



An Empirical Study on the Influence of Superior Developmental Feedback on the Emotional Labor Strategies of Bank Grassroots Employees: A Moderated Mediation Model of SPSS

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Abstract. With the advent of the digital transformation and the service economy era, the emotional labor of bank grassroots employees is a key factor affecting the quality of bank services and reputation. How to increase the deep acting of grassroots employees and reduce surface acting has become a real problem that banks need to solve to improve service quality. Based on the social exchange theory and using the statistical analysis tools SPSS 29.0 and AMOS 28.0, this study investigates the mechanism of the influence of superior developmental feedback on the emotional labor strategy of bank grassroots employees through hierarchical regression analysis with 304 bank grassroots employees as the research subjects. And Bootstrap test was conducted by model1 and model4 of process plug-in in SPSS 29.0 to verify the mediating role of perceived organizational support and the moderating role of learning goal orientation. The results of the study show that: (1) superior developmental feedback is negatively related to surface acting and positively related to deep acting of bank grassroots employees; (2) perceived organizational support plays a partial mediating effect between superior developmental feedback and both surface and deep acting of bank grassroots employees; (3) learning goal orientation plays a positive moderating role between superior developmental feedback and perceived organizational support, i.e., the higher the individual's learning goal orientation, the greater the positive effect of superior developmental feedback on perceived organizational support.

Keywords: Superior Developmental Feedback; Perceived Organizational Support; Emotional Labor Strategies; Learning Goal Orientation; Bank Grassroots Employees.

1 Introduction

In the context of today's digital transformation and the emergence of new service models such as "machine + human," intelligent machine labor has gradually become a force for enterprises to reduce costs and improve efficiency [1]. Intelligent service machines and equipment, as a collection of digital frontier technologies, bring many risks and

challenges while empowering the digital service transformation of bank grassroots outlets ^[2], such as the negative service experience of customers caused by the operational barriers of intelligent machines. In today's service economy, consumers pay more attention to the consumer service experience and benefits and losses ^[3], and the emotional labor of bank grassroots employees has become a key factor affecting the quality of bank services and reputation. Therefore, how to create a collaborative service model centered on "human + intelligent service machine" is particularly important. Based on this, improving the emotional labor of bank grassroots employees in the digital intelligent service ecology of bank branches is key to improving the competitiveness of banks. Many banks are actively adjusting their frontline service strategies, requiring bank grassroots employees to provide customers with substantive services while at the same time providing high levels of emotional labor in line with organizational requirements ^[4].

Emotional labor is the act of proactively adjusting outward performance in order to meet organizational requirements ^[5], and is particularly important for bank service reputation and improving customer relationships. Emotional labor is divided into two dimensions: the first is surface acting, which involves adjusting the external expression of one's own emotions without changing the true inner feelings and is prone to negative word of mouth ^[6]. The second is deep acting, which involves managing one's external emotional expression while adjusting the inner emotional experience, and can improve the efficiency and quality of service ^[7]. Therefore, it is crucial to know how to influence bank grassroots employees' emotional labor strategy and their behavioral performance through external contextual factors while introducing intelligent machines.

Grandey pointed out that an important contextual factor for emotional labor is leadership ^[5]. There has been a great deal of discussion on the relationship between leadership styles and emotional labor strategies, such as transactional leadership and inclusive leadership ^{[8][4]}, but few scholars have studied the relationship between supervisor's behavior and employees' emotional labor strategies. According to social exchange theory, the nature of the superior-subordinate relationship is an exchange relationship. Superior developmental feedback is a kind of positive superior supportive behavior, the fundamental purpose of which is to promote employees' learning, growth, and progress ^{[9][10]}. Based on the principle of reciprocity, it remains to be researched whether employees will regard this behavior as a favor given by the organization and thus reciprocate with deep acting.

According to social exchange theory ^[11], employees seek a balance in their relationship with the organization based on the norm of reciprocity, and therefore this study suggests that perceived organizational support, which represents the extent to which employees perceive the organization as valuing and caring for them, may be the key 'bridge'^[12]. In addition, individual traits are one of the most important factors influencing individuals' perceptions of and responses to feedback ^[13], and individuals who hold a learning goal orientation that focuses on knowledge acquisition and competence enhancement will increase the importance they place on superior developmental feedback ^[14]. Based on this, the present study suggests that learning goal orientation will play a positive moderating role between superior developmental feedback and perceived organizational support.

In summary, based on social exchange theory, this study conducted hierarchical regression analysis through SPSS to explore the relationship between superior developmental feedback and bank grassroots employees' emotional labor strategy, and tested the mediating role of perceived organizational support and the moderating role of learning goal orientation through Models 1 and 4 of the PROCESS macro. From the perspective of superiors' behavior, we propose countermeasures to reduce surface acting and increase deep acting of bank grassroots employees, which is instructive for service-oriented enterprises to improve the service quality and competitiveness of grassroots employees in the era of intelligent machines and to create a collaborative service model of groups with the core of "human + intelligent service machine."

2 Rationale and Research Hypothesis

2.1 Impact of Superior Developmental Feedback on Emotional Labor Strategies

Superior developmental feedback is crucial for guiding employees to enhance performance and skills, fostering a sense of support and encouragement^{[9][15]}. Emotional labor, involving the regulation of emotions in work interactions, is divided into surface acting, often perceived as insincere, and deep acting, reflecting genuine feelings^[16]. Leadership styles significantly influence emotional labor strategies, with superior feedback being a key concern-based behavior^{[8][17]}. Drawing from social exchange theory, employees are likely to reciprocate organizational support with pro-organizational behaviors, such as increased emotional labor efforts to meet expectations. This suggests that bank employees may intensify deep acting and minimize surface acting in response to supportive feedback, aligning with the theory's reciprocity criterion. The hypothesis posits a positive impact of superior developmental feedback on the choice of deep acting over surface acting in emotional labor strategies. Based on the above analysis, the specific hypotheses are as follows:

H1 Superior developmental feedback negatively affects surface acting of bank grassroots employees

H2 Superior developmental feedback positively affects deep acting of bank grassroots employees

2.2 The Mediating Role of Perceived Organizational Support

Eisenberger's concept of perceived organizational support suggests that employees who feel valued and cared for by their organization are more likely to reciprocate positively^[18]. Superior developmental feedback, characterized by guidance and support for employee growth, significantly shapes this perception^{[9][19]}. Such feedback is believed to enhance perceived organizational support, leading to increased work engagement and altruistic behaviors while reducing negative behaviors like absenteeism^[20]. Social exchange theory posits that employees who perceive higher perceived organizational support are inclined to repay the organization through their dedication and performance^[4]. This sense of responsibility towards the organization's goals can translate into

heightened emotional labor, particularly deep acting, among bank grassroots employees. Emotional labor, especially deep acting, is crucial for improving service quality and customer experience, thereby enhancing social competitiveness [7]. The theory of emotional contagion underscores the importance of genuine emotional expressions in service roles. When employees internalize the organization's values and feel a strong perceived organizational support, they are more likely to engage in deep acting, which reflects authentic emotions and contributes positively to customer interactions. Conversely, surface acting, which may be perceived as insincere, is expected to decrease. This study hypothesizes that superior developmental feedback will increase perceived organizational support among bank grassroots employees, which in turn will mediate the relationship between feedback and emotional labor strategies. Specifically, it is hypothesized that increased perceived organizational support will lead to greater deep acting and reduced surface acting, aligning with the principles of reciprocity and emotional contagion. This hypothesis aims to explore the mediating role of perceived organizational support in the relationship between superior developmental feedback and the emotional labor strategies of bank employees, focusing on the shift towards more genuine emotional expressions in service roles. Based on the above analyses, this study proposes the following hypotheses:

H3 Perceived organizational support plays a mediating role between superior developmental feedback and surface acting of bank grassroots employees

H4 Perceived organizational support plays a mediating role between superior developmental feedback and deep acting of bank grassroots employees

2.3 The Moderating Role of Learning Goal Orientation

Learning goal orientation, characterized by a drive for self-improvement and knowledge acquisition [21], is increasingly significant in the knowledge economy. It shapes how individuals perceive and respond to feedback, with a focus on personal growth and the intrinsic rewards of learning [22]. Ilgen emphasize that individual traits significantly influence reactions to feedback, suggesting that employees with a learning goal orientation are more likely to view supervisor feedback as an opportunity for advancement [23].

Superior developmental feedback is essential for nurturing employees' growth, especially for those with high learning goal orientation, who view it as supportive and motivational [9][14]. This group is more likely to reciprocate with enhanced performance and deeper emotional labor, boosting perceived organizational support. In contrast, those with lower learning goal orientation may be less receptive, affecting the feedback's impact on their work attitude and performance. Based on the above analyses, this study proposes the following hypothesis:

H5 Learning goal orientation plays a positive moderating role between superior developmental feedback and perceived organizational support, i.e., the higher the individual's learning goal orientation, the positive effect of superior developmental feedback on perceived organizational support is enhanced, and the lower the individual's learning goal orientation, the positive effect of superior developmental feedback on perceived organizational support is weakened.

In summary, the theoretical model for this study is shown in Fig.1.

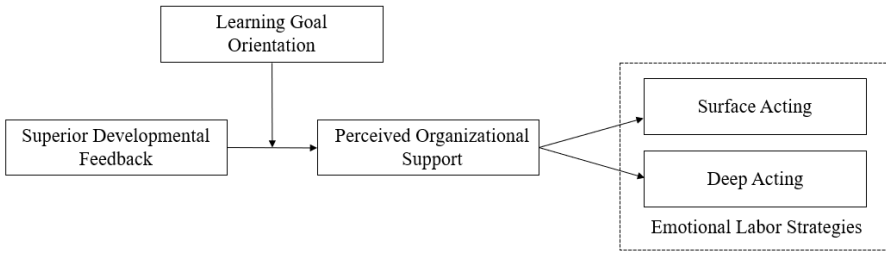


Fig. 1. Diagram of the theoretical model of the study

3 Research Methodology

3.1 Subject of the Study

In order to ensure that all participants are bank grassroots employees, as well as the diversity of the sample size and sample characteristics of the study, this study was conducted using a combination of online and offline methods, online mainly through the Credamo platform to recruit and select the research subjects that meet the sample requirements, and offline mainly through the use of middle and senior managers of the banks in Shanghai, Zhejiang, and Wuhan, etc. to help distribute the questionnaires to the bank grassroots employees through the social networking software, and randomly red packets as rewards. In addition, the questionnaires in this study were planned to be filled in anonymously and the confidentiality of all participants was promised. A total of 330 questionnaires were collected in this study, and after deleting invalid questionnaires (short response time, consistent answers, contradictory options, etc.), 304 valid questionnaires were obtained, with an effective recovery rate of 92.12%.

In the valid sample, females made up 63.16% and males 36.84%. Age distribution was 28.95% under 25, 26.31% aged 26-30, 25% aged 31-40, and 19.74% over 41. Education levels were 2.63% high school or less, 27.63% specialists, 57.89% bachelor's degrees, and 11.84% master's or higher. Job positions included 55.26% tellers, 11.84% account managers, 16.45% lobby managers, and 20.4% in other roles like counselors and trainees. Tenure was split with 40.79% less than 3 years, 24.34% between 4 and 6 years, 9.21% between 7 and 10 years, and 25.66% over 10 years.

3.2 Variable Measurement

To ensure the scientificity and reliability of the questionnaire, this study utilized established scales, including a 5-point Likert scale ranging from "strongly disagree" to "strongly agree" with control variables selected based on gender, age, education, job position, and tenure.

Superior developmental feedback was gauged by a 3-item scale by Zhou, exemplified by "When giving me feedback, my supervisor will help to improve" [9], with a Cronbach's alpha of 0.872.

Perceived Organizational Support was measured using Eisenberger's 8-item scale, including "The organization will value the opinions I give"^[11], with a Cronbach's alpha of 0.917.

Emotional labor strategy employed Grandey's two-dimensional scale, with the surface acting scale featuring items like "When dealing with clients, I pretend to be happy, even when I am not," and the deep acting scale including "When dealing with clients, I am happy on the outside but equally happy on the inside"^[5], both with a Cronbach's alpha of 0.853, and an overall alpha of 0.868 for the scale.

Learning goal orientation was measured by Vandewalle's scale, with items such as "I often seek opportunities to learn new skills and knowledge"^[21], achieving a Cronbach's alpha of 0.801, reflecting the internal consistency of the scales used in this research.

3.3 Data Research Methodology

The study used SPSS 29.0 and AMOS 28.0 software to conduct descriptive analysis, reliability and validity analysis, validation factor analysis, correlation analysis and multiple linear regression analysis to test the validity of the scale and to investigate the direct, mediating and moderating effects of the model. The study began by analyzing sample characteristics through descriptive statistics, followed by validation factor analysis through AMOS 28.0 to ensure the validity of the variables. To exclude common method bias, Harman one-way test was conducted using SPSS 29.0. In addition, this study conducted hierarchical regression analysis via SPSS 29.0 to explore the direct effect of the independent variables on the dependent variables and tested the mediating role of perceived organizational support versus the moderating role of learning goal orientation using Models 1 and 4 of the PROCESS plug-in. Finally, the study further tested the hypotheses by Bootstrap test with a sample of 5000 times and visualized the moderating effect of learning goal orientation using the graphical representation feature of SPSS.

4 Data Analysis and Findings

4.1 Validated Factor Analysis

In this study, a validated factor analysis method was conducted to test the discriminant validity among the variables through AMOS 28.0 software and as shown in Table 1, the five-factor model had the best fit ($\chi^2/df=1.613<3$, RMSEA = 0.062 < 0.08, NFI = 0.797 < 0.9, IFI = 0.908 > 0.9, CFI = 0.906 > 0.9), indicating that the model in this study has good convergent and discriminant validity and can be analyzed in the next step.

Table 1. Validation factor analysis results

Model	Contained factors	χ^2	df	χ^2/df	RMSEA	NFI	IFI	CFI
Five-factor model	SDF; LGO; POS; ELS; ELD	472.599	293	1.613	0.062	0.797	0.908	0.906
Four-factor model	SDF+LGO; POS; ELS; ELD	491.879	296	1.662	0.069	0.786	0.893	0.892
Three-factor model	SDF+LGO+POS; ELS; ELD	551.909	298	1.852	0.078	0.760	0.873	0.871
Two Factor Model	SDF+LGO+POS+ELS; ELD	731.725	299	2.447	0.102	0.681	0.783	0.780
One-way model	SDF+LGO+POS+ELS+ELD	822.483	299	2.751	0.112	0.642	0.738	0.734

Note: N=304, SDF indicates Superior Developmental Feedback; LGO indicates Learning Goal Orientation; POS indicates Perceived Organizational Support; ELS indicates Emotional Labor Surface Acting; ELD indicate Emotional Labor Deeping Acting.

4.2 Common Method Bias Test

In this study, common method bias was tested by Harman's one-way test for scales using SPSS 29.0. The results showed that there were five eigenvalues of the factors with eigenvalues greater than 1 and the explained variance of the first factor (32.741%) was less than 40%, so there was no common method bias.

4.3 Descriptive Statistics

The mean, standard deviation and correlation coefficients of the variables in this study were obtained by using the bivariate correlation analysis and descriptive statistics analysis functions in the SPSS 29.0 software, as shown in Table 2. Superior developmental feedback was significantly and negatively correlated with surface acting of bank grassroots employees ($\beta = -0.442$, $p < 0.01$) and there was a significant positive correlation with deep acting of bank grassroots employees ($\beta = 0.553$, $p < 0.01$). Superior developmental feedback was significantly and positively correlated with perceived organizational support ($\beta = 0.679$, $p < 0.01$), perceived organizational support was significantly and negatively correlated with bank grassroots employees' surface acting ($\beta = -0.475$, $p < 0.01$), and perceived organizational support was significantly and positively correlated with bank grassroots employees' deep acting ($\beta = 0.660$, $p < 0.01$), which initially verified some of the hypotheses, and provided the subsequent hypothesis tests with Provided preliminary support.

4.4 Hypothesis Testing

This study tested all hypotheses through hierarchical regression analysis using SPSS 29.0 software. To avoid multicollinearity, variables in this study are centered.

4.4.1 The Direct Effect of Superior Developmental Feedback on Emotional Labor Strategy of Bank Grassroots Employees.

As shown in Model 3 in Table 3, superior developmental feedback has a significant negative effect on surface acting of bank grassroots employees ($\beta=0.396$, $p<0.001$), so Hypothesis 1 is valid; as shown in Model 6, superior developmental feedback has a significant positive effect on deep acting of bank grassroots employees ($\beta=0.530$, $p<0.001$), so hypothesis 2 is valid. From the above analysis, it can be seen that superior developmental feedback affects bank grassroots employees' emotional labor strategy, which provides a data basis for the subsequent analysis of mediating effects.

4.4.2 Analysis of the Mediating Role of Perceived Organizational Support.

As can be seen from Model 2 in Table 3, there is a significant positive correlation between superior developmental feedback on perceived organizational support ($\beta=0.686$, $p<0.001$). As shown in Model 5, when superior developmental feedback and perceived organizational support are jointly introduced into the regression equation the correlation between superior developmental feedback and surface acting is weakened but still significant ($\beta=0.200$, $p<0.05$), and there is a significant negative correlation between perceived organizational support on surface acting of bank grassroots employees ($\beta=-0.285$, $p<0.01$), therefore, perceived organizational support plays a partial mediating effect between superior developmental feedback and bank grassroots employees' surface acting. Similarly, as shown in Model 8, when superior developmental feedback and perceived organizational support are jointly introduced into the regression equation, the correlation coefficient between superior developmental feedback and deep acting decreases ($\beta=0.194$, $p<0.05$), and there is a significant negative correlation between perceived organizational support and bank grassroots employees' surface acting ($\beta=0.490$, $p<0.001$), therefore, perceived organizational support plays a partial mediating effect between superior developmental feedback and deep acting.

In order to further validate the mediating effect of perceived organizational support, this paper uses model 4 of the process plug-in in SPSS29.0 to conduct a Bootstrap test, and a sample of 5000 times is taken for further testing. The results are shown in Table 4, the value of direct effect of superior developmental feedback on surface acting of bank grassroots employees is -0.201, the value of the indirect effect of the perception of organizational support is -0.195, and the Bootstrap 95% confidence interval is [-0.337,-0.069], which does not contain zero, suggests that perceived organizational support partially mediates the relationship between superior developmental feedback and surface acting, and Hypothesis 3 is supported.

Similarly, the value of direct effect of superior developmental feedback on deep acting of bank grassroots employees is 0.194, and the value of indirect effect of perceived organizational support is 0.336, and Bootstrap 95% confidence interval [0.063,0.213],

which does not contain 0, which suggests that perceived organizational support plays a partially mediating role between superior developmental mediating role between superior developmental feedback and deep acting, and Hypothesis 4 is supported.

4.4.3 An Analysis of the Moderating Role of Learning Goal Orientation.

This study examined the moderating effect of learning goal orientation through hierarchical regression analysis using SPSS 29.0 software and was further validated using model1 of the process add-in in SPSS 29.0. As shown in Model 2 in Table 5, superior developmental feedback showed a significant positive correlation with perceived organizational support ($\beta=0.686, p<0.001$), and from Model 3, the coefficient of superior developmental feedback and perceived organizational support decreased after placing learning goal orientation into the regression equation ($\beta=0.409, p<0.001$). interaction term into the model, the coefficient of the interaction term is borderline significant (Model 4, $\beta=0.119, p<0.01$), which indicates that the higher the individual's learning goal orientation is, the stronger the positive effect of superior developmental feedback on perceived organizational support is, i.e., learning goal orientation plays a positive moderating role between superior developmental feedback and perceived organizational support Hypothesis 5 holds.

In order to illustrate the moderating effect of learning goal orientation more intuitively, this study plotted the moderating effect of superior developmental feedback and learning goal orientation. Figure 2 shows the positive moderating effect of learning goal orientation, and the positive effect of superior developmental feedback on perceived organizational support is enhanced at higher levels of an individual's learning goal orientation compared to low levels of learning goal orientation, thus further supporting the results of the hierarchical regression analysis.

Table 2. Analysis of mean, standard deviation and correlation coefficient of each variable

Variables	1	2	3	4	5	6	7	8	9
1. Gender	1.000								
2.Age	-0.197*	1.000							
3. Tenure	-0.056	0.712**	1.000						
4.Education	0.065	-0.253**	-0.252**	1.000					
5.SDF	-0.086	0.005	0.002	-0.012	1.000				
6.LGO	-0.033	-0.051	0.009	0.042	0.541**	1.000			
7.POS	-0.129	-0.024	-0.093	-0.039	0.679**	0.689**	1.000		
8.ELS	0.070	-0.056	0.070	-0.113	-0.442**	-0.346**	-0.475**	1.000	
9.ELD	-0.078	-0.075	-0.127	0.021	0.553**	0.583**	0.660**	-0.391**	1.000
Average Value	1.630	2.420	6.420	2.790	3.824	3.838	3.706	3.620	3.815
Standard Deviation	0.484*	1.142	7.196	0.677	0.705	0.606	0.717	0.635	0.679

Note: N=304, * P<0.05, ** P<0.01, *** P<0.001.

Table 3. Results of main effects hierarchical regression analysis

Variable	POS		ELS			ELD		
	Model1	Model2	Model3	Model4	Model5	Model6	Model7	Model8
Control Variables								
Gender	-0.187	-0.097	0.008	-0.019	-0.020	-0.049	-0.002	-0.002
Age	0.024	0.032	-0.126*	-0.112	-0.117*	0.008	-0.013	-0.008
Tenure	-0.014	-0.015	0.018	0.012	0.014	-0.014	-0.004	-0.006
Education	-0.06	-0.072	-0.107	-0.139*	-0.128	-0.017	0.030	0.018
Independent Variables								
SDF		0.686***	-0.396***		-0.200*	0.530***		0.194*
Mediator variable								
POS				-0.421***	-0.285**		0.621***	0.490***
R-square	0.031	0.482	0.235	0.262	0.289	0.324	0.441	0.463
ΔR-square	0.027	0.017	0.026	0.025	0.030	0.023	0.019	0.022
F	1.163	27.220***	8.978***	10.391***	9.810***	13.899***	23.065***	20.432***

Note: N=304, * P<0.05, ** P<0.01, *** P<0.001.

Table 4. The Bootstrap test of mediating effect

Trails	Efficiency value	Boot standard error	Bootstrap 95% confidence interval	Relative effect value
SDF—POS—ELS				
Total effect	-0.396	0.065	[-0.525, -0.267]	
Indirect effect	-0.201	0.087	[-0.332, -0.029]	50.64%
Direct effect	-0.195	0.067	[-0.337, -0.069]	49.35%
SDF—POS—ELD				
Total effect	0.530	0.066	[0.400, 0.660]	
Indirect effect	0.194	0.081	[0.035, 0.353]	36.59%
Direct effect	0.336	0.063	[0.213, 0.458]	63.41%

Note: N=304, * P<0.05, ** P<0.01, *** P<0.001.

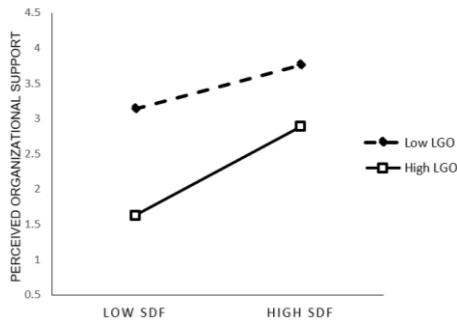


Fig. 2. The moderating role of LGO

Table 5. Results of the analysis of the moderating effects of LGO

Variable	POS			
	Model1	Model2	Model3	Model4
Control Variables				
Gender	-0.187	-0.097	-0.054	-0.043
Age	0.024	0.032	0.035	0.030
Tenure	-0.014	-0.015	-0.011*	-0.010*
Education	-0.06	-0.072	-0.023	-0.024
Independent Variables				
SDF		0.686***	0.409***	0.469***
Moderating variable				
LGO			0.563***	0.565***
Interaction term				
SDF×LGO				0.119**
R-square	0.031	0.482	0.835	0.845
ΔR-square	0.031	0.452	0.352	0.010
F	1.163	27.220***	121.870***	112.159***

Note: N=304, * P<0.05, ** P<0.01, *** P<0.001.

5 Conclusions

5.1 Findings

Firstly, superior developmental feedback correlates negatively with surface acting and positively with deep acting. This feedback, signifying organizational support and expectations, prompts employees to enhance their service work by increasing deep acting and decreasing surface acting to fulfill superiors' expectations.

Secondly, perceived organizational support partially mediates the relationship between superior developmental feedback and emotional labor strategies. Feedback that conveys care and support for employees' development boosts their perception of organizational support, encouraging deep acting and reducing surface acting. Conversely, employees perceiving less support may default to surface acting, reflecting a "principle of reciprocity" imbalance as they seek equilibrium in their organizational exchange.

Thirdly, learning goal orientation moderates the link between superior developmental feedback and perceived organizational support. Employees with a strong learning goal orientation are more likely to view feedback as an opportunity for growth, leading to increased perceived organizational support and a more positive engagement with feedback, thereby enhancing their emotional labor strategies.

5.2 Theoretical Contribution

Firstly, the research aligns with contemporary trends focusing on frontline service employees' emotional labor strategies, highlighting the significance of superior developmental feedback in this context^[10]. It expands the application scope of emotional services research within the field.

Secondly, the study delves into perceived organizational support as a mediator between superior developmental feedback and emotional labor strategy. It corroborates Shih's perspective on the intellectual and emotional influence on work attitudes and behaviors^[24], and affirms Grandey's "Causal Model of Emotional Labor", which emphasizes the connection between leadership behaviors and emotional labor^[5].

Thirdly, drawing on goal orientation theory, the research investigates the moderating role of learning goal orientation on the impact of superior developmental feedback on perceived organizational support. It supports the notion that learning goal orientation significantly influences individuals' feedback perception and response^[13].

5.3 Management Insights

This study provides strategic insights for banks and other service-oriented enterprises to optimize the emotional labor strategy of grassroots employees through superior developmental feedback, which is important for service-oriented enterprises to improve the service quality of grassroots employees, enhance service competitiveness in the era of intelligent machines, and create a group collaborative service model with "human + intelligent service machine" as the core. The results of the study highlight the following three important management implications:

Firstly, the study reveals the negative impact of superior developmental feedback on surface acting and its positive influence on deep acting among bank employees. Historically, managers have concentrated on tangible performance metrics. It is now recommended that organizations implement measures such as feedback sessions and incentive systems to foster a culture of supportive feedback. Managers should enhance daily interactions with employees, shifting from solely performance-based feedback to supportive and encouraging communication that aids in skill and methodological improvements. Additionally, attention should be directed towards employees' learning and development, providing them with career advancement information and growth opportunities.

Secondly, the study suggests that managers can enhance perceived organizational support, which is instrumental in bolstering deep acting and reducing surface acting. Organizations are encouraged to establish fair attendance and performance pay systems, offer learning and development opportunities, and improve working conditions. These initiatives aim to create a supportive workplace atmosphere, increasing employee profitability and organizational behavior. Managers should prioritize clear communication, a harmonious working relationship, and timely support to foster a strong sense of organizational support among employees.

Thirdly, the cultivation of a learning-oriented work environment is deemed vital for nurturing employees' learning goal orientation, which positively influences their

perception of organizational support. Managers are advised to provide resources and an environment conducive to learning, offering opportunities for skill enhancement. Organizing learning mobilization meetings and offering incentives can further motivate employees to acquire new knowledge and skills, stimulating their drive for learning and self-improvement.

5.4 Research Limitations and Perspectives

Firstly, the reliance on self-reported data introduces potential biases, as employees' subjective views may color their responses regarding superior developmental feedback and emotional labor strategies. Future studies should consider multi-source data collection, including evaluations from supervisors and peers, to mitigate this bias.

Secondly, the study's sample, predominantly consisting of general tellers with possible geographical bias, limits the comprehensiveness of the findings. Expanding the sample to include a broader range of positions and regions in future research could enhance the applicability of the study's conclusions across different service-oriented enterprises.

Thirdly, the use of cross-sectional data overlooks the dynamic variability of variables over time and environmental changes. Longitudinal data collection is suggested for future research to capture the evolving influence of superior developmental feedback on perceived organizational support and emotional labor strategies among bank employees, thereby improving the study's objectivity and depth of analysis.

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