is offered. For example, when an injured peer has high attributions of intentionality related to another peer's breach of obligations, the injured peer is expected to possess low levels of forbearance towards the offender. Consequentially, in the absence of a protective account offered by the offender, subsequent offender directed helping by the injured peer is expected to be low. However, if the offending peer offers an apology to the injured peer, then theoretically, the apology will invoke feelings of empathy within the injured peer. As stated previously, empathy is defined as an other-oriented emotional response

congruent with the welfare of another person (Batson, 1991). Conceptually, empathic feelings may interact with forbearance motivations to influence behaviors.

Hogan (1973) captures the potential influence of empathic feelings by describing empathic arousal as a “social sensitivity” and that creates “a sense of duty” and an “increased sensitivity” to the needs of others which, in turn, influences behavior (Hogan, 1973:pg. 222). Hence, when forbearance is low and an apology is offered, I expect the apology to change the relationship between forbearance and helping, such that the relationship is mitigated. In other words, I predict that when an offender offers an apology account and injured peer forbearance is low, the relationship between forbearance and helping changes, whereas offender directed helping by the peer increases. Furthermore, I suggest that apologies are more effective than excuses at changing the forbearance – helping relationship when forbearance is low. The following diagram displays the nature of this relationship.

Figure 6: Social Accounts Moderation Graph



Since high levels of forbearance indicate high tolerance, I do not predict apologies or excuses to make a difference in helping when forbearance is high

H5: The relationship between *Forbearance* and *Helping* is moderated by Protective Impression Management Accounts type, such that the relationship is weaker for *apology* than for *excuse*.

### **The Mediating role of Forbearance**

To position forbearance as a mediator between attributions of intentionality and helping, I once again reference Weiner's (1995) attributional theory of motivation and emotion. Weiner outlines a model in which attributions influence psychological consequences (such as affect and motivation) which in turn influence behavioral consequences (such as helping). Throughout this dissertation, I have argued that attributions of intentionality influence forbearance (Hypothesis 2) and that forbearance influences helping behaviors (Hypothesis 4). Now, I draw upon various studies to 1) show that there is a general negative relationship between attributions of intentionality and helping, and 2) to suggest that forbearance mediates the relationship between attributions of intentionality and helping.

Schroeder and colleagues suggest three mechanisms are responsible for the initiation of helping behaviors: 1) learning processes, 2) emotion processes, and 3) social and personal value standards (Schroeder, Penner, Dovidio, & Piliavin, 1995). Extending past research which has emphasized the role of anger, I focus on forbearance as the key causal mechanism linking attributions and helping. For example, previous research suggests that attributions influence emotions (such as anger) and that anger is negatively related to helping. Weiner (1980b) exposed psychology undergraduate students to a scenario to examine subsequent helping intentions. The scenario described an event in which a student asked the participant to borrow class notes, citing various reasons for their need, such as having gone to the beach versus having had an eye difficulty. Results suggested that the higher the anger experienced by respondents, the less likely those

respondents were to offer help to the student in need. In a similar series of scenario studies Weiner (1980a) found that the negative relationship between anger and helping was consistent and robust.

While most of the research cited outlines the negative relationship between high attributions of intentionality and helping (via anger), I am interested in exploring how helping behavior is facilitated following a psychological contract breach (via forbearance). In general, I expect that lower attributions of intentionality and higher levels of forbearance result in higher levels of helping. This is novel, since in most instances a breach of obligations would implicitly result in no helping at all. For example, in the case where an injured peer attributes low levels of intentionality to an offender following a breach, previous attributional research suggests that negative affect (such as anger) is lower than if attributions of intentionality are high. However, this does not imply that the injured peer will be pleased and eager to help, as it must be acknowledged that either type of breach (reneging or incongruence) will likely result in consequences that the injured peer did not anticipate (Rousseau, 1995). Given the empirical evidence that outlines the negative causal relationship between anger and helping, it is improbable to think that lower levels of anger alone result in higher levels of helping following a breach. Instead, I extend the previous attribution-motivation-behavior research to suggest that the relationship between attributions of intentionality and helping is best conceptualized with forbearance as a mediator. Since forbearance is comprised of a collection of motivations (i.e. low retaliation, low avoidance, increased benevolence) that may influence helping behavior, the causal chain of attribution of intentionality-

forbearance-helping fits well within Weiner's (1985) attribution-motivation-behavior sequence.

I propose that forbearance mediates the relationship between attributions of intentionality and helping based on the argument that without positive, affiliative motivations directed towards the offender, helping will not occur. Given that helping is conceptualized as affiliative and promotive behavior, (Van Dyne et al., 1995; Van Dyne & LePine, 1998), I expect that forbearance motivations are a necessary mediation between attributions associated with a breach and helping. Extending the previous attribution literature, which focused on the mediating role of high and low anger between attributions and *reduced* helping, I examine the mediating role of high and low forbearance and *increased* helping. While the causal mechanism between attributions of intentionality and decreased helping is explained by anger mediation in prior attribution research (i.e. Weiner, 1980a, 1980b), I argue that the causal mechanism between attributions of intentionality and increased helping is explained by the mediating role of low motivation to retaliate, low motivation to avoid, and high motivation of benevolence (i.e. forbearance). Hence, I predict that forbearance mediates the relationship between attribution of intentionality and helping behaviors following a psychological contract breach by one peer to another.

Hypothesis 6: *Forbearance* mediates the relationship between *attributions of intentionality* and *helping*.

## CHAPTER 3

### METHOD

#### Research Design

This research employs a 2x2x2 fully crossed factorial design. I manipulated three variables with two levels each: type of breach (reneging vs incongruence breach), type of acquisitive impression management behavior (flattery vs favor-doing), and type of protective impression management behavior (apology vs excuse account). Each subject was exposed to one level of each independent variable in a between subjects design.

Figure 7: Condition Table

Breach Type Acquisitive IM (Ingratiation) Protective IM (Accounts) Condition	Reneging				Incongruence			
	Flattery		Favor-Doing		Flattery		Favor-Doing	
	Excuse	Apology	Excuse	Apology	Excuse	Apology	Excuse	Apology
	1	2	3	4	5	6	7	8

#### Power Analysis

The use of multiple regression analysis allowed me to utilize the  $f^2$  statistic as an index of effect size to estimate the sample size needed by my study (Cohen & Cohen, 1983). I referenced a set of studies that have similar methodology as my study to obtain an idea of my desired  $f^2$  statistic. Schmidt and Weiner (1988) performed a set of experiments examining the relationship between perceived controllability and helping with a resulting  $f^2$  ranging between .08 and .11. Cohen (1977) suggests that effect sizes of .01-.08 are small, .09-.24 are medium, and .25 or greater are large. By setting my minimum effect size that I wish to detect at .08, significance level at .05, and my power

level to .80, the sample size required for this study was 140. In a 2x2x2 study such as this, with 8 cells, the final sample resulted in 17 subjects per cell.

## **Subjects**

I collected data from students enrolled in an undergraduate Management course at Michigan State University (a large mid-western state university). This study was one of three research projects that students could select to participate in for research credit. Students signed up to participate by accessing a scheduling system provided on the Michigan State University web based server.

Based on my power analysis, I recruited 140 students to participate in the study. Four students were not used in the final analysis for the following reasons: two students refused to switch tasks with their partner, thus failing to establish a psychological contract. One student completed the partner's tasks, but did not complete his own tasks, thus invalidating his participation. One student indicated that a peer informed her of the experimental procedures and her final data were not used.

Of the 136 participants, 59% (n=80) were male and 41% (n=56) were female. The average age of the participants was 21.5 and the average amount of work experience was 5.4 years. Although there were significantly more male than females in this study ( $\chi^2_{(df=1)} = 4.24, p < .05$ ), I control for gender in my analysis, so I do not expect this difference to affect my results.

## **Experiment**

Participants assumed the role of an assistant human resource manager in a large manufacturing firm. Participants engaged in "inbox" responsibilities including calculating performance evaluations for employees, as well as administration tasks

related to the employee merit bonuses (see task below). Participants were instructed that their organization's culture encourages employees to help one another when the workload increases. To foster interaction between peers, participants were told that there is one other assistant manager in their department, with whom responsibilities may be shared. However, participants were also instructed that their performance is based solely upon their own successful and accurate completion of the *merit* allocation and *bonus* calculations. The *merit* allocation task consisted of assigning a performance evaluation and a subsequent merit allocation for organizational employees. The *bonus* calculation task consisted of allocating a quarterly bonus based upon predetermined evaluation scores. I expound on the tasks in more detail below.

### Task

For the task, I adopted a merit bonus activity previously utilized in interdependence experiments (Saavedra, Earley, & Van Dyne, 1993). The activity calls for participants to recommend merit increase amounts on the basis of written descriptions of employees. The employees are rated on the factors of effort, ability, performance, and friendliness on a 3-point scale (1 = low, 2 = average, 3 = high). After rating the employees, the participants reference a merit pay grid (supplied) to determine the percentage of merit increase.

Merit allocation task. The merit task entails the complete evaluation and merit allocation sequence for employees being reviewed this month. For example, participants were required to read employee descriptions, perform the evaluation on the four factors,

reference the merit pay grid, and allocate the final merit percentage amount. This entire sequence is referred to as the *merit allocation* task.

Bonus calculation task. The bonus task is a shortened form of the merit task. In the bonus task, participants were provided with a list of employees and predetermined evaluation ratings based on quarterly recommendations from each division. The participant was then required to reference the bonus grid and indicate the bonus percentage. To increase the participants' engagement in this task, a calculation was added. The calculation required the participant to multiply the bonus percentage by a base of 5,000 to determine the actual cash bonus amount. This truncated version of the merit task with the added calculation is referred to as the *bonus calculation* task. I utilized the bonus calculation tasks at specified times in the experiment to establish the psychological contract and to measure helping (see below).

## **Procedure**

Eight participants were scheduled for each experimental session. Participants had the flexibility to sign up for any session that was convenient for them. Each session was randomly assigned to an experimental condition, so that one condition was executed per session. Each participant was exposed to the experimental condition established for that particular session.

The experiment was conducted at the Lear Career Services Center on Michigan State University's campus. The Lear Center, built in 2000, is a state-of-the-art career center that provides a professional setting where corporate recruiters interview students interested in jobs and internships. The Center consists of a variety of facilities, including conference rooms and individual breakout/interview offices. The breakout offices are

equipped to resemble a small version of an executive office, including modern desks, leather furniture, contemporary art and accessories, and multi-line telephones. As such, this location was ideally suited for this experiment where participants assumed the roles of assistant human resource managers. The breakout offices allowed me to place each participant in their own office where they were exposed to the experimental conditions in privacy and without exposure to other participants.

At the assigned experimental time, participants met in a central conference room in the Lear Center for a briefing. After the briefing, I implemented the experimental process. Throughout the experiment, I adopt the role of the participants' supervisor (Terry). Hence, reference to the supervisor (or Terry) refers to the experimenter as the actor. I provide a step by step detail of the briefing and experimental process below.

1. Participant arrival, consent, and completion of Demographic Survey (Survey 1)
2. Participants introduced to organization, roles and tasks - Practice tasks completed
3. Participants instructed that they will work with one other person in the room
4. Participants introduced to each other/ Icebreaker conducted
5. Participants are assigned to their individual offices
6. Supervisor passed out note cards, business journals, and role packets
7. Supervisor passed out Merit/ Bonus Rounds 1 and 2
8. Participants began work on Merit/ Bonus Round 1
9. Supervisor forwarded note from "peer" asking participant to switch bonus tasks
10. Supervisor instructed participants to complete remainder of Round 1 and 2 tasks
11. Supervisor collected Merit/ Bonus Rounds 1 and 2 from participants to review, and forwarded the Resume Task
12. Participants completed Resume Task

13. Supervisor provides participants with feedback on Merit/Bonus tasks for Rounds 1 and 2 (Manipulation of psychological contract breach). Supervisor asks participant to complete survey 2A related to the feedback (Measures Attributions of Intentionality)
14. Supervisor forwards Article Task and indicates the feedback survey (i.e. Survey 2A) has a second part that will be forwarded shortly.
15. Supervisor returns with second part of feedback survey (i.e. survey 2B) while simultaneously forwarding a note from the participant's "peer" (Manipulation of Acquisitive IM – ingratiation). Supervisor waits until the participant reads the note, then asks the participant to complete the second half of the feedback survey (survey 2B measures Forbearance) and the remainder of the Article Task. Supervisor collects Resume task and survey 2A while leaving.
16. Supervisor returns to collect survey 2B and Article task. Supervisor forwards "peer" note to participant (Manipulation of Protective IM – accounts). Supervisor passes out Merit/ Bonus Rounds 3 and 4.
17. Participants complete Merit/Bonus Round 3
18. Supervisor forwards final survey (Survey 3) and indicates that after completing their tasks and the final survey, the participant is free to leave. Supervisor then forwards final note from "peer" and the "peer's" final bonus calculation tasks.
19. Participants complete Merit/Bonus Round 4 (Measures helping)
20. Participants complete final Survey 3

After signing the consent form, participants were asked to complete the Demographic Survey. Participants were told that the simulation is designed to evaluate the accuracy of managerial decision making in organizations. I then provided a brief background of the organizational setting and the role that the participants were to adopt. Next, I explained the two types of tasks that participants would encounter in the experiment – the merit allocation task and the bonus calculation task. To ensure that participants understood the expectations and the task logistics, we collectively completed several sample merit allocation and bonus calculation tasks.

Participants were then informed that assistant managers would work in pairs and that they would be paired up with one other person in the room. I explained that responsibilities for assistant managers are divided such that one manager is responsible for employees whose last names begin with A - M and the other manager is responsible for employees whose last names begin with N - Z. As such, participants were led to believe that the number of merit and bonus tasks varied between individuals. Participants were then instructed that if the workload became heavy, they may collaborate with their partner. However, participants were reminded that performance was based on their individual responsibilities.

In sum, there were four rounds of merit allocation and bonus calculation tasks. Each round represented a division within the organization. Hence, Round 1 represented Division 1 - Marketing and so on. In addition, there were other tasks that each assistant HR manager was required to complete. Specifically, each assistant manager was asked to complete a resume review task and an article review/ recommendation task.

Once all questions were answered, participants performed an icebreaker, which consisted of learning the names and something unique about each of the other participants. After the icebreaker, participants were assigned to their individual offices, separate from one another, to complete their tasks.

Once each participant was in their individual office, I presented each participant with their role packets. Each role packet included additional detail on the company, managerial role, and their peer's responsibilities, as well as an organizational chart and the merit and bonus grids needed for the tasks. The packet also contained a memo from the supervisor, which re-emphasized the purpose of the tasks as well as the helping

culture contained within the organization. Each participant received role packets with identical information. In addition to the role packets, I forwarded to each participant note cards (to communicate with their partner) and a business journal (to explore in the event that tasks were completed faster than assigned).

After each participant received the introductory materials, I forwarded the Merit/Bonus Rounds 1 and 2. Participants were instructed to begin Round 1 and to wait until I returned to clarify questions before beginning Round 2. When I returned, I asked the participant if he or she had any questions. I then indicated that the participant's partner asked me to forward a note to them. The note, designed to establish the psychological contract, read as follows.

*Hi, I have a lot of Marketing merit allocations and it doesn't look like I'll be able to finish my Marketing bonuses for N-Z. If you can do my Marketing bonuses, I'll do your Sales division bonus calculations for A-M. Deal?  
Pass them to Terry. Thanks.*

The confederate's bonus calculation sheet for Division 1 was forwarded to the participant with the note. The participant accepted the agreement by forwarding their own bonus calculations (A-M) to the experimenter, and by receiving their partner's N-Z bonus calculation sheet. I performed this for each participant in the above manner. Though participants believed they were interacting with their peer, each participant was exposed to the same controlled condition. I then instructed the participants to complete the remainder of the merit/bonus tasks.

After completion of Rounds 1 and 2, I collected the tasks for review. During this time, participants were instructed to review a resume and answer questions related to the resume content. This task was designed to add a space of time in between the completion

of Merit/Bonus Round 2 and the introduction of the breach manipulation. After three to five minutes, I returned to forward a feedback note to each participant with the explanation that I wrote some feedback up for the employee's file. Each participant received the same note, which introduced the breach manipulation.

### Manipulation of Breach Type

Breach type was manipulated by providing participants with information regarding their peer's failure to fulfill the obligations of the psychological contract. In each condition, the participant, who was responsible for bonus allocations for employees A-M, held the understanding that their peer would complete their Division 2 (A-M) bonus calculations.

In the *reneging* condition, the participant received information that their partner did not complete the agreed upon tasks. Two informational factors were provided to increase the likelihood that the breach was attributed to a willful decision not to fulfill obligations (i.e. *reneging*). First, the participant was exposed to information that their partner did not work at all on the agreed upon tasks. Secondly, the participant received information that their partner completed his or her own tasks and spent the remainder of time speaking on the phone.

In the *reneging* condition the note says:

#### *SUPERVISORY WARNING*

*You did not complete the Division 2 Sales bonus calculations as assigned.*

*In fact, it looks as though you did not even attempt to complete the bonus calculations for Sales Division employees A-M. This is unacceptable, especially since I heard your partner talking on the phone after completing their own N-Z calculations. Not completing the A-M bonus calculations is a problem. Therefore, I must give you an*

*official warning since you are the manager who is ultimately responsible for employees A-M.*

*Terry.*

In the *incongruence* condition, the participant received information that their partner completed the tasks as agreed, but utilized the wrong allocation table. In addition, the participant received information that the tasks were completed thoroughly, albeit incorrectly. The information was provided to increase the likelihood that the participant attributed the breach to a misunderstanding, or incongruence.

In the *incongruence* condition the note says:

*SUPERVISORY WARNING*

*Your Division 2 Sales bonuses were not completed accurately.*

*Although your partner completed your work, the Merit Table was used instead of the Bonus table. Thus, although your partner turned in your work, the incorrect table resulted in significant errors. Therefore, I must give you an official warning since you are the manager who is ultimately responsible for employees A-M.*

*Terry.*

I coded *reneging* = 1 and *incongruence* = 2 in my data analysis.

After the participant read the warning, I asked the participant if he or she understood what happened. After confirming that the participant understood, I forwarded Survey 2A, designed to measure attributions of intentionality. I stated that whenever negative feedback was given to an employee, we ask that employees fill out a survey related to the incident for their file. I also forwarded the Article task to the participant and instructed that it should be completed after the survey. Finally, I told the participant that

there was a second part to the feedback survey, but that I had to get it out of a file and I would be back shortly to forward it to them.

When I returned with second part of feedback survey (i.e. survey 2B), I also forwarded a note from the participant's "peer". This note was designed to manipulate Acquisitive IM – ingratiation, which I explain further below.

#### Manipulation of Acquisitive IM – Ingratiation

The acquisitive IM manipulation occurred after the participant responded to Survey 2A, which measured attributions of intentionality. As with all notes, I, acting as the supervisor, forwarded the note seemingly from the participant's peer. In this instance, the note contained the manipulation of acquisitive impression management strategy.

In the *flattery* condition the note said:

*Hey, thanks for doing my Division 1 bonus calculations for me. You must have had lots of work experience - you seem really good at detail work. Anyway, just wanted to send you a note that it's great working with you on this project. It's not often that you work with people you can count on based on their actions.*

In the *favor-doing* condition, the note says:

*Thanks for doing my Division 1 bonus calculations for me. Say - I noticed that my Division 3 merit allocations are light. So to do you a favor, asked Terry for your Division 3 bonuses to do them for you. So don't worry about your Division 3 bonuses, I'll take care of them as a favor to you.*

In addition to the note, for the favor-doing condition, I informed the participant that their peer asked for their task early, that I forwarded the tasks to their peer, that I collected the task and double checked the work, and that the task was verified complete and accurate. In this manner, I was able to assure the participant that their partner already

performed the favor for them and that I verified the completion and accuracy. I code *flattery* = 1 and *favor-doing* = 2 in my data analysis.

After the ingratiation manipulation, I instructed the participant to complete the second half of the feedback survey (survey 2B) which measured Forbearance. I collected the Resume task and survey 2A while leaving.

After participants completed Survey 2B, I forwarded each participant another note from the offending peer. The note introduced the protective impression management account manipulation.

#### Manipulation of Protective IM – Accounts

As in the other instances, the account manipulation was executed in the form of a note from the participant's peer. The note contained language either in the form of an excuse or in the form of an apology. I utilized an excuse designed specifically to reduce responsibility as outlined by Weiner (1995) and my apology contained an expression of remorse, offer of restitution, statement of self-castigation (I feel awful and terribly guilty), and a request for forgiveness, as outlined in Rosenfeld, Giacalone, & Riordan (2001).

In the *excuse* condition, the note said:

*Hey, our supervisor gave me feedback about the bonus calculations for Division 2 Sales. I have an explanation, and it wasn't my fault. I was expecting a call from a recruiter regarding a job offer sometime today and when I saw that the recruiter's number was on my cell phone, I just couldn't miss that call. Taking the call prevented me from completing your allocations. I just wanted to explain so you knew what happened.*

This excuse follows a format intended to deny responsibility by appealing to uncontrollable external factors.

For the *apology* condition, the note followed the format similar to that used by Takaku (2001) and reads as follows:

*Our supervisor gave me feedback about the bonus calculations for Division 2 Sales. I apologize for letting you down. I am so sorry. It is entirely my fault. I feel awful and terribly guilty. I must have caused you a lot of aggravation. Please don't hold this against me. If there is any way I can make up for this, I will!*

I code *apology* = 1 and *excuse* = 2 for my data analysis.

After participants read the notes from their peer, I forwarded Merit/ Bonus Rounds 3 and 4. During the completion of these final rounds, I returned to forward the final note from the participant's peer. This final note is a request for help and reads as follows.

*Me again,  
I have a huge number of Division 4 merit allocation tasks. I'm not sure how long it will take me to finish these and my bonus calculation tasks (there's no way I'll be able to finish them all). If you can do some or all of my bonus calculations, it would help me greatly. Even if you do as many as you can, any that you get done correctly will help.*

In addition to the note, the "peer's" Division 4 bonus calculation sheet was forwarded to the participant. After participants read the request for help, I instructed them to complete the division 4 task round. I also instructed the participant that any work they chose to do (or not do) for their partner would be forwarded back to their partner after the participant left. Finally, participants were told that after they finish their individual responsibilities for the round, they may complete the final survey and leave. I collected all materials upon completion and departure of the participant.

Helping was measured by the number of Division 4 bonus allocation tasks the participant accurately completed for their partner.

## **Measures**

### **Attribution of Intentionality**

I utilized eight items derived from three sources to measure attributions of intentionality. I drew upon the attribution literature (Weiner, Amirkhan, Folkes, & Verette, 1987) as well as the psychological contract literature (McCullough et al., 2003; Robinson & Morrison, 2000) for the items in this dissertation. Items measured the degree to which the participant attributed the breach of psychological contract on the dimension of intentionality. The participant was asked to respond to items such as ("From my perspective, my partner purposefully misled me" and "I think my partner avoided my tasks intentionally"). All items were scored on a seven-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree). The surveys I utilized in this experiment are available in the Appendix.

### **Forbearance**

To measure forbearance, I utilized the Transgression-Related Interpersonal Motivations Inventory (TRIM) (McCullough et al., 1998) combined with McCullough and Hoyt's (2002) benevolence scale. The TRIM and the Benevolence scales are used to measure the three motivations associated with breach (i.e. retaliation, avoidance, and benevolence) (McCullough et al., 2003). The TRIM consists of 12 items, five measuring retaliation motivations and seven measuring avoidance motivations. The Benevolence scale consists of 7 items. Previous research suggest that the TRIM sub-scales yield an internal consistency (alpha) of .86 and .93 (McCullough et al., 1998). The Benevolence scale yielded an internal consistency (alpha) of .85 in past research (McCullough & Hoyt,

2002). Examples of items measuring retaliation motivations include (“I feel like making my partner pay for what he/she did” and “I have a desire to get even”). Avoidance items include (“I intend to work as if my partner is not around” and “I intend to avoid my partner”). Benevolence items include (“I want to put the incident aside so we can resume our relationship” and “Even though his/her actions offended me, I have goodwill for my partner”). Items were scored on a seven-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree).

### Helping

Helping was measured behaviorally in the following manner. The variable was derived by calculating the number of Division 4 bonus calculation tasks the participant completed for the offending peer in the final round. The response could range from 0 (i.e. the participant did not complete any bonus tasks) to 30 (the participant completed the maximum number of bonus tasks available). This measure of helping provided a behavioral response from the participant. Furthermore, since participants were allowed to leave once they complete their own tasks, the participant experienced a real opportunity cost to engage in helping with the completion of their peer’s tasks.

### Control Variables

I controlled for the demographics of age, gender, and work experience. In addition, I controlled for the perceived severity of offense and perceived sincerity of account for the following reasons. Previous research suggests that severity of offense may be a factor in the acceptance of social accounts, whereas severe outcomes make people less likely to honor the explanations offered by offenders (Shapiro, Buttner, & Barry, 1994). While my manipulation was designed to generate an outcome of moderate

offense, severity of offense was measured for control. Severity of offense was adapted from a measure used by Bradfield & Aquino (1999). Participants were asked to respond to the following: ("How would you rate the seriousness of the offense you experienced?") on a 5-point Likert scale (1 = Not at all serious, 5 = Extremely serious). I also included a transgression severity measure used by McCullough, Fincham, and Tsang (2003) - ("How damaging was the offense to you?") rated on a 5-point Likert scale (1 = Not at all damaging, 5 = Extremely damaging). Research suggests that perceived sincerity of an account influences the account effectiveness (Baron, 1988). I controlled for account sincerity with two items derived from Baron's (1988) measure of sincerity - ("I think my partner's account of what happened was honest") and ("I believe my partner's explanation of what happened was sincere"). Items were scored on a seven-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree).

Since recent research suggests that forgiveness related outcomes may be influenced by individual differences (Brown, 2003), I controlled for the tendency to forgive. I adopted the Tendency To Forgive Scale (TTF) (Brown, 2003) which consists of four items designed to capture the individual differences in the tendency to release experiences related to an offense or to harbor such experiences. The items include the following: ("In general, when someone hurts my feelings, I tend to get over it quickly"; "In general, if someone wrongs me, I often think about it a lot afterward." (R); "I have a tendency to harbor grudges" (R); and "When people let me down, my typical approach is just to forgive and forget."). Items were scored on a seven-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree).

Finally, since psychological contracts are perceptual, I ensured whether individuals perceived a breach of contract, and if so, whether it was perceived as reneging or as incongruence breach. Hence, I included a control for perception of psychological breach and for perception of breach type. Items include the following: (“To what extent have your obligations been met regarding what you thought you would get from your partner?” and “My partner did what he/she told me he/she would do, but did it incorrectly.”).

### **Manipulation Checks**

#### **Acquisitive IM - Ingratiation**

I utilized specific aspects of the Measuring Ingratiation Behaviors in Organizational Settings (MIBOS) scale (Kumar & Beyerlein, 1991) to check the impression management manipulation. I focused specifically on flattery and favor-rendering behaviors. Participants were asked to indicate to what extent their peer engaged in the following behaviors:

#### ***Flattery***

From your perspective, to what extent do you agree that your partner...

1. Made me feel that I helped in a unique way
2. Told me they think highly of me
3. Communicated that they admired qualities about me
4. Complimented me on my behavior

#### ***Favor Rendering***

1. Did a favor for me
2. Went out of their way to help me
3. Volunteered to help me in matters outside of their primary responsibilities
4. Did extra work to help me with my work

Items were scored on a seven-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree).

### Protective IM - Accounts

The *apology* manipulation was checked by asking the participants to respond to the following: “My partner apologized for the problem”. Items were scored on a seven-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree) (McCullough et al., 1997). In addition, the following questions were also asked on the 7-point scale as outlined above: “My partner was sorry for the breach”, “My partner offered to make something up to me”, “My partner felt bad for the offense”, and “My partner asked for my forgiveness”. These questions follow the format of the components of an apology (Schlenker & Darby, 1981). I checked the *excuse* manipulation by asking the participants to respond to the following: “My partner gave me a reason for breaking their commitment”. Items were scored on a seven-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree). In addition, the following questions were also asked on the 7-point scale as outlined above: “My partner claimed that the offense occurred because of uncontrollable events”, “My partner provided an excuse”, and “My partner claimed that the offense occurred due to extenuating circumstances”. These questions follow the characteristics of excuses as defined in previous research (Schlenker, 1980).

To test the manipulations in my study, I conducted a series of one-way Anova tests. Manipulations were evaluated as successful if the means of each condition were significantly different when compared to each other. Results show that perceptions of subjects in the reneging breach condition ( $\bar{x} = 5.72$ ) were significantly different than perceptions of subjects in the incongruence breach ( $\bar{x} = 2.89$ ) ( $F = 139.2, p < .00$ ). To interpret, a higher mean implies that subjects perceived that their partner did not fulfill any obligations, while a lower mean implies that subjects perceived that their partner

attempted to fulfill obligations but did so incorrectly. Subjects in the flattery condition indicated a higher perception of flattery behaviors ( $\bar{x} = 5.23$ ) than subjects in the favor condition (i.e.  $\bar{x} = 3.48$ ) ( $F = 21.56, p < .00$ ). Conversely, subjects in the favor condition indicated a higher perception of favor behaviors ( $\bar{x} = 4.19$ ) than subjects in the flattery condition ( $\bar{x} = 2.51$ ) ( $F = 15.40, p < .00$ ). Finally, subjects in the apology condition indicated higher perceptions of apology characteristics ( $\bar{x} = 5.61$ ) and lower perceptions of excuse characteristics ( $\bar{x} = 3.0$ ) than subjects in the excuse condition ( $\bar{x} = 3.87, \bar{x} = 5.40$ ) ( $F = 59.36, p < .00$ ) and ( $F = 106.02, p < .00$ ). Given these analyses, the data suggests that the three manipulations worked in the direction intended.

### **Data Analysis**

Since my dependent variable of *helping* was conceptualized and measured as a continuous variable, I utilized ordinary least squares regression to test my hypotheses. The process of ordinary least squares regression consists of analyzing data hierarchically; control variables first, followed by main effects, which are subsequently followed by interaction effects (the product terms). An F-test of the change in total variance explained ( $R^2$ ) determines the significance of each set entered. I examined individual betas and t values to interpret specific hypotheses. Descriptive statistics, Cronbach's alpha, and correlations of all variables are presented in Table 1.

To test whether breach type influenced perceived attributions of intentionality (H1), I performed the following hierarchical regression. Demographic and control variables were entered in steps one and two and the breach manipulations (coded 1 for Reneging, 2 for Incongruence) were entered in the third step. To test whether attributions of intentionality influenced forbearance (H2), I entered demographic and control

variables into steps one and two and regressed intentionality attributions onto forbearance in step three.

To test the interaction effects of acquisitive impression management ingratiation and perceived attributions of intentionality on forbearance (H3), I entered the demographic and control variables in steps one and two. I followed Aiken and West's (1991) recommendations on preparing data for interaction analysis. To reduce multicollinearity, I centered the independent variables of my interaction around zero. This was accomplished by subtracting each value from its respective mean. The correlations among the variables were not affected by this centering process (Aiken & West, 1991). Hence, in step three I entered the centered main effects of attribution of intentionality and ingratiation (coded 1 for flattery, 2 for favor-doing), and in step four I entered the interaction term, which was the product of the two centered main effect variables.

To test whether forbearance influenced helping (H4), I entered demographic and control variables into steps one and two and forbearance values into the third step. To test for the joint effects of forbearance and protective impression management accounts on helping (H5), I entered the demographic and control variables in steps one and two, the centered forbearance and protective IM account (coded 1 for apology, 2 for excuse) values in step three, and the product of two centered terms (forbearance x account) in step four.

To test whether forbearance mediated the relationship between perceived attributions of intentionality and helping (H6), I utilized hierarchical regression analysis. I employed the steps outlined by Baron and Kenny (1986) in the test of a mediation model. First, I explored the independent variable's (attributions of intentionality)

influence on the dependent variable (helping). Second, I examined the independent variable's (attributions of intentionality) influence on the mediating variable (forbearance). This was accomplished in the test of Hypothesis 2. Third, I examined whether the mediating variable (forbearance) influenced the DV (helping) when controlling for the independent variable (attributions of intentionality). Hence, in the hierarchical analysis (see Table 5), I entered demographic and control variables in steps one and two, and regressed perceived attributions of intentionality onto helping in step three. I entered the mediator (forbearance) in step four (after the independent variable (i.e. perceived attributions of intentionality) was controlled in step three). Finally, I attempted to show that the effect of the IV on the DV shrinks upon the addition of the mediator to the model. I included a separate regression where demographic and control variables were entered into steps one and two and both the IV and the mediator (i.e. attributions of intentionality and forbearance) were entered into step three and regressed onto helping.

To formally assess the mediation of forbearance, I utilized information from the aforementioned regressions to conduct a Sobel test (Sobel, 1982). To interpret, a full mediation occurs if the beta for attributions of intentionality is significant when regressed upon helping alone and not significant when regressed upon helping with forbearance. A partial mediation occurs if the beta for attributions of intentionality is significant when regressed upon helping alone and significant, but significantly less in magnitude, when regressed upon helping with forbearance.

Each analysis described above is presented in Chapter 4 – Results, and includes tables with  $R^2$ , Change in  $R^2$ , Change in F, Adjusted  $R^2$  and Beta-weights.

## CHAPTER 4

### RESULTS

#### **Dimensionality of Measures**

##### Attribution of Intentionality

I utilized eight items combined from the attribution and psychological contract literature to measure attributions of intentionality. A principal components factor analysis (Table 11) with varimax rotation of the 8 items yielded three factors accounting for 80% of the variance. The first factor contained 5 items (items 1-3 and 7-8) with primary factor loadings of .65 to .90. The second factor consisted of two items (items 5 and 6; primary loadings .89 to .90) that ask the participant to provide judgements on their partner's comprehension of the obligations and tasks. These items are not related to the other items, which ask the participant specifically about intent. Hence, these two items were discarded. The third factor consisted of the following item: "In my opinion, the incomplete tasks are my partner's fault" (primary loading .94). Since this item inquires about perceived responsibility, as opposed to intentionality, I have dropped the item from the intentionality measure. The final attribution of intentionality measure consists of the 5 items loading on the first factor in the analysis [eigenfactor value = 3.91]. Reliability analysis on the 5 item measure yields an  $\alpha = .90$ .

##### Forbearance

To test the dimensionality of the forbearance measure, I conducted a principal components factor analysis (Table 12) with varimax rotation. I obtained a three-factor solution that explained 70% of the total variance. The item factor loadings are consistent

with the conceptualization of the three facets of forbearance. Items related to retaliation, avoidance, and goodwill loaded onto individual factors (primary loadings .48 to .85, .65 to .81, and .64 to .81 respectively). Goodwill (Factor 1) had a maximum crossloading of .41 (item #1 with Factor 2). Avoidance (Factor 2) had a maximum crossloading of .41 (item #4 with Factor 1 and Factor 3). Retaliation (Factor 3) had a maximum crossloading of .32 (item #5 with Factor 2).

Initial concern arose over Retaliation item #5's primary loading of .49 and crossloading of .32. However, comparative analysis with and without the item did not have an impact on results. As such, I retain all of the items offered in the original forbearance measure. Reliability analysis for each factor individually yielded alphas within the acceptable threshold: retaliation  $\alpha = .84$ ; avoidance  $\alpha = .92$ ; and goodwill  $\alpha = .92$ .

While evidence suggests that the forbearance items result in three factors, I adhere to previous conceptualizations of forbearance as an aggregate factor (i.e. McCullough et al., 1998). Reliability analysis of the combined items yield an internal consistency (alpha) of .94. The internal consistency results of both the combined forbearance measure and the individual components are consistent with levels yielded in previous research which used the same items (McCullough et al., 1998; McCullough & Hoyt, 2002).

### **Descriptive Statistics**

Table 1 contains the descriptives, inter-item correlations and Cronbach's alpha for each of the variables I examined in hypotheses as well as the variables of retaliation, avoidance, and goodwill.

A brief analysis of the relationships between control variables shows both expected and unique results. For example, as I would expect, participant age is positively correlated with work experience ( $r = .31, p < .01$ ). Participant gender was not significantly related to the participant's individual tendency to forgive, however the gender was related to perceived severity of breach ( $r = .214, p < .05$ ). This suggests that females in this study perceived the breach by their peer as more severe than the males' perception of the breach.

In terms of my hypothesized relationships, I expected breach type to be related to attributions of intentionality. As expected this relationship was fairly strong ( $r = -.66, p < .01$ ) and suggests that reneging breach was closely related to higher attributions of intentionality. The anticipated relationship between attribution of intentionality and forbearance is also evident ( $r = -.55, p < .01$ ). The negative relationship suggests that higher levels of perceived intentionality are related to lower levels of forbearance.

While I expected forbearance to have a significant relationship to helping, the results suggest that this was not the case ( $r = .01$ ). A brief examination of the components of forbearance provides more detail. Of the three facets of forbearance, only retaliation seems to have a marginally significant relationship with helping ( $r = -.16, p < .10$ ). This is notable for two reasons. First, the presence of a significant relationship with one of the facets of forbearance and not the others lends support to the notion that the facets are individual and unique. Secondly, the relationships suggest that within the context of peer helping, certain facets of the forbearance conceptualization are more important than others.

Although not hypothesized, there are several other relationships of note. Perceived attribution of intentionality was significantly related to all three facets of forbearance: retaliation ( $r = .50, p < .01$ ); avoidance ( $r = .49, p < .01$ ); and goodwill ( $r = -.43, p < .01$ ). In addition, tendency to forgive is positively correlated to goodwill ( $r = .28, p < .01$ ). This is the first indication in this dissertation that an individual difference is related to a specific facet of forbearance.

Perceptions that were controlled for also had significant relationships with the forbearance facets. Perceived severity of breach was significantly related to the “negative” motivations of forbearance – retaliation ( $r = .15, p < .10$ ) and avoidance ( $r = .20, p < .05$ ) – but shares no such relationship with goodwill. Perceived sincerity of account has a relationship with the composite forbearance ( $r = .23, p < .01$ ), as well as with all three facets – retaliation ( $r = -.17, p < .10$ ), avoidance ( $r = -.21, p < .05$ ), and goodwill ( $r = .22, p < .05$ ).

Finally, the only other variable that has a significant relationship with the dependent variable of helping is acquisitive impression management – ingratiation ( $r = .19, p < .05$ ). This is unexpected, since my hypothesized model positions ingratiation in a more distal relationship to helping – by moderating the relationship between attributions of intentionality and forbearance. I explore this relationship between acquisitive impression management (ingratiation) and helping in more detail in the post hoc analysis section.

## Tests of Hypotheses

### Psychological Contract Breach, Attribution of Intent, and Forbearance (H1-2)

I proposed that reneging breach leads to higher perceived attributions of intentionality than incongruence breach (H1). Results in Table 2 support this hypothesis. Breach type (coded 1 for reneging and 2 for incongruence) significantly influences attributions of intentionality ( $\Delta F = 87.1$ ,  $\beta = -.61$ ,  $p < .01$ ) whereas reneging breach leads to higher attributions of intentionality.

H2 predicted that the lower the attribution of intentionality, the higher the forbearance. This hypothesis was supported ( $\Delta F = 44.6$ ,  $\beta = -.51$ ,  $p < .01$ ). Results are shown in Table 2.

### The Moderating Effect of Acquisitive Impression Management (H3)

In Hypothesis 3, I predicted that the relationship between attribution of intentionality and forbearance would be moderated by acquisitive impression management (ingratiation). Results in Table 3 show that while the overall model is significant ( $F = 8.80$ ,  $p < .01$ ), the step containing the interaction term is not significant ( $\Delta F = 1.85$ ,  $\beta = -.10$ ,  $p > .10$ ). Hence, H3 is not supported by the data.

### Forbearance and Helping (H4)

I predicted that the higher the forbearance, the higher the helping (H4). Results outlined in Table 2 do not support this hypothesis ( $\Delta F = 0.39$ ,  $\beta = .06$ ,  $p > .10$ ).

### Moderating Effect of Protective Impression Management (H5)

In a second moderated relationship, I proposed that the relationship between forbearance and helping is moderated by protective impression management accounts

type. Results in Table 4 show that this relationship was not supported ( $\Delta F = 0.04$ ,  $\beta = .02$ ,  $p > .10$ ).

#### Mediating Role of Forbearance (H6)

In my final hypothesis, I predicted that forbearance would mediate the relationship between attributions of intentionality and helping (H6). Prior regression results for H4 did not support a relationship between forbearance and helping. In addition, results presented in Table 5 do not support a relationship between attributions of intentionality and helping ( $\Delta F = 0.20$ ,  $\beta = -.04$ ,  $p > .10$ ). Hence, the mediated relationship proposed is not supported.

#### **Post Hoc Analysis**

Previous research in forbearance as a predictor variable is conducted with the aggregate forbearance construct (McCullough et al., 2003). However, as stated, forbearance is conceptualized as consisting of three distinct motivations (i.e. retaliation, avoidance, and goodwill) (McCullough & Hoyt, 2002). Data collection in this dissertation allowed for the separation and analysis of the forbearance construct on the dimensions of retaliation, avoidance, and goodwill. My post hoc analysis evaluates my original hypotheses that contained forbearance in closer detail by utilizing the facets of the forbearance construct.

McCullough, Fincham, and Tsang (2003) conducted a recent study exploring temporal changes in forbearance and its components. The authors label the facets of retaliation, avoidance, and goodwill “transgression-related interpersonal motivations”

(TRIMs). When evaluating descriptive statistics of these motivations, the authors keep the distinction between negative TRIMs (i.e. retaliation and avoidance) and positive TRIMs (i.e. goodwill). Hence, low levels of retaliation and avoidance (negative TRIMs) indicate higher forbearance (and vice versa) while high and low levels of goodwill (i.e. a positive TRIM) indicate higher and lower levels of forbearance respectively. Unless otherwise noted, I utilize the same variable directions in my post hoc analysis.

My first set of analyses examines the relationship between perceived attribution of intentionality and retaliation, avoidance, and goodwill separately (compare to Hypothesis 2). I then examine the interaction between perceived attributions of intentionality and acquisitive impression management (ingratiation) on the facets of forbearance (comparable to Hypothesis 3). My third set of analyses explores the relationship between each forbearance facet and helping (i.e. post hoc of Hypothesis 4). Finally, I explore the interaction between each forbearance facet and protective impression management (accounts) on helping (comparable to Hypothesis 5).

In addition to the relationships involving the forbearance facets, there is one additional relationship that I explore in this post hoc analysis. The positive and significant correlation between acquisitive impression management ingratiation and helping is both unexpected and potentially interesting. A series of analyses involving this relationship is explored and presented.

#### Attribution of Intentionality and Retaliation, Avoidance, and Goodwill

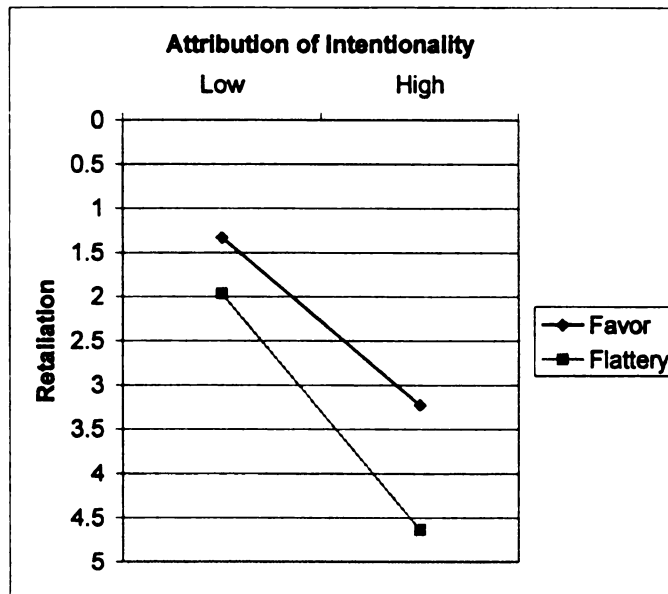
Hypothesis 2 predicted a negative relationship between attributions of intentionality and forbearance and was supported. Post hoc analysis on the relationship between attributions of intentionality and each facet of forbearance shows similar

significant relationships between intentionality and each component (Table 6). Perceived attribution of intentionality is significant and positively related to retaliation ( $\Delta F = 34.3$ ,  $\beta = .47$ ,  $p < .01$ ) as well as to avoidance ( $\Delta F = 27.9$ ,  $\beta = .42$ ,  $p < .01$ ). Conversely, attribution of intentionality is significant and negatively related to goodwill ( $\Delta F = 29$ ,  $\beta = -.43$ ,  $p < .01$ ). Hence, the relationship between attribution of intentionality and forbearance is fully supported on each facet. It is also interesting to note that the beta weights for each of these relationships are about the same.

#### The Moderating Effect of Acquisitive Impression Management

Results for Hypothesis 3, which predicted the moderated relationship between attributions of intentionality, acquisitive impression management (ingratiation), and forbearance, was not significant. However, examination of this relationship with each facet individually does yield a result (Table 8). The interaction between attribution of intentionality and ingratiation on retaliation is significant ( $\Delta F = 5.24$ ,  $\beta = .17$ ,  $p < .05$ ). However, no relationship was found between the interaction term and avoidance ( $\Delta F = 2.13$ ,  $\beta = .11$ ,  $p > .10$ ) or goodwill ( $\Delta F = 0.14$ ,  $\beta = .09$ ,  $p > .10$ ). A graph of the relationship between the interaction term and retaliation is presented in Figure 8. Recall that low levels of retaliation are equivalent to higher levels of forbearance, hence values on the Y-axis have been reversed to offer a better comparison to the original Hypothesis 3 interaction.

**Figure 8: Post Hoc Ingratiation Moderation Graph**



Whereas in my hypothesis, I predicted the relationship between intentionality and ingratiation on forbearance would be stronger for favor-doing than for flattery, particularly when attributions of intentionality were low (see Figure 5). However, when examining the relationship between attributions of intentionality and ingratiation on the facet of retaliation, the data suggests almost the inverse. Here, the relationship is stronger for *flattery* when attributions of intentionality are *high*.

#### Retaliation, Avoidance, Goodwill on Helping

Hypothesis 4 predicted the relationship between forbearance and helping. In my initial analysis, the variable of helping was conceptualized as a continuous variable. However, subsequent analysis of the helping item revealed that although the range of helping was 0 to 30 and the mean was 19, the median of the variable was 29. In addition,

about 50% of individuals who participated, helped at a level of 30. This suggests that helping, in this case, could be conceptualized as a dichotomous variable.

In a subsequent analysis, I coded helping as a dichotomous variable representing full helping (1) or partial/no helping (0). Logistic regression analysis was performed to test the relationship between forbearance and helping. Again, data did not support this relationship ( $\beta = .17, p > .10$ ). I employ the continuous conceptualization of helping in my subsequent post hoc analysis.

While the aggregate form of forbearance was not significantly related to helping, analysis using the individual facets does yield results of a main effect relationship (Table 7). Results suggest that retaliation has a negative effect on helping ( $\Delta F = 2.71, \beta = -.15, p < .10$ ). Since my original prediction between forbearance and helping was directional, I utilize one-tailed test criteria to suggest that this relationship between retaliation and helping is significant. Examination of avoidance on helping ( $\Delta F = 0.01, \beta = .01, p > .10$ ) does not yield significant effects. Surprisingly, the relationship between goodwill and helping is also not significant ( $\Delta F = 0.10, \beta = .03, p > .10$ ).

#### The Moderating Effect of Protective Impression Management

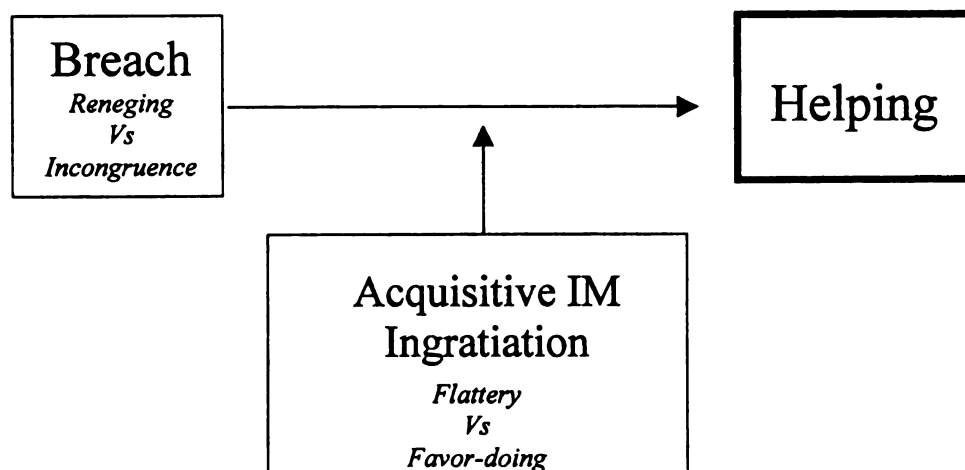
Table 9 presents the results of the interaction between each facet of forbearance and protective impression management accounts on helping. None of the relationships were significant.

### Acquisitive Impression Management (Ingratiation) and Helping

The correlation between acquisitive impression management and helping was unexpected. Hence, I conducted two post hoc analyses to explore this relationship further. First, I explored the main effects of acquisitive IM on helping. Table 10 shows that this relationship is significant using a one tailed test ( $\Delta F = 3.58$ ,  $\beta = .17$ ,  $p < .10$ ). However, the overall model is not significant ( $F = 1.15$ ,  $p > .10$ ).

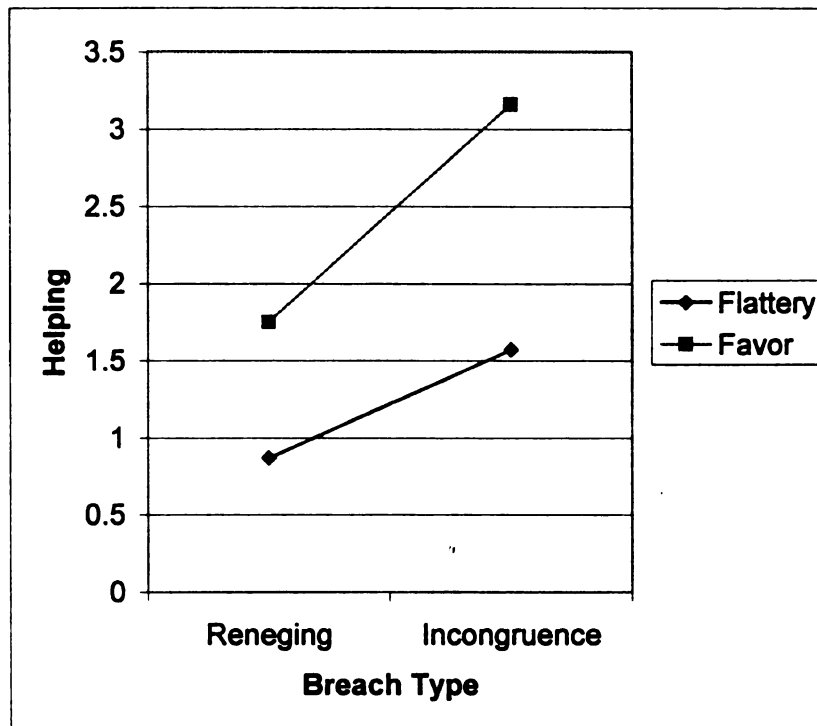
The second analysis I performed was to test a simplified model (Figure 9).

Figure 9: Simplified Interaction Model



Results presented in Table 10 suggest that while the overall model is not significant ( $F = 1.24$ ,  $p > .10$ ), the interaction between breach type and acquisitive impression management ingratiation is significant ( $\Delta F = 3.60$ ,  $\beta = .71$ ,  $p < .10$ ) using a one-tailed test. Figure 10 shows the form of this interaction.

**Figure 10: Simplified Model Interaction Graph**



The form of this interaction suggests that ingratiation moderates the relationship between breach type and helping such that the relationship is stronger for favor-doing than it is for flattery in incongruence breaches. In the next chapter, I discuss the implications of my empirical results in more detail.

## CHAPTER 5

### DISCUSSION

This dissertation explored the phenomenon of peer helping in the context of a psychological contract breach. The specific research question that I address is the effects of impression management techniques on peer helping behavior after a breach of psychological contract. I utilized Rousseau's (1995) framework to examine impression management strategies related to substitution and credible explanations to explore two types of impression management strategies – acquisitive ingratiation and protective accounts, respectively. I incorporated the novel construct of forbearance to assess transgression related motivations during the peer breach context.

An experiment conducted with upper level undergraduate students revealed several interesting relationships. First, I found that individuals exposed to a breach develop attributions of intentionality that are specific to the cues related to the breach event. Furthermore, I found that attributions of intentionality influence subsequent forbearance motivations directed towards the offender. This means that the attribution process that follows a negative event, such as a breach of psychological contract, influences an aggregate measure of peer related transgression motivations.

In addition to the formal hypotheses that were supported, several post hoc findings are notable. For example, perceived attributions of intentionality not only influence aggregate forbearance, but the individual facets of retaliation, avoidance, and goodwill are impacted as well. In addition, when examined individually, I found that one facet of forbearance, namely retaliation, influenced peer related helping. Finally, post hoc

analysis also revealed that acquisitive impression management (ingratiation) moderated the relationship between attributions of intentionality and retaliation.

The formal hypotheses that were not supported in the model also reveal a particularly interesting finding. The failure to find support for the moderating effect of protective impression management accounts on the relationship between forbearance and helping (particularly in the post hoc analysis) hints at the robust nature of transgression related motivations. Furthermore, the lack of impact also suggests the ineffectiveness of utilizing account strategies in the context of a psychological contract breach between peers.

Finally, an unanticipated relationship was highlighted in the results of the experiment. Acquisitive impression management (Ingratiation) significantly impacted helping. Specifically, favor-doing behaviors offered by the offender were positively related to subsequent peer related helping offered by the injured peer. This suggests a notion of reciprocity that, according to this sample data, had a significant influence on helping, regardless of breach type.

The remainder of this chapter will provide more detail regarding these findings and offer my interpretation of the results. Following the discussion of empirical results, I will discuss the theoretical and practical implications of this research. Finally, I offer my assessment of the limitations of this research and an outlook regarding future directions that can help enhance the theoretical and empirical understanding of topics covered in this dissertation.

## **Discussion of Empirical Results**

I proposed that the type of psychological contract breach would relate to attributions of intentionality. Consistent with prior research (Robinson & Morrison, 2000; Turnley et al., 2003), reneging breach is related to higher perceptions (attributions) of intentionality whereas incongruence breach is related to lower attributions of intentionality. While previous research has established this relationship in terms of the individual's perception of the organization's failure to fulfill the contract, this dissertation applies the perceptions and attributions of breach to individual's perceptions of peer contract failure. This is important, as it strengthens the argument in the traditional psychological contract literature that an injured employee may attribute a breach to specific individuals within the organization.

The data also shed insight on another point of interest regarding breach type and perceptions. The definition of psychological contract type is such that confusion may arise over whether a breach is the result of the intent of the offender or the perception of the injured individual. For example, if an offender intends to breach, but the injured peer perceives that the offender intended to keep obligations, researchers would have a challenging time categorizing the breach as either reneging or incongruence. One possible reconciliation for this dilemma is to characterize breach by the specific cues that the breach provides. Turnley et al. (2003) suggested that individual attributions regarding psychological contract breach are based on the perception of unfulfilled obligations and the perception of either ability or inability to fulfill obligations. In this dissertation, individuals were asked to perceive both unfulfilled obligations and willingness to fulfill the obligations. Manipulation checks and controls utilized in this study showed that the

cues associated with each breach type successfully influenced perceptions of unfulfilled obligations and willingness (or lack thereof) to fulfill the obligations. Hence, in this study, the breach type, with its definitive cues, significantly influenced attributions of intentionality. In light of these data, I suggest that one way to define breach type is by the nature (i.e. cues) of the breach. Measures of subsequent attributions of intentionality in this study are consistent with this conceptualization.

One additional note regarding Hypothesis 1 is the proximity of the measurement (i.e. attributions of intentionality) to the manipulation (breach type). The nature of the manipulation was such that cues were provided that, in essence, manipulated the perceived intention of the breach. As such, Hypothesis 1 is akin to a manipulation check.

In my second hypothesis, I predicted that attributions of intentionality would influence forbearance. This relationship is supported in the study. This is consistent with previous research that suggests that acts perceived as highly intentional invoke more negative reactions from injured individuals (Turnley et al., 2003). However, closer examination of the post hoc data and the individual facets of retaliation, avoidance, and goodwill suggests that lower levels of perceived intentionality also influence positive reactions – such as goodwill. This is important. Most research in psychological contract breach focuses on negative reactions and outcomes. Consistent with the previous line of research, high attributions of intentionality were associated with higher levels of negative transgression related interpersonal motivations (TRIMs) such as retaliation and avoidance. However, this study is unique in that it suggests the inverse relationship also exists in the context of breach and attributions of injured peers. Specifically, lower

perceived attribution of intentionality was related to higher levels of positive TRIMs – in this case, goodwill.

My third hypothesis regarding the moderating effect of ingratiation on the relationship of attributions of intentionality and forbearance was not supported. However, post hoc analysis does support a different relationship in terms of specific facets of forbearance. Specifically, acquisitive impression management (ingratiation) moderated the relationship between attributions of intentionality and forbearance such that when attributions of intentionality were high, the relationship was stronger for flattery than it was for favor-doing. This suggests that when perceptions of intentionality are high, engaging in flattery actually increases an injured peer's motivation to retaliate against the offender. This is an important finding, since individuals who engage in this type of strategy as a remedy may do more harm than good in a breach context.

The other implication of interest in the post hoc findings for Hypothesis 3 is the significant effect on the retaliation facet of forbearance, but no effects on the avoidance and goodwill facets. This suggests that the facets are unique and are influenced variably by antecedents. This finding offers additional support regarding the multi-dimensionality of the forbearance construct.

While my prediction regarding forbearance and helping (H4) was not supported, an analysis of the facets of forbearance did provide significant results. Here again, retaliation was the single motivation of importance in the relationship – as higher levels of retaliation were related to lower levels of helping. As stated, this lends support to the multidimensionality of the forbearance construct. Furthermore, the relationship between the facet most expected to influence helping (i.e. goodwill) was not significant. This may

imply that some forbearance facets are dominant while others are submissive in relation to each other. Or this may simply imply that some motivations have a stronger effect than others. In other words, in the context of breach between peers, negative motivations may be more likely to elicit behavior than positive motivations. This is a unique assertion, and one that should be examined more thoroughly in the context of contract failures between peers.

The predictions contained in Hypothesis 5 were not supported. Interestingly, protective impression management accounts did not moderate the relationship between the facets of forbearance and helping. There are several implications from the results of these relationships, of which I will outline two. First, and perhaps most reconcilable, is the notion that protective impression management accounts are ineffective in their ability to change relationships related to helping in the context of a psychological contract breach. This is notable, since theorists have identified social accounts specifically as a strategy to minimize or alter the perceptions of contract breach (Rousseau, 1995). This study offers one of the first tests of Rousseau's conceptualization of the social accounts strategy within the context of breach between peers. The fact that the relationship was not supported indicates that this conceptualization should be explored further, and clarified.

To speculate on why the relationship was not supported in this research, I return to Rousseau's process by which the social accounts are implied to operate. Recall that Rousseau suggested that social accounts may minimize the negative perception of losses associated with psychological contract breach. If so, one of two explanations is implied by a lack of effect on helping in this study. First, it may be that social accounts in fact do not alter the negative perception of losses following a breach. Secondly, and perhaps

more interesting, is the notion that social accounts do indeed alter the perception of losses, but that this alteration in loss perception is not enough to change the relationship between established motivations and subsequent behavior.

This second, and more complex, explanation for the lack of results involves the notion robustness of transgression related interpersonal motivations. It may be that once formed, forbearance motivations are highly salient and robust, and subsequent attempts to change the relationship between these motivations and subsequent outcomes are ineffective. This concept is implicitly supported by a recent study on forbearance as measured over time (McCullough et al., 2003). In their study, the authors found that negative TRIMs (i.e. retaliation and avoidance) were highest when measured directly after a transgression and that these motivations towards a transgressor decreased significantly over time. In my study, I measured forbearance immediately after the transgression occurred. This aspect, coupled with McCullough's findings may point towards what I'll call an "intensity window" in which impression management attempts are ineffective in influencing the relationship between forbearance motivations and subsequent outcomes. This should be explored further.

The mediation model between attribution of intentionality and forbearance on helping was not supported (H6). Subsequent analysis with retaliation as the mediator also failed to find support for this relationship, as retaliation did not have a significant effect on helping when controlling for attributions of intentionality. One explanation for the lack of mediated relationship is the overall weakness in the relationship between forbearance and helping. The data in this study have shown that overall forbearance is not significantly related to helping, and of the facets, only retaliation is significant. I have

discussed several explanations for this above, but perhaps the unstated explanation is that in the context of psychological contract breach between peers, other constructs besides forbearance are important. Perhaps emotions, such as anger or empathy play a more important role in relation to helping than do interpersonal motivations such as forbearance. This is a possibility that might be examined by looking at emotions and motivations in tandem.

Finally, the positive relationship between ingratiation and helping should be acknowledged. At its simplest form, the relationship suggests that in the context of peer interactions, reciprocity is the determining factor of engaging in helping behavior (Blau, 1964; Gouldner, 1960). This is notable, especially since the main effect suggests that favor-doing positively influences helping, even when controlling for breach type. This means that despite the intention of a psychological contract breach (i.e. renegeing or incongruence), an injured peer will engage in helping behavior if the offender first provides a task related favor. This lends support to the influence of transactional substitutes to original psychological contract obligations, albeit in a more simplified relationship than that predicted in my hypotheses.

The other finding of interest related to ingratiation is the manner in which type of ingratiation changes the relationship between breach type and helping. The interaction shows that ingratiation moderates the relationship between breach type and helping such that in the incongruence context, the relationship is stronger for favor-doing than it is for flattery. This further suggests that favor-doing may serve as a substitute, or remedy, for original contract obligations in incongruence breach events. This interpretation supports Rousseau's (1995) conceptualization of remediation.

## **Theoretical Implications**

Several theoretical implications can be derived from this study and the interpretations offered above. First, this study extends psychological contract research by examining breach of contract in the context of transactions between two peers. Several outcomes of interest were supported by the study in this context, most notably, the relationship between peer breach and peer directed motivations. While the relationships between peer directed motivations and helping were partially supported in post hoc analysis, the implication of unexplored outcomes related to breach between peers remains.

Extending psychological contract theory to peer to peer relationships implies that the theory should be examined further in this and other contexts. For example, while previous research on psychological theory has outlined a set of organizationally directed outcomes related to breach, we do not have a full understanding of peer directed, or group directed, outcomes following breach.

Much of the psychological contract research focuses on employee attitudes following a breach of psychological contract. This dissertation extends psychological contract theory by exploring a specific behavior - helping - related to contract breach. The lack of support for the relationships I proposed in my model helps broaden our understanding of the processes involved (and not involved) in peer directed helping following a breach. Hence, further exploration of behavioral outcomes, especially peer directed outcomes, within the context of psychological contract breach is warranted.

Rousseau (1995) offered a theoretical discussion regarding how offenders may minimize the negative effects of psychological contract breach. I explored this theoretical

notion by applying impression management techniques to the contract breach event. In doing so, I attempted to formalize and test the theoretical relationships implied in Rousseau's discussion. The results (and lack thereof) suggest that the theoretical notions of remediation and credible explanations are underdeveloped. This presents a unique opportunity to offer further theoretical contribution to an important area of psychological contract theory.

Finally, the concept of forbearance is novel and relevant, particularly in the context of transgressions between peers. I extend the forbearance research by applying the construct in the context of psychological contract breach between peers. The significant relationship between attributions of intentionality and forbearance adds a theoretical contribution by identifying a psychological antecedent to forbearance motivations. The lack of results with the behavioral outcome of helping offers the opportunity to specify a behavior that forbearance does not immediately influence. Furthermore, I extended the conceptualization of forbearance by examining the specific facets that comprise forbearance in the context of a breach of contract between peers. The unique influence that retaliation possessed over helping behaviors, in the absence of influence from avoidance and goodwill, helps support the notion that forbearance is a multi-dimensional construct. Additional empirical research to examine the dimensionality and nomological aspects of each facet of forbearance is necessary.

### **Practical Implications**

From a practical perspective, several outcomes in this dissertation can be utilized to inform organizational members on considerations and prescriptions. First, both

organizations and individuals should be aware of the processes that are involved in psychological contract breach. Specifically, the notion that a breach will emit cues regarding the intentionality of the breach is particularly important. Individuals who perceive that an obligation can not (or will not) be fulfilled, can attempt to either manage the breach cues or to prepare for resulting outcomes related to attributions of intentionality.

One of the ways that an offender can prepare for breach is to be aware of behavioral prescriptions that may effectively substitute for the failure of obligations originally contained in the contract. This study suggests that favor-doing, to a certain extent, offers a remedy to unfulfilled obligations, albeit the mechanism is based more on reciprocity than true substitution. Hence, an individual can offer to put in extra work on a peer's project after fumbling a task in which performance was expected.

Perhaps just as helpful is the understanding that other behaviors are ineffective, or even detrimental following a breach. Organizations can train their employees on prescriptions to avoid, such as flattery impression management, in the event of a breach between individuals. While it is not advised that organizations discourage the use of accounts, such as apologies, it may be helpful to communicate to agents that providing social accounts will not serve as a panacea in the event of a transgression. This is becoming more evident recently as account after account is played out in the press regarding holding individuals responsible legally and financially for transgressions within organizations. Providing excuses, as in the case of Dick Grasso, formerly of the NYSE (Thomas, 2004), or saying sorry, as in the case of George Tenet and the CIA (Shenon & Lichtblau, 2004), is not enough to remedy the breach anymore.

## **Limitations**

There are three general limitations to this study that I would like to address and several smaller limitations. The general limitations include the sample, the experimental nature of the study, and the distal nature of the helping measure employed in the study. The smaller limitations follow the discussion of these general limitations.

First, the sample I utilized for this study consisted on undergraduate students at a large Midwestern university. There are several limitations that are associated with the utilization of such a sample. First, the participants were generally young with limited work experience. This may limit the amount of experience that the participants could draw upon when determining how to respond to circumstances like a breach of contract between peers. Consequently, the variance analyzed with this sample may or may not reflect the type of variance I would experience with a more professional sample. This limits the generalizability of the findings in this study to broad applications in practice. However, since the primary goal of this dissertation was to understand the theoretical relationships between constructs related to my phenomenon of interest, the reduction in external validity due to sample demographics has limited impact.

The second limitation regarding this research project was the lab-related nature of the experiment. Although great effort was taken to simulate a professional interaction and breach between peers (for example, utilization of the Lear Career Center), the reality is that participants voluntarily signed up to engage in a “research project”. Hence, one could question the participant’s acceptance of the setting, peer relationship, and breach events. However, a variety of manipulation checks, as well as random exit interviews, indicated that participants accepted the manipulations *and* that they were unable to accurately

indicate the true construct of interest (i.e. helping) once the study was completed. This suggests that the research experiment was not transparent and that attributions, motivations, and behaviors measured in the experiment were genuine.

The final limitation is the distal nature of the helping construct in the model. Only one antecedent to helping (i.e. forbearance) was theoretically analyzed in my research model. The lack of relationship between forbearance and helping meant that my behavioral outcome associated with breach between two peers was not predicted. While post hoc analyses provided some explanation of the variance in helping behaviors, much remains unexplained.

Two steps could be utilized to improve upon this limitation. First, in future studies of this phenomenon, additional data on constructs that are more proximal can be collected. For example, various affect related constructs, such as anger or empathy, which have been utilized in previous helping research (Weiner, 1980a, 1980b, 1995) may be employed. In addition, individual differences, such as personality (Barrick & Mount, 1991) or equity sensitivity (Huseman, Hatfield, & Miles, 1987), may offer additional explanation into helping behaviors following a breach of contract in the peer context.

Second, the operationalization of helping may be expanded to include other behaviors. For example, in the execution of this experiment, I collected qualitative data in the form of notes that participants wrote to their “peer”. In several cases, the notes contained statements in the form of encouragement and exhortation. In other cases, the notes contained statements chastening the offender and admonishing the offender to stay focused and pay attention to detail. Perhaps these statements, intended to increase the productivity of the peer, are another method of conceptualizing peer directed helping. A

future research project that applies a theoretical process to categorize the statements found in such qualitative data may offer an additional opportunity to further explore the relationships offered in this dissertation.

Finally, there are several smaller limitations that I would like to address. First, in defining the psychological contract, I attempted to steer clear of the distinction between obligations and expectations. For this dissertation, I adopted the obligation conceptualization as Rousseau (1995) and Morrison and Robinson (1997) define it. However, one of my measurement tools contained two items with the term “expectations” as opposed to “obligations” (Survey 2A, Items 2 and 3). This was an unintended oversight. Second, it is feasible that the account provided by the offending peer influenced subsequent perceptions of intentionality in the injured peer. These revised perceptions of intentionality may have had an influence on subsequent forbearance or helping outcomes. To control for such possibilities, attribution of intentionality should have been measured a second time, following the protective account. However, attributions of intentionality were only measured once. This is a limitation. A third limitation is related to the distinction between the operationalization of the ingratiation treatments. Close examination of the treatments suggests that the favor treatment is categorized as a task oriented inducement, whereas the flattery treatment is categorized as a relationship oriented inducement. While both treatments were ingratiation in nature, the difference between the task and relationship orientation may have created unintended and unmeasured variance. Future operationalizations of ingratiation should be designed to make the treatments consistent. Finally, there appears to be spurious effects in two measures in the study. First, it appears that a ceiling effect is present in the helping

measure. Conversely, it appears that a floor effect is present in the severity measure. This suggests that the final helping measure may have benefited from an increased number of items for subjects to complete. It also suggests that the outcomes related to the breach could have been more severe or pertinent to the subjects. While these are relatively simple fixes for future research of this nature, this aspect is a limitation in the present research.

### **Future Directions**

The novel nature of this dissertation allows for a variety of future explorations, of which I will briefly outline. First, I would like to extend the analysis of my proposed model (and hypotheses) in a field setting. I cannot rule out the relationships that were not supported unless further examination is conducted in the field (at least with a different sample). In addition, supplementary measures should be included to measure constructs related to emotion and additional behavioral outcomes related to peer to peer breach.

The construct of forbearance, and its implied multi-dimensionality offers a variety of future directions that I could pursue. For example, we still do not have a full understanding of the antecedents that affect forbearance. Identifying attributions of intentionality as a significant antecedent was a good first step towards understanding the nomological network of this growing construct. In addition, the lack of significant results in relation to helping causes me to question exactly what type of behaviors peer directed motivations influence. This is an area that requires further exploration. The multi-dimensionality of forbearance is another area that should be explored in the near future. In particular, researchers should pursue a greater understanding of how the facets of

retaliation, avoidance, and goodwill interact with, or offset one another in relation to outcomes. This is an unexplored area and offers the potential for significant contributions to the growing forgiveness and forbearance literature.

Finally, my results related to the type of psychological breach (i.e. reneging vs. incongruence) is just the beginning of a potential research stream examining this phenomenon. For example, I specifically narrowed my examination to a breach characterized by failure to fulfil transactional obligations. However, the outcomes associated with a breach of relational obligations may yield stronger, or even unique results. I am interested in exploring this further, in addition to the remedial strategies of impression management. Whereas reciprocal strategies, such as favor-doing, were somewhat effective as remedy to breach in a transactional context, it would be interesting to note whether the same holds true in a relational breach context. Perhaps more intriguing is examination of whether social accounts (which are inherently relational in nature) serve as more successful remedies than they did in the transactional context studied in this dissertation.

## **Conclusion**

The results of this dissertation provide insight into the relationship between type of breach and subsequent attributions and motivations in the context of peer relationships. The results also provided additional support for the multi-dimensionality of the growing construct of forbearance. The unexpected relationship between acquisitive impression management accounts and helping shed some insight into the impact of reciprocity following a transactional breach between two peers. Finally, the unsupported hypotheses raised some interesting questions about the true impact of peer directed forbearance

motivations on helping behaviors. Other questions that were raised include the notion of robustness of peer directed motivations and the ineffectiveness of social accounts to influence the relationships of these motivations once formed. The increase of reliance on team and interpersonal structures within organizational settings indicates that peer perceptions and motivations (particularly in the context of psychological contract breach) are increasingly important areas of research focus.

# APPENDICES

## Appendix A: Tables

TABLE 1: Descriptive Statistics, Cronbach's Alpha, and Correlations<sup>a</sup>

Variables	Mean	s.d.	1	2	3	4	5	6	7	8
<b>Control Variables</b>										
1. Gender <sup>b</sup>	1.4	0.50	---							
2. Age	21.5	1.54	-.12	---						
3. Work Experience (Yrs)	5.4	2.80	.04	.31**	---					
4. Tendency to Forgive	4.3	1.07	.02	.02	-.04	(.71)				
5. Perceived Outcome Severity	3.7	0.99	.21*	.02	.14	-.12	---			
6. Perceived Account Sincerity	4.7	1.53	.02	-.13	.00	-.09	-.01	---		
7. Perceived PC Breach	6.6	0.78	.02	-.04	.04	-.14	.20*	-.02	---	
<b>Manipulations</b>										
8. Type of Breach <sup>c</sup>	1.5	0.50	-.03	-.19*	-.10	.00	-.09	.17	-.16	---
9. Acquisitive IM Ingratiation <sup>d</sup>	1.5	0.50	-.06	.00	-.11	.16	-.14	.10	-.06	-.02
10. Protective IM Accounts <sup>e</sup>	1.5	0.50	-.02	.09	.01	-.04	.02	-.04	.09	.00
<b>Reactions</b>										
11. Perceived Intentionality	3.2	1.44	.12	.06	.11	.02	.12	-.34**	.21*	-.66**
12. Forbearance	5.5	0.90	.08	-.07	-.08	.20*	-.17	.23**	-.29**	.36**
13. Retaliation	2.6	1.13	-.08	.16	.13	-.10	.15	-.17*	.26**	-.38**
14. Avoidance	2.6	1.14	.01	-.01	.10	-.15	.20*	-.21*	.26**	-.32**
15. Goodwill	5.5	0.88	.16	.05	.01	.28*	-.08	.22*	-.15	.24**
<b>Outcome</b>										
16. Helping	19.4	12.2	.01	.08	.06	.02	-.09	.14	-.02	.01

n = 136

<sup>a</sup> Cronbach's alphas are on the diagonal

<sup>b</sup> 1 = male, 2 = female

<sup>c</sup> 1 = Reneging, 2 = Incongruence

<sup>d</sup> 1 = Flattery, 2 = Favor-doing

<sup>e</sup> 1 = Apology, 2 = Excuse

TABLE 1 (Cont'd)

Variables	Mean	s.d.	9	10	11	12	13	14	15	16
<b>Control Variables</b>										
1. Gender <sup>b</sup>	1.4	0.50								
2. Age	21.5	1.54								
3. Work Experience (Yrs)	5.4	2.80								
4. Tendency to Forgive	4.3	1.07								
5. Perceived Outcome Severity	3.7	0.99								
6. Perceived Account Sincerity	4.7	1.53								
7. Perceived PC Breach	6.6	0.78								
<b>Manipulations</b>										
8. Type of Breach <sup>c</sup>	1.5	0.50								
9. Acquisitive IM Ingratiation <sup>d</sup>	1.5	0.50	---							
10. Protective IM Accounts <sup>e</sup>	1.5	0.50	.00	---						
<b>Reactions</b>										
11. Perceived Intentionality	3.2	1.44	-.06	.06	(.90)					
12. Forbearance	5.5	0.90	.02	.10	-.55**	(.94)				
13. Retaliation	2.6	1.13	.01	-.05	.50**	-.80**	(.84)			
14. Avoidance	2.6	1.14	-.01	-.10	.49**	-.92**	.62**	(.92)		
15. Goodwill	5.5	0.88	.04	.11	-.43**	.86**	-.51**	-.71**	(.92)	
<b>Outcome</b>										
16. Helping	19.4	12.2	.19*	-.04	-.08	.10	-.16	-.04	.07	--

n = 136

<sup>a</sup> Cronback's alphas are on the diagonal<sup>b</sup> 1 = male, 2 = female<sup>c</sup> 1 = Reneging, 2 = Incongruence<sup>d</sup> 1 = Flattery, 2 = Favor-doing<sup>e</sup> 1 = Apology, 2 = Excuse

TABLE 2

Hierarchical Regression Results for Breach Type on Perceived Attributions of Intentionality, Intentionality on Forbearance, and Forbearance on Helping  
(Hypothesis 1, 2, and 4)<sup>a</sup>

Step	Predictor Variables	Perceived Attribution of Intentionality $\beta$	Step	Predictor Variables	Forbearance $\beta$	Step	Predictor Variables	Helping $\beta$
Step 1			Step 1			Step 1		
	Gender	.12		Gender	.08		Gender	.01
	Age	.05		Age	-.04		Age	.07
	Work Exp	.09		Work Exp	-.08		Work Exp	.05
	$\Delta R^2$	.03		$\Delta R^2$	.02		$\Delta R^2$	.01
	$\Delta F$	1.17		$\Delta F$	0.72		$\Delta F$	0.37
Step 2			Step 2			Step 2		
	Perceived Severity	.05		Perceived Severity	-.12		Perceived Severity	-.12
	Perceived Sincerity	-.32**		Perceived Sincerity	.23**		Perceived Sincerity	.15†
	Tendency to Forgive	.03		Tendency to Forgive	.17*		Tendency to Forgive	.02
	Perceived PC Breach	.20*		Perceived PC Breach	-.24**		Perceived PC Breach	.01
	$\Delta R^2$	.15		$\Delta R^2$	.18		$\Delta R^2$	.03
	$\Delta F$	5.98**		$\Delta F$	6.87**		$\Delta F$	1.14
Step 3			Step 3			Step 3		
	Breach Type <sup>b</sup>	-.61**		Perceived Attribution of Intentionality	-.51**		Forbearance	.06 (p=.53)
	$\Delta R^2$	.33		$\Delta R^2$	.21		$\Delta R^2$	.00
	$\Delta F$	87.1**		$\Delta F$	44.60**		$\Delta F$	0.39
Overall adjusted $R^2$		.48	Overall adjusted $R^2$		.37	Overall adjusted $R^2$		.02
Overall $F(a, 127)$		16.7**	Overall $F(a, 126)$		10.6**	Overall $F(a, 126)$		0.75 (p=.64)

<sup>a</sup> Table contents are standardized beta-weights

<sup>b</sup> 1 = Reneging, 2 = Incongruence

\*\* p < .01 \* p < .05 † p < .10

**TABLE 3****Hierarchical Moderated Regression Results for Attributions of Intentionality, Acquisitive IM  
Ingratiation, and Forbearance****(Hypothesis 3)<sup>a</sup>**

Step Predictor Variables		Forbearance	
		$\beta$	
<b>Step 1</b>			
	Gender	.08	
	Age	-.04	
	Work Exp	-.08	
	$\Delta R^2$	.02	
	$\Delta F$	0.72	
<b>Step 2</b>			
	Perceived Severity	-.12	
	Perceived Sincerity	.23**	
	Tendency to Forgive	.17*	
	Perceived PC Breach	-.24**	
	$\Delta R^2$	.18	
	$\Delta F$	6.87**	
<b>Step 3</b>			
	Attribution of Intentionality <sup>b</sup>	-.51**	
	Acquisitive IM Ingratiation <sup>b, c</sup>	-.06	
	$\Delta R^2$	.22	
	$\Delta F$	22.65**	
<b>Step 4</b>			
	Attribution of Intentionality x Acquisitive IM Ingratiation	-.10	(p = .18)
	$\Delta R^2$	.01	
	$\Delta F$	1.85	
		.37	
	Overall adjusted $R^2$	8.80**	
	Overall $F_{(10, 124)}$		

<sup>a</sup> Table contents are standardized beta-weights.<sup>b</sup> Variable is centered<sup>c</sup> 1 = Flattery, 2 = Favor-doing

\*\* p &lt; .01    \* p &lt; .05    † p &lt; .10

TABLE 4

**Hierarchical Moderated Regression Results for Forbearance, Protective IM Accounts, and Helping  
(Hypothesis 5)<sup>a</sup>**

Step	Predictor Variables	$\beta$	Helping
<b>Step 1</b>			
	Gender	.01	
	Age	.07	
	Work Exp	.05	
	$\Delta R^2$	.01	
	$\Delta F$	0.37	
<b>Step 2</b>			
	Perceived Severity	-.12	
	Perceived Sincerity	.15†	
	Tendency to Forgive	.02	
	Perceived PC Breach	.01	
	$\Delta R^2$	.03	
	$\Delta F$	1.14	
<b>Step 3</b>			
	Forbearance <sup>b</sup>	.07	(p = .49)
	Protective IM Accounts <sup>b, c</sup>	-.04	(p = .64)
	$\Delta R^2$	.01	
	$\Delta F$	0.31	(p = .74)
<b>Step 4</b>			
	Forbearance x Protective IM Accounts	.02	
	$\Delta R^2$	.00	
	$\Delta F$	0.04	(p = .84)
	Overall adjusted $R^2$	.03	
	Overall $F_{(10, 124)}$	0.62	(p = .79)

<sup>a</sup> Table contents are standardized beta-weights.

<sup>b</sup> Variable is centered

<sup>c</sup> 1 = Excuse, 2 = Apology

\*\* p < .01

\* p < .05

† p < .10

**TABLE 5**  
**Hierarchical Regression Results for Forbearance Mediation between Attributions of Intentionality and Helping**  
**(Hypothesis 6)<sup>a</sup>**

Step	Predictor Variables	Helping $\beta$	Step	Predictor Variables	Helping $\beta$
Step 1			Step 1		
	Gender	.02		Gender	.02
	Age	.07		Age	.07
	Work Exp	.04		Work Exp	.04
	$\Delta R^2$	.01		$\Delta R^2$	.01
	$\Delta F$	0.36		$\Delta F$	0.36
Step 2			Step 2		
	Perceived Severity	-.11		Perceived Severity	-.11
	Perceived Sincerity	.15†		Perceived Sincerity	.15†
	Tendency to Forgive	.02		Tendency to Forgive	.02
	Perceived PC Breach	.00		Perceived PC Breach	.00
	$\Delta R^2$	.03		$\Delta R^2$	.03
	$\Delta F$	1.11		$\Delta F$	1.11
Step 3			Step 3		
	Attributions of Intentionality	-.04		Attributions of Intentionality	-.02 (p=.89)
	$\Delta R^2$	.00		Forbearance	.05 (p=.64)
	$\Delta F$	0.20 (p=.66)		$\Delta R^2$	.00
				$\Delta F$	.21 (p=.81)
Step 4					
	Forbearance	.05			
	$\Delta R^2$	.00			
	$\Delta F$	0.22 (p=.64)			
Overall adjusted $R^2$		.02	Overall adjusted $R^2$		.02
Overall $F_{(9, 124)}$		0.65 (p=.75)	Overall $F_{(9, 124)}$		0.65 (p=.75)

<sup>a</sup> Table contents are standardized beta-weights

\*\* p < .01

\* p < .05

† p < .10

TABLE 6

Post Hoc Hierarchical Regression Results for Perceived Attribution of Intentionality on Retaliation, Avoidance, and Goodwill  
(Compare to Hypothesis 2)<sup>a</sup>

Step	Predictor Variables	Retaliation $\beta$	Avoidance $\beta$	Goodwill $\beta$
Step 1				
	Gender	-.07	-.01	.16†
	Age	.12	-.04	-.04
	Work Exp	.09	.11	.02
	$\Delta R^2$	.04	.01	.03
	$\Delta F$	1.65	0.50	1.29
Step 2				
	Perceived Severity	.10	.13	-.07
	Perceived Sincerity	-.15†	-.21**	.23**
	Tendency to Forgive	-.06	-.11	.28**
	Perceived PC Breach	.23**	.28**	-.09
	$\Delta R^2$	.10	.17	.15
	$\Delta F$	3.84**	6.80**	5.70**
Step 3				
	Perceived Attribution of Intentionality	.47**	.42**	-.43**
	$\Delta R^2$	.18	.15	.15
	$\Delta F$	34.3**	27.9**	29.0**
Overall adjusted $R^2$		.48	.29	.29
Overall $F_{(4, 126)}$		7.56**	7.87**	7.78**

<sup>a</sup> Table contents are standardized beta-weights

\*\*  $p < .01$

\*  $p < .05$

†  $p < .10$

TABLE 7

**Post Hoc Hierarchical Regression Results for Retaliation, Avoidance, and Goodwill on Helping**  
(Compare to Hypothesis 4)<sup>a</sup>

Step	Predictor Variables	Helping $\beta$	Step	Predictor Variables	Helping $\beta$	Step	Predictor Variables	Helping $\beta$
Step 1	Gender	.01	Step 1	Gender	.01	Step 1	Gender	.01
	Age	.07		Age	.07		Age	.07
	Work Exp	.05		Work Exp	.05		Work Exp	.05
	$\Delta R^2$	.01		$\Delta R^2$	.01		$\Delta R^2$	.01
	$\Delta F$	0.37		$\Delta F$	0.37		$\Delta F$	0.37
Step 2	Perceived Severity	-.11	Step 2	Perceived Severity	-.11	Step 2	Perceived Severity	-.11
	Perceived Sincerity	.15†		Perceived Sincerity	.15†		Perceived Sincerity	.15†
	Tendency to Forgive	.02		Tendency to Forgive	.02		Tendency to Forgive	.02
	Perceived PC Breach	.01		Perceived PC Breach	.01		Perceived PC Breach	.01
	$\Delta R^2$	.03		$\Delta R^2$	.03		$\Delta R^2$	.03
	$\Delta F$	1.14		$\Delta F$	1.14		$\Delta F$	1.13
Step 3	Retaliation	-.15†	Step 3	Avoidance	.01	Step 3	Goodwill	.03
	$\Delta R^2$	.02		$\Delta R^2$	.00		$\Delta R^2$	.00
	$\Delta F$	2.71†		$\Delta F$	.01		$\Delta F$	0.10
		(p=.10)			(p=.93)			(p=.75)
Overall adjusted $R^2$		.00	Overall adjusted $R^2$		.02	Overall adjusted $R^2$		.02
Overall $F(a, 126)$		1.06	Overall $F(a, 126)$		0.70	Overall $F(a, 126)$		0.71
		(p=.40)			(p=.69)			(p=.68)

<sup>a</sup> Table contents are standardized beta-weights

\*\* p &lt; .01

\* p &lt; .05

† p &lt; .10

TABLE 8

Post Hoc Hierarchical Moderated Regression Results for Attributions of Intentionality, Acquisitive IM Ingratiation, and Retaliation, Avoidance, and Goodwill  
(Compare to Hypothesis 3)<sup>a</sup>

Step	Predictor Variables	Retaliation $\beta$	Avoidance $\beta$	Goodwill $\beta$
Step 1				
	Gender	-.07	-.01	.16†
	Age	.12	-.04	-.04
	Work Exp	.09	.11	.02
	$\Delta R^2$	.04	.01	.03
	$\Delta F$	1.65	0.50	1.29
Step 2				
	Perceived Severity	.10	.13	-.01
	Perceived Sincerity	-.15†	-.21**	.23**
	Tendency to Forgive	-.06	-.11	.28**
	Perceived PC Breach	.23**	.28**	-.09
	$\Delta R^2$	.10	.17	.15
	$\Delta F$	3.84**	6.80**	5.70**
Step 3				
	Attribution of Intentionality <sup>b</sup>	.47**	.42**	-.43**
	Acquisitive IM Ingratiation <sup>b, c</sup>	.06	.07	.03
	$\Delta R^2$	.19	.15	.16
	$\Delta F$	17.44**	14.32**	14.47**
Step 4				
	Attribution of Intentionality x Acquisitive IM Ingratiation	.17*	.11 (p = .15)	.09 (p = .71)
	$\Delta R^2$	.03	.01	.00
	$\Delta F$	5.24*	2.13	0.14
	Overall adjusted $R^2$	.30	.30	.29
	Overall $F_{(10, 124)}$	6.89**	6.64**	6.17**

<sup>a</sup> Table contents are standardized beta-weights.

<sup>b</sup> Variable is centered

<sup>c</sup> 1 = Flattery, 2 = Favor-Doing

\*\* p < .01      \* p < .05      † p < .10

TABLE 9

Post Hoc Hierarchical Moderated Regression Results for Retaliation, Avoidance, and Goodwill,  
Protective IM Accounts, and Helping  
(Compare to Hypothesis 5)<sup>a</sup>

Step	Predictor Variables	Helping $\beta$	Helping $\beta$	Helping $\beta$
<b>Step 1</b>				
	Gender	.04	.01	.01
	Age	.09	.07	.07
	Work Exp	.05	.05	.05
	$\Delta R^2$	.01	.01	.01
	$\Delta F$	0.37	0.37	0.37
<b>Step 2</b>				
	Perceived Severity	-.11	-.11	-.11
	Perceived Sincerity	.15†	.15†	.15†
	Tendency to Forgive	.02	.02	.02
	Perceived PC Breach	.01	-.01	-.01
	$\Delta R^2$	.03	.03	.03
	$\Delta F$	1.14	1.14	1.14
<b>Step 3</b>				
	Retaliation/Avoidance/Goodwill <sup>b</sup>	-.16†	.00	.04
	Protective IM Account <sup>b, c</sup>	-.05	-.03	-.04
	$\Delta R^2$	.02	.00	.00
	$\Delta F$	1.49	0.01	0.14
<b>Step 4</b>				
	Retaliation/Avoidance/Goodwill	.02 (p=.84)	-.11 (p=.74)	.26 (p=.69)
	x Account	.00	.00	.00
	$\Delta R^2$	0.04	0.11	0.16
	$\Delta F$	.01	.03	.05
		0.87 (p=.57)	0.58 (p=.83)	0.60 (p=.81)
<b>Overall adjusted R<sup>2</sup></b>				
<b>Overall F<sub>(10, 124)</sub></b>				

<sup>a</sup> Table contents are standardized beta-weights.

<sup>b</sup> Variable is centered

<sup>c</sup> 1 = Excuse, 2 = Apology

\*\* p < .01

\* p < .05

† p < .10

TABLE 10

Post Hoc Hierarchical Regression Results for Acquisitive IM Main Effect on Helping and Interaction between Breach Type, Acquisitive IM and Helping<sup>a</sup>

Step	Predictor Variables	Helping $\beta$	Step	Predictor Variables	Helping $\beta$
Step 1			Step 1		
	Gender	.01		Gender	.01
	Age	.06		Age	.06
	Work Exp	.05		Work Exp	.05
	$\Delta R^2$	.01		$\Delta R^2$	.01
	$\Delta F$	0.36		$\Delta F$	0.36
Step 2			Step 2		
	Perceived Severity	-.10		Perceived Severity	-.10
	Perceived Sincerity	.14†		Perceived Sincerity	.14†
	Tendency to Forgive	.03		Tendency to Forgive	.03
	Perceived PC Breach	.01		Perceived PC Breach	.01
	$\Delta R^2$	.03		$\Delta R^2$	.03
	$\Delta F$	0.98		$\Delta F$	0.98
Step 3			Step 3		
	Acquisitive IM Ingratiation	.17†		Breach Type	-.01
	$\Delta R^2$	.03		Acquisitive IM Ingratiation	.17†
	$\Delta F$	3.58		$\Delta R^2$	.03
				$\Delta F$	1.78
			Step 4		
				Breach Type x Ingratiation	.71†
				$\Delta R^2$	.03
				$\Delta F$	3.60
					(p=.06)
Overall adjusted $R^2$		.01	Overall adjusted $R^2$		.02
Overall $F_{(4, 127)}$		1.09	Overall $F_{(10, 125)}$		1.24
		(p=.33)			(p=.27)

<sup>a</sup> Table contents are standardized beta-weights

\*\* p < .01

\* p < .05

† p < .10

**TABLE 11**  
**Attribution of Intentionality Factor Analysis**

		<b>Component 1</b> Eigenvalue: 3.9 % Variance: 48.9	<b>Component 2</b> Eigenvalue: 1.5 % Variance: 18.6	<b>Component 3</b> Eigenvalue: 1.0 % Variance: 12.9
Item 1	I think my partner avoided my tasks intentionally	.901	.092	.127
Item 2	From my perspective, my partner purposefully misled me	.885	.086	.192
Item 3	My partner broke our agreement on purpose	.850	.001	.253
Item 8(R)	I think my partner intended to complete my tasks	.844	.264	-.159
Item 7(R)	In my opinion, my partner broke our agreement accidentally	.652	.366	-.241
Item 5(R)	My partner must have misunderstood the details of our obligations	.087	.899	-.241
Item 6(R)	I think my partner was not clear regarding the task to be completed	.179	.894	.070
Item 4	In my opinion, the incomplete tasks are my partner's fault	.118	.059	.944

**TABLE 12**  
**Forbearance Factor Analysis**

		<b>Component 1</b> Eigenvalue: 9.9 % Variance: 51.9	<b>Component 2</b> Eigenvalue: 2.0 % Variance: 10.4	<b>Component 3</b> Eigenvalue: 1.4 % Variance: 7.3
Goodwill 3 (R)	I want us to bury the hatchet and move forward with our professional relationship	.813	.284	.089
Goodwill 4 (R)	Despite the my partner's actions, I intend to give up my resentment	.798	.089	.355
Goodwill 2 (R)	Despite what my partner did, I want us to have a positive relationship again	.790	.357	.116
Goodwill 7 (R)	I resolve my anger so I can work on restoring the relationship with my partner	.777	.346	.057
Goodwill 6 (R)	I forgive my partner for what they have done	.753	.261	.245
Goodwill 5 (R)	I want to put the incident aside so we can resume our relationship	.722	.319	.223
Goodwill 1 (R)	Even though his/her actions offended me, I have goodwill for my partner	.644	.413	.164
Avoidance 1	I intend to keep as much distance between us as possible.	.285	.813	.277
Avoidance 7	I intended to withdraw from my partner	.295	.789	.258
Avoidance 5	I intend to avoid my partner	.345	.757	.241
Avoidance 6	I intend to cut off the relationship with my partner	.382	.743	.223
Avoidance 3	I don't trust my partner	.175	.682	.171
Avoidance 2	I intend to work as if my partner is not around	.379	.662	.129

**TABLE 12 (Cont'd)**

Avoidance 4	I would find it difficult to act warmly toward my partner	.406	.648	.403
Retaliation 1	I feel like making my partner pay for what he/she did	.133	.114	.854
Retaliation 4	I have a desire to get even.	.256	.089	.826
Retaliation 2	I wish something negative would happen to him/her	.032	.403	.736
Retaliation 3	I want my partner to get what he/she deserves.	.183	.332	.714
Retaliation 5	I want to see my partner disciplined	.245	.320	.488

## **Appendix B: Experimental Materials**

Consent Form

Demographic Survey

Role Information Sheet

Organizational Chart

Memo – Performance Evaluations

Task Cover Sheet

Merit and Quarterly Bonus Grids

Merit and Bonus Calculation Tasks

Resume Task

Article Task

Measurement Surveys

Exit Survey

Task Distribution Grid

## CONSENT FORM

The purpose of this study is to increase our understanding of decision making in work organizations. If you choose to participate in this study, you will be asked to complete an HR inbox exercise. This will take you approximately 120 minutes. You are free to decline to answer any questions, or terminate your participation at any time. Your privacy will be protected to the maximum extent allowable by law. In addition, we will protect the confidentiality of your responses. We will use a coding system that identifies your responses only by an id code number and does not associate your responses with your name. Only members of the research team will have access to this data which will be kept in a locked file and destroyed after five years. Your responses will not be shared with anyone else and will only be reported in summary reports along with the data from others. The report will not include any information that will allow anyone to identify you or any of your individual responses. Participating in this study will provide you with credit toward the Management 325 research participation course requirement. As explained in your syllabus, there are other research options or you could write a review paper.

If you have any questions or concerns about this study, please contact Morgan R. Milner at (517) 353-6913; [milnermo@msu.edu](mailto:milnermo@msu.edu) or Linn Van Dyne in the Management Department, Michigan State University, at (517) 432-3512 or at [vandyne@msu.edu](mailto:vandyne@msu.edu). If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously, if you wish - Peter Vasilenko, Chair of University Committee on Research Involving Human Subjects (UCRIHS) by phone (517-355-2180), fax (517-432-4503), email ([ucrihs@msu.edu](mailto:ucrihs@msu.edu)), or regular mail (202 Olds Hall, East Lansing, MI 48824).

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### CONSENT STATEMENT:

I voluntarily agree to participate in this study.

Participant's Name (Please print): \_\_\_\_\_

Participant's Signature: \_\_\_\_\_

Course and Section Number: \_\_\_\_\_ Date: \_\_\_\_\_

## ROLE INFORMATION

**Instruction:** In the next two hours, you will adopt the role of an Assistant HR Manager in a large consumer products organization. Please read the following information closely in order to understand your role in this company. Please refer to the organizational chart (attached) to understand your position in this company.

### Company Background

Public Mills is a large company that manufactures and distributes a wide range of consumer products. Public Mills currently has approximately 15,000 employees located in the central office as well as various satellite locations around the United States. You were hired in the central office a few years ago and are now an Assistant HR Manager supporting human resource functions of various divisions within Public Mills.

Public Mills has a culture that promotes participation and cooperation between its employees. You like this culture and the friendly atmosphere that it facilitates. Your job as an Assistant Manager is your opportunity to make an impact in this organization.

### Responsibilities

As an assistant manager specializing in human resources support, your primary responsibilities include the following:

1. Providing HR services to the divisions you support.
2. Supporting your department with its primary human resource functions.
3. Conducting standardized performance evaluations and merit increase recommendations for divisions you support.
4. Performing bonus calculations for divisions you support.

You report to Terry Hall, who is the senior manager over your department. Your supervisor regards you as an employee who is both thorough and competent in the work you perform. To date, you have never received a warning from your supervisor due to errors or a failure to complete assigned tasks.

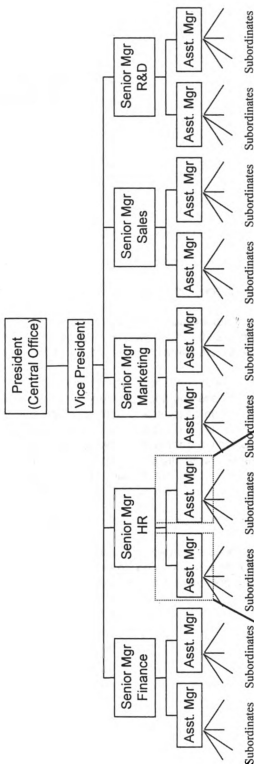
Public Mills has four product line divisions that receives support from the HR department. These divisions are Marketing, Sales, R&D, and Engineering. Each division conducts performance evaluations on employees during the month of their hire date anniversary. To standardize the merit increase process for the corporation, Public Mills has centralized the recommendation process to the HR department. One of your monthly responsibilities is to review these performance evaluations and recommend a merit increase percentage.

Each division has forwarded evaluations for the employees who received an evaluation this month. You will support these divisions by reviewing the performance evaluations and calculating their merit increase percentages. This month, you have 14 employees that you will complete the merit calculation process for. The number of employees other assistant managers will review ranges from 8 to 24. This task is known as the *merit allocation task*.

In addition, certain divisions have identified key employees who will be awarded a quarterly bonus. The divisions have provided the names and employment data for these bonus-targeted employees. You are asked to help allocate bonus percentage amounts to these employees. This task is known as the *bonus calculation task*.

There is one other Assistant Manager in your department who will work with you to complete the merit increase recommendations and bonus calculations for the divisions that you support. To divide the work, we have assigned you employees with last names beginning with A-M. Your partner has been assigned employees with last names beginning with N-Z. Although this method may result in unequal workload distribution, we expect that you and your partner will work together to meet departmental goals.

**ORGANIZATIONAL CHART  
PUBLIC MILLS, INC. - CENTRAL OFFICE**



**YOU ARE HERE**

(You support employees A-M in each of the Product Line Divisions - Marketing, Sales, R&D, and Engineering)

**YOUR PARTNER**

(Supports employees N-Z in each of the Product Line Divisions - Marketing, Sales, R&D, and Engineering)

# Memo

**To:** Assistant Managers  
**From:** Terry Hall, Senior Manager HR  
**CC:** Vice President  
**Re:** Performance Evaluations & Divisional Support

---

As you know, it is time to perform the monthly performance evaluations for the Public Mills employees.

You are responsible for summarizing evaluations for employees in the divisions you support and assigning a merit percentage value for each of these employees. Employee descriptions are contained in your packets, as well as the merit grid materials that you need to calculate the merit percentages.

This quarter, several divisions have identified individuals who will receive a bonus incentive. As you know, we centralized the bonus allocation process to maintain consistency within the organization. We will provide support to these departments by completing the percentage allocation for the bonus-targeted employees. These bonus calculation tasks are assigned to each assistant manager to complete. One assistant manager will perform the calculations on names ending A-M, the other assistant manager will perform the calculations on names ending N-Z. All we ask that you do is reference the bonus grids and indicate the bonus percentage amount. Be sure to use the bonus grid, and not the merit grid, when allocating the bonuses.

You will perform evaluations and bonus calculations for 4 divisions.

Remember, Public Mills, Inc. encourages cooperation. Because divisions vary in size, the workloads may be uneven at times. However, we expect that all assistant managers will value the cooperative culture we have here at Public Mills and will work together to accomplish goals.

Terry

## ***TASK COVER SHEET***

Across the four divisions that you support, 14 employees are eligible for merit increase this month. Thus, you need to complete 14 merit allocations.

In addition, you are asked to complete the bonus percentage calculations for four separate divisions. You are responsible for employees whose last names begin with A to M.

Your merit allocation tasks and division bonus tasks will be provided to you in four rounds. Each division has a separate budget review meeting with the Controller, so we have grouped your tasks by division.

### **INSTRUCTIONS for MERIT TASK**

For many employees, their annual pay raise is the most important feedback that they receive from their organization. In the following exercise, you will rate employees based on four factors – Effort, Ability, Performance, and Friendliness. You will then determine the merit increases for each of these employees. Please evaluate each employee in the divisions you support separately on each of the four factors. The information is straightforward and is not intended to trick or mislead you.

Follow these steps:

1. Rate each employee on each of the four factors
2. Add the ratings together to arrive at a total rating for each employee
3. Reference the MERIT grid and match the
  - a) total employee rating, *and the*
  - b) current pay quartile, *to arrive at the*
  - c) merit increase percentage
4. Record your answers on the form and move on to the next employee.

### **INSTRUCTIONS for BONUS TASK**

Several divisions have identified individuals for quarterly bonus incentives at this time. We centralized the bonus calculation process to maintain consistency within the organization, so you are asked to complete the bonus calculation for the employees in the divisions you support. These bonus calculation tasks are assigned to each assistant manager to complete. You are assigned to perform the allocations on names ending A-M. Your partner is assigned to perform the calculation on names ending N-Z. Please reference the bonus grids and indicate the bonus percentage amount for each employee. Be sure to use the bonus grid, and not the merit grid, when allocating the bonuses.

Follow these steps:

1. Reference the BONUS grid and match the
  - a) total employee rating, *and the*
  - b) current pay quartile, *to arrive at the*
  - c) bonus percentage
2. Multiply the bonus percentage by 5,000
3. Record your answers on the form and move on to the next employee

# Memo

**To:** Assistant Managers  
**From:** Terry Hall, Senior Manager HR  
**CC:** Vice President  
**Re:** Resume Recommendations

---

The following resume was forwarded to me for review. Since this applicant is interested in an HR position, I would like your input regarding the employability of this individual.

Please review the attached resume and provide your thoughts and feedback as requested below. Any number of thoughts and ideas that you can share would be helpful.

Thanks!  
Terry

---

Do you think this applicant is qualified for the job? YES \_\_\_\_\_ NO \_\_\_\_\_ Why or why not?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

1. \_\_\_\_\_

What additional information should we get to confirm your recommendation?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## **Jess M. Whitberg**

2141 N. Aurelius Road  
Hope, MI 48842  
517/ 694-5529

---

### **CAREER OBJECTIVE**

To obtain a position in human resources that utilizes my communication skills, advising experience, and coordination training.

### **STUDENT DEVELOPMENT SKILLS**

- Assisted employees in development of career goals
- Planned cultural, intellectual, & social programs for employees
- Advised employees in social and career areas
- Fostered intellectual, emotional, and social growth of employees through direct interaction
- Scheduled community speakers to discuss drug/alcohol/smoking prevention and identity
- Implemented incentive based achievement program to motivate employees

### **ADMINISTRATIVE AND ADVISING SKILLS**

- Involved in planning committee for Retention Program
- Coordinated advising for 15 employees
- Played a major role in deciding which employees are downsized from the organization
- Processed administrative transactions
- Assisted in the development and implementation of training curriculum
- Recruited over 75 volunteers for special project
- Supervised and coordinated activities for all-night projects
- Collaborated with non-profit organizations and local business community
- Held advisory role for employees
- Coordinated registration and transportation for employee business trips

### **WORK EXPERIENCE**

*Employee Specialist*, Human Resource Division – Michigan Employment Corp (Jun 98– Present)

*Program Counselor*, HGH Program – Michigan Employment Action (Jun 97 – Aug 97)

*Intern*, Young Men's Christian Association; Haslett, MI (Jan 97 – Apr 97)

*Research Scholar*, McNair/ SROP Research Program – MSU (Jun 96 – Oct 96)

*Minority Aide*, Office of Minority Student Affairs – MSU (Aug 94 – May 96)

### **EDUCATION**

Michigan State University

Masters Degree Candidate, Human Resources (Expected Degree: May 2004)

Bachelor of Arts, Business (May, 1997)

GPA: 3.1/4.0

### **ACTIVITIES & ACHIEVEMENTS**

Member – MSU Faculty and Staff Association 1998 – Present

Academic Excellence Certificate – Ohio State University, 1994

Intercollegiate Athletics 1991 – 1994

# Memo

**To:** Assistant Managers  
**From:** Terry Hall, Senior Manager HR  
**CC:** Vice President  
**Re:** Performance Review Article and Recommendations

---

I found an article in a recent publication that is directly related to standardized rating systems. As you know, we have adopted some elements of standardized rating systems, and have the opportunity to continue moving towards greater standardization.

I would like to get your input on this relevant issue. I'm looking for ideas on how to make our evaluation process better. Please read the attached article and provide your thoughts and feedback as requested below. Any number of thoughts and ideas that you can share would be helpful.

Thanks!  
Terry

---

After reading the article, what are some ways that you think we can avoid the problems related to standardized performance reviews?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
2. \_\_\_\_\_

Please generate a list of new ideas to help make the evaluation process at Public Mills more efficient.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Judgment Day: It's survival of the fittest as companies tighten the screws on employee performance reviews

Kim Clark. U.S. News & World Report. Washington: Jan 13, 2003. pg. 31.32

Of all the nerve-racking, stomach-churning days of the work year, only one is scheduled in advance: performance review day. The consolation used to be that it didn't matter much. If your boss checked "exceeds expectations," you might get a 6 percent raise. "Needs improvement" might get you just 2 percent. No big deal.

Grab your antacid: It's a big deal now. Companies, desperate to eke out ever more returns on their human capital, are using computers to turn every day into rating day. And they are turning every customer, subordinate, and peer into a rater. Most important, the companies have raised the stakes in a go-slow economy. Increasingly, top ratings are rewarded with eye-opening goodies like 30 percent bonuses. And in nearly two thirds of all companies, a subpar rating can mean a pink slip.

One of the biggest and most controversial trends: changing who does the ratings. The traditional method of having only a boss rate an employee has been criticized for almost 2,000 years. A third-century Chinese philosopher complained that one civil service evaluator "seldom rates men according to their merits but always according to his likes and dislikes." And modern-day research confirms what every employee knows: A boss who happens to be in a bad mood gives employees harsher ratings. Studies also show that managers' subconscious stereotypes about race, age, physical attractiveness, and other characteristics affect their ratings.

In an attempt at greater fairness, companies began trying out "360 degree" appraisals in the 1990s. Today, one fifth of all employers build such well-rounded appraisals with comments from customers, subordinates, and peers as well as bosses. Michael Lieberman, vice president of marketing for Synegy, a Philadelphia-area firm that sells rating systems to other companies, likes what 360-degree appraisals do for his firm. At previous employers, he noticed lots of office politics as workers tried to ingratiate themselves with the one or two managers who controlled their careers. "But there is very little politicking here," he says, "You had better treat people with respect," because anyone can submit a rating on any employee.

Companies are also changing how frequently they rate workers. The old once-a-year rating often really only covered the previous three months, since studies have found most people tend to forget events further back in time. But now, using computer programs similar to those that track telephone operators' minute-to-minute performance, companies are reviewing performance of all kinds of workers much more frequently. Health insurers and retailers are experimenting with monitoring systems that can appraise claims processors' and salespeople's daily performance, and hand out bonuses or warnings as often as every month. And Seagate Technology last year started requiring high-level executives and engineers to fill out computer forms reporting on their progress toward company goals each week.

Today, one third of all employers use such rankings on at least some of their staff, more than double the 1997 level. And fully two thirds of all U.S. companies use performance as at least one factor when deciding whom to lay off. Dick Grote, a former GE executive who has helped dozens of companies install forced ranking systems, says executives like them because they are the fairest and easiest way to downsize. "The alternative is retaining people who are less competent" and promoting people who aren't stars, he says.

The lawsuits aren't slowing down the rate of change, however. Instead, employers are making more changes to jury-proof their appraisals by backing up ratings with evidence and objective data. "The use of data really helps avoid litigation," says Linda Martin, a Seattle-based appraisal expert for Towers, Perrin. She says clients are increasingly asking for help "calibrating" ratings across departments so that employees who might be rated A in one department aren't given C's in another. These kinds of changes not only prevent lawsuits but also make appraisals fairer and more accurate, she says. Nobody likes litigation, of course. But the result, in this case, could be a little more fairness and a little less stress in the workplace. More companies are following GE in ranking employees, rewarding the best while forcing the lowest to improve or leave.

## SURVEY 1

Please complete the following:

Gender (Circle One): M      F

Age: \_\_\_\_\_

Work Experience (In Years): \_\_\_\_\_

In the following section, please read the statements provided and respond by circling the number which best describes your thoughts.

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I prefer highly challenging work that taxes my skills and abilities	1	2	3	4	5	6	7
2. I have a high tolerance for mentally demanding work	1	2	3	4	5	6	7
3. I prefer work that gives a great amount of feedback as to how I am doing	1	2	3	4	5	6	7
4. I prefer work that regularly requires the learning of new skills	1	2	3	4	5	6	7
5. I prefer work that requires me to develop my own methods, procedures, goals, and schedules	1	2	3	4	5	6	7
6. I prefer work that has a great amount of variety in duties and responsibilities	1	2	3	4	5	6	7

### Survey 1 (Cont'd)

	Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Neutral 4	Slightly Agree 5	Agree 6	Strongly Agree 7
1. In general, when someone hurts my feelings I tend to get over it quickly							
2. In general, if someone wrongs me, I often think about it a lot afterward	1	2	3	4	5	6	7
3. I have a tendency to harbor grudges	1	2	3	4	5	6	7
4. When people let me down, my typical approach is just to forgive and forget	1	2	3	4	5	6	7
5. I can pretty much determine what will happen in my life.	1	2	3	4	5	6	7
6. When I get what I want, it's usually because I worked hard for it.	1	2	3	4	5	6	7

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I have a high tolerance for routine work	1	2	3	4	5	6	7
2. I prefer to work on one task at a time	1	2	3	4	5	6	7
3. I have a high tolerance for repetitive work	1	2	3	4	5	6	7
4. I prefer work that is easy to learn	1	2	3	4	5	6	7

## SURVEY 2A

During the completion of your tasks as an assistant manager, you received a **WARNING** regarding the failure to complete a set of tasks as assigned. Please think about this incident and read the statements provided and respond by circling the number which best describes your thoughts.

1. Who do you think was responsible for the warning that you received? (Circle One)      I was responsible      My partner was responsible

	Not at all Met 1	Slightly Met 2	Moderately Met 3	Satisfactorily Met 4	Extremely Well Met 5
1. To what extent have your expectations been met regarding what you thought you would get from your partner?	1	2	3	4	5
2. Have your expectations of what you thought your partner would do been met?	1	2	3	4	5

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. My partner did not do what he/she told me he/she would do.	1	2	3	4	5	6	7
2. My partner did what he/she told me he/she would do, but did it incorrectly.	1	2	3	4	5	6	7

1. How would you rate the seriousness of your partner's actions?	Not at all Serious 1	Slightly Serious 2	Moderately Serious 3	Very Serious 4	Extremely Serious 5
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2. How damaging were your partner's actions to you?	Not at all Damaging 1	Slightly Damaging 2	Moderately Damaging 3	Very Damaging 4	Extremely Damaging 5
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	Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Neutral 4	Slightly Agree 5	Agree 6	Strongly Agree 7
1. I think my partner avoided my tasks intentionally	1	2	3	4	5	6	7
2. From my perspective, my partner purposefully misled me	1	2	3	4	5	6	7

### Survey 2A (Cont'd)

3. My partner broke our agreement on purpose	1	2	3	4	5	6	7
4. In my opinion, the incomplete tasks are my partner's fault	1	2	3	4	5	6	7

1. My partner must have misunderstood the details of our obligations	1	2	3	4	5	6	7
2. I think my partner was not clear regarding the task to be completed	1	2	3	4	5	6	7
3. In my opinion, my partner broke our agreement accidentally	1	2	3	4	5	6	7
4. I think my partner intended to complete my tasks	1	2	3	4	5	6	7

## SURVEY 2B

You received a WARNING during the course of working with a partner to complete your tasks.  
Imagine you were to work with this person in the future. Answer the following questions based on if you were to work with this person in the future.

<i>If I were to work with this person in the future...</i>	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I feel like making my partner pay for what he/she did	1	2	3	4	5	6	7
2. I wish something negative would happen to him/her.	1	2	3	4	5	6	7
3. I want my partner to get what he/she deserves.	1	2	3	4	5	6	7
4. I have a desire to get even.	1	2	3	4	5	6	7
5. I want to see my partner disciplined.	1	2	3	4	5	6	7

1. I intend to keep as much distance between us as possible.	1	2	3	4	5	6	7
2. I intend to work as if my partner is not around.	1	2	3	4	5	6	7
3. I don't trust my partner	1	2	3	4	5	6	7
4. I would find it difficult to act warmly toward my partner	1	2	3	4	5	6	7
5. I intend to avoid my partner	1	2	3	4	5	6	7
6. I intend to cut off the relationship with my partner	1	2	3	4	5	6	7
7. I intended to withdraw from my partner.	1	2	3	4	5	6	7

1. Even though his/her actions offended me, I have goodwill for my partner	1	2	3	4	5	6	7
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### Survey 2B (Cont'd)

2. Despite what my partner did, I want us to have a positive relationship again	1	2	3	4	5	6	7
3. I want us to bury the hatchet and move forward with our professional relationship	1	2	3	4	5	6	7
4. Despite the my partner's actions, I intend to give up my resentment	1	2	3	4	5	6	7
5. I want to put the incident aside so we can resume our relationship	1	2	3	4	5	6	7
6. I forgive my partner for what they have done	1	2	3	4	5	6	7
7. I resolve my anger so I can work on restoring the relationship with my partner	1	2	3	4	5	6	7

<i>Think about your role as an assistant manager and provide responses to the following</i>	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strong Agree
1. I make good decisions and solve problems well	1	2	3	4	5	6	7
2. I provide other people with the help or advice they need to do their work	1	2	3	4	5	6	7
3. I provide other people with materials, tools, or supplies which they need to do their work.	1	2	3	4	5	6	7
4. I provide other people with information they need to do their work.	1	2	3	4	5	6	7
5. I provide support services which other people need to do their work.	1	2	3	4	5	6	7

### SURVEY 3

During the experiment, your partner may have passed you a note after you completed his/her Division 1 bonus allocations. Think specifically about the note directed to you after you helped them on Division 1. Please think about that note and answer the following questions.

From your perspective, to what extent do you agree that your partner	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. Made me feel that I helped in a unique way	1	2	3	4	5	6	7
2. Told me they think highly of me	1	2	3	4	5	6	7
3. Communicated that they admired qualities about me	1	2	3	4	5	6	7
4. Complimented me on my behavior	1	2	3	4	5	6	7

1. Did a favor for me	1	2	3	4	5	6	7
2. Went out of their way to help me	1	2	3	4	5	6	7
3. Volunteered to help me in matters outside of their primary responsibilities	1	2	3	4	5	6	7
4. Did extra work to help me with my work	1	2	3	4	5	6	7

During the experiment, your partner may have passed you a note following the negative feedback that you received from your supervisor. Think specifically about the note directed to you after you received negative feedback. Please think about that note and answer the following questions.

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. My partner apologized for the problem	1	2	3	4	5	6	7
2. My partner was sorry for the breach	1	2	3	4	5	6	7
3. My partner offered to make something up to me	1	2	3	4	5	6	7

### Survey 3 (Cont'd)

4. My partner felt bad for the offense	1	2	3	4	5	6	7
5. My partner asked for my forgiveness	1	2	3	4	5	6	7

3. My partner gave me a reason for breaking their commitment	1	2	3	4	5	6	7
4. My partner claimed that the offense occurred because of uncontrollable events	1	2	3	4	5	6	7
5. My partner provided an excuse	1	2	3	4	5	6	7
6. My partner claimed that the offense occurred due to extenuating circumstances	1	2	3	4	5	6	7

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I think my partner's account of what happened was honest	1	2	3	4	5	6	7
2. I believe my partner's explanation of what happened was sincere	1	2	3	4	5	6	7

## TASK DISTRIBUTION GRID

	No. of Merit Tasks	No. of Bonus Task	No. of Tasks <i>from</i> Confederate	No. of Tasks <i>to</i> Confederate
Round #1 – Marketing	3	10	8*	-
Round #2 – Sales	4	-	-	14**
Round #3 – R&D	4	10***	-	-
Round #4 - Engineering	3	10	30	-

\* At the start of Round 1, the confederate sends a note for help and the Bonus Task sheet for employees N-Z to the participant.

\*\* In exchange for helping in Round 1, the participant forwards their Bonus Task sheet for employees A-M to the confederate. This formalizes the psychological contract.

\*\*\* The participant does not receive a Bonus Task sheet for employees A-M in the favor condition

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