

**An Examination of the Influence of Consumer Motivation on Salesperson Appraisal
and Emotional Response to Salesperson Behavior**

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(ABSTRACT)

This research examines the effects of consumer motivation during an interpersonal sales encounter. The research proposes that a consumer's motivational mind-set affects the consumer's cognitive appraisal of the salesperson and the consumer's subsequent emotional response. Of primary interest is the interaction between a consumer's motivation and a salesperson's behavior. A main thesis of this research is that a congruency mechanism operates between the consumer and the salesperson during a sales encounter. Depending on the consumer's mind-set and the behavioral orientation of the salesperson either a congruent or an incongruent situation will be perceived by the consumer. Based on the congruency mechanism it is proposed that cognitive appraisals concerning goal facilitation will arise that will subsequently trigger specific emotional responses and behavioral outcomes.

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Chapter 1

Introduction

This research examines the effects of consumer motivation during an interpersonal sales encounter. The research proposes that a consumer's motivational mind-set affects cognitive appraisals of the salesperson, which in turn lead to the elicitation of specific emotions and outcome behaviors. Of primary interest is the interaction between a consumer's motivational mind-set and a salesperson's behavior. The interaction is posited to lead to the following: (1) cognitive appraisals as a result of the congruency of the salesperson's behavior and the consumer's mind-set; (2) the elicitation of certain emotions as a result of motivation and cognition and; (3) outcome behaviors as a result of motivation, cognition and emotion.

These propositions stem from a central part of the main theory in this research, which postulates that under a given motivational mind-set a consumer is more likely to view certain salesperson behaviors as either congruent or incongruent with the consumer's motivation for entering the encounter. Resulting cognitions, emotions and outcome behaviors are likely to reflect this congruency. The proposed relationships among the key constructs of interest are based on theories of motivation, emotion, and social influence. An overview of the constructs is provided in the next section.

Conceptual Overview

This research focuses on two main independent variables – a consumer's motivational mind-set and salesperson behavior. The interaction between these variables is examined in the context of an interpersonal sales encounter. Consumers interact with salespeople on a regular basis but although these interactions are pervasive in our society consumer researchers do not often explore this rich interpersonal environment. One of the main aims, therefore, of the present research is to examine the effects of consumer motivation during a sales encounter.

Motivation. There may be several factors that motivate consumers to enter interpersonal sales encounters; for example, to gather specific information about a product category or a particular brand, to make a desired purchase, or simply to browse and find out what is new on the market. A key thesis proposed in this research is that a consumer's motivation for entering a sales encounter has an impact on various aspects of the encounter. This is an intriguing idea that has the potential to provide a richer understanding of the mechanisms at work during an interpersonal sales encounter.

In certain types of purchase situations, for example, novel or expensive purchases, consumers are likely to be highly involved with all aspects of the decision making task. They may spend a considerable amount of time gathering information in order to arrive at a considered decision with the intention of purchasing a specific product. A salesperson's role is likely to differ throughout the various phases of the decision making process. In order to be most effective, a salesperson needs to choose behaviors that are congruent with a given consumer's motivation. The congruency of a salesperson's behavior is likely to be judged by a consumer in relation to his or her specific goals for the interaction, and

consumers at different phases of the decision making process are likely to have different goals in mind which they hope to achieve during the encounter.

The idea of a congruency mechanism between a consumer's motivational mind-set and a salesperson's behavior provides the basis for the hypotheses of interest in this research. The congruency between motivation and behavior indicates that motivation plays a powerful role during an interpersonal sales encounter. When there is congruency between the consumer and the salesperson, specific appraisals, emotions and outcome behaviors are hypothesized. Alternative hypotheses are proposed in the case of incongruency.

The conceptualization of motivational mind-set used in this research is based primarily on research carried out by Gollwitzer (1990) and Hilton and Darley (1991) who differentiate between different types of motivational mind-sets. These researchers discuss motivational mind-sets as being either open-minded and accuracy seeking, or closure-seeking and confirmatory. A specific mind-set is likely to be adopted when it provides the correct cognitive orientation for completing a specific task. According to Gollwitzer and Moskowitz (1996) a specific mind-set emerges when a person addresses the distinct tasks associated with various action phases. Various labels have been applied in order to distinguish between mind-sets. Gollwitzer and colleagues (e.g., Gollwitzer and Kinney 1989; Gollwitzer, Heckhausen, Steller 1990) discuss deliberative and implemental mind-sets and associate each with a different phase of action. A deliberative mind-set associated with an individual's need to choose between goal options and an implemental mind-set associated with goal attainment.

Similarly, Hilton and Darley (1991) apply the labels of assessment and action mind-set in order to differentiate between mind-sets that stem from different motivations. In a consumption setting, an assessment mind-set focuses on accuracy and deliberation about a possible purchase decision, whereas an action mind-set focuses on taking the action necessary in order to make a desired purchase.

When applying the concept of a mind-set to an interpersonal sales encounter, the present research proposes that a consumer at a specific phase of the decision making process adopts the mind-set appropriate to facilitating the tasks involved with that stage. Therefore, in the earlier stages of the decision making process, when a consumer's goal is to make the correct decision about whether or not to make a purchase and what exactly to purchase, the consumer is operating under an assessment mind-set. Under this motivational mind-set a consumer's goal is to figure out what to purchase and if he or she should purchase it. In short, a consumer in an assessment mind-set is attempting to make an accurate decision about whether to act and if so how to act.

On the other hand, in the later stages of the decision making process, when a consumer has a more concrete goal of making a desired purchase, the consumer is operating under an action mind-set. In an action mind-set, a consumer is more concerned with 'doing' than 'thinking'. Making a desired purchase is the central focus under this mind-set as opposed to deciding what to purchase.

The preceding provides an overview of the basic distinction between the two motivational mind-sets utilized in this research. This research adopts the terminology used by Hilton and Darley (1991), thus, focuses on consumers in either an assessment or an action mind-set. The remaining independent variable of interest is salesperson behavior.

Salesperson Behavior. Interpersonal sales encounters are pervasive in a market driven society, yet there are still many aspects of an encounter that need to be explored more thoroughly. In particular, the specifics of the mechanisms at work during the interaction between a salesperson and a consumer deserve further scrutiny. In terms of a salesperson's behavior, it is a likely factor contributing to the success or failure of the sales encounter. The personal selling literature emphasizes the importance placed on a salesperson's ability to adapt his or her behavior (Weitz, Sujan, Sujan 1986; Goff, Bellenger, Stojack 1994; Whittler 1996). The same literature stream also indicates that consumers at different phases of the decision making process are likely to view the role of the salesperson differently (Kernan and Reingen 1984). Thus, it follows that behaviors deemed appropriate in one situation may not be viewed as such in another.

In terms of understanding the specific types of behavior that salespeople have in their repertoire, an examination of compliance gaining and social influence research is necessary. Based in part on theorizing by Cialdini (1984, 1999) and Cialdini and Trost (1998), the present research proposes that the influence strategies used by salespeople can be broadly classified as either relational-oriented behaviors or exchange-oriented behaviors. Relational-oriented behaviors are those designed to help form relational ties based on liking, reciprocation, trust and expertise. Exchange-oriented behaviors are those designed to reinforce decisions and initiate action based on social validation, scarcity and legitimate authority. Although numerous other influence strategy typologies exist, the present research focuses on Cialdini's research because of the higher order theoretical framework that he proposes between specific influence strategies and goal driven activities.

Based on the two different types of motivational mind-set and the two different types of salesperson behaviors, the overriding question concerns the suitability of either relational or exchange-oriented behaviors to either an assessment or an action mind-set. Cialdini (1999) argues that social influence behaviors are more likely to work when they are perceived as a naturally occurring part of the influence situation; thus, when a salesperson uses influence behaviors inappropriately, a consumer is likely to perceive that the salesperson does not have his or her best interests in mind. By applying Cialdini's theorizing to the concept of mind-sets, it is possible to complete the conceptualization of the congruency mechanism or the match/mismatch that operates during an encounter between a consumer and a salesperson.

Taking this potential match/mismatch to its logical conclusion, the present research proposes a congruency between a consumer in an assessment mind-set and a salesperson using relational-oriented behaviors, and a congruency between an action mind-set and exchange-oriented behaviors. Relational behaviors engender trust, liking and establish expertise for the consumer who is assessing a possible purchase. Exchange behaviors are designed to initiate action for the consumer in the action mind-set who is focused on making a desired purchase. Continuing in this vein, this research proposes an incongruency between a consumer in an assessment mind-set and a salesperson using exchange-oriented behaviors, and an incongruency between a consumer in an action mind-set and a salesperson using relational-oriented behaviors.

Figure 1-1
Proposed Congruency Mechanism

	Relational Behavior	Exchange Behavior
Assessment Mind-set	Congruent	Incongruent
Action Mind-set	Incongruent	Congruent

Based on the proposed congruency mechanism at work during an interpersonal sales encounter, it is possible to examine the effects of the mechanism on various consumer cognitions, emotions and outcome behaviors. An overview of these dependent variables is provided in the next section.

Cognitive Appraisal. Based on the interaction between a consumer’s motivational mind-set and a salesperson’s behavior, a consumer is likely to view the salesperson as either helping or hindering the achievement of the consumer’s goals. This cognitive appraisal subsequently leads to emotions being elicited and outcome behaviors being enacted.

In essence when making an appraisal, a consumer is attempting to ascertain whether a salesperson is facilitating or thwarting specific goals associated with the consumer’s mind-set. This appraisal essentially answers the question – is this salesperson’s behavior congruent or incongruent with a given mind-set and the underlying goals that accompany that mind-set? This type of cognitive appraisal is a key component in cognitive theories of emotion (e.g., Lazarus 1991). The cognitive appraisal of the salesperson’s behavior triggers subsequent emotions that are specifically related to the congruency appraisal and the consumer’s mind-set.

Emotions. Most theories of emotion that examine cognitive causes of emotion indicate that positive emotions arise from goal attainment or at least progress toward goal attainment and that negative emotions arise from failure to achieve a goal or insufficient progress toward goal achievement (Carver and Scheier 1990). Thus, it is expected that when a consumer perceives that the salesperson is facilitating his or her goal, positive emotions will be elicited. Negative emotions are expected when a consumer perceives a salesperson as thwarting the consumer’s goal.

Taking this a step further, it is possible to examine emotions at an individual level when the specific goals underlying a given mind-set are considered. In the case of an assessment mind-set a consumer does not want to make a hasty decision resulting in possible negative consequences. The consumer wants to avoid choosing an inferior product, or purchasing a product that is not really needed, or that is not competitively priced, or that does not function how the consumer had imagined. In short, the consumer wants to avoid a possible negative outcome and attempts to do so by carefully assessing the purchase situation and deliberating over possible choices. In the case of an action mind-set a consumer does not want to miss out on a desired purchase. He or she does not want to

miss out on a positive outcome and attempts to avoid doing so by taking the action necessary to achieve the desired purchase goals.

The preceding outlines distinct types of psychological states concerning goal outcomes. These psychological states are based on Higgins's (1987) self-discrepancy theory. Higgins and colleagues (Higgins, Shah, and Friedman 1997; Forster, Higgins, and Idson 1998) link these psychological states (avoid the negative/prevention focus, achieve the positive/promotion focus) with specific emotional states, or emotional orientations. The present research proposes that the psychological states are linked with the goals underlying a particular mind-set. By understanding the nature of the goals and the consumer's perception of the salesperson's behavior it is possible to examine emotions at a discrete level.

One of the aims of this research is to examine emotions beyond a valence (positive/negative) dimension and focus on specific emotions and their differing roles in a sales encounter. In order to hypothesize about emotions at an individual level, research on emotional dimensions and emotion clusters is discussed. The present research draws on Richins' (1997) development of the Consumption Emotion Set, which contains individual emotions and specific clusters of emotions related to the consumption domain. Based in part on Richins' emotional dimensions the present research proposes that specific combinations of motivational mind-set and salesperson behavior lead to either positive or negative emotions being elicited that are either internally or externally oriented. The valence dimension stems from the congruency mechanism and the cognitive goal facilitation appraisal, while the orientation dimension stems from the mind-set of the consumer and the goals underlying the mind-set. The specific emotions elicited are hypothesized to cause specific outcome behaviors to arise.

Outcome Behavior. This final relationship among the constructs of interest examines the effect of motivational mind-set, cognition and emotion on specific outcome behaviors. Based on the relationships outlined in Figure 1-1, a consumer is likely to adopt one of four specific behaviors that are triggered from either specific cognitions or specific emotions. These behaviors are; avoid, approach, advance, and actualize. Based on specific cognitions and emotions, a consumer will either avoid the continuation of a sales encounter by exiting from it; or will attempt to approach or reassert his or her goals on the situation; or will allow the interaction to continue and advance in the decision making process; or will actualize purchase goals and make a desired purchase.

An overall conceptual summary of the constructs of interest in this research and the relationships among them is provided in Figure 1-2.

Figure 1-2: A Conceptual Model of the Effects of Consumer Motivation During an Interpersonal Sales Encounter

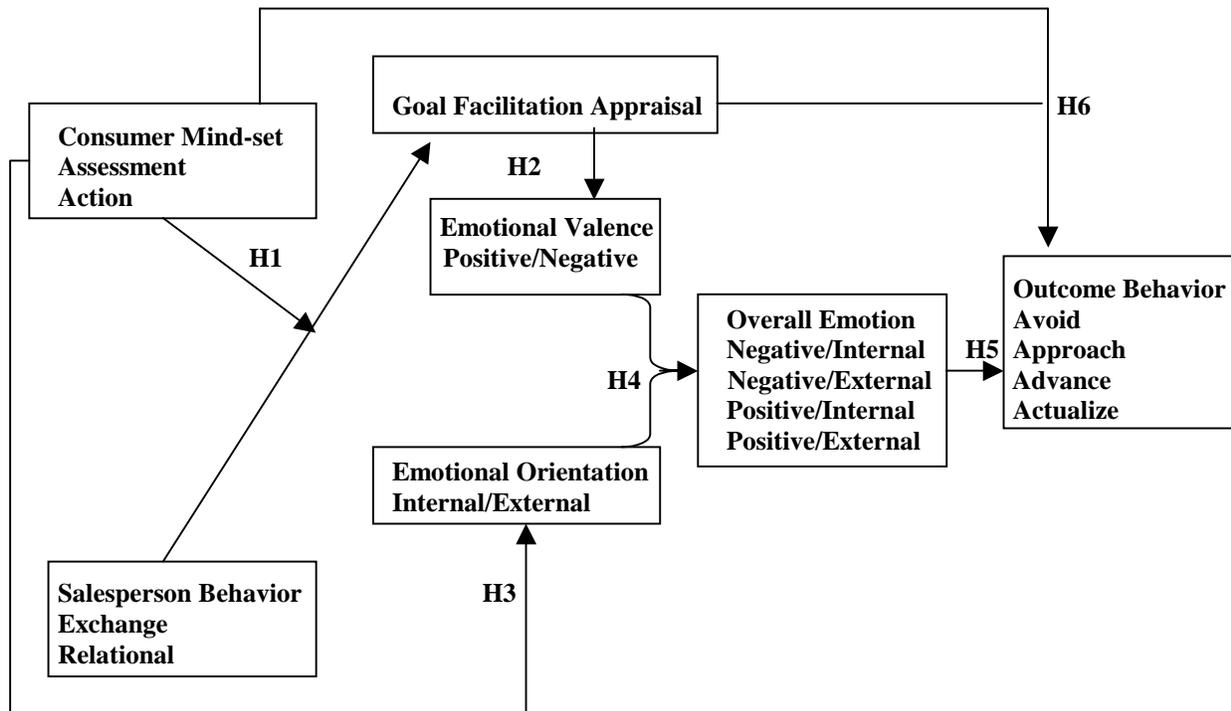


Figure 1-2 indicates that the interaction or the congruency mechanism between a consumer’s motivational mind-set and a salesperson’s behavior leads to a cognitive appraisal (H1) of the salesperson’s behavior as either facilitating or thwarting the consumer’s goals. This cognitive appraisal has an effect on emotional valence (H2), with more positive emotions likely when goal facilitation is high and more negative emotions likely when goal facilitation is low. Next, the figure indicates that the consumer’s mind-set and the goals that underlie it have an effect on emotional orientation (H3) with more internally oriented emotions associated (tense, calm) with a consumer in an assessment mind-set and more externally-oriented emotions (frustrated, excited) associated with a consumer in an action mind-set. When the emotional valence dimension and the emotional orientation dimension are combined (H4), specific clusters of emotions encompassing both the valence dimension and the orientations dimension are hypothesized. Finally, the consumer’s cognitions and goals and the emotional reactions are posited to lead to specific outcome behaviors (H5, H6).

The remaining sections in this introductory chapter outline two experimental studies that were conducted to test the proposed relationships in Figure 1-2. Some of the contributions of the research are also highlighted.

Study Outline

In order to test the hypotheses, two experimental studies were conducted examining the interaction of consumer motivation and salesperson behavior. Study 1 was designed to be a test of the congruency mechanism proposed between the two independent variables. A pencil and paper format incorporating the 2x2 mind-set by salesperson behavior design was developed. Tightly controlled mind-set manipulations were employed in order to ensure that the congruency mechanism could be scrutinized. Subjects were involved in role playing scenarios where they adopted a particular mind-set and subsequently 'interacted' with a salesperson behaving in either a relational or an exchange manner.

Study 2 utilized an interactive computer program designed to simulate a sales encounter. Study 2 manipulated the mind-set variable by varying the amount of information subjects received about products in a choice set. The program allowed participants to interact with either a relational or an exchange oriented salesperson in an attempt to gather information and make a product choice.

Research Contributions

The present research should make a significant contribution in terms of understanding the mechanisms that underlie selling effectiveness. From a managerial perspective results from this research should be valuable from a prescriptive stand point in terms of enabling salespeople to select effective selling behaviors based on more than overt demographic consumer characteristics. Theoretical contributions include examining the relationships among motivation, cognition and emotion in an interpersonal sales encounter. This research integrates work from a number of disciplines and extends existing theoretical work particularly in the area of emotion.

In summary, the effects of the interplay between consumer motivation and salesperson behavior have the potential to lead to a very rich and interesting area in which to conduct further research.

The remainder of the presentation of the research is organized in the following manner – Chapter 2 provides a review of the relevant literature including a review and extension of theories relating to motivation, cognition and emotion, and social influence research. Chapter 3 contains the development of the hypotheses and Chapter 4 contains the research method, and the results from a series of pretests and from Study 1. Chapter 5 contains the results from Study 2 and Chapter 6 contains a discussion of the findings and conclusions that can be drawn from the research.

Chapter 2

Literature Review and Theoretical Extension

This chapter is organized based on the variables of interest outlined in Chapter 1. Initially this chapter reviews the personal selling literature and focuses on salesperson behavior in the form of compliance gaining strategies. Following this, motivation and its effects on cognition and emotion are examined and finally the connection between cognition, emotion and outcome behavior is discussed.

Personal Selling and Salesperson Behavior

Interactions with salespeople are a regular occurrence in a market driven economy yet little research takes place in this domain. As consumers, we seek the advice and expertise of salespeople, we want to deal with salespeople whom we believe to be trustworthy and who have our best interests at heart especially when making novel, complex or expensive purchases. We do not want to feel that we are victims in the marketplace. Our everyday language expresses our concerns about our vulnerabilities in the marketplace, “Would you buy a used car from him,” or “he could sell tea in China.” At other times, salespeople act primarily as clerks or order takers. We may have no need or desire to engage in a detailed interaction with them but appreciate their efforts to facilitate a desired purchase.

The literature on personal selling indicates that consumers at different phases in the decision making process are likely to view the role of the salesperson differently (e.g., Kernan and Reingen 1984), indicating that a salesperson’s choice of behavior is likely to contribute to the success or failure of the interaction.

Researchers interested in personal selling emphasize the importance of a salesperson’s ability to adapt his or her behaviors based on perceptions of the consumer (e.g., Ingrasci 1981; Goff, Bellenger, Stojack 1994; Whittler 1996). The concept of adaptive selling (Weitz, Sujan, Sujan 1986) has replaced previously held approaches to personal selling that involved canned presentations and high pressure tactics. According to Goff, Bellenger and Stojack (1994), selling should be part of the marketing practice and it should share the same customer-oriented philosophy and methodology. They argue that sales training programs should teach salespeople to be good listeners and to be sensitive to the needs of others. Unfortunately, when it comes to selecting behaviors that a salesperson feels may be appropriate to a given consumer, too much weight may be placed on a consumer’s overt characteristics (Szymanski and Churchill 1990) as opposed to underlying factors, for example, a consumer’s goals. Goff, Bellenger and Stojack (1994) indicate that it is likely that the decision processes many salespeople use to categorize consumers approximates a type of ‘family resemblance model’ (Alba and Hutchinson 1987).

Sharma and Levy (1995) also stress the need for salespeople to select appropriate sales strategies. They indicate that typically behaviors are selected based on how salespeople categorize consumers. Based on information from 229 retail salespeople who described the types of customers who come into their department, Sharma and Levy developed eight categories that described different types of consumers. Salespeople who

were found to be the best performers were those who went beyond simply focusing on a need but who focused on the way in which a consumer makes a decision, understanding how the consumer approaches the decision process. This provides some support for the importance of selecting sales strategies based on factors other than demographic characteristics.

In general, consumers want to minimize their vulnerability in the marketplace and achieve specific goals. In short, consumers are seeking to answer the question - Is this salesperson interested in helping me, and is he able to help me achieve my goal? The implications for a salesperson based on how the consumer perceives him could be quite far reaching, affecting the salesperson's reputation, the products he sells and the company he works for. It seems clear that a salesperson's behavior sends powerful signals to consumers, which may ultimately affect the outcome of the interaction.

Research that has examined various aspects of salesperson behavior has traditionally focused on either salesperson communication style (e.g., Sheth 1976; Williams and Spiro 1985) or adaptive selling (Weitz, Sujan and Sujan 1986). Each of these theoretical perspectives suggest that in order to be effective a salesperson should adapt his or her behavior to meet the specific needs of each customer. Adaptive selling involves the altering of sales behaviors either during or across customer interactions based on perceived information about the nature of the selling situation (Weitz, Sujan, Sujan 1986). As indicated previously, a key question is what information is the salesperson basing his choice of behaviors on? According to Ingrassi (1981) and Szymanski and Churchill (1990) salespeople are often trained to evaluate and classify consumers into general categories and adapt their behavior based on category membership. Thus, although the concepts of adaptive selling and customer-orientation make a solid theoretical contribution, work remains to be done in terms of the successful implementation of the concepts.

Salesperson Effectiveness

In an attempt to measure the effects of customer-orientation and selling effectiveness, the SOCO scale (Saxe and Weitz 1982) was generated with the idea that behavioral appropriateness on the part of the salesperson is a determinant of effectiveness. The scale, however, was not intended to specify behaviors that are either sales or customer oriented, nor was it intended to address why certain behaviors would be viewed as such and under what conditions. Weitz (1984) indicates that results from research directed toward identifying sales behaviors that are related to sales effectiveness are equivocal. Although many propositions have been developed regarding influence strategies and specific behaviors that will be effective (e.g., Harris and Spiro 1981; Brown 1990) the limited empirical evidence does not allow any strong conclusions to be drawn.

In addition to research aimed at identifying specific salesperson behaviors, the broader aspects of message style and content have been examined in terms of product versus personal message content, and hard emotional appeals versus soft rational appeals (e.g., Farley and Swinth 1967; Reizenstein 1971) with no significant results found. The extant research typically focuses on only one half of the dyadic interaction - the salesperson (for an exception see Williams and Spiro 1985). The consumer and the motivations that she or he brings to the interaction are often ignored. Consumers, however, are not passive bystanders, thus, in order to understand the likely effects of specific salesperson behaviors

it is necessary to consider what the consumer brings to the interaction. The following section examines specific compliance-gaining influence behaviors within a goal directed framework.

Strategies of Influence

At the heart of an interpersonal sales encounter is the salesperson's attempt to exert influence over the customer. The salesperson is typically acknowledged as the primary agent of influence attempting to shape, reinforce or change the attitudes, intentions, or responses of the consumer. Salespeople are likely to rely on specific influence behaviors designed to help them successfully exert influence.

The six basic principles of influence proposed by Cialdini (1984) outline specific types of behaviors used across a wide variety of influence attempts. Cialdini's principles of authority, social validation, scarcity, liking, reciprocation, and consistency provide a framework for classifying salesperson behaviors. These behaviors, as Cialdini (1999) indicates, can be used in quite legitimate ways enabling individuals to take advantage of heuristic responses and correspondingly appropriate behaviors. It is also likely that the use of these behaviors will not always be perceived as appropriate in a given situation. For a salesperson, a key question is how to successfully use the persuasive power associated with influence strategies.

Cialdini (1999) argues that influence principles work for [salespeople] precisely because they work for consumers. He states, "it is normatively adaptive to follow the suggestions of an authority, friend or similar other, or to repay benefits in a reciprocal fashion or to seize rare opportunities or to be consistent with one's attitudes, beliefs and actions. It would make little sense for people to have become especially receptive to principles of this sort unless such evolved receptivities were adaptive" (Cialdini 1999, p. 92). However, a salesperson who uses influence behaviors that are incongruent with the situation (when the behaviors are not a natural part of the influence situation) according to Cialdini exploits the logic of a system that works well and thereby abuses the interests of the consumer. In other words, depending on a consumer's motivation for entering the sales encounter, certain influence strategies are more likely than others to be perceived as a natural or inherent part of the influence situation making them a powerful force.

In developing a higher order goal driven framework for directing the use of influence strategies, Cialdini and Trost (1998) propose three motivations as being particularly strong driving forces in human nature - the goal of effective action; the goal of building and maintaining social relationships and; the goal of managing the self-concept. These primary motivations provide a framework for a discussion of Cialdini's (1984) strategies of influence. The strategies of authority, social validation, and scarcity are associated with the goal of effective action. Liking, and reciprocation are associated with the goal of building and maintaining relationships; and consistency is associated with the goal of managing the self-concept. Cialdini and Trost (1998) propose a framework that indicates that the use of certain influence strategies in connection with certain goals makes the influence strategies effective. Their goals of effective action and of building and maintaining relationships parallel in many ways the action and assessment motivational mind-sets of consumer, which are discussed in greater detail in a forthcoming section. Prior to developing the conceptual link between a consumer's motivation and the use of specific influence strategies, each of the specific influence principles is discussed.

Authority. The most dramatic research evidence for the power of legitimate authority comes from Milgram's (1964, 1974) 'electric shock' experiments in which the vast majority of subjects were willing to deliver dangerous levels of electric shock simply because an authority figure told them to do so. In a decision-making context, consumers often seek the advice of experts in order to help them make effective decisions or reinforce decisions. Marketing professionals capitalize on this by using a legitimate authority or expert strategy. Whittler (1994) and Stafford (1996) attribute reliance on experts in part to the idea that when a salesperson is perceived as having product expertise, the 'experts should be trusted' heuristic is activated allowing the consumer to relax his or her vigilance which may serve to simplify the decision-making process. To be used most effectively, credibility must be combined with authority. The salesperson not only needs to be knowledgeable but credible as well. There are examples from advertising that have attempted to capitalize on credibility and authority. 'Avis, we're number 2 but we try harder,' is one such example. According to Cialdini (1987), the ad first says something negative that seems contrary to the advertiser's interests. This establishes honesty, which makes the audience more likely to believe the favorable statements that follow.

In the domain of interpersonal selling, salespeople, retail outlets and so forth, often attempt to position themselves as authorities on a specific type of product and often make a point to stress the reputation they have gained as the 'main authority in the area.'

Social Validation. People frequently use the actions of others, particularly similar others, as a standard of comparison against which to evaluate the correctness of their own actions. Cialdini and Trost (1998) propose that much of the research evidence which supports the principle of social validation (e.g., Milgram, Bickman and Berkowitz 1969; Cialdini, Reno and Callgren 1990) can be understood in terms of Festinger's (1954) social comparison theory which states that (1) people have a constant drive to evaluate the appropriateness of their abilities, beliefs, feelings and behaviors; (2) if available, people prefer to use objective cues to make these evaluations; (3) if objective evidence is not available, people tend to rely on social comparison evidence instead; and (4) when seeking social comparison evidence for these self-evaluations, people tend to look to similar others as the preferred basis for comparison.

From a consumer behavior perspective, consumers may look to others to see what they have purchased in order to reinforce their decision to make a purchase. A tactic used by compliance professionals in an attempt to capitalize on the principle of social validation is the 'list technique', examined by Reingen (1982). Several experiments were conducted in which subjects were asked to donate money or blood to a charitable cause. Subjects who were initially shown a list of similar others who had already complied were significantly more likely to comply than were those who had not been shown such a list. Another use of the social validation principle is the 'best seller' tactic often employed in retail settings. When preparing to make a purchase, a consumer may find it reassuring to know that he or she is purchasing the best selling model on the market.

Scarcity. According to Cialdini and Trost (1998) scarcity is a powerful motivator for two reasons. First, we know that things that are difficult to possess are typically better than those that are easy to possess (Lynn 1992). Second, scarcity derives motivational power from a unique source: as the things we can have become less available, we lose the freedom to choose them and the attendant ability to act most effectively (Cialdini and Trost 1998). The idea of potential loss plays a large role in human decision making. People seem

to be more motivated by the thought of losing something than by the thought of gaining something of equal value (Kahneman and Tversky 1984).

A desire to preserve our free choice is the centerpiece of Brehm's (1966) reactance theory developed to explain the human response to diminishing personal control. Advertisers and salespeople commonly make use of the principle by offering items for a limited time, or by stating that there is a limited number of a specific product.

Katovich and Diamond (1986) observed representatives selling timeshare condominiums closing 'fake deals' with confederates in front of legitimate perspective customers in order to encourage them to buy now. More often than not customers yielded to this pressure and became timeshare owners.

Liking. Individuals are more inclined to comply with a request if they like the person making the request. Compliance professionals frequently attempt to get their targets to like them. Cialdini and Trost (1998) list four methods or tactics developed to engender liking- physical attractiveness, similarity, compliments, and cooperation. In an examination of physical attractiveness Reingan and Kernan (1993) found that attractive fundraising solicitors generated nearly twice as much compliance than did unattractive solicitors. In terms of similarity and compliments, Cialdini and Trost (1998) cite several studies that provide support for the premise that we like people who are similar to us, and we like those who praise or compliment us. In one example, Cialdini (1993) interviewed a highly successful car salesman who attributed his success to one factor; his customers liked him. Each holiday he sent 13,000 customers a seasonal card which simply read "I like you!" Cooperation is the final factor which Cialdini and Trost (1998) link to liking. Compliance professionals often strive to be perceived as cooperating partners with a target person (Rafaeli and Sutton 1991). In a consumer/salesperson interaction, whether or not a consumer likes a salesperson may be a factor in determining if the interaction continues.

Reciprocation. Under this pervasive rule people feel obligated to return just about anything, e.g., gifts, favors, threats, services. Compliance professionals make great use of this powerful societal norm. In a selling context, invoking the norm of reciprocation has been found to be successful, as the salesperson is able to induce feelings of indebtedness (Whittler 1994). Bigus (1972) found that milkmen who provided customers with a free quart of milk were paid back with increased orders from customers and timely payment of bills. Cialdini (1987) provides an example of the reciprocity tactic as used by a car salesperson. A salesperson indicates to a customer that a desired model is not in stock but that he would be happy to see if he can get the model from another dealer. This activates the 'repayment of favors' heuristic and makes the consumer more willing to comply.

Consistency. Theorists have long held the view that the desire for consistency is a powerful motivator of behavior (Newcombe 1953; Festinger 1957; Heider 1958). Research suggests that the consistency principle is engaged through the act of commitment (Deutsch and Gerard 1955; Sherman 1980; Howard 1990). A tactic used by compliance professionals in order to generate instigating commitment is the foot-in-the-door technique. The technique involves asking for an initially small favor, which is typically granted. The initial compliance is then followed by a request for a larger related favor. The initial favor is used to generate public commitment that is then typically adhered to in order to maintain consistent behavior and manage the self-concept.

The preceding highlights Cialdini's (1984) principles of influence. For the purposes of this research, five of the six principles are of primary interest - authority, social

validation, scarcity, liking, and reciprocation. These five are linked with the goals of taking effective action, and building and maintaining social relationships, which correspond with either an action or an assessment mind-set. The sixth principle - consistency - is associated with self-perception and managing the self-concept, which is not of interest in this research.

Interpreting Cialdini and Trost's (1998) goal-driven framework arguments can be developed regarding when consumers are likely to view attempts by a salesperson to invoke one or more of the principles as facilitating, or not. Depending on where a consumer is in the decision making process, use of certain behaviors may be perceived as tactical. For example, a consumer in an assessment mind-set is more likely than a consumer in an action mind-set to view the use of principles associated with the goal of effective action (scarcity, social validation and authority) as 'tactical'. These behaviors are designed to initiate an exchange (exchange-oriented behaviors), which is associated with an action mind-set, not an assessment mind-set. A salesperson dealing with a consumer in an assessment mind-set is likely to find it more effective to attempt to capitalize on the principles associated with relationship building, e.g., liking and reciprocation (relational-oriented behaviors).

In summary, based on Cialdini's work specific predictions can be made regarding when consumers are likely to view exchange-oriented or relational-oriented salesperson behaviors as either facilitating or thwarting specific goals. The next section examines motivation, mind-sets, and the underlying goals that a consumer brings to a sales encounter.

Motivation and Social Cognition

There is growing interest in a return to research that examines motivational influences on various cognitive processes. Researchers who focus specifically on social cognition, in very broad terms, argue that people construct the meaning of their social environment well enough to enable effective actions (Fiske 1993), or, in James's (1890/1983) terms, their 'thinking' is good enough for their 'doing.' According to Brewer (1988) social cognition is the study of the interaction between internal knowledge structures - our mental representations of social objects and events - and new information about a person ...

From the late 1970's through the mid 1980's, an individual's social cognition processes were thought to be primarily guided by the desire to conserve cognitive energy and the theory of humans as cognitive misers emerged. During the late 1980's, however, researchers began to return to more motivationally directed research in an attempt to end the years of separation between cognition and motivation, which, although always entwined in social psychological theory, tended to be examined in isolation. In the 1960's motivation was favored over cognition. The pendulum swung the other way in the 1970's. Now, finally, it appears to be resting in the middle with researchers recognizing the importance of both motivational and cognitive approaches to understanding social cognition. Thus, the study of motivation has resurged since the late 1980's after a dearth of research on the subject for almost two decades since its height in the 1960's. Motivation is back and according to Pittman (1998) as motivational research is once again generating interest a primary focus is on the integration of social cognition research and motivational research.

The Interaction Between Motivation and Cognition

Pittman (1998) defines a motivation as the activation of internal desires, needs and concerns which energize behavior and send the organism in a particular direction aimed at satisfaction of the motivational issues that gave rise to the increased energy. According to Hilton (1998) the latest group of researchers interested in social perception seem to agree that social perception almost always involves an interaction between motivation and cognition. They assume that motivations shape cognitive processes and that how one's expectations are met is certain to shape one's future goals (see, for example, Fiske and Neuberg 1990; Hilton and Darley 1991).

More specifically, motivation is posited to affect both attention to and interpretation of information. According to Fiske and Neuberg (1990) motivations instigate goal states that attempt to produce desired changes in the environment by way of specific cognitive strategies and goal-relevant actions. This current view of motivation does not differ significantly from definitions used when motivational research was in its infancy as is witnessed in Young's (1961) statement, that motivation serves to energize and direct behavior.

According to Pittman (1998), behaviors that motivations direct include the processing of information and the development of cognitive structures, as well as more overt actions.

Much of the recent interest in motivation continues to build on understanding the impact that perceivers' goals have on the subsequent perception of behaviors or events (e.g., Fiske and Neuberg 1990; Hilton and Darley 1991). Several theories have been proposed which all, in essence, divide motivations into those prompting accuracy or open-minded motivation versus those prompting confirmatory or closure-seeking motivation (Fiske 1993). The numerous theories share a primary concern for distinguishing between motivations that direct a perceiver to be explicitly concerned with assessing various aspects of an interaction and motivations that do not.

Gollwitzer (1990) and Hilton and Darley (1991) distinguish between motivations in the form of different mind-sets that are adopted. They differentiate between an assessment/deliberative mind-set, and an action/implemental mind-set, with a mind-set in general being a phase-typical cognitive orientation that promotes task completion (Gollwitzer 1990). The deliberative mind-set according to Gollwitzer (1990) should lead to cognitive tuning toward information related to the feasibility of the intended outcome and to the desirability of the expected consequences, whereas, the implemental mind-set should evoke cognitive tuning toward information related to action initiation.

In a consumption context, using Hilton and Darley's (1991) terminology, when a consumer is in an assessment mind-set, the consumer is motivated to deliberate prior to making a decision in order to ensure that the decision is the correct one, devoid of negative consequences. In an assessment mind-set a consumer is attempting to make an accurate assessment of whether to make a purchase or not. During an interpersonal sales encounter, this underlying goal of making a deliberated decision, is likely to affect how various aspects of the encounter are perceived, in particular the salesperson's behavior.

When a consumer is in an action mind-set as opposed to an assessment mind-set, the consumer is working toward a more concrete purchase goal. In other words, the consumer's primary goal is likely to demand action not deliberation. A consumer who is

more concerned with making a purchase than with making the best possible decision is operating under an action mind-set. Once again, the underlying goal of making a desired purchase is likely to affect the perception of various events as they occur during the sales encounter.

In the realm of consumer behavior, motivational research typically examines the effects of motivation on the cognitive decision making processes. Much of the research builds on the theorizing and research of Payne, Bettman and Johnson (1993) and their conceptualization of adaptive decision behavior, where decision making is contingent on a number of possible factors, thus, an individual selects a decision making strategy appropriate to the circumstances. The effort-accuracy framework proposed by Payne, Bettman and Johnson (1993) has provided the basis for several studies that have examined decision behavior (e.g., Payne, Bettman and Luce 1996; Luce, Bettman and Payne 1997; Tyszka 1998). The framework depicts decision making as a trade off between effort and accuracy, and proposes that an individual's choice of decision making strategy reflects the desire to maximize accuracy in the decision while minimizing the effort expended to make the decision. In motivational terms, when an individual's decision motivation is primarily one of accuracy, the decision strategy selected is expected to differ from an individual whose decision motivation is primarily one of effort minimization.

The effort-accuracy framework is similar to other classifications that make distinctions between different motivations, the point being that regardless of the dependent variables of interest, e.g., choice of decision strategy, or cognition and emotion, motivations need to be distinguished from one another in order to examine their effects. Distinguishing between motivations and provides researchers with the ability to examine cognition and emotion from a top down, or motivationally driven perspective, which proposes that individuals do not process information in a vacuum devoid of external influences.

Motivationally Driven Goals

Pioneering work by Jones and Thibaut (1958) indicates that a perceiver's goal for a social interaction determines how information about the interactant's dispositions, motivations and the situation more generally will be used. Two primary assumptions underlie their theory of interpersonal perception, one being that the strategic focus in social perception will vary as a function of the type of social interaction it supports, the second being that the perceiver in any social situation will act in such a way as to reduce the need for information to sustain the interaction process. They restate their first assumption in motivational terms, saying, "if we can successfully identify the goals for which an actor is striving in the interaction situation, we can begin to say something about the cues to which he will attend, and the meaning he is most likely to assign them.... The perceiver does not passively assign equal priority to incoming cues, but actively seeks out information which is relevant to his purposes in the situation of interaction" (Jones and Thibaut 1958 pp. 152-3).

Motivationally oriented researchers like to look inside the person for desires: what is wanted, what is strived for, what will feel satisfying or unsatisfying to the actor? A basic characteristic of motivational analyses is the assumption that one salient feature of behavior in situations is that the person is an active participant...(Pittman 1998). While motives may energize behavior, they do not determine the specific way in which a person satisfies his or

her motives...(Cantor and Bland 1996). In contrast to broadly defined motives, personal goals constitute individualized and cognitively elaborated representations of what a person wants to achieve (Brunstein 1993; Brunstein, Schulthesis and Grassman 1998). In conceptualizing motivation, researchers assert that broad energizing motivations trigger personalized goals which direct behavior in response to environmental cues (McClelland 1985). In order to examine the areas of interest in the present research, both an examination of a consumer's overall motivational mind-set, either assessment or action, and the specific goals underlying that mind-set are necessary. The broad differentiation between the motivational mind-sets has already been discussed in some detail and the specifics of the underlying goals are examined in more detail in forthcoming sections.

In summary, there has been a resurgence of interest in motivationally oriented research within the social science domain. The area of consumer behavior is no exception. The idea that a consumer's motivation has an impact on cognition is an intriguing one that deserves detailed and systematic examination. Consumers are not passive bystanders during interpersonal sales encounters but are active in that they have goals that have an impact on how events are perceived. The next sections review research on the relationships between motivation and emotion in order to arrive at a point where motivation, cognition and emotion are integrated theoretically.

Motivation and Emotion

The effects of motivation on emotion have not received as much attention from researchers as have the effects of motivation on cognitive processes. According to Pittman (1998), the links between motivation and emotion are likely to become the subject of more intense scrutiny in the near future. Many researchers interested in emotion assert that emotions constitute the primary motivational system of human beings (Tomkins 1963; Izard 1971, 1977). Young (1961) states that [emotion] regulates and directs behavior according to the principle of maximizing the positive and minimizing the negative. This, however, says very little about the specific nature of the emotions and the mechanisms by which emotions arise. The present research aims to examine the arousal of specific emotions associated with specific motivational influences.

Mood and motivation have been examined to a certain extent in terms of mood as a source of information in evaluative judgments (e.g., Schwarz and Clore 1983; Pham 1998). Negative emotion has also received attention from a motivational perspective in terms of a consumer's desire to cope with or minimize negative emotion in a given decision task (Luce 1998). From a consumer behavior perspective, however, additional research is needed to better understand the effects of specific motivations on specific emotions; in particular we need to investigate the elicitation of specific positive and negative emotions in association with motivational mind-sets.

Emotion, Mood and Affect

In distinguishing emotion from mood as different types of affective phenomena, emotions are generally conceived of as being more fleeting and of higher intensity than moods. Of perhaps even more significance is the premise that emotions are typically associated with a specific cause. In other words, emotions are directed at a particular

object, person or entity, whereas moods are more diffuse (Frijda 1993). In terms of distinguishing emotions from mood and affect, Clore, Schwartz and Conway (1994) refer to affect as simply a term that captures the valence or positive/negative aspect of something. All emotions are affective but not all affective things are emotions. For example, an attitude has an affective component but an attitude is not an emotion. According to Lazarus (1994) duration has become one of the traditional response criteria for distinguishing moods from emotions and emotions represent a transient reaction to specific kinds of adaptational encounters.

Moods are also affective but are differentiated from emotions. According to Morris (1992) emotions concern appraisals of external circumstances, whereas moods concern the state of internal resources. Frijda (1986) and Schwartz and Clore (1988) argue that emotions have a specific focus, whereas moods are nonspecific. Being in a good mood is a general feeling state that may or may not be related to the same events that cause specific emotions. For example, a man may be in a good mood because he has just discovered that a gift he had ordered for his wife is ready, thus, he won't be late giving her a present on their anniversary. Alternatively, the same man may be in a good mood simply because it is a sunny day or for a reason that he cannot put his finger on. Thus, it appears that in some instances a good mood can be attributed to a specific cause, however, there are many other instances where the mood is at best loosely associated with a cause. Emotions, on the other hand, are thought to always have a specific focus. Thus, the man picking up the anniversary gift feels relieved, which is a specific emotional response elicited by a specific occurrence.

In an attempt to distinguish emotions from non-emotions, Ortony, Clore and Foss (1987) and Clore, Ortony and Foss (1987) conducted two studies using 600 words taken from lists of emotions. They concluded that emotion terms refer to internal mental states that are focused primarily on affect (where affect simply refers to the perceived goodness or badness of something). According to Clore et. al. (1994), the studies conducted by Ortony et. al. (1987) and Clore et. al.(1987) make it clear that good examples of emotion terms do not refer to events, for example, being abandoned; or to bodily reactions, for example, being tired; or to feelings, like gloomy; or to behavior, like cowering; but they do refer to the mental events that ties these things together. For example a person may cower (behavior) because she is afraid (emotion), or a person may feel low (mood/feeling state) because he is distraught (emotion) by the death of his cat. Based on their research, Ortony, Clore and Collins (1998) define emotion as a valenced affective reaction to perceptions of a situation. The preceding definition clearly provides a link between cognition and emotion with cognition preceding emotion. Cognitive theories of emotion make similar arguments and are examined in the forthcoming section.

In summary, it appears that researchers interested in emotion, mood and affect have made fairly clear conceptual distinctions between types of affective states.

Theories of Emotion

According to Carver and Scheier (1990) most theories of emotion that examine cognitive causes of emotion indicate that positive emotions arise from goal attainment or at least progress toward goal attainment and negative emotions arise from failure to achieve a goal or insufficient progress toward goal achievement. In other words, emotions arise from

encounters with events that are appraised as having beneficial or harmful consequences for the individual's concerns (his or her major goals, motives, well being, or affective sensitivities; Frijda 1993). A theory of emotion, is in effect, a theory of how motivation and cognition produce emotions in adaptationally relevant encounters (Lazarus 1991). Lazarus continues by arguing that not all cognitions cause emotion. Certain cold cognitions, which he terms knowledge, are relatively non-emotional. Cognitive appraisals, on the other hand, are an evaluation of the significance of what is happening for a person's well being. Emotions are caused by the occurrence of relative events. According to Frijda (1988) emotions exist for the sake of signaling states of the world that have to be responded to or that no longer need response and action.

Several researchers interested in motivation and emotion have proposed that emotions arise following an interruption of an organized sequence of action (Berscheid 1983; Mandler 1984; Carver and Scheier 1990), and serve to signal that something is wrong. In other words, an appraisal of a situation is made that indicates a possible threat to a specific goal. Emotions are also likely to arise following the completion of specific actions. According to Lazarus (1991), goal relevance is crucial for all emotions. If a goal is at stake in an encounter then an emotion will be generated, but if there is no active goal....there will be no emotion. Lazarus continues stating that if there is goal congruence the consequent emotion will be positive; if there is goal incongruence then any negative emotion is possible... with the specifics of the emotions dependent on the situation (Lazarus 1991, p. 222). This alludes to the idea that emotional valence is driven by goal congruence, thus, when a consumer perceives his or her goals are being facilitated by a salesperson positive emotions are likely. Negative emotions are likely when a goal is perceived as being thwarted. In order to examine emotions beyond the valence dimension, the specifics of the goals in a given situation must be taken into consideration. This idea is expanded upon in forthcoming sections.

Goal Driven Emotional Arousal

In terms of emotional arousal, there seems to be a consensus among theorists (e.g., Carver and Scheier 1990; Lazarus 1991) that obstructions to goal attainment cause negative emotional reactions and that positive emotions arise when goals are achieved or at least progress is being made. In a sales encounter, behaviors that are interpreted as incongruent with a consumer's goal are likely to be viewed as an interruption or impediment in terms of progress toward achieving the goal; thus negative emotional arousal is likely.¹

In attempting to distinguish between types of discrepancies or interruptions, Higgins (1987) argues that there are two types of negative psychological situations associated with failure to achieve specific goals; the absence of a positive outcome, and the presence of a negative outcome. Other researchers have argued similarly (e.g., Oatley and Johnson-Laird 1987; Frijda 1988). Frijda (1988) states that emotions arise in response to the meaning structures of given situations and different emotions arise in response to different meaning structures. More specifically, Higgins (1987) argues that different kinds of negative emotions are associated with the absence of positive outcomes versus the

¹ When a goal is interrupted or thwarted, the emotional arousal is typically thought to be negative although research has shown that positive emotional arousal can result in some instances from goal interruptions, e.g., being pleasantly surprised by the unexpected (Berscheid 1983).

presence of negative outcomes. In developing a theory aimed at predicting specific negative emotions, Higgins (1987) states that depending on the type of negative outcome either dejection related (frustration) or agitation related (anxiety) emotions are likely to be elicited. In short, the two types of negative situation proposed by Higgins - the absence of positive outcomes and the presence of negative outcomes - are each associated with different negative emotions, thus, providing the ability to examine emotions beyond simply the valence dimension.

In addition to examining specific negative emotions, the present research is also interested in the elicitation of specific positive emotions that are aroused following achievement of a specific goal. Emotions are not only likely to be aroused when progress toward a goal is perceived as thwarted, but are likely when a goal, or progress toward it, is perceived as going according to plan. Up to this point the discussion of negative emotions has implied that in an interpersonal sales context a salesperson's behavior can lead to the perception that a specific goal is being thwarted and that a specific type of negative outcome is likely, thereby, arousing specific negative emotions.

The arousal of specific positive emotions in an interpersonal sales encounter is also likely to be linked to specific aspects of the goals underlying the motivation driving the consumer to enter into the interaction. Although Higgins (1987) self-discrepancy theory focuses primarily on negative emotions arising from goals being thwarted, the theory also has the capacity to examine positive emotions that arise when goals are achieved. Drawing on Higgins, Shah and Friedman (1997), a consumer in an action mind-set is concerned with obtaining a positive outcome. The consumer has, using Higgins' terminology, a 'promotion' focus aimed at advancement, accomplishment and aspirations. A consumer in an assessment mind-set has more of a 'prevention' focus aimed at responsibility, safety and obligations. When goals with these differing focuses are attained, different positive emotions are likely to be elicited. Attaining a promotion focused goal results in cheerfulness related emotions (happy); whereas, attaining a 'prevention' focused goal results in quiescence related emotions (calm). In attempting to ascertain specific positive and negative emotions that are likely to arise in a given situation, a consumer's motivation and the goals underlying it are proposed to play a role.

As indicated previously, Higgins' (1987) self-discrepancy theory allows the prediction of specific negative emotions. Higgins (1987) utilized emotional clusters that have been found to exist, and distinctions between clusters of negative emotions as being either dejection related or agitation related. Higgins (1987) proposed that depending on the type of negative outcome, either dejection related or agitation related negative emotions will be aroused. The two basic types of negative situations proposed by Higgins - the absence of positive outcomes, and the presence of negative outcomes (actual or expected) - are each associated with a different negative emotional response. When people feel that they have lost or will never achieve some desired goal, they feel frustrated, discontent, and unfulfilled. When people feel that something bad is going to happen, they feel anxious, and tense.

Linking Higgins' (1987) theory with the distinction between motivational mind-sets allows us to entertain the idea that when a perceiver feels that a goal is being blocked or thwarted, different clusters of negative emotions will be aroused depending on the mind-set of the perceiver. By examining motivation in terms of different mind-sets and by

employing the notion of different types of negative psychological situations, a specific link between motivation and negative emotions is made.

Higgins' (1987) theory depicts these emotional reactions as arising from discrepancies between various aspects of 'the self'; however, when the theory is viewed from a motivational perspective, the discrepancy that matters is in the perceived rate of progress toward a goal (Carver and Scheier 1990). This ties in with the premise that a perceived interruption in terms of progress toward a goal leads to emotional arousal as a consumer perceives that progress toward his or her goal is being thwarted. In order to predict specific emotions a link between the perceived interruption and the potential outcome arising from the interruption needs to be made. Once again, Higgins' (1987) theorizing provides some direction. An interruption that is perceived as possibly thwarting a positive outcome is linked to dejection related emotions, whereas an interruption that is perceived as likely to cause a negative outcome is linked to agitation-related emotions. In other words, agitated states such as anxiety, feeling threatened or tense should be associated with a motivation to avoid negative outcomes, and should arise when the threat of a negative outcome is perceived. During an interpersonal sales encounter, an assessment mind-set consumer who perceives that he or she is being steered toward making a hasty or wrong decision is likely to feel anxious.

Dejected states such as frustration, and irritation should be associated with a motivation to achieve positive outcomes and should arise when the possible loss of a positive outcome is perceived (e.g., Schwarz 1990). In this situation, an action mind-set consumer who sees a desired purchase as being thwarted is likely to feel frustrated.

A logical extension of Higgins (1987) theory is to examine specific clusters of positive emotions that should arise when goals are achieved. In the case of an action mind-set consumer who wants to make a desired purchase and is able to achieve that positive outcome, feelings of excitement, and enthusiasm are likely. On the other hand, in an assessment mind-set, a consumer wishes to avoid a negative outcome. If the consumer finds a salesperson who can help him to choose wisely, the consumer is likely to feel calm and comfortable dealing with that salesperson.

Up to this point, it has been argued that positive emotions arise from goal attainment and negative emotions arise from goals being thwarted. It has been further argued that in order to make predictions about specific clusters of positive and negative emotions likely to arise that the specifics of the type of goal underlying a given motivation must be considered. The present research has adopted two distinct types of goal – avoiding a negative outcome, and achieving a positive outcome – and has conceptualized these as leading to very specific types of positive and negative emotions depending on whether the goal is perceived as being facilitated or thwarted.

The preceding proposes that in an assessment mind-set emotions that are specifically associated with the goal of avoiding a negative outcome (bad decision/prevention focus) will be the dominant emotions experienced. The emotions will be positive when the goal is achieved and negative when it is thwarted. In the case of an action mind-set emotions that are specifically associated with the goal of achieving a positive outcome (making a desired purchase/promotion focus) will arise and will be positive when the goal is achieved and negative when it is thwarted. In other words, due to the differences in goals underlying a consumer's mind-set different negative and positive

emotions are likely to be elicited depending on whether the goal is being facilitated or thwarted.

In summary, cognitive theories of emotion propose that positive emotions arise from progress toward a goal and negative emotions arise from lack of progress toward a goal. During an interpersonal sales encounter, a consumer who perceives that a salesperson is facilitating the consumer's goal is likely to feel positive emotions, while negative emotions are likely when a salesperson is perceived as thwarting a consumer's goal. By integrating Higgins (1987) self-discrepancy theory with cognitive theories of emotion, the present research proposes that cognitive goal appraisals and the underlying focus of the goal, lead to specific clusters of positive and negative emotions for each of the four combinations of consumer mind-set and salesperson behavior. The next section examines in more detail specific emotion clusters and their link to specific goals.

Emotion Clusters and Dimensions

In terms of distinguishing between positive and negative emotions, existing research provides support for an emotional 'valence' dimension, which represents the positive-negative aspects of emotion (e.g., Davitz 1969; Oliver 1994; Richins 1997). The present research, however, is interested in specific positive emotions and specific negative emotions which means examining the valence dimension of emotions is not adequate; therefore, research, which examines additional dimensions, is examined.

Clusters of specific emotions that correspond to specific types of emotional states are proposed in the general psychological literature (e.g., White 1964; Cattell 1973; Beck 1983). Higgins (1987) cites research using factor analytical and scaling techniques which has found that feeling discouraged, feeling pitiful, feeling sad, feeling gloomy, and feeling miserable tend to cluster, as do anxiety, worry, fear, feeling tense, feeling alarmed and feeling threatened. The first cluster tends to be associated with a dejected state, the second with an agitated state. Schwarz (1990) includes anger and edginess as agitated states, and disappointment as a dejected state.

In terms of consumer behavior, Richins' (1997) exploration of consumption emotions provides some additional support for emotion clusters and dimensions. Richins (1997) uncovered two emotion dimensions – positive/negative and receptive/active – that are similar to dimensions uncovered by other researchers (e.g., Russell 1980; Watson and Tellegen 1985; Watson, Clark and Tellegen 1988). An extensive body of evidence has been accumulated that supports a positive/negative dimension of emotion (e.g., Zevon and Tellegen 1982; Tellegen 1985; Watson 1988; Westbrook and Oliver 1991). In addition to a positive/negative dimension, researchers who use Multidimensional Scaling Techniques (MDS) in their examination of emotions typically search for a second dimension in an attempt to capture certain subtler aspects of emotions. This second dimension seems to quite often relate to inwardness versus outwardness or activation level of the emotions. Richins (1997) labels this second dimension receptivity/activity, which again is similar to labels applied by other researchers (see Russell and Carroll 1999 for a review). Richins (1997) differentiates among the clusters by indicating that certain emotional states are more outward and active, e.g., excited, proud, enthusiastic, eager, while others are more inward involving feelings of receptivity to others, e.g., warmhearted, calm, comforted, relieved. This receptivity-activity dimension appears to be quite useful when attempting to

differentiate among emotions likely to be aroused upon different types of goal achievement. By avoiding a negative outcome, e.g., not making a poor decision, one would expect to feel calm, relieved and more receptive to the salesperson who has been helpful in terms of making a good decision. When a negative outcome is feared, anxiety is likely. On the other hand, by achieving a positive outcome, e.g., making a desired purchase, one would expect to feel more excited, energized and enthusiastic about the new purchase or frustrated and irritated if the positive outcome is somehow thwarted.. Richins' (1997) dimensions – positive/negative and receptivity/activity – and the clusters of underlying emotions in each quadrant, provide a basis for identifying specific positive and negative emotions likely to be elicited under a given consumer motivational mind-set depending on whether a specific goal is perceived as being facilitated or thwarted.

When avoiding a negative outcome, e.g., not making a poor decision, which is linked to an assessment mind-set, a consumer should feel calm, comfortable and receptive toward the salesperson who has been helpful. These emotions cluster within Richins' (1997) positive/receptive quadrant. When achieving a positive outcome, e.g., making a desired purchase, which is linked to an action mind-set, a consumer should feel excited, energized and enthusiastic about the new purchase. These emotions cluster within the positive/active quadrant. On the other hand, when a consumer in an assessment mind-set fears a suboptimal decision, negative/receptive emotions are likely to be elicited; e.g., anxiety, tension. Finally, when a consumer in an action mind-set believes that a desired purchase is being thwarted, negative/active emotions are likely to be elicited, e.g., frustrated, irritated, discontent.

In order to integrate Richins' work on emotional dimensions and the preceding discussion of a consumer's goal focus specific terminology has been adopted in the present research in order to distinguish among specific emotion clusters. Recall that a consumer in an assessment mind-set is associated with a prevention goal focus and that a prevention focus is associated with emotions that are more internally oriented; e.g. anxiety, comfort. In addition recall that a consumer in an action mind-set is associated with a promotion goal focus and that a promotion focus is associated with more externally oriented emotions; e.g., frustration and excitement. In order to simplify this distinction, the label of emotional orientation has been adopted to distinguish between emotions specific to an assessment mind-set (more internally oriented) and emotions specific to an action mind-set (more externally oriented). In addition the more common valence dimension is also utilized in the present research in order to distinguish between positive and negative emotions.

In summary, the preceding sections on emotions have examined certain fundamental aspects of emotion, differentiating them from mood. The literature on theories of emotion has also been discussed indicating that most theories adopt a cognitive approach to the elicitation of emotion. Finally, specific types of emotional dimensions and emotion clusters have been identified and adopted for use in the present research.

The relationships between motivation, cognition and emotion and the proposed effects among the constructs have been examined. The focus now turns to examining outcome behavior as a result of motivation, cognition and emotion.

Behavioral Outcomes

In order to link specific positive and negative emotions with subsequent behavioral outcomes, an examination of research that has examined specific emotions and linked them to specific behaviors is warranted. It has already been proposed that when a salesperson's behavior is perceived as thwarting a positive outcome, the emotional reaction is likely to be different than when a salesperson's behavior is perceived as causing a possible negative outcome – the emotions will be negative in both instances but will be related to different negative emotional states.

In addition, as has been indicated, when a salesperson's behavior is perceived as helping to expedite a positive outcome, the emotional reaction is likely to be different than when a salesperson's behavior is perceived as helping to guide the decision making process – the emotions will be positive in both instances but will be related to different positive emotional states. For example, frustration is likely when a salesperson is perceived as impeding a goal to make a desired purchase. On the other hand, a situation in which a salesperson is perceived as steering a consumer toward a negative outcome is more likely to be associated with anxiety and tension.

It is generally held that negative emotions tend to signal a problem and may lead an individual to focus on specific aspects of the problematic situation (Levine and Burgess 1997). It follows that negative emotional arousal should motivate an individual to change his or her current situation. For example, one of the primary functions of anger is thought to be the marshaling of plans to remove obstacles to a person's well-being (e.g., Ellsworth and Smith 1988; Oatley and Johnson-Laird 1987). When recalling anger people tend to focus attention on the goal that has been obstructed and on the agent or cause of the obstruction (Averill 1982; Levine 1996; Stein and Levine 1989). Distress typically promotes remedial strategies that can attack the source of distress (Tomkins 1963). Fear and anxiety typically result in withdrawal (Frijda 1993). In general, there is evidence that specific emotions are evoked by different interpretations of events and are associated with different problem solving strategies (Levine and Burgess 1997). Smith and Lazarus (1993, p.234) state that a particular type of emotional response prepares and mobilizes a person to cope with the particular appraised harm or benefit in an adaptive manner, that is, to avoid, minimize or alleviate the appraised harm or to seek, maximize or maintain the appraised benefit.

There appears to be evidence that specific emotions are not only evoked by specific events but that specific emotions are associated with different problem-solving strategies (Stein and Levine 1989; Roseman 1991; Levine 1995, 1996). Schwarz (1990) links Higgins' (1987) self-discrepancy theory with two different behavioral strategies, similar to a fight or flight strategy.

According to Higgins, agitated negative states such as edginess, feeling threatened or tense, result from a threat of negative outcomes. In contrast dejected negative states such as frustration or disappointment result from a lack of positive outcomes. Accordingly, agitated states should be associated with a behavior that attempts to avoid the negative, whereas, dejected states should be associated with a behavior that attempts to approach the positive. Once again, this analysis is similar to earlier research that examined the flight or fight response in humans (Cannon 1939).

In the present research a similar rationale is provided for predicting different behavioral responses depending on the type of negative emotion elicited. When a consumer is feeling anxious or tense about possibly making a hasty decision, he or she is

likely to avoid engaging in a prolonged sales encounter and abandon the interaction. When a consumer is feeling frustrated or irritated by possibly missing out on a desired purchase, he or she is likely to approach the obstacle and attempt to overcome it in order to ensure the positive outcome. Thus, two different types of behavioral outcome are predicted, avoid and approach, each stemming from differences in the type of negative emotion elicited.

Not as much research has been carried out examining the relationship between differing positive emotional states and behavior. When positive emotions are elicited, the resulting behavior should be to continue along the path toward goal achievement. The principle of approaching pleasurable or positive outcomes and avoiding pain or unpleasurable outcomes allows certain assumptions to be made. When a consumer perceives that his or her goal of achieving a positive outcome is being facilitated and feelings of enthusiasm and excitement result, the outcome behavior is likely to be one of actualizing the desired purchase and achieving the end goal. On the other hand, the consumer who perceives that the salesperson is helping to ensure that the best possible decision is made and that a negative outcome is avoided is hypothesized to feel calm about dealing with the salesperson. Under these circumstances the consumer is likely to advance in the decision making process and progress to a point where an action mind-set eventually replaces the assessment mind-set.

In summary, the outcome behaviors resulting from different negative emotions reflect the normal human fight or flight reaction. A consumer feeling anxious will avoid the encounter; whereas a consumer feeling frustrated will approach the situation and attempt to overcome the frustration. In terms of positive emotions, a consumer feeling calm will sustain the sales encounter and advance in the decision making process and a consumer feeling excited about a desired purchase will actualize the purchase goal.

While one of the more interesting aspects of the present research is the exploration of emotion and the role it plays during a sales encounter, the effects of cognition and motivation have certainly not been ignored and, as with emotion, are likely to affect outcome behavior.

For example, a consumer who perceives that his or her goal is not being facilitated is likely to react differently from a consumer who perceives that his or her goal is being facilitated. The cognitive appraisal of goal facilitation, however, is not sufficient to hypothesize specific outcome behaviors. The nature of the goal itself must also be examined in order to predict outcome behavior. The differences between the underlying goal of a consumer in an assessment mind-set and a consumer in an action mind-set play a key role in allowing the differentiation in terms of behavior to be made.

In an assessment mind-set a consumer wishes to avoid a negative outcome, e.g., making a bad decision. If the consumer perceives that a negative outcome is likely, an avoid strategy is hypothesized, where the consumer ends the sales encounter. If the same consumer were to perceive that he or she was not heading toward a possible bad decision, and was in fact receiving the guidance needed to ensure a good decision, an advancement strategy is hypothesized, where the consumer continues to progress in the decision making task.

In an action mind-set a consumer wishes to ensure a positive outcome, e.g., making a desired purchase. If the consumer perceives that this goal is somehow being thwarted, an approach strategy is hypothesized, where the consumer attempts to reassert his or her

purchase goals. If the same consumer perceives that the purchase goal is being facilitated, an actualization strategy is hypothesized, where the consumer makes the intended purchase.

The preceding sections examine the final sets of proposed relationships of interest in this research linking both emotion and cognition to outcome behaviors. A brief summary of the literature review is followed by the formal development of hypotheses in Chapter 3.

Summary of Literature Review

The purpose of the literature review was to examine in greater detail the key constructs of interest – influence strategies, motivation, cognition, emotion, and outcome behavior. The various literature streams pertaining to each of these constructs were examined from a theoretical and an empirical perspective. An attempt was then made to extend current theorizing in the area of personal selling by grounding the constructs of interest in the context of a sales encounter and by proposing specific links between the constructs. The overall aim being to enhance our understanding of the mechanisms at work during a sales encounter and improve selling effectiveness.

The literature review examined in a detailed fashion the proposed relationships outlined in the conceptual model presented in Chapter 1. A key factor in the model is the focus placed on the interaction between consumer motivation and salesperson behavior. The main theoretical link proposed resulted primarily from a review of Cialdini's research on social influence principles and from Gollwitzer's research on motivational mind-sets. The present research proposes that certain influence principles can be linked to a specific mind-set and the goals that underlie it. Certain influence principles more so than others are more likely to seem congruent with a specific mind-set.

Following the proposal of a congruency mechanism, cognitive theories of emotion were reviewed and incorporated in order to provide an understanding of goal facilitation appraisals and the resultant emotional elicitation. Emotions were examined from a multidimensional perspective in order to distinguish among specific individual emotions and emotion clusters. A goal of the present research is to examine the effects of emotions at a more discrete level than the valence dimension, which is often the only distinction made among emotions in the consumer behavior and marketing domain. There is, however, substantial research that indicates that different individual emotions are likely to be elicited under various circumstances. The present research is attempting to incorporate this into the marketing discipline.

Finally, not only did this chapter review relevant literature and make theoretical extensions into the realm of consumer behavior and personal selling, it began to allude to the development of specific formal hypotheses to be tested in two experimental studies. Chapter 3 continues with the examination of specific hypotheses.

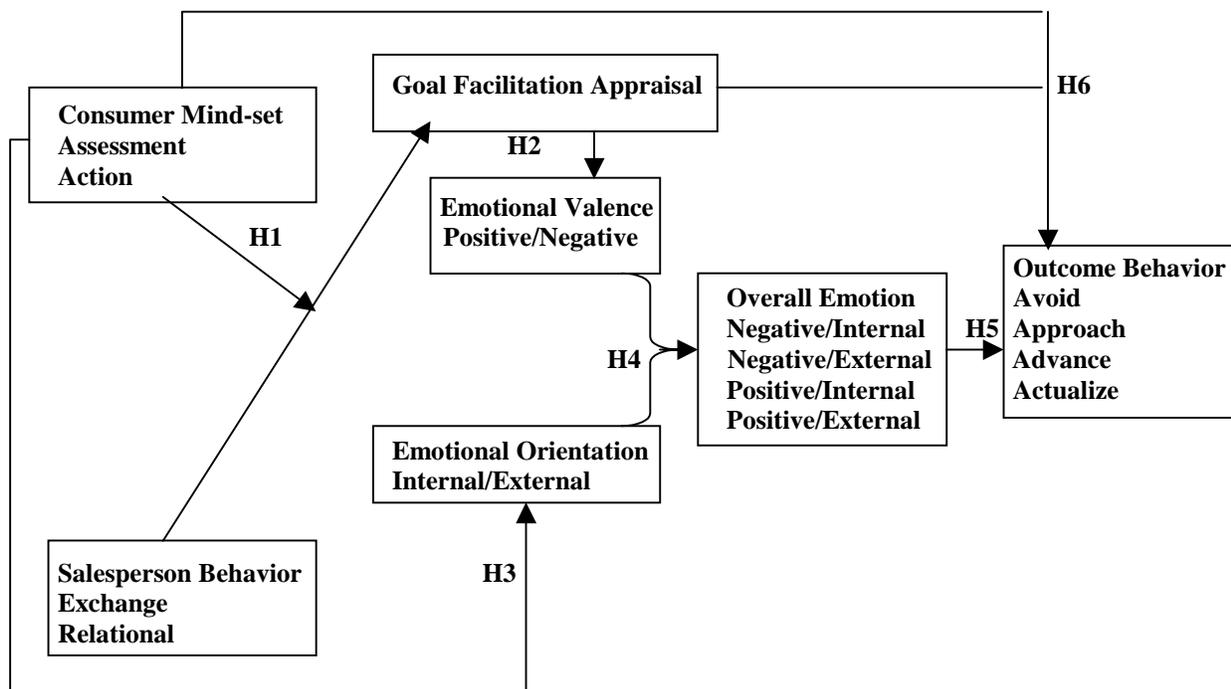
Chapter 3

Hypotheses Development

A review of the relevant literature and a discussion of the proposed relationships among the variables of interest culminates in the development of specific hypotheses. The hypotheses in this chapter are developed based on the main premise of this research, that certain salesperson behaviors are going to be more congruent with one motivational mind-set than another and that when matches and mismatches occur specific cognitive appraisals, emotional reactions and behavioral outcomes are likely.

Recalling the conceptual diagram from chapter 1, six hypotheses are presented in this chapter.

Figure 3-1: A Conceptual Model of the Effects of Consumer Motivation During an Interpersonal Sales Encounter



The model indicates that a consumer's motivational mind-set affects the appraisal the consumer makes of the salesperson's behavior. The appraisal leads to either positive or negative emotions being aroused. The model also indicates that the specific nature of the goals associated with a given mind-set result in emotions of a certain orientation being elicited. The combination of the two emotional dimensions (valence and orientation) results in specific emotional cluster predictions. Finally, behavioral outcomes are hypothesized as stemming from both emotion and cognition/motivation.

Construct Definitions

Consumer Motivational Mind-Sets. In an interpersonal sales context, consumers may have different motivations for entering a sales encounter. A consumer who is gathering information in an attempt to help make a purchase decision is likely to approach a sales encounter with a different frame of mind from a consumer who is further along in the decision making process and perhaps has already decided which product to purchase and now needs to make the actual purchase. In motivational terms, one consumer is operating more under an assessment mind-set, the other under an action mind-set.

A consumer who is concerned with making the best possible decision for example, is logically going to be quite concerned with finding a reliable, knowledgeable salesperson. In an assessment mind-set, a consumer is concerned with deciding whether or not to make a purchase and wishes to avoid making a bad decision.

An action mind-set consumer is concerned with a concrete goal of making a desired purchase or achieving a positive outcome. This mind-set is more concerned with making a purchase than with deliberating about what to buy.

Salesperson Behavior. Based on Cialdini's (1984) social influence research, salesperson influence behaviors are classified in the present research as being either relational oriented or exchange oriented. Relational oriented behaviors are those designed to engender trust, liking and establish expertise in order to help form relational ties. Exchange oriented behaviors are those designed to initiate action. The behaviors are designed to bolster or reinforce a decision and are based on social influence principles of scarcity, social validation and authority.

The definitions of mind-set and salesperson behavior set up the proposed congruency mechanism that is central to this research. The congruency mechanism is the catalyst for the six hypotheses.

Goal Facilitation Appraisal. This appraisal is a specific cognitive appraisal that arises whenever a goal is at stake. Goal facilitation appraisals are a key component of cognitive theories of emotion. According to these predominant theories of emotion, emotion is dependent on appraisal. In the present research, it is hypothesized that a consumer will make an appraisal based upon the salesperson behavior and whether or not it is perceived as facilitating or thwarting the consumer's goal. The appraisal stems from the congruency between the consumer's motivation and the salesperson's behavior.

Emotion. Some of the key features of emotion centered theories are that emotions serve an adaptive function and that they result following the appraisal of a goal relevant situation. Emotions are thought to be a key factor driving behavior and they always arise in response to meaning. Emotion has been defined as a type of valenced affective response to perceptions of situations (Ortony, Clore and Collins 1988). Emotions are typically shorter in duration than other affective phenomena such as moods, and emotions are object focused. In other words there is always a cause-effect relationship between emotions and the object of the emotion.

Outcome Behaviors. Four specific behaviors are hypothesized to arise following the elicitation of certain emotions and cognitions. These behaviors are theoretically derived from research that examines behavioral reactions stemming from certain emotions. The two behavioral strategies that are predicted when negative emotions or cognitions are elicited mirror a fight or flight strategy of human behavior. The two behavioral strategies

that are proposed as arising when specific positive emotions and cognitions arise indicate that individuals will continue along the path toward goal achievement.

Hypotheses Formulation

In summarizing the constructs of interest, the proposed congruency mechanism lies at the heart of the hypotheses that are formulated in this chapter. Hypotheses 1a and 1b deal with the proposed congruency mechanism leading to the cognitive perception that a consumer's goal is either being facilitated or thwarted based on the interaction between the salesperson's behavior and the consumer's mind-set. The literature review provides a basis for proposing that motivation has an effect on cognition and that when a salesperson's behaviors are congruent with that motivation, the goals underlying the motivation are likely to be perceived as being facilitated, which leads to the following:

H1a: Perceived goal facilitation will be higher for a consumer in an assessment mind-set as opposed to an action mind-set when the salesperson uses relational-oriented behaviors.

H1b provides a prediction for an action mind-set consumer based on the same rationale as H1a.

H1b: Perceived goal facilitation will be higher for a consumer in an action mind-set as opposed to an assessment mind-set when the salesperson uses exchange-oriented behaviors.

The next hypotheses involve the relationship between the cognitive appraisal of goal facilitation and the elicitation of positive or negative emotions. Existing research indicates that positive emotions are likely when goals are perceived as being achieved and negative emotions are likely when goals are perceived as not being achieved (Lazarus 1991). When goal facilitation is high, positively valenced emotions are likely. When goal facilitation is low, negatively valenced emotions are likely. Formally stated, the following hypotheses are proposed:

H2a: More positive emotions as opposed to negative emotions will be elicited when goal facilitation is high.

H2b: More negative emotions as opposed to positive emotions will be elicited when goal facilitation is low.

In order to make predictions in addition to the valence dimension of emotion it is necessary to examine the goals that underlie each motivational mind-set. The specifics of the goals affect the type of emotions that are elicited, in the case of an assessment mind-set more internally oriented emotions are felt. In the case of an action mind-set more externally oriented emotions are felt.

More specifically, the underlying goal for a consumer in an assessment mind-set is to make the best possible decision and avoid a negative outcome. Based in part on Richins' (1997) Consumption Emotion Set (CES), where emotions are either outwardly/externally focussed or are more internally focussed, and on Higgins' (1987) research, the negative emotions elicited when a consumer perceives a possible negative outcome are likely to be more internally oriented, e.g., feeling tense or anxious. Similarly, the positive emotions elicited when a consumer perceives that a negative outcome is not likely are also likely to be more internally oriented, e.g., feeling calm and comforted.

In an action mind-set, the underlying goal is to achieve a desired positive outcome by making a desired purchase. Under these circumstances, emotions associated with Richins' (1997) CES are likely to be more active and outwardly or externally focussed. When the desired goal is achieved, feelings of excitement and enthusiasm about the desired purchase are likely. When the goal is not achieved, frustration and irritation are likely. The factor that affects the likelihood of more internally focussed or more externally focussed emotions is the consumer's goal for the interaction. The following hypotheses formally state the proposed relationships:

H3a: More internally-oriented emotions as opposed to externally-oriented emotions will be elicited when a consumer is concerned with avoiding a negative outcome (assessment mind-set).

H3b: More externally-oriented emotions as opposed to internally-oriented emotions will be elicited when a consumer is concerned with the possible loss of a positive outcome (action mind-set).

In summarizing H2 – H3, the valence aspect of the emotions aroused is determined by the goal facilitation appraisal and the orientation aspect (internal/external) of the emotions aroused is determined by the specifics of the goals underlying a given mind-set.

Hypotheses 4 combines the valence and orientation aspects of emotion and isolates specific emotion clusters for each combination of mind-set and goal facilitation appraisal. Based on the development of H2 and H3, the following hypotheses are proposed:

H4a: Positive/internal emotions will be the dominant emotions elicited when goal facilitation is high and a consumer is concerned with avoiding a negative outcome.

H4b: Negative/internal emotions will be the dominant emotions elicited when goal facilitation is low and a consumer is concerned with avoiding a negative outcome.

H4c: Positive/external emotions will be the dominant emotions elicited when goal facilitation is high and a consumer is concerned with the loss of a possible positive outcome.

H4d: Negative/external emotions will be the dominant emotions elicited when goal facilitation is low and a consumer is concerned with the possible loss of a positive outcome.

Emotions are likely to affect behavioral strategies adopted by consumers, as emotions tend to serve as powerful motivators of behavior. As has been indicated, when a consumer perceives a match or a mismatch between his or her goal and the salesperson's behavior certain emotions are likely to be aroused. Specific emotions are linked with a specific mind-set and with appraisals of goal facilitation.

In general, negative emotions motivate a person to do something about the negative condition, which is essentially the meaning of emotion as a drive (Lazarus 1968a; 1991). Positive emotions should encourage a person to continue on the path toward goal achievement. Depending on a consumer's motivation, salesperson behavior will lead to the arousal of specific emotions relating to either a positive/internal, positive/external, negative/internal or negative/external state. Emotions associated with the perception that something bad may happen should motivate an individual to avoid the potential cause. In an interpersonal sales context, a consumer may feel pushed toward making a purchase when not ready. In order to avoid the negative outcome, an assessment mind-set consumer

is likely to disengage from the interaction. On the other hand, emotions associated with the perception that something good may not happen should motivate an individual to attempt to solve the problem. In order to overcome frustration, an action mind-set consumer is likely to approach the problem and attempt to solve it or find a way around it, possibly by reasserting his or her goal or seeking the help of a different salesperson. In summary, different behavioral strategies - avoidance and approach - are posited as being linked to specific types of negative emotional arousal which can arise in an interpersonal sales context.

In terms of positive emotions and their link to behavioral outcomes, as suggested, positive emotions should encourage a consumer to continue along a path toward goal achievement. A consumer in an assessment mind-set who feels calm and relaxed about dealing with a particular salesperson is likely to continue in the interaction and advance within the decision making process. A consumer in an action mind-set who feels eager and excited about an impending purchase is likely to actualize the purchase goal. The preceding leads to the following hypotheses based on the four behavioral strategies of advancement – advancing in the decision process; avoidance – exiting the interaction; actualization – making a desired purchase; approach – reasserting goals on the encounter:

H5a: When positive/internal emotions are the dominant emotions an advancement strategy will be adopted.

H5b: When negative/internal emotions are the dominant emotions an avoidance strategy will be adopted.

H5c: When positive/external emotions are the dominant emotions an actualization strategy will be adopted.

H5d: When negative/external emotions are the dominant emotions an approach strategy will be adopted.

In addition to hypothesizing behavioral strategies based on specific emotions, behavior can also be linked to the cognitive aspects that play a part during the sales encounter. When a consumer perceives that his or her goal is being thwarted he or she is likely to either avoid the interaction or approach the obstacle that is thwarting the goal. The motivational mind-set and the underlying goals determine whether an avoid or approach strategy is adopted. A consumer in an assessment mind-set who wants to avoid a negative outcome but who perceives this goal as being thwarted is likely to avoid or exit the interaction. In short, the consumer wants to ensure that a wrong decision is not made, thus, if it appears that the salesperson is attempting to initiate a premature exchange, the consumer will adopt the avoid strategy. The action mind-set consumer who wants to ensure a positive outcome but who perceives an obstacle is likely to attempt to reassert his or her goals on the encounter and approach the situation in the hope of achieving the desired goal.

When a consumer perceives his or her goal is being facilitated, the logical outcome is for a consumer in an assessment mind-set to continue to advance in the decision making process as their goal of making the best possible decision is being facilitated. A consumer in an action mind-set who perceives his goal of making a desired purchase as being facilitated is likely to actualize the purchase goal and achieve the positive outcome.

H6a: When goal facilitation is high and a consumer is concerned with avoiding a negative outcome an advancement strategy will be adopted.

H6b: When goal facilitation is low and a consumer is concerned with avoiding a negative outcome an avoidance strategy will be adopted.

H6c: When goal facilitation is high and a consumer is concerned with achieving a positive outcome an actualization strategy will be adopted.

H6d: When goal facilitation is low and a consumer is concerned with achieving a positive outcome an approach strategy will be adopted.

Figure 3-2 provides a summary of the hypotheses with the predictions for the cognitions, emotions and outcome behaviors for each cell.

Figure 3-2

Summary of Hypotheses

	Exchange Behavior	Relational Behavior
Assessment Mind-set	Low Goal Facilitation Negative/Internal Emotions Avoid Strategy	High Goal Facilitation Positive/Internal Emotions Advancement Strategy
Action Mind-set	High Goal Facilitation Positive/External Emotions Actualization Strategy	Low Goal Facilitation Negative/External Emotions Approach Strategy

In summary, the hypotheses presented in this chapter propose specific testable relationships among the constructs of interest. The following two chapters, 4 and 5, examine the experimental studies used to test the hypotheses.

Chapter 4

Research Method

This chapter describes the research design and procedures that were used in collecting and analyzing data gathered for a series of pretests and for Study 1. Study 2 results are contained in chapter 5.

Research Design. The two main experiments conducted for this research were carried out as laboratory experiments and involved the experimental manipulation of the two main independent variables of interest – consumer motivational mind-set and salesperson behavior. The basic design for each experiment was a 2 x 2 factorial design with 2 levels of consumer mind-set, action or assessment, and 2 levels of salesperson behavior, exchange or relational. The first experiment involved subjects in role playing scenarios in a paper and pencil format. The study was designed to be an overt test of the main congruence mechanism proposed in the underlying theory. The second study utilized a computer simulated sales encounter and manipulated consumer mind-set by varying the amount of information subjects received on specific products within a choice set.

Subjects. Subjects used in both experiments and in all pretests were undergraduate students enrolled in an introductory Marketing Management or an elective International Marketing course. Subjects received course credit for their participation.

Pretests

Experimental Stimulus Development. The first pretest focused on developing specific salesperson phrases that were typical of either a relational orientation or an exchange orientation. There were two specific aspects to the development of the phrases. Initially 31 subjects of whom 53% were female were asked to generate specific phrases that they felt were typical of phrases a salesperson would use if the salesperson was attempting to capitalize on specific principles of influence as proposed by Cialdini (1984). Subjects were given brief definitions of Cialdini's principles of reciprocation, liking, authority, scarcity and social validation and asked to generate as many phrases as they could that were typical of what a salesperson would say when trying to capitalize on each of the principles of influence. After accounting for exact duplication and extreme similarity in phrases generated (e.g., several subjects using the phrase, 'buy one get one free', or 'I can hold it for you for x number of days') 66 unique phrases remained. These phrases became the focus of the second aspect of this overall pretest.

As indicated in the theoretical development, Cialdini's 5 principles of social influence can be grouped within a higher order goal driven framework that in essence groups the principles of liking and reciprocation under a relational orientation and the principles of social validation, scarcity and authority under an exchange orientation. Based on the theoretical development, it was posited that each of the 66 salesperson phrases should be able to be classified as either primarily exchange-oriented or relational-oriented since the phrases were initially based on Cialdini's 5 principles. Once classified as either exchange or relational oriented, this would provide the phrases necessary to construct salesperson behavior that reflected either an exchange or a relational orientation to be used

in the two main studies. A group of 36 subjects was asked to rate each of the 66 phrases on a 7 point scale ranging from (1) extremely exchange or (sales)-oriented to (7) extremely relational or (customer)-oriented. The words sales and customer were included to make certain subjects were able to understand the distinction that they were being asked to make between relational and exchange behaviors. In order to determine which phrases were rated as either extremely exchange-oriented or extremely relational-oriented, the frequencies, means and standard deviations were examined and cut-off points were selected for upper and lower bands. The cutoff points were determined based on the distribution of the ratings and the clustering of the means. For a phrase to be considered extremely relational-oriented, the mean had to be above 5.0 on the 7-point scale. For a phrase to be considered extremely exchange-oriented, the mean had to be below 2.5 on the 7-point scale. Of the 66 phrases, 22 phrases met these criteria with 11 phrases being classified as extremely exchange-oriented and 11 being classified as extremely relational-oriented. A selection of the 22 phrases developed from this series of pretests were used in scenarios designed to pretest the mind-set manipulations. The creation of the scenarios will be described in more detail in a forthcoming section.

Product Category Selection. As a final part of the initial stimulus generation pretests, certain product categories were pretested to determine subjects' level of familiarity and expertise. Electronic goods including a DVD stereo, a video, a camcorder, a photographic camera, a cell phone, a scanner, home gym equipment, and a palmtop computer were pretested. Recalling that an assessment mind-set, in particular, is associated with information gathering, a product category that subjects were unfamiliar with was desired for the research. Pretests results indicated that very few subjects owned or considered themselves to be an expert on palm top computers or PDA's (personal digital assistants). Only 2 of the 36 subjects or 5.6% indicated they owned a PDA, the fewest of all the product categories; thus, this type of computing device was selected as the product category for the main studies.

Mind-Set Pretests. The next phase in the pretest stage was to generate purchase scenarios that were intended to place subjects in either an assessment or an action mind-set. The scenarios were designed around the PDA product category and consisted of a certain amount of product information and a decision/purchase situation. Of the 73 participants in this pretest, 29 were in the action mind-set condition. These subjects were given sufficient information about a particular PDA in order to move them toward a position where they felt ready to make a purchase decision. The 44 assessment mind-set subjects were provided with minimal information in an attempt to ensure that they did not feel ready to make a purchase decision. The following is what subjects read:

Assessment Mind-Set Scenario

Imagine that you have been thinking about buying a new laptop computer. However, you know it will be expensive and could be considered a little frivolous since there is really nothing wrong with the one you currently have. It's just that you've seen someone with a new smaller version of a laptop called a palmtop or PDA (personal digital assistant) and you think it might be cool to have one. You don't really know anything at all about them except that they are smaller than a laptop. You don't know if a PDA would really be able to replace your current laptop and do all the same things. You certainly don't

know about individual brands of PDAs but still you are a little curious. You decide the first thing to do is to find out more about PDAs before you begin to think seriously about getting one. You set aside some time on a Saturday to visit a local electronics shop that specializes in computers.

Action Mind-Set Scenario

Imagine that you have spent a great deal of time gathering information and learning about palmtop computers known as PDAs (personal digital assistants). You've read Consumer Reports which ranks the PalmV by 3Com as number one on every attribute including price. It has a very sleek design making it less bulky and it has a rechargeable lithium-ion battery, so no more expensive batteries. PC Week Magazine also rates the PalmV by 3Com very highly saying you can expect to see one on every executive's desk in no time. You've also gathered a lot of information from the Internet and you've just finished talking to a friend who has the PalmV and who is really into new technology. He thinks it is definitely the way of the future and that you really should get one to replace your old laptop. You know you've needed a new laptop for some time and PDAs seem destined to replace the traditional laptop. You know a lot about the PalmV by 3Com and you really rate it. It is a high quality PDA at a great price and you know it is available at the local electronics store. You decide to set out for the store.

Manipulation Check Measures. In order to determine if the scenarios were having the desired effect on subjects' frame of mind, the following measures were administered using a one to seven scale anchored by strongly disagree and strongly agree with 4 being neither agree nor disagree.

- Q1. I have several things to consider about my product choice before making a decision.
- Q2. I am prepared to make a purchase decision.
- Q3. I still need to consider this decision carefully.
- Q4. I have gathered sufficient information to base a decision on.
- Q5. I am ready to make a purchase decision without delaying much longer.
- Q6. I have already determined that I want this product.
- Q6. I am certain about the exact brand that is right for me.
- Q8. I need to think about this decision much more thoroughly before acting on it.
- Q8. I feel ready to act on this decision without much delay.
- Q10. I found it easy to put myself in the scenario.
- Q11. I found the scenario realistic.

Table 4-1 indicates the results from the manipulation pretest.

TABLE 4-1

Manipulation Pretest Results.

Mind-set Manipulation	Action Means	Assessment Means	T	sig.
Q1	5.068	6.689	-4.394	001
Q2	5.409	2.552	8.170	001
Q3	4.386	6.448	-5.714	001
Q4	5.454	2.138	10.563	001
Q5	5.000	2.069	8.324	001
Q6	5.136	3.724	3.850	001
Q7	5.000	2.000	8.516	001
Q8	3.432	6.310	-8.540	001
Q9	4.955	2.276	7.467	001
Ease	4.815	5.395	-1.807	075
Realism	5.342	5.763	-1.563	123

N size = 44 for assessment mind-set

N size = 29 for action mind-set

Degrees of Freedom = 71

Initially an overall Hotelling's T test was carried out with significant results, $T^2 = 2.00$, $p < .000$. Following the omnibus test, independent samples t-tests were carried out in order to ascertain if there were statistically significant differences in subjects' preparedness to make a decision based on the mind-set manipulation they received. Results indicate that all differences used to check the mind-set manipulation were significant, indicating that subjects, after reading the scenario, seemed to have adopted the corresponding mind-set. There was no significant difference in terms of how realistic subjects found the scenarios and how easy they found it to imagine the situation. Both of these measures were above the mean on the scale. Finally, of the 73 subjects participating in this pretest, none reported owning a PDA.

Scale Development Pretest. In order to develop scale items to capture the cognitive aspects of goal facilitation and goal thwarting, a measurement pretest involving 76 subjects was carried out using a number of preexisting scale items and some that were generated specifically for this research. The items used were as follows:

1. I feel that the salesperson Bob is only interested in selling me what he wants.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____
Strongly Moderately Slightly Neither Slightly Moderately Strongly
Disagree Disagree Disagree Agree nor Agree Agree Agree
Disagree

2. I feel that Bob isn't really trying to help me.
3. I feel that Bob is using a hard sell approach.
4. I feel that Bob is trying to be helpful.
5. I feel that Bob is trying to meet my needs.
6. I feel that Bob is trying to understand my goal.

7. I would feel comfortable continuing to deal with Bob.
8. I feel that Bob is a good salesperson for me to deal with.
9. I like dealing with Bob.
10. I feel that if I continue to deal with Bob I would achieve my goals.
11. I feel that I can make my decision without having to rely too heavily on Bob.
12. I feel that Bob is trying to rush me into making a decision.
13. I feel that Bob is using sales tactics on me.
14. I feel that Bob has my best interests in mind.
15. I feel that Bob is looking for ways to apply pressure to make me buy.
16. I feel that Bob is trying to figure out what I need or want.
17. I feel that Bob is spending more time trying to persuade than to discover my product needs.
18. I feel that Bob is trying to influence me through useful information rather than pressure.
19. I feel that Bob is applying sales pressure even though he knows the product may not be right.
20. I feel that Bob is a customer-oriented salesperson.
21. I feel that Bob is making a recommendation based on what he thinks he can sell rather than what the product will do for me.
22. I feel that Bob is painting a rosy picture in order to make the product sound as good as possible.
23. I feel that Bob's primary concern is to help me make a decision.
24. I feel that Bob wants to complete a sale.
25. I feel that Bob is friendly.
26. I feel that Bob is trying to establish a personal relationship.
27. I feel that Bob likes to help customers.
28. I feel that Bob is a cooperative salesperson.
29. I feel that I need to rely heavily on a salesperson to help make this decision.
30. I feel that I need to pay close attention to what the salesperson tells me in order to help me make a decision.
31. I feel I can achieve my goal without much help from a salesperson.

The scale development pretest used the scenarios from the manipulation pretest and crossed them with either exchange-oriented phrases or relational-oriented phrases that had previously been developed. The phrases were combined to form a couple of sentences typical of what a salesperson might say when behaving in either an exchange or a relational manner.

Scale Development Results. Of the 31 items pretested, 24 loaded on two factors capturing goal facilitation and goal thwarting, with 13 and 11 items respectively; 4 items loaded on a factor capturing the relevance or centrality of the salesperson, and the remaining 3 loaded on a 'comfort' factor. The two factors with the fewest items were not theoretically relevant; thus the items were dropped. In order to reduce the number of items measuring goal facilitation and goal thwarting, items that were worded similarly or were reverse wording of another item were dropped, leaving a total of 14 items measuring 2 factors – factor 1, goal facilitation; factor 2, goal thwarting. The exploratory factor analysis results of the retained items appears in Appendix 1. Scale reliability analysis was carried out on the two retained factors resulting in corresponding alphas for each factor of .9400, .9348.

In order to create a single index measure of goal facilitation to be used in the main studies, the 6 retained pretest items capturing goal facilitation and the 8 retained pretest

items capturing goal thwarting were combined into a single variable by reverse scoring the goal thwarting items. The resultant factor structure looked as expected and the alpha for the scale was .9455.

Subsequent confirmatory factor models provide support for the variables. Initially, in order to examine the factor structure across the four groups used in the pretest, a four group solution was attempted. However, given the small cell size for two of the four groups, it was not possible to examine a four group solution. A two group solution was possible with the remaining groups – assessment/relational and action/exchange. Initially a totally unconstrained goal facilitation model was run across the two groups, $\chi^2 = 88.226$, $df = 70$. This model fit was compared to a fully constrained model across the two groups, $\chi^2 = 104.371$, $df = 79$. The change in Chi Square of 16.145 with 9 degrees of freedom is not significant at the critical value for $\alpha .05 = 16.92$. This indicates that the factor structure is invariant across at least two of the four groups used in the pretest.

Following this test, the GFI for the individual factors was calculated. The GFI for factor 1, goal facilitation = .901. The GFI for factor 2 goal thwarting = .969. The GFI for the combined two factor model = .834, indicating a fairly good fit of the data to the models.

In summary, the pretests discussed in this section aided in the development of salesperson behaviors that were either exchange or relational oriented; the development and testing of scenarios designed to manipulate the mind-set variable; and the development of scale items designed to capture perceived goal facilitation. The next section examines Study 1 in detail. The study design, data collection, analytical methods and results are discussed.

Study 1 Procedures

The purpose of the first main study was to examine the congruency mechanism, the effects of the match/mismatch between consumer motivation and salesperson behavior, proposed in the underlying theory. In order to ascertain if the proposed interaction between the independent variables was a causal factor affecting the dependent variables, a tightly controlled manipulation of the mind-set variable was employed. Recalling that the research design involves two levels of mind-set and two levels of salesperson behavior, a total of 151 subjects were randomly assigned to one of the four corresponding cells. Subjects were run in small groups of no more than eight at a time. The sessions took place over a four-day period in the conference facility in the behavioral lab located in the College of Business. Subjects were all undergraduate students enrolled in an introductory Marketing course and they received course credit for their participation. Of the 151 subjects, only 4% of subjects owned a PDA and 12.6% indicated they were computer experts. Females made up 53% of the sample.

Experimental Stimulus. Upon entering the conference room, subjects were seated around a large conference table. After completing a consent form and filling in a credit slip, subjects were handed the initial part of the questionnaire, which instructed them to adopt a certain mind-set. All subjects within the same session were given the same mind-set definition. Subjects were informed that they needed to be able to adopt a particular frame of mind in order to complete the main part of the study. Subjects being asked to adopt an assessment frame of mind were given the following description of a consumer in an assessment frame of mind –

When a consumer is in an assessment frame of mind, he or she is concerned with making a decision about whether or not a purchase is needed or wanted. A consumer in an assessment frame of mind is concerned with making the best possible decision which may include not making a purchase at all in some cases. In an assessment frame of mind, a consumer does not want to make a premature decision that could result in a possible negative outcome. In summary, when in an assessment frame of mind a consumer is attempting to make a decision about whether or not to make a purchase and if so what to purchase that is right for him or her.

Alternately, subjects being asked to adopt an action frame of mind were given the following –

When a consumer is in an action frame of mind, he or she has the goal of making a desired purchase. In an action frame of mind a consumer is more concerned with taking the necessary action to make a purchase than he or she is with deciding what to buy. Making the desired purchase is the central focus. An action frame of mind involves doing more than thinking. In an action frame of mind, a consumer does not want to miss out on a desired purchase. In summary, when in an action frame of mind a consumer is ready to take action and make a desired purchase. This above all else is the main concern.

Once subjects had read the mind-set description, they answered the following question –

A person in an action/assessment frame of mind (the appropriate mind set label was used) is likely to be where in terms of the decision-making process? Circle one.

Need recognition Information search Alternative evaluation Purchase decision

Of the 70 action mind-set subjects, 91% indicated that a consumer in an action mind-set is at the purchase decision point in the decision-making process. Of the 81 assessment mind-set subjects 47% indicated that a consumer in an assessment mind-set is at the need recognition point with another 24% indicating information search. These results seem to indicate that the vast majority of subjects related the associated mind-set to either the beginning phases of the decision-making process or the final phase of the decision-making process depending on the mind-set description.

Main Questionnaire. Once subjects had read the mind-set description and answered the initial question, they were informed that the next part of the study involved a role playing situation in which they were to adopt the particular frame of mind that had been previously described to them. They were then told that while operating under this frame of mind they would experience a sales encounter with a salesperson named Bob. They were told to read the scenario and answer the questions based on their adopted frame of mind. Finally, subjects were told that they would eventually come to a third part of the questionnaire at which point they were to drop the frame of mind and answer the questions based on their true self. This final part of the questionnaire contained several individual difference measures. The entire study lasted approximately 30-40 minutes.

Independent Variables. The two independent variables of interest were crossed following random assignment of the 151 subjects. Cells sizes ranged from 34 to 42.

In terms of the mind-set variable, subjects were provided with a scenario about a sales encounter. The scenario revolved around the particular mind-set that subjects had previously learned about. The scenario also contained an interaction with Bob, the salesperson, whose behavior was either exchange or relational oriented. The following are examples of the congruent scenarios, the incongruent scenarios simply reversed the combinations:

Assessment Frame of Mind Scenario

Imagine that you have been thinking a little bit about maybe buying a new laptop computer; however, you know it will be expensive and could be considered a little frivolous since there is really nothing wrong with the one you currently have. It's just that you've seen someone with a new smaller version of a laptop called a palmtop or PDA (personal digital assistant). You think it might be cool to have one but you really don't know anything about them or if it would be right for you. You don't know if a PDA would really be able to replace your current laptop and do all of the same things. You certainly don't know the first thing about individual brands of PDA's. You don't want to make a hasty decision so you decide the first thing to do is to find out a little more about them before you begin to start to seriously think about getting one. You set aside some time on a Saturday to visit a local electronics shop that specializes in computers.

As you enter the store you are approached by a salesperson who introduces himself as Bob. He asks if he can help and you say you are a little curious about the new PDA palmtop computers.

Relational Behavior

Bob guides you to the displays of the palmtops and says, "I'd be happy to demonstrate any of our PDA's and their features to you. We carry many different models with different features so you may want to think about what you want the PDA to be able to do for you. If you're like me then you'll want to think things over before you purchase new computer equipment, so feel free to play around with any of the display models. I was just at a computer trade show last week and I got to try out all of the models we sell, so I'm kind of the expert around here. I'd be happy to answer any questions so just let me know if you have any." Bob leaves you to look at the display models.

Really try hard to imagine that the above situation really happened to you and answer the following questions.

Action Frame of Mind Scenario

Imagine that you have spent a great deal of time gathering information and learning about palmtop computers also known as PDA's (personal digital assistants). You've read Consumer Reports which ranks the PalmV by 3Com as number one on all of the features you are interested in, including price. The PalmV has a sleek design making it less bulky and it has a rechargeable lithium-ion battery. PC Week Magazine also rates the same PDA by 3Com very highly saying that you can expect to see one on every executive's desk in no time. You've also gathered a lot of information from the Internet and you've just finished talking to a friend who has the PalmV by 3Com and who is really into new technology. He thinks it is definitely the way of the future and that you really should get one to replace your old laptop. You know you need a new laptop and PDA's seem destined to replace traditional laptops. You know a lot about the PalmV by 3Com and you really think it is a good palmtop computer. It is a high quality PDA at a great price and you know it is available at the local electronics store. You decide the PalmV is exactly the right PDA for you to purchase. You set aside some time on Saturday to go to the electronics store.

As you enter the store you are approached by a salesperson who introduces himself as Bob. He asks if he can help and you say you want to see the PalmV by 3Com.

Exchange Behavior

Bob guides you to the displays of the palmtops and says, "This model, the PalmV by 3Com, is my favorite because of the quality and price. It has a rechargeable lithium-ion battery, which saves money in the long run, and it is rated number one by Consumer Reports. Everyone seems to be after it. They're going fast and we may not be getting another shipment in for a while. They've really taken off. If I were you I'd get the PalmV.

I think we only have a few left in stock. Hang on a second and I'll check with the stockroom manager." Bob leaves you to look at the display models.

Really try hard to imagine that the above situation really happened to you and answer the following questions.

Dependent Variables. After reading the scenarios, subjects were presented with the dependent measures, which were counterbalanced so that approximately half of the subjects in each cell received the cognitive measures first followed by the emotion and outcome measures, while the other half received the emotion measures first. There were no significant effects due to measure order.

The cognitive goal facilitation measures were based on the pretest results reported previously. The emotion measures were developed by Richins (1997) and are discussed in a forthcoming section, and the outcome behaviors were devised specifically for this study. Finally, individual difference measures were intended to measure subjects' ability to deal with assertive salespeople and subjects' curiosity about products.

Study 1 Results

The results are presented in the following manner. Initially, the interaction effect of mind-set and behavior on perceived goal facilitation is examined. H1a and H1b predict that perceived goal facilitation will be higher in the congruent conditions. Following this, H2 – H4, the emotional valence, emotional orientation and emotion cluster hypotheses are examined. These hypotheses predict that certain types of emotions will be elicited under certain conditions. Specific predictions include that emotional valence is dependent on goal facilitation, that emotional orientation is dependent on the underlying goal content of a given mind-set, and that specific clusters of emotions will dominate specific combinations of mind-set and behavior. Finally, the emotion-to-outcome behavior and the cognition-to-outcome behavior hypotheses are discussed last.

Hypothesis 1. Hypotheses H1a and H1b posit that perceived goal facilitation will be higher in the congruent conditions as opposed to the incongruent conditions. These hypotheses were initially examined using MANOVA (Multiple Analysis of Variance) with goal facilitation and goal thwarting as dependent variables with consumer mind-set and salesperson behavior as independent variables. The results of the MANOVA indicate a significant interaction of mind-set and behavior with both goal facilitation and goal thwarting, ($F(1, 147) = 23.693, p < .000$) for goal facilitation and ($F(1, 147) = 8.023, p < .005$) for goal thwarting. Given these results, the combined goal facilitation/goal thwarting variable created during the pretest stage was used to examine H1a and H1b. The results in Table 4-2 indicate a significant interaction effect. A plot of the means of the unstandardized predicted values illustrates the interaction in Figure 4-1.

Table 4-2

H1a and H1b ANOVA Results

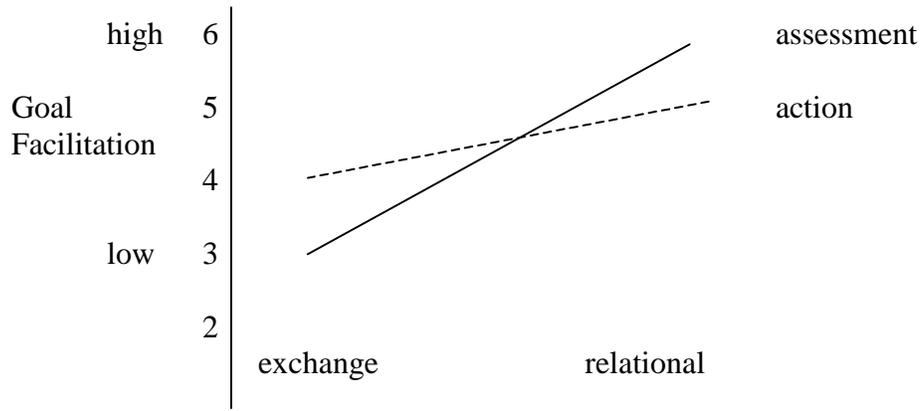
Dependent Variable: Goal facilitation (combined variable with goal thwarting)

Source	Type III Sum of Squares	Df	Mean Square	F	sig.
Corrected Model	169.830	3	56.610	65.092	.000
Intercept	2688.775	1	2688.775	3091.646	.000
Mindset	5.078	1	5.078	5.839	.017
Behavior	137.065	1	137.065	157.602	.000
Mindset * Behavior	18.594	1	18.594	21.380	.000
Error	127.844	147	.870		
Total	2943.464	151			
Corrected Total	297.674	150			

R Squared = .571 (Adjusted R Squared = .562)

Figure 4-1

Plot of the Interaction Effect of Mind-set and Behavior on Goal Facilitation.



The plot of the interaction and the significant results from the MANOVA provide support for H1a and H1b. Subjects perceive their goal as being facilitated by the salesperson more so in the congruent mind-set and behavior conditions as opposed to the incongruent conditions.²

Development of Emotion Variables for H2, H3 and H4. Hypotheses 2, 3, and 4 are discussed in the next section. Prior to examining the Repeated Measures Analysis used to initially examine these hypotheses, a discussion of the creation of the specific variables used in the analysis is provided. H2a and H2b posit that more positive emotions will be elicited when goal facilitation is high and that more negative emotions will be elicited when goal facilitation is low. In order to examine these hypotheses, both a positive emotion variable and a negative emotion variable were created based on the emotion terms measured in the study.

27 Initial Emotion Terms used in Study 1

Afraid	Hopeful
Angry	Irritated
Anxious	Optimistic
Astonished	Panicky
Calm	Peaceful

² There was a significant main effect of gender in H1. Females found Bob to be more facilitating across all conditions. There was not a significant interaction effect of gender and there was no significant effect of gender on the manipulation check items used in Study 1. In addition to checking for gender effects, H1a and H1b were also examined using regression analysis and the continuous variables that measured underlying goal content as opposed to the dichotomous mind-set variables. The pattern of the results was unchanged.

Content	Pleased
Discontent	Relieved
Eager	Sad
Encouraged	Scared
Enthusiastic	Surprised
Excited	Tense
Frustrated	Unfulfilled
Fulfilled	Warmhearted
Happy	

During the study, subjects were asked to indicate how they would feel if the encounter with Bob, the salesperson, was really happening. This question was followed by each emotion term. Emotions were measured on a seven-point scale anchored by 1 strongly disagree (that I would feel that way) and 7 strongly agree. Initially, the means of each emotion term were examined in order to ascertain which emotions subjects actually indicated would be elicited. Those emotion terms whose means were below 3.0 (which was slightly disagree) on the 7 point scale were dropped from further analysis. The following emotion terms were dropped from the original list of 27 – afraid, angry, anxious³, astonished, panicky, sad, scared and surprised. Based on the means analysis, subjects indicated that these emotions were not being elicited based on their encounter with Bob.

The remaining emotion terms were classified in part along Richins' (1997) positive/negative valence dimension, in order to create a positive emotion variable and a negative emotion variable to be used in the examination of H2a and H2b. The following emotion terms were combined to create the positive emotion variable; excited, enthusiastic, eager, encouraged, fulfilled, happy, hopeful, optimistic, pleased, relieved, and warmhearted. The negative emotion variable consisted of; tense, unfulfilled, irritated, frustrated, and discontent. The split of the terms into positive terms and negative terms was, as indicated, based on empirical results obtained by Richins (1997). Factor analysis carried out as part of the present study also lends support to the valence dimension. Appendix 2 contains the factor loadings of the 19 retained emotion terms.

The factors lend general support for the positive/negative emotion split. In addition to the valence dimension, the factor structure also identifies the emotional orientation dimension of interest in H3a and H3b, which propose that the orientation dimension of emotion; the inwardness versus outwardness of emotion, is dependent on mind-set. A consumer in an action mind-set, given the goal underlying the mind-set, is likely to feel more externally oriented emotions both positive and negative; e.g., excited and eager or irritated and frustrated. A consumer in an assessment mind-set, on the other hand, is likely to feel more internally oriented emotions both positive and negative; e.g., calm and content or tense. In order to examine these predictions, two additional emotion variables were created by combining emotion terms that related to the orientation

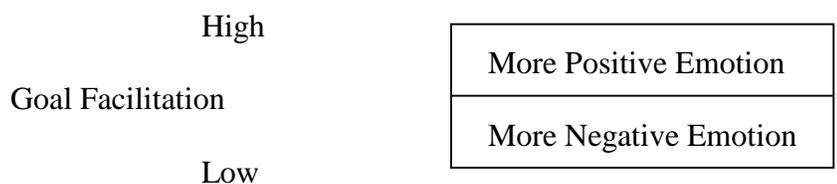
³ Both anxious and surprised were dropped not because subjects were not feeling anxious or surprised but because subjects were interpreting the terms in different ways. Open-ended responses at the end of the study clearly indicated that action mind-set subjects were interpreting the term anxious to mean anxious or excited to buy the product; whereas, assessment mind-set subjects were interpreting the term anxious to mean tense or nervous. Similar interpretations were made of the term surprised. Given the different interpretations, the terms were dropped from further analysis.

dimension. Again, based in part on Richins' (1997) results and on the factor structure in Appendix 2, two variables were created. The first combined emotion terms that were more externally oriented. These terms included; enthusiastic, eager, excited, warmhearted, relieved, pleased, optimistic, hopeful, happy, encouraged, fulfilled, irritated, frustrated, discontent and unfulfilled. These terms stems from Factors 1 and 3 in Appendix 2 and as indicated from Richins (1997). The internally oriented emotion terms included; tense, calm, content and peaceful.

The following are the scale reliabilities for the four emotion variables created: Alpha .9384 for the positive emotion scale; Alpha .8606 for the negative emotion scale; Alpha .9439 for the externally oriented scale; and Alpha .8682 for the internally oriented scale. These four variables directly relate to H2a, H2b, H3a and H3b. In order to examine hypotheses 4a – 4d it was necessary to combine the emotional valence variables and the emotional orientation variables because H4a, H4b, H4c and H4d propose that specific combinations of valence and orientation are associated with specific combinations of goal facilitation and mind-set. In order to create the emotion clusters, variables pertaining to the various combinations of valence and orientation were created. The emotion clusters and the scale reliability results for the items grouped under each variable are as follows: 11 emotion terms were combined to capture the positive/external emotion cluster; eager, enthusiastic, encouraged, excited, fulfilled, happy, hopeful, optimistic, pleased, relieved, and warmhearted. Alpha for these items was .9408. Three emotion terms were combined to create the positive/internal emotion cluster: content, calm, and peaceful. Alpha for these items was .8288. Four emotion terms were combined to create the negative/external emotion cluster: discontent, frustrated, irritated, and unfulfilled. Alpha for these items was .8780. One emotion term was used to capture the negative/internal emotion cluster: tense.

Figures 4-2, 4-3, and 4-4, illustrate H2a, H2b, H3a, H3b and H4a – H4d respectively.

**Figure 4-2
Emotional Valence Predictions in H2a, H2b**



**Figure 4-3
Emotional Orientation Predictions in H3a, H3b**

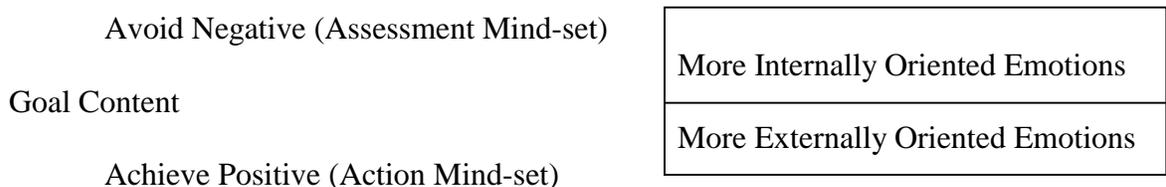


Figure 4-4
Specific Emotion Cluster Predictions in H4a – H4d

		Action Mind-Set Goal Content	Assessment Mind-Set Goal Content
Goal Facilitation	High	Positive/External Emotions	Positive/Internal Emotions
	Low	Negative/External Emotions	Negative/Internal Emotions

In Figure 4-4, the emotion clusters listed in each cell are posited to be the dominant emotions within that cell. In other words, it is predicted that positive/external emotions; e.g., excited, eager, enthusiastic...will be felt more strongly than the other types of emotions within the action/high facilitation cell.

Results for H2-H4. The initial analysis used to test H2a, H2b, H3a, H3b and H4a-H4d was a Repeated Measures Analysis of Variance, with the emotion clusters as the within subjects' variables. Results in Table 4-3 indicate a significant three-way interaction of emotion, mind-set and behavior.

Table 4-3
Repeated Measures Results

Source	Type III SS	df	Mean Square	F	Sig.
Emotion	9.360	3	3.120	1.268	.285
Emotion*Mind Set	13.344	3	4.448	1.808	.145
Emotion*Behavior	95.882	3	31.961	12.988	.000
Emotion*Mind Set* Behavior	111.486	3	37.162	15.102	.000
Error	1085.174	441	2.461		

In order to examine H2a, H2b, H3a and H3b more thoroughly, univariate analysis was performed. The univariate results provide support for both H2a and H2b, which propose that more positive emotions will be elicited when goal facilitation is high and more negative emotions will be elicited when goal facilitation is low. For H2a, the positive emotion variable was the dependent variable and there was a significant effect of goal facilitation on the elicitation of positive emotions, with high goal facilitation resulting in

more positive emotion, ($F(1, 149) = 63.616, p < .000$). For H2b, the negative emotion variable was the dependent variable and there was a significant effect of goal facilitation on the elicitation of negative emotions, interpreted as low goal facilitation resulting in negative emotion ($F(1, 149) = 86.885, p < .000$).

Similar analyses were carried out to test H3a and H3b. For H3a, the internally oriented emotion variable was the dependent variable with the underlying goal content of the assessment mind-set as the independent variable. The hypothesis predicts that a consumer in an assessment mind-set who is concerned with preventing a negative outcome will experience more internally oriented emotions. Support is not found for H3a, ($F(1, 149) = .000, p > .9$). H3b predicts that externally oriented emotions are associated with the goals of an action mind-set, i.e., the consumer is concerned with not missing out on a positive outcome. Support is found for H3b, ($F(1, 149) = 13.219, p < .000$).

In order to examine the specific emotion clusters proposed in H4a-H4d, multiple comparison contrasts were set up and tested. The means in Table 4-4 represent the means of the emotion clusters⁴.

Table 4-4
Means for Within Cell Contrasts for H4a-H4d.

Exchange Behavior	Action Mind-Set Positive external .7234 vs. all others Negative external -.4533 Negative internal .4356 Positive internal -.2371 (means for each cluster)	Assessment Mind-Set Negative internal .8721 vs. all others Positive external -.9206 Negative external .8185 Positive internal -.9170 (means for each cluster)
Relational Behavior	Negative external .0034 vs. all others Negative internal -.4304 Positive external .0402 Positive internal -.0552 (means for each cluster)	Positive internal .5720 vs. all others Negative external -1.079 Negative internal -.5601 Positive external .4873 (means for each cluster)

The contrasts were set up as multiple comparison t-tests. H4a predicts that positive/external emotions will dominate the action/exchange cell. Results provide support for the hypothesis; $t_{(441)} = 2.301, p < .025$. H4b predicts that negative/internal emotions will dominate the assessment/exchange cell. Support is found for this hypothesis; $t_{(441)} = 4.345, p < .001$. H4c predicts that positive/internal emotions will dominate the assessment/relational cell. Support is found for this hypothesis; $t_{(441)} = 3.305, p < .001$.

⁴ Prior to testing the contrasts, means for all emotion clusters were mean adjusted along the valence dimension because of a skew toward positive emotions. The skew toward positive emotions is not surprising given the tendency of normal individuals to strive to maintain a positive emotional outlook and positive emotional wellbeing. Means were adjusted by subtracting the overall negative emotion mean from each individual negative emotion term and by subtracting the overall positive emotion mean from each individual positive emotion term.

H4d predicts that negative/external emotions will dominate the action/relational cell. Support is not found for this hypothesis; $t_{(441)} = .4884, p > .1$. An examination of the means for this cell, indicates, that if anything, subjects were not feeling at all tense (negative/internal) when in an action mind-set and dealing with relational behaviors; however, subjects were not being moved toward a frustrated state (negative/external) which is the emotional state hypothesized.

Outcome Behavior Hypotheses. H5a – H5d propose that specific emotions will lead to specific outcome behaviors. The outcome behaviors include: advancing in the decision making process; actualizing the purchase goal; avoiding the interaction; or approaching the situation and reasserting one’s goals on the encounter. Eight items were created in an attempt to capture the four behaviors.

Items Used to Capture Outcome Behaviors.

1. If the encounter with Bob was **really happening**, I would attempt to avoid dealing with Bob at all costs even if it meant leaving the store.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

2. I would try to explain to Bob what it was that I had come in for.
3. I would definitely make a purchase from Bob.
4. I would allow Bob to help me try to decide what was best for my needs.
5. I would not make a purchase from Bob now or in the future.
6. I would carry on discussing the products and my possible needs with Bob.
7. I would leave the store without making a purchase.
8. I would attempt to get Bob to understand my needs.

The items were factor analyzed in order to identify the underlying behaviors. Results of the factor analysis are presented in Appendix 3. The factor analysis indicates that at best, three factors can be identified. Items 2, 4, 6, and 8 were combined to create a variable measuring both the approach and advancement strategy. Alpha for these items was .7509. Items 1, 5, and 7 were combined to measure an avoid strategy. Alpha for these items was .6717 and item 3 became the actualize strategy.

Emotion to Behavior Results. In order to test hypotheses H5a – H5d, regression analysis was carried out using each of the four behaviors as a dependent variable and the four emotion clusters as independent variables. H5a predicts an advancement strategy when positive/internal emotions are elicited. Since an advancement strategy could not be clearly identified from the outcome measures, the combination of the

approach/advancement measures were used in the regression equation. Results appear in Table 4-5.

**Table 4-5
Results for H5a and H5d**

Model	B	Std. Error	Beta	t	Sig.
Constant	4.922	.098		50.244	.000
Positive/Internal	.011	.109	.013	.101	.919
Positive/External	.269	.103	.285	2.616	.010
Negative/Internal	-.013	.079	-.018	-.162	.872
Negative/External	-.042	.083	-.057	-.509	.612

Dependent Variable: Approach/Advancement Strategy

Results do not provide support for the hypothesis. However, an approach/advancement strategy is significantly related to positive/external emotions. H5b predicts an avoid strategy when negative/internal emotions are elicited. Table 4-6 contains results.

**Table 4-6
Results for H5b**

Model	B	Std. Error	Beta	T	Sig.
Constant	3.248	.098		33.028	.000
Positive/Internal	-.020	.110	-.020	-.190	.850
Positive/External	-.467	.103	-.405	-4.537	.000
Negative/Internal	.069	.080	.083	.875	.383
Negative/External	.211	.083	.232	2.536	.012

Dependent Variable: Avoid Strategy

Although this hypothesis is not supported, it is interesting that the strategy is significantly negatively related to positive/external emotions and significantly positively related to negative/external emotions. H5c predicts an actualization strategy when positive/external emotions are elicited. Results appear in Table 4-7. Support is provided for this hypothesis.

**Table 4-7
Results for H5c**

Model	B	Std. Error	Beta	T	Sig.
Constant	3.391	.118		28.750	.000
Positive/Internal	-.159	.132	-.137	-1.208	.229
Positive/External	.859	.124	.661	6.944	.000
Negative/Internal	-.126	.095	-.133	-1.330	.186
Negative/External	-.122	.100	.118	1.212	.227

Dependent Variable: Actualize Strategy

H5d predicts an approach strategy when negative/external emotions are elicited. Results appear in Table 4-5, which uses the combined approach/advancement strategy. Support is not found for H5d.

In summary, while the hypotheses do not receive strong support, these results are interesting because it appears that externally oriented emotions, both positive and negative, appear to be driving the outcome behaviors. Internally oriented emotions do not seem to play a significant role.

Cognition to Behavior Results. The final set of hypotheses deals with cognition to outcome behavior. H6a – H6d predict each of the four outcome behaviors based on mind-set and goal facilitation. H6a predicts that an advancement strategy will be adopted when goal facilitation is high and a consumer is in an assessment mind-set, which is associated with avoiding a negative outcome. Since an advancement strategy could not be distinguished from an approach strategy, the combined items were used as was done in H5a and H5d. Results appear in Table 4-8. There is no significant interaction of goal facilitation and an assessment mind-set on the use of the approach/advancement behavior.

**Table 4-8
Results for H6a**

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.202	.591		3.725	.000
	Goal Facilitation	.376	.123	.432	3.047	.003
	Goal Content Assessment	.174	.108	.275	1.609	.110
	Interaction	.001	.022	.119	.607	.545

Dependent Variable: Approach/Advancement Strategy

H6b predicts that an avoid strategy will be used when goal facilitation is low and a consumer is in an assessment mind-set wishing to avoid a possible negative outcome. Results appear in Table 4-9.

**Table 4-9
Results for H6b**

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.204	.594		7.080	.000
	Goal Facilitation	-.403	.123	-.412	-3.251	.001
	Goal Content Assessment	.334	.108	.471	3.078	.002
	Interaction	-.003	.022	-.302	-1.725	.087

Dependent Variable: Avoid Strategy

Support is found for this hypothesis at the .1 level. When goal facilitation is low and a consumer is concerned with avoiding a negative outcome, an avoid strategy is likely.

H6c predicts that an actualization strategy will be used when goal facilitation is high and a consumer is in an action mind-set associated with not wanting to miss out on a

positive outcome. Results are presented in Table 4-10. No support is found for this hypothesis.

Table 4-10
Results for H6c

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.452	.697		.648	.518
	Goal Facilitation	.302	.158	.252	1.907	.058
	Goal Content Action	.329	.159	.426	2.073	.040
	Interaction	.001	.035	.084	.341	.734

Dependent Variable: Actualization Strategy

Finally, H6d predicts that an approach strategy will be used when goal facilitation is low and a consumer is in an action mind-set. Once again the combined approach/advancement variable was used in the regression equation. Results are presented in Table 4-11. No support is found for this hypothesis.

Table 4-11
Results for H6d

Model		B	Std. Error	Beta		Sig.
1	(Constant)	3.673	.541		6.785	.000
	Goal Facilitation	.467	.123	.537	3.800	.000
	Goal Content Action	-.104	.123	-.186	-.843	.401
	Interaction	-.001	.027	-.112	-.424	.672

Dependent Variable: Approach/Advancement Strategy

In summary, the majority of the hypotheses examined in Study 1 received support. It appears that the congruency mechanism is a reasonable mechanism for understanding cognition, emotion and outcome behaviors that occur during an interpersonal sales encounter. It also appears that individual emotion clusters are associated with specific combinations of mind-set and behavior and that specific cognitions arise as a result of the congruency mechanism. The following chapter, Chapter 5, examines the results from Study 2.

Chapter 5

Study 2 Procedures

Program Design. Study 2 was a computer based study designed to simulate a sales encounter. The program guided subjects through a sales encounter with a salesperson named Bob. Bob's voice and picture were digitally recorded to enable subjects to both see and hear him as they progressed through the study. The study was designed to enable action mind-set subjects to be able to gather substantial product information prior to meeting Bob; whereas, assessment mind-set subjects were totally reliant on Bob to gather attribute information. The ability (or lack of) to gather information prior to meeting Bob was the key aspect of the mind-set manipulation. In addition, assessment mind-set subjects read the following screen at the beginning of the study:

In this study, you will see four computer products. All of them are priced around \$300. There are important differences in product attributes that you should be aware of in order to help you make an informed choice. In order to decide which product is best, you should focus on attributes like memory, weight of the device, battery type, and the specific functions each device performs. You should make certain you understand some of the various features before making a choice.

Action mind-set subjects received an alternative screen that read:

In this study you need to make a choice. You will be able to gather information about four products in order to help you make a choice. The products are PDAs (personal digital assistant) computing devices with various features all priced around \$300. Make a choice as soon as you feel ready. Once you have decided which product is best you should select it.

Following the introductory screen, action mind-set subjects gathered information on each of four products in a choice set. The program was designed to ensure that subjects had to gather information on each product before they could advance. After gathering information, subjects were asked if they required additional information from a salesperson. Subjects who chose to gather additional information were greeted by Bob (a digital picture and voice of a salesperson). Bob's behavior was either exchange-oriented or relational-oriented depending on what particular cell a subjects had been assigned to. An example of an exchange script is as follows:

“Hi, I'm Bob. I see you're looking at the PDAs. We have a great offer on all of them. Kind of a millennium madness sale where we have the newest technology at great prices. I expect by the end of the week we will be running low on just about all of them. The Wizard by Sharp seem to be one of the best sellers at the moment, probably because it's fairly new on the market and has some great features. Students seem to be interested in it because of its small size making it easy to carry around.”

An example of a relational script is as follows:

“Hi, I’m Bob. I see you’re looking at the PDAs, which stands for personal digital assistant, in case you were wondering. I’d be happy to provide you with some information about them. They’re still a pretty new concept but people seem to really like the new technology. The biggest difference on the face of it is that some have keyboards and are really like small laptops and others don’t have keyboards and are more like personal organizers. I own one with a keyboard like the HP360 LX. I use that one more for office type work. I imagine you might use it for course work or something like that. I also recommend the Visor by Handspring. It’s one of the really small palmtop sized PDAs without a keyboard. You would use that more as an electronic diary, keeping track of your schedule and checking mail. You can access messages from it and keep track of appointments. If you want a combination of a palmtop computer and a personal organizer then the Wizard by Sharp is probably your best bet. It has a keyboard and is also an organizer. You really need to think carefully about what you want a PDA for before you decide on the exact type. Just let me know if I can help further, I’ll be over there manning the desk.

Subjects had the opportunity to continue to interact with Bob a total of four times in any given condition. At any time when they felt they had sufficient information to make a choice they could select a product after which the dependent measures were presented.

After reading the initial screen subjects who indicated that they did not require additional information were instructed to make their way to the sales counter (checkout) where a salesperson would help them with their selection. This was embedded in the program to ensure that subjects had to meet Bob at least once in order to complete the program. In other words, in order to ensure that there was at least some interaction with Bob, subjects were forced to face him at least once in each of the four conditions.

Each of the four conditions was designed to ensure that any possible path subjects decided to take through the program ended with subjects making a product choice and answering the dependent measures. Embedded within the program was a choice screen giving subjects the option to continue to work with Bob or to stop having Bob help them. This was designed to measure the behavioral choice of whether or not subjects wanted to try and avoid dealing with Bob or whether they were content to continue to allow Bob to help them. The path subjects chose to take through the program also indicated whether or not they felt they required additional information from a salesperson and, if so, how many times they elected to interact with Bob.

Program Pretesting. In order to work through any glitches in the program a series of pretests was conducted involving approximately 80 subjects. Initially feedback from the pretests was used to improve the user friendliness of the program incorporating easier to read dependent measures and colored indicators to ensure that subjects knew which answer they had selected. Several of the paths also had to be modified to ensure that subjects ended up at the ‘correct’ screens as they worked their way through the program. The audio portion of two of Bob’s eight speeches was edited in order to make him more exchange oriented after subjects reported that they found him to be too friendly.

Limited usable computer pretest data was gathered from the 80 subjects. About 1/3 of the recorded data were lost due to difficulties in networking the data collection into one data file. Files were overwritten as new data sets were entered. Ultimately, each of the

eight computers used to collect data was programmed to record its own data on a floppy disc.

Some paper and pencil pretest data was successfully collected from the 80 pretest subjects and in addition to suggestions and comments about Bob's behavior and about the computer program itself, these data indicated that none of the subjects either recognized Bob's face or voice.

In summary, the pretesting resulted in several changes to the program design and certain changes to the stimulus materials.

Study 2 Results

Procedures and Subjects. During the main study, subjects were run in groups of up to eight at a time. Each subject sat in front of a computer in a computer lab and wore a headset in order to hear Bob's voice. As with study 1, all subjects were undergraduates enrolled in an introductory Marketing class. Subjects received course credit for their participation. The study took place over eight consecutive evenings and one weekend. A total of 147 subjects participated. On the first night of data collection, difficulties were again encountered with data collection and 20 data sets were lost leaving, in the end, a total of 127 usable data sets. Final cell sizes ranged from 31 to 34, females accounted for 60% of the subjects, 17% of the subjects considered themselves to be computer experts and 6% of the subjects indicated that they owned a PDA. Depending on the condition assigned, subjects spent anywhere from 20 to 35 minutes completing the task. Following the study, subjects were debriefed and dismissed.

Independent Variables. As indicated previously, in order to manipulate mind-set, subjects read a screen encouraging them to make a decision (action mind-set) or they read a screen encouraging them to find out about certain product attributes (assessment mind-set). Following this, action mind-set subjects were presented with information screens containing specific detailed product information about four PDAs (personal digital assistant computer devices). Assessment mind-set subjects were told that product information would be provided by a salesperson. The four product information screens and the instructions to make a choice were designed to activate an action mind-set. The lack of information and the instructions to gather information on specific product attributes were designed to activate an assessment mind-set.

Salesperson behavior was manipulated by using various digitally recorded scripts that subjects heard each time that they visited with Bob. Eight scripts were used, four were designed to be exchange oriented and four were designed to be relational oriented. Appendix 4 contains transcripts of all eight scripts. In any given condition, subjects were exposed to a maximum of four scripts depending on the number of times they chose to visit with Bob. The scripts were written based on the pretests carried out prior to study 1 that generated salesperson behaviors.

Dependent Measures. After working through the computer program, subjects arrived at a series of screens containing the dependent measures. Subjects received emotion measures, goal facilitation measures and behavioral outcome measures that had been used or that were a result of measures developed in study 1. In addition, three attribution measures were added in study 2 and one additional emotion measure. The attribution measures were designed to assess what subjects attributed their emotional feelings to - Bob, the product choice, or something other than Bob or the product choice. The additional emotion term was annoyed. The term was added following the verbal debriefing of several of the 80 subjects used to pretest the computer program. Subjects indicated that in the action/relational condition, Bob annoyed them because he provided information they already had. In Richins' (1997) Consumption Emotion Set (CES), annoyed clusters with irritated and frustrated.

The results from study 2 are presented according to the six hypotheses tested. Initially the interaction hypothesis is examined, followed by the cognition, emotion and

outcome behavior hypotheses. Prior to examining each individual hypothesis, the overall structure of the data, the measures and the scales created are discussed.

Cognition, Emotion and Outcome Behavior Scales. Following a similar pattern to study 1, factor analysis and scale reliabilities were carried out on the individual cognition, emotion and outcome items in order to create the relevant indices.

Factor analysis was carried out on the 14 cognition measures from study 1 that were used in study 2 in order to assess the underlying structure of the goal facilitation measures, the goal thwarting measures and the centrality measures. Appendix 5 contains the factor matrix, which looks as expected based on study 1. The six items developed to measure goal thwarting and the eight items developed to measure goal facilitation load on a single factor, the goal thwarting items with strong negative loadings. In terms of scale reliability for the goal facilitation and goal thwarting items, Alpha for the goal thwarting items was .9416. Alpha for the goal facilitation items was .9486.

In terms of the emotion items, three factors were uncovered providing general support for the structure uncovered in study 1. The first factor contained items relating to positive/external emotions, the second factor contained items relating to the combined internally oriented positive and negative emotions and the third factor contained the negative/external emotions.

There were some slight differences in the factor loadings between study 1 and study 2. In study 2 the emotion term – content - loaded with the positive/external emotions as opposed to the positive/internal emotions where it had loaded in study 1.⁵ The emotion term – warmhearted – did not load strongly on any factor in study 2. An examination of the correlation matrix also indicates the lack of correlation between warmhearted and any of the other emotion terms; therefore, warmhearted was dropped from further analysis in study 2. Finally, in study 2, the emotion term – anxious – was highly correlated with the emotion term – tense – thus the term was retained. This had not been the case in study 1 where the term anxious was dropped because of what seemed to be a dual interpretation of the term by subjects in different mind-set conditions. Apart from these minor differences between study 1 and study 2, the underlying factor structure for study 2 mirrors that of study 1. Appendix 6 contains the factor matrix. Alphas for the scales were .9197 for the negative emotion terms, .9552 for the positive emotion terms, .9548 for the externally oriented emotion terms and .8953 for the internally oriented items.

The factor analysis of the eight items from study 1 that were developed to measure outcome behavior again mirrored the results from study 1. At best 3 behaviors were measured by the items. The individual items measure the avoid strategy, with three items loading on that factor; the approach strategy, with two items loading on that factor; and the advancement strategy with two items loading on that factor. The remaining item, #3, was treated as the actualization strategy as it was in study 1, even though it did not load on a separate factor. Appendix 7 contains the factor matrix for the outcome behavior measures. Alpha for the three ‘avoid’ items was .7925. The correlation between the two items measuring approach was .6109 and the correlation for the two items measuring advancement was .6476.

⁵ The term – content – crossloaded in study 1 indicating the possibility that it had a fit with both the positive/internal and the positive/external dimension. In study 2 the loading was more strongly in favor of the externally oriented emotion dimension.

Based on the factor structures, the specific indices needed to test the hypotheses were created. A goal facilitation variable, a positive emotion variable, a negative emotion variable, an internally oriented emotion variable, an externally oriented emotion variable, the four combined valence/orientation emotion cluster variables, and the three outcome behavior variables were created.

Finally, as a manipulation check of the mind-set variable, the embedded measure within the computer program that assessed the number of subjects who requested additional information from the salesperson was analyzed using Analysis of Variance (ANOVA). The request for additional information was the dependent variable and mind-set was the independent variable. Significantly more assessment mind-set subjects as opposed to action mind-set subjects requested additional information from the salesperson, ($F(1, 125) = 45.917, p < .000$), indicating that assessment mind-set subjects were not in a position to make a decision prior to gathering additional information.

The following sections report the results of the specific hypotheses tests.

Hypothesis 1. This hypothesis examines the interaction between motivation and salesperson behavior and the effect on goal facilitation. Table 5-1 contains the results.

Table 5-1
H1a and H1b ANOVA Results

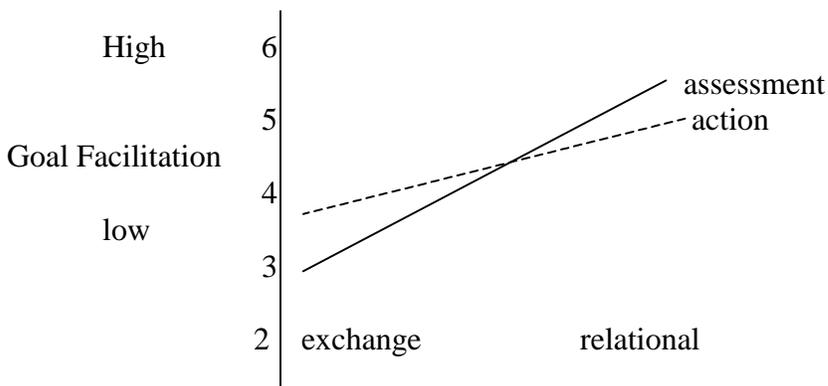
Dependent Variable: Goal Facilitation

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	135.841	3	42.280	36.582	.000
Intercept	2155.758	1	2155.758	1741.613	.000
Mindset	2.934	1	2.934	2.370	.126
Behavior	125.913	1	125.913	101.724	.000
Mindset*Behavior	9.061	1	9.061	7.320	.008
Error	152.249	123	1.238		
Total	2433.046	127			
Corrected Total	288.090	126			

R Squared = .472 (Adjusted R Square = .459)

Figure 5-1 contains a plot of the interaction means.

Figure 5-1
Plot of the Interaction Effect of Mind-set and Behavior on Goal Facilitation



The significant ANOVA results and the plot of the interaction indicates that goal facilitation is perceived to be higher under congruent mind-set to behavior conditions and that goal facilitation is perceived to be lower under incongruent conditions. Hypothesis 1a and 1b are supported.

Hypothesis 2. This hypothesis deals with the emotional valence dimension and goal facilitation. More positive emotions are predicted when goal facilitation is high and more negative emotions are predicted when goal facilitation is low. Analysis of variance results provide support for H2a and H2b. Positive and negative emotion were entered as the dependent variables respectively with goal facilitation as the independent variable. High goal facilitation resulted in more positive emotions being elicited, ($F(1, 125) = 165.647, p < .000$). Low goal facilitation resulted in more negative emotion being elicited, ($F(1, 125) = 167.492, p < .000$).

Hypothesis 3. This hypothesis deals with the orientation emotion dimension. Internally oriented emotions are hypothesized to be associated with an assessment mind-set, or the goals underlying the mind-set and externally oriented emotions are hypothesized to be associated with an action mind-set. Partial support is found for these predictions. Analysis of variance reveals that internally oriented emotions are dependent on an assessment mind-set, ($F(1, 125) = 7.364, p < .008$); however, significance is not obtained for the relationship between externally oriented emotions and an action mind-set, ($F(1, 125) = .365, p > .5$).

Hypothesis 4. This hypothesis deals with the four emotion clusters that combine valence and orientation in each of the four mind-set/behavior cells. The initial repeated measures analysis of variance reveals a significant three-way interaction between emotion, mind-set and behavior, with the four emotion clusters entered as the repeated within subjects measures, ($F(3, 369) = 4.540, p < .004$). Given the significant result of the overall test, individual multiple comparison t-tests were set up and tested. H4a predicts that positive/external emotions will be the dominant emotions in the action/exchange cell. Although, positive emotions dominated negative emotions in this cell, support was not provided for the specific prediction of positive/external emotions, $t(369) = .606, p > .1$. H4b predicts negative/internal emotions as the dominant emotions in the assessment exchange cell. Support is found for this hypothesis, $t(369) = 4.413, p < .001$. H4c predicts that positive/internal emotions will be the dominant emotions in the action/exchange cell. Support is found for this hypothesis, $t(369) = 8.01, p < .001$. This t-test was derived by comparing the mean for positive/internal emotions of 5.484, to the remaining emotion cluster means, which ranged from 2.284 to 4.739. The other t-tests were constructed in a similar fashion; comparing the mean of the emotion cluster interest with the remaining three means. H4d predicted that negative/external emotions would dominate the action relational cell. The t-test was significant but in the wrong direction, $t(369) = -3.213, p < .001$ indicating that subjects were not at all likely to feel frustrated/irritated with the salesperson in this condition.

Hypothesis 5. Outcome behaviors are hypothesized to be dependent on the specific emotions aroused during a sales encounter. H5a predicts that an advancement strategy will be used when positive/internal emotions are the dominant emotions, in that subjects will continue to work with the salesperson and advance in the decision making process. This hypothesis was examined based on the embedded measure within the program that gave subjects the option of continuing to have Bob help them or the option of no longer having

Bob help them during the sales encounter. Positive/internal emotions were significantly related to subjects' desire to continue to work with Bob, $t(73) = 3.902, p < .001$.⁶ Support is found for H5a.

H5b predicts that negative/internal emotions will lead to an avoid strategy. Once again, the embedded measure giving subjects the option of staying with Bob or trying to avoid continuing to work with Bob was used in the analysis. Results indicate that negative/internal emotions were significantly related to subjects choosing to avoid continuing to have Bob help them, $t(73) = -4.152, p < .001$. The negative t value indicates subjects desire to stop working with Bob, thus, support is found for H5b.

H5c predicts that positive/external emotions will lead to an actualization strategy. Recalling that the actualization measure was item #3 from the eight behavioral items, subsequent regression analysis provides support for H5c. Results appear in Table 5-2 indicating support for H5c. The results also indicate that an actualization strategy is not likely when negative/external emotions are elicited.

Table 5-2
Results for H5c

Model	B	Std. Error	Beta	t	Sig.
Constant	2.707	.767		3.529	.001
Positive/Internal	-.154	.106	-.146	-1.459	.147
Positive/External	.799	.118	.612	6.794	.000
Negative/Internal	-.0891	.090	-.087	-.994	.322
Negative/External	-.233	.086	-.245	-2.724	.007

Dependent Variable: Actualization Strategy

H5d predicts an approach strategy when negative/external emotions are aroused. Specific outcome behavior items were combined to create the approach variable and subsequent regression analysis was performed. Regression results appear in Table 5-3 and do not provide support for H5d possibly because subjects were not feeling negative/external emotions as indicated in the t -test for H4d.

Table 5-3
Results for H5d

Model	B	Std. Error	Beta	t	Sig.
Constant	5.114	.770		6.642	.000
Positive/Internal	-.0333	.106	-.045	-.314	.754
Positive/External	.243	.118	.263	2.058	.042
Negative/Internal	-.0722	.090	-.100	-.803	.424
Negative/External	-.0105	.086	-.016	-.123	.902

⁶ The degrees of freedom reflect the fact that not all subjects took the appropriate path in the program that lead to the 'stay with Bob' decision screen. Many action mind-set subjects visited with Bob only once and then made a product choice. By doing this, these subjects did not reach a point in the program where they had to decide to continue working with Bob or to stop working with Bob. Thus, only the 74 primarily assessment mind set subjects who made a decision one way or another regarding staying with Bob were included in the analysis.

Dependent Variable: Approach Strategy

Once again, however, these results indicate a significant relationship between positive/external emotions and an approach strategy, indicating the strength of the externally oriented emotions in terms of driving behavior.

Hypothesis 6. The final set of hypotheses examines cognition to outcome behavior predictions. H6a predicts that an advancement strategy will be adopted when a consumer is in an assessment mind-set and goal facilitation is high. The advancement strategy is significantly related to goal facilitation but not to the interaction of mind-set and goal facilitation; thus, the hypothesis is not supported, $t_{(interaction)} = -.357, p > .7$.

H6b predicts that an avoid strategy will be adopted when goal facilitation is low and a consumer is in an assessment mind-set. The interaction between mind-set and goal facilitation is significant providing support for the hypothesis, $t_{(interaction)} = -2.535, p < .012$. The negative t value indicates low goal facilitation.

H6c predicts an actualization strategy when goal facilitation is high and a consumer is in an action mind-set. The interaction was not significant, $t_{(interaction)} = 1.028, p > .3$.

H6d predicts an approach strategy when a consumer is in an action mind-set and goal facilitation is low. The interaction term is not significant, thus, support is not found for this hypothesis, $t_{(interaction)} = 1.302, p > .1$.

One remaining aspect of study 2 remains to be discussed. Additional measures were incorporated in study 2 in an attempt to examine attributions that subjects made about what caused them to feel the way they felt following their encounter with Bob. The three measures asked subjects what caused them to feel the way they currently felt. The measures were contained in the computer program and directly followed the individual emotion items that subjects responded to. The measures, on a 1 to 7 scale anchored by strongly disagree and strongly agree, were as follows:

1. Bob has caused me to feel the way I feel right now.
2. The product I selected has caused me to feel the way I feel right now.
3. Something other than Bob or the product has caused me to feel the way I feel right now.

Initial analysis revealed that the 'other' attribution question was not significantly related to any type of emotional arousal; therefore, it was dropped from further analysis. The remaining two measures were analyzed using various regression models. First, each item was regressed on both positive and negative emotion. Bob was found to be significantly related to negative emotion but not positive and the product was found to be significantly related to positive emotion but not negative. Next, the individual emotion clusters were entered in to the analysis. The results appear in Table 5-4.

Table 5-4
Regression Results for Attribution Measures

Model Positive/Internal	B	Std. Error	Beta	t	Sig.
Constant	3.011	.528		5.698	.000
Bob Caused Emotion	-.0868	.079	-.094	-1.096	.275
Product Caused Emotion	.334	.096	.299	3.491	.001
Model Positive/External	B	Std. Error	Beta	T	Sig.
Constant	2.896	.406		7.141	.000
Bob Caused Emotion	-.131	.061	-.176	-2.158	.033
Product Caused Emotion	.356	.073	.405	4.979	.000
Model Negative/Internal	B	Std. Error	Beta	T	Sig.
Constant	4.294	.529		8.119	.000
Bob Caused Emotion	.206	.079	.215	2.593	.011
Product Caused Emotion	-.403	.096	-.348	-4.206	.000
Model Positive/External	B	Std. Error	Beta	T	Sig.
Constant	3.622	.567		6.383	.000
Bob Caused Emotion	.313	.085	.305	3.684	.000
Product Caused Emotion	-.337	.103	-.272	-3.283	.001

The results indicate that in general, positive emotions are associated with the product and negative emotions are associated with Bob. This is an interesting pattern of results indicating that the product choice is what subjects attribute their positive feelings to but Bob is what they attribute any negative feelings to.

In summary, this chapter examined the main elements of Study 2. Each of the six hypotheses was examined along with a discussion of the study design and implementation. The final chapter examines the results of both studies in more detail and discusses limitations, contributions and areas for future research.

Chapter 6

Discussion and Conclusions

The main thesis proposed in this research is that the interaction between a consumer's motivational mind-set and a salesperson's behavior affects a consumer's cognitions, emotions and outcome behaviors. Consumers interact with salespeople on a regular basis yet consumer researchers do not often explore these rich interpersonal events; however, the pervasiveness of sales encounters in a market driven society makes them worthy of thorough examination. One of the main goals of this research, therefore, was to examine the mechanisms at work during an interpersonal sales encounter in an attempt to better understand the dynamics that take place when salesperson and consumer interact.

Specifically, this research proposes a congruency mechanism that operates when consumers and salespeople interact. When a salesperson's behaviors are congruent with a consumer's motivation specific cognitive, emotional and behavioral responses are proposed. Differing responses are proposed when behaviors are incongruent with motivation. The conceptual diagram presented in Chapter 1 and again in Chapter 3 illustrates the proposed relationships between the constructs of interest in this research. The hypotheses that stem from the conceptual model were tested in two experimental studies, the results of which are summarized in this chapter. In addition, this chapter includes a discussion of the contribution of the research from both a theoretical and managerial perspective, the limitations of the research and directions for future research.

Summary of Specific Experimental Findings

Study 1 involved 151 randomly assigned subjects completing a paper and pencil questionnaire that crossed either an assessment or an action mind-set manipulation with a scenario involving either exchange or relational behaviors on the part of a salesperson. Study 2 involved 127 randomly assigned subjects completing a computer simulated sales encounter involving the two mind-set and behavior conditions found in study1. Table 6-1 summarizes the results from Study 1 and Study2.

Table 6-1
Results from Study 1 and Study 2

Hypothesis	Results
Perception of goal facilitation as either high or low based on the interaction between mind-set and behavior.	Total support for the congruency mechanism in the assessment mind-set conditions and partial support in the action mind-set conditions.
More positive emotions when facilitation is high, more negative emotions when facilitation is low.	Total support in both studies. High facilitation resulted in more positive emotion, low facilitation in more negative emotion.
More internally-oriented emotions under an assessment mind-set, more externally-oriented emotions under an action mind-set	Partial support in both studies. In study 1, an action mind-set resulted in significantly more externally-oriented emotions. In Study 2 an assessment mind-set resulted in significantly more internally-oriented ones,
Specific emotion cluster will be dominant under certain combinations of goal facilitation and mind-set.	Partial support in both studies. In both studies, 3 of the 4 cells were significant providing support for the general hypothesis that specific emotions are associated with specific cognitive combinations.
Specific emotion clusters will lead to specific outcome behaviors.	Partial support in both studies. In study 1, 1 of the 4 cells was significant and 3 others were in the predicted direction. 1 was in the wrong direction. In study 2, 3 of the 4 cells were significant.
Specific combinations of goal facilitation and mind-set will lead to specific outcome behaviors.	Partial support in both studies. 1 interaction was significant in both Study 1 and Study 2.

Hypothesis 1 Results. Both studies indicate that a consumer’s mind-set affects the interpretation of salesperson behavior. Behaviors that are viewed as facilitating under a certain mind-set are viewed as thwarting under an alternative mind-set. The interaction effects are based on the congruency between the salesperson’s behavior and the consumer’s motivation.

The only condition that fails to support the concept of a congruency mechanism is the action/relational cell. It may be that action mind-set consumers will only find a relational oriented salesperson incongruent when something in addition to mind-set is

manipulated. Perhaps action mind-set consumers need to be under some form of time pressure or perceive some other ‘stake’ in order to get them to perceive a relational oriented salesperson as incongruent, thus, not facilitating.

Hypothesis 2 Results. The second hypothesis examines the valence dimension of emotions that arise from goal facilitation cognitions. Cognitive theories of emotion indicate that positive emotion should arise when goals are facilitated and negative emotions should arise when goals are thwarted. The hypotheses designed to test these relationships were fully supported in both studies indicating that cognitions about goals lead to the elicitation of either positive or negative emotions.

Hypothesis 3 Results. The third hypothesis examines a subtler dimension of emotion labeled orientation. This dimension differentiates among emotions that are more externally or outwardly focused in that they are often more expressive, visible and recognizable, and emotions that are more internal or inwardly focused. Feeling tense and feeling comfortable fall into the internally oriented category, whereas feeling excited and feeling frustrated fall into the externally oriented category. In both studies, partial support was found for associating a specific emotional orientation with the goals underlying a specific mind-set. In study 1, externally oriented emotions were significantly associated with a consumer in an action mind-set whose goal is to make a desired purchase. Action mind-set subjects felt more frustrated than tense in the incongruent condition and felt more excited than calm in the congruent condition. A salesperson thwarting their desired purchase frustrated them, whereas a salesperson bolstering their decision made them feel excited about the purchase decision. These results can be linked to existing research on mind-sets undertaken by Gollwitzer and colleagues (e.g., Gollwitzer 1996; Bayer, Gollwitzer 1995; Gollwitzer, Bayer and Wasel 1998). Their research indicates that an action (implemental) mind-set is associated with increased optimism and more expression of positive emotion; whereas an assessment (deliberative) mind-set is associated with a more modest, realistic outlook, which would seem to lend itself to calmer more internally felt emotions.

Internally oriented emotions were predicted to be associated with an assessment mind-set in the present research. Support was found for this relationship in Study 2 but not Study 1. Examining the results of Study 1, it is evident that assessment mind-set subjects did feel more internally oriented emotions along the positive dimension. They felt calm and relaxed as opposed to excited and eager in the congruent condition; however, along the negative dimension (in the incongruent condition), subjects felt both internally and externally-oriented negative emotions almost equally. They felt slightly more of the predicted internally negative emotions as opposed to externally negative emotions but the difference was not significant in Study 1. It appears that assessment mind-set subjects were flooded with negative emotion when faced with exchange-oriented behaviors. They felt frustrated and tense in almost equal measure. In Study 2, assessment mind-set subjects did feel significantly more internally oriented emotions. The subtler nature of the mind-set manipulation in Study 2 may have prevented the overall flood of negative emotions that occurred in Study 1, which washed out any effect of emotional orientation. In study 2 assessment mind-set subjects clearly felt more internally oriented emotions, e.g., calm and anxious as opposed to irritated and excited. The subtle nature of the manipulation in study 2 seems to have had the opposite effect of the much stronger manipulation in study 1. The

external aspect of emotional orientation playing a more prominent role in study 1 and the subtler internal aspect of emotional orientation more apparent in study 2.

Hypothesis 4 Results. The fourth hypothesis predicts that specific combinations of positive/negative; internal/external emotions will dominate specific combinations of goal facilitation and mind-set. Support was found in 3 of the 4 conditions in study 1. The only condition not supported was the action mind-set consumer dealing with a relational oriented salesperson. The results for each condition are examined in detail in the forthcoming sections.

Negative/External Prediction. Subjects in the action-relational condition were not moved to a point where they became frustrated or irritated with the salesperson. This is not surprising given the overall preference for relational-oriented behaviors (see Figure 4-1). It may be quite difficult to elicit overriding frustration from a consumer who is dealing with a relational oriented salesperson. In addition, upon further examination, it is interesting to note that very little emotion of any description was elicited in the action mind-set, relational behavior condition. Subjects did not feel at all tense, nor did they feel particularly excited, calm, or frustrated. In order to get action mind-set subjects to feel emotional, exchange-oriented behaviors were necessary. Action mind-set subjects were significantly more excited and eager (positive/external emotions) when exchange oriented behaviors were used. It appears that to get a consumer really excited and enthusiastic about an intended purchase, exchange-oriented behaviors may be needed.

Results from study 2 mirror those of study 1 for the most part. As in study 1, no support was found in study 2 for the hypothesis predicting negative/external emotions in the action-relational condition. The overall optimism and positive frame of mind associated with an action mind-set may make it extremely difficult to move subjects to a point where they become frustrated with a relational salesperson. Perhaps additional factors would need to be added in order to elicit these particular emotions, e.g., consumers who are under considerable time pressure and who are action oriented may become frustrated with a relational salesperson more easily.

In addition to the nonsignificant result that was found across the studies, favorable results also stand up across both studies. In study 2 as with study 1, the hypotheses that relate to an assessment mind-set are fully supported. In both cases – assessment-relational and assessment-exchange, support is found for the corresponding emotional clusters.

Negative/Internal Prediction. As predicted, these emotions (tense, anxious) were aroused when goal facilitation was low and a consumer was in an assessment mind-set. Assessment mind-set subjects felt significantly more tense and anxious (negative/internal) than anything else when goal facilitation was low, i.e., they were faced with an exchange-oriented salesperson. This result is significant in both study 1 and study 2.

Positive/Internal Prediction. The emotion cluster prediction for the remaining assessment mind-set condition also held up across both studies. Assessment mind-set subjects felt significantly more peaceful and calm (positive/internal) than any other emotions when faced with a relational-oriented salesperson, i.e., goal facilitation was high.

Positive/External Prediction. In terms of the remaining emotion cluster, support was found in study 1 for the hypothesis dealing with positive/external emotions and the action-exchange cell. Support for this same hypothesis was not as strong in study 2 where support was found for positive emotions in general, however, significance along the valence dimension was not found. Possibly the weaker manipulation softened the intensity

with which the externally oriented emotions were felt, thus, although positive emotions were the dominant emotions in this condition, a significant distinction between internally oriented and externally oriented positive emotions was not supported.

Hypothesis 5 Results. The fifth hypothesis predicts that specific emotions lead to specific outcome behavior strategies being adopted. In study 1, strong support was not found for linking specific emotions to specific behaviors. Certain factors may have contributed to the weak findings. The items used to measure the four types of outcome behavior – avoid, advance, approach and actualize – weakly measured only three distinct behaviors at best. A fine enough distinction was not possible in order to distinguish an approach strategy from an advancement strategy. Support was found in only one of the four cells in study 1, however, results improved in study 2 with the addition of embedded measures in the computer program used to measure the avoid and the advancement strategies.

Actualization Strategy. Positive/external emotions (excited, eager) were significantly related to an actualization strategy, indicating subjects' desire to follow through with the intended purchase. This result is the only consistent result across both studies in terms of predicted emotions leading to predicted outcome behaviors.

The same positive/external emotions were also significantly negatively related to subjects' propensity to avoid or exit from the interaction, which is logical that if they are feeling excited about a desired purchase they are hardly likely to leave the store without purchasing it. This negative relationship also held up across both studies.

Avoid and Advance Strategies. In study 2, an attempt was made to improve on the ability to discern specific outcome behaviors. The 'stay/not stay' decision screen embedded in the computer program gave subjects the option of staying with Bob and allowing him to continue helping them or deciding not to continue to work with Bob. This was meant to measure both an avoid and an advancement strategy in the emotion conditions relevant to those behaviors. Support was found in study 2 for the hypotheses predicting that negative/internal emotions would be related to an avoid strategy and that positive/internal emotions would be related to an advancement strategy. Both of these strategies are linked to an assessment mind-set where the internally-oriented emotions are the strongest.

Approach Strategy. Support was not found in either study for linking an approach strategy with negative/external emotions. More than likely this is because negative/external emotions were not elicited in the predicted cell. The items used to measure an approach strategy were not clearly discernable from those used to measure an actualization strategy or an advancement strategy across studies 1 and 2.

At best it can be said that although some support was found for the individual predictions, the primary result is that the one clearly negative strategy, avoid, was significantly related to negative/internal emotions in both studies. The remaining three behavioral strategies were all, to a certain extent, positive behavioral strategies and were associated with positive emotions to varying degrees across the two studies.

Hypothesis 6 Results. The final hypotheses, H6a-H6d predict that specific combinations of mind-set and goal facilitation will lead to specific outcome behaviors. Partial support for these predictions is found across both studies. The cognition to behavior prediction for the avoid strategy is supported in both study 1 and study 2. The avoid strategy is predicted when an assessment mind-set consumer perceives low goal

facilitation. It is interesting that this behavioral strategy is significantly related to both the specified emotions and the specified cognitive elements in both studies. It appears that subjects were very clear about the conditions necessary for them to indicate that they did not want to continue in the sales encounter and wished to exit from it.

Results for the remaining cognition to outcome behavior hypotheses are not as strong and, as indicated previously, this is possibly due to the difficulty in differentiating between the advancement, approach and actualization strategies.

Overall Research Summary

The findings from both studies provide strong support for the majority of the hypotheses and the proposed congruency mechanism between consumer motivation and salesperson behavior appears to be a viable mechanism for examining the effects of motivation, cognition and emotion during a sales encounter.

The two experimental studies used to examine this mechanism used widely different approaches yet consistent results were obtained. Study 1 used a very overt mind-set manipulation in order to ensure that the congruency mechanism was thoroughly examined. Study 2 used a much subtler mind-set manipulation in an attempt to simulate a sales encounter with consumers at different points in the decision making process. Action mind-set subjects were provided with the opportunity to gather significantly more information than assessment mind-set consumers who were forced to rely solely on a salesperson for product information. The ability to gather information prior to entering the sales encounter was intended to move action mind-set subjects to a point where they were in the final stages of the decision making process. This appeared to be the case as action mind-set subjects visited with the salesperson Bob significantly less than assessment mind-set subjects did. They also indicated that they did not require additional information; whereas assessment mind-set subjects typically did request additional information from the salesperson.

In terms of salesperson behavior, in both studies there was an overall preference for relational behaviors, indicating that a salesperson is unlikely to go wrong when relational behaviors are used. In neither study was it possible to elicit negative/external emotions in the predicted action/relational cell possibly because there was not enough at stake for the action mind-set consumers. In the remaining three cells, the goal facilitation and the emotional predictions seem to support the congruency mechanism. Assessment mind-set subjects found relational behaviors more facilitating than action mind-set subjects did, while action mind-set subjects found exchange oriented behaviors more facilitating than assessment mind-set subjects did.

The different approaches used in the two studies and the consistent findings indicate that several of the findings seem to be robust. Hypotheses 2 through 4 examine emotion, and attempt to separate emotion into distinct clusters are interesting. Cognitive theories of emotion propose the initial link tested between cognition and emotional valence; however, the emotional orientation predictions and the emotion cluster predictions represent a significant contribution of the present research. The research results indicate that it is plausible to examine emotion clusters based on the congruency mechanism between mind-set and behavior. In both studies positive and negative emotions seem to be aroused as a

result of goal facilitation perceptions. In addition, partial support is found in both studies for associating emotional orientation with motivation.

In Study 1, externally oriented emotions were significantly related to an action mind-set. In Study 2, internally oriented emotions were significantly related to an assessment mind-set. It may be that the differences in the strength of the manipulations between the two studies resulted in a higher intensity of emotional elicitation in Study 1 as opposed to Study 2 where the emotions were more subdued.

The fairly robust results across the two studies in terms of the specific emotion clusters are encouraging. The ability to predict emotion clusters based on motivation and cognition represents a contribution of this research. It provides a richer understanding of the interplay between motivation, cognition and emotion during an interpersonal sales encounter.

It is interesting that in both studies, positive/internal emotions are significantly related to the assessment/relational condition. These emotions are more subdued than positive/external emotions, thus, are less likely to interfere with information processing. It may be that positive/external emotions do not begin to emerge and take over until a consumer has progressed in the decision making process.

The present research makes several contributions both theoretically and managerially. From a theoretical perspective, this research integrates and extends several important theories. Ideas stemming from research on motivation have been incorporated in to the present research. Specifically, the widely accepted idea that motivations can be dichotomized into those that are open-minded or accuracy seeking and those that are close-minded or closure seeking was adopted in the present research. This idea was combined with research on compliance gaining techniques and social influence principles in order to examine the interaction between different motivations and different social influence principles used by salespeople.

The interaction between motivation and salesperson behavior was subsequently linked to cognitive theories of emotion, which played a central role in the development of certain hypotheses. Cognitive theories of emotion stress the necessity for relevant goals to be at stake in order for appraisals and subsequent emotions to arise. The idea that motivations have specific underlying goals associated with them made it possible to integrate motivational mind-sets with cognitive appraisals and the arousal of either positive or negative emotions depending on the nature of the appraisal.

In order to make the finer distinction among various emotion clusters another emotional dimension other than valence was integrated into the overall theory guiding this research. Drawing on research that examined different types of emotions and emotion clusters, the present research extended those theories (e.g., Higgins 1987), and proposed that certain underlying goals were associated with either internally oriented or externally oriented emotions. Only after the two emotional dimensions had been theoretically examined was it possible to theorize about the specific combinations of emotional valence and emotional orientation that would arise under a given combination of mind-set and cognitive appraisal.

The final aspect that rounds out the present theory is that outcome behaviors can be directly linked to specific emotions and specific cognitions.

Overall from a theoretical perspective, a well-formulated theory was generated that closely examined the mechanisms at work during an interpersonal sales encounter. The

theory and the subsequent support it received across two studies contributes significantly our understanding of the role of consumer motivation during an interpersonal sales encounter.

From a managerial perspective, this research indicates the necessity for salespeople to understand what motivates consumers to enter a sales encounter. The importance of consumer motivation has been highlighted in the two studies presented indicating that sales professionals must look beyond existing classification schemas in an attempt to better understand how to select appropriate sales behaviors in a given situation. The research indicates that relational oriented behaviors are perceived as facilitating, thus, unlikely to drive a consumer away, however, it could be extremely difficult to recover from a situation in which exchange behaviors are used on a consumer in an assessment mind-set.

Directions for Future Research

The findings from the two studies add to the limited research in the area of salesperson behavior and consumer motivation and help to increase understanding of the mechanisms at work during an interpersonal sales encounter. There are several possible directions that future research should take in order to continue to expand our understanding in this rich interpersonal domain.

The rather naïve approach taken to salesperson behavior in the present research should become more sophisticated in future research. The present research presented salesperson behavior rather simplistically as being either purely exchange or purely relational oriented. This is unlikely to be the case during a typical sales encounter. A salesperson is likely to be more adaptive than the present research allowed. Therefore, follow up studies should incorporate a more adaptive approach to salesperson behavior. The theoretical development presented in the present research indicates that one of the main goals of a salesperson is to help guide consumers through the decision making process which almost by definition means that salesperson behavior becomes more exchange oriented as the encounter progresses. A consumer who begins in an assessment mind-set eventually becomes action oriented as he or she moves through the decision making process.

One approach that future research could take would be to have the salesperson begin the sales encounter with incongruent behavior and then attempt to recover from the mismatch by adapting behavior to suit the mind-set. Alternately, research could be undertaken that examines assessment mind-set consumers and attempts by a salesperson to move them to an action orientation. Both of these conditions allow for more adaptive behavior on the part of the salesperson.

Another aspect that needs to be further explored is the manipulation failure in the action/relational condition. What conditions are necessary in order for an action mind-set consumer to perceive a relational oriented salesperson as non-facilitating? Perhaps time pressure or some type of realistic stake could be incorporated into the manipulation.

Future research could also examine different types of compliance gaining techniques. The use of more traditional closure tactics in the exchange conditions and additional expertise and authority tactics in the relational condition as opposed to simply providing attribute information.

Finally, the use of attribution measures in Study 2 provides some material for future research. The idea that negative emotions are attributed to the salesperson but positive emotions are transferred to the product is intriguing. What does this say about ownership effects? What does it say about the salesperson's ability to engender positive emotions that do not transfer to the product? If a product is faulty or defective and a salesperson handles the situation with courtesy and professionalism, are positive emotions likely to be aroused and if so what or to whom will they be attributed?

In summary, the broad question of whether or not a consumer's motivation plays a significant role during a sales encounter has been addressed in this research. The majority of the results from both studies indicate clear links between motivation, cognition and emotion. Researchers interested in examining interpersonal sales encounters now have a theoretical base backed by empirical results from two studies to use as a platform for ongoing research in this area.

Appendix 1
Pretest Factor Analysis Results for Goal Facilitation Measures

Item #	Facilitate	Thwart
Cognition 1	.765	-.182
Cognition 4	-.454	.678
Cognition 5	-.291	.738
Cognition 6	-.351	.650
Cognition 12	.704	-.415
Cognition 15	.760	-.443
Cognition16	-.175	.776
Cognition 17	.791	-.433
Cognition 18	-.397	.711
Cognition 19	.657	-.486
Cognition 20	-.420	.798
Cognition 21	.735	-.434
Cognition 27	-.147	.805
Cognition 28	-.277	.688

Rotated Component Matrix
Extraction Method: Principle Components
Rotation Method: Varimax with Kaiser Normalization

Appendix 2
Study 1 Factor Analysis Results for Emotion Measures

Item #	Positive/External	Positive/Internal Negative/Internal	Negative/External
Calm	.132	.885	.220
Content	.428	.548	.379
Discontent	-.470	-.229	-.721
Eager	.693	-.116	.190
Encouraged	.806	.216	.228
Excited	.815	.025	.285
Frustrated	-.112	-.338	-.817
Happy	.753	.348	.327
Hopeful	.728	.053	.095
Irritated	-.206	-.309	-.777
Peaceful	.151	.847	.157
Relieved	.625	.389	.043
Unfulfilled	-.388	-.080	-.726
Optimistic	.754	.346	.198
Pleased	.762	.317	.413
Tense	-.101	-.769	-.279
Warmhearted	.592	.355	.267
Fulfilled	.565	.344	.447
Enthusiastic	.819	.133	.215

Rotated Component Matrix
Extraction Method: Principle Components
Rotation Method: Varimax with Kaiser Normalization

Appendix 3

Study 1 Factor Analysis Results for Outcome Behavior Measures

Item #	Avoid/Actualize	Approach/Advance
Outcome 1	-.445	.585
Outcome 2	.551	.001
Outcome 3	-.001	-.859
Outcome 4	.780	-.183
Outcome 5	-.205	.743
Outcome 6	.820	-.113
Outcome 7	.004	.822
Outcome 8	.805	-.006

Rotated Component Matrix

Extraction Method: Principle Components

Rotation Method: Varimax with Kaiser Normalization

Appendix 4

Study 2 Salesperson Behavior Scripts

Relational Scripts

Script 1

“Hi I’m Bob. I see your looking at the PDAs, which stands for personal digital assistant in case you were wondering. I’d be happy to provide you with some information about them. They’re still a pretty new concept but people seem to really like the technology. The biggest difference on the face of it is that some have keyboards and are really like small laptops and others don’t have keyboards and are more like personal organizers. I actually own one with a keyboard like the HP 360LX. I use that one more for office type work. I imagine you might use it for course work or something like that. I also recommend the Visor by Handspring. It’s one of the really small palmtop sized PDAs without a keyboard. You would use that more as an electronic diary keeping track of your schedule and checking mail. You can access messages from it and keep track of appointments. If you want a combination of a palmtop computer and a personal organizer then the Wizard by Sharp is probably your best bet. It has a keyboard and is also an organizer. You need to think carefully about what you want to use a PDA for before you decide on the exact type. Just let me know if I can help further, I’ll be over there manning the desk.”

Script 2

“I see you’re still thinking it over. Why don’t I tell you about some of the features of the PDAs we sell? First, all of them come from reputable manufacturers with good warranties but there are some differences in the actual features. Let’s start with the Hewlett Packard 360LX. It weighs exactly 1 pound including the battery. It has 8MB of memory and comes with a number of built in applications including the pocket version of Micosoft Word. Next, we have the PalmV by 3Com. It’s their updated version and is quite a popular organizer. Unlike the HP 360, the PalmV is more of an organizer than a palmtop computer. It has a couple of new features and it’s smaller and lighter weight than before. It has a good quality rechargeable lithium-ion battery. Next is the Wizard by Sharp. It’s more of a combination of the HP 360 and the PalmV. It has a keyboard and has 2.5MB of memory and is one of the first PDAs to combine a laptop with a personal organizer. It just came out a few months ago. Finally, we sell the Visor by Handspring. It’s very similar to the PalmV. It’s more of an organizer as opposed to a palmtop computer. However, it can be expanded to include a modem and it has one tough information exchange with your PC. Why don’t you take another minute to really think about what you might want to use a PDA for before making a choice? I’ll be back in a bit to see how you’re doing.”

Appendix 4 (continued)

Script 3

“I just wanted to let you know that in PC Week magazine this week they have a feature on PDAs. The article mentions some of the ones we carry. The HP 360 for instance is rated highly because of its memory capacity but it still weighs just a pound. It also has a nickel battery which seems to last forever. However, if you want a combination laptop and organizer then the Wizard might be your best bet because it has the most organizing features including an address book, a date book, and a memo pad plus it has a keyboard and Windows software. Both are good quality devices for the money. Don’t get me wrong, I’m not suggesting you get both, I just wanted you to be aware of their different strengths.”

Script 4

“Let’s see, what more can I tell you? Oh, I know, have I mentioned some of the accessories that come with each of the models? The Visor has a nice leather carrying case. So does the PalmV and it has Windows software included. We are also including a memory upgrade on the Wizard, which gives it 4MB instead of 2.5. I really think the Wizard because it combines an organizer and a laptop is really a great product. Hope that helps narrow it down for you.

Appendix 4 (continued)

Exchange Scripts

Script 1

“Hi I’m Bob. I see you’re looking at the PDAs. We have a great offer on all of them at the moment. Kind of a millennium madness sale where we have the newest technology at great prices. I expect by the end of the week we will be running low on just about all of them. The Wizard by Sharp seems to be one of the best sellers at the moment probably because it’s fairly new on the market and has some great features. Students seem to be interested in it because of its small size making it easy to carry around.”

Script 2

“The Wizard would really be a great choice. I’ve got a few left in the stockroom. It’s one of the ones I own. It really is a great PDA. Remember if you have any problems at all with it we have a great service department and the first year of service is completely free. In fact, I’m just going to check my sales records but I’m certain we sold 2 or 3 yesterday to other Tech students.”

Script 3

“My supervisor tells me that the PalmV and the Wizard have been our best sellers lately. Apparently Sharp is having trouble keeping up with demand for the Wizard. We’re lucky to be getting another shipment in at the end of the week. I could hold one for you if you like.”

Script 4

“I see you’re having trouble deciding. Did I tell you that the current sale process are only good until this Saturday? Why don’t you just pick the one that you think is right for you and try it out?”

Appendix 5
Study 2 Factor Analysis Results for Goal Facilitation Measures

Item #	Facilitate Combined Measures
Cognition 1	-.852
Cognition 2	.796
Cognition 3	.788
Cognition 4	.721
Cognition 5	-.901
Cognition 6	-.847
Cognition7	.703
Cognition 8	-.674
Cognition 9	.733
Cognition 10	-.832
Cognition 11	.797
Cognition 12	-.820
Cognition 13	.767
Cognition 14	.750

Rotated Component Matrix

Extraction Method: Principle Components
Rotation Method: Varimax with Kaiser Normalization

Appendix 6
Study 2 Factor Analysis Results for Emotion Measures

Item #	Positive/External	Positive/Internal Negative/Internal	Negative/External
Anxious	-.054	-.847	.203
Annoyed	-.155	-.350	.744
Calm	.464	.670	-.314
Content	.617	.182	-.604
Discontent	-.233	-.310	.801
Eager	-.667	.199	-.133
Encouraged	.800	.243	-.228
Excited	.836	.141	-.102
Frustrated	-.184	-.387	.821
Happy	.707	.436	-.318
Hopeful	.736	.405	-.197
Irritated	-.329	-.334	.685
Peaceful	.402	.663	-.353
Relieved	.778	-.078	-.253
Unfulfilled	-.188	-.187	.840
Optimistic	.725	.198	-.302
Pleased	.757	.321	-.405
Tense	-.233	-.782	.403
Fulfilled	.599	.104	-.631
Enthusiastic	.836	.232	-.157

Rotated Component Matrix

Extraction Method: Principle Components

Rotation Method: Varimax with Kaiser Normalization

Appendix 7

Study 2 Factor Analysis Results for Outcome Behavior Measures

Item #	Avoid	Advance/Actualize	Approach
Outcome 1	.666	-.372	-.399
Outcome 2	-.175	-.051	.917
Outcome 3	-.588	.596	.191
Outcome 4	-.310	.819	.055
Outcome 5	.790	-.343	-.075
Outcome 6	-.077	.883	.161
Outcome 7	.871	.002	-.068
Outcome 8	-.073	.419	.809

Rotated Component Matrix

Extraction Method: Principle Components

Rotation Method: Varimax with Kaiser Normalization

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Curriculum Vita

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