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Dealing with customer misbehaviour: Employees' tactics, practical judgement and implicit knowledge

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Abstract

Much current research fails to provide in-depth explanations as to how and with what resources frontline employees deal with incidents where customers display dysfunctional behaviour. By drawing on theory of implicit knowledge and practical judgement this paper aims to explain this and conceptualize inherent structures and sub-mechanisms, central to service marketing. The analysis is based on in-depth interviews and narratives from four different industries, each representing service provision wherein customer misbehaviour is found to be frequent. The results display linkages between the central dimensions of dealing with customer misbehaviour. When incidents of misbehaviour occur they are met by tactics ranging from routinized action to more analytical and strategic approaches. These tactics are guided by underlying mechanisms in the form of practical judgements based on rules, balanced adjustment or reflection, with the judgements in turn being informed by implicit knowledge based on norms, schemes or multi-perspective thinking. The study reveals patterns of linkages between these.

Keywords Customer misbehaviour, dysfunctional service encounters, frontline employees, tactics, practical judgement, implicit knowledge, practice theory.

Paper type Research paper

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Introduction

Research on customer misbehaviour has contributed to our understanding of the down side and disharmonious aspect of marketing. The phenomenon of customers who deliberately act in a dysfunctional, thoughtless or abusive manner and cause problems for the company, its employees, and other customers have been captured under different *labels*—such as ‘jaycustomers’ (Lovelock, 1994) ‘aberrant consumer behaviour’ (Fullerton and Punj, 1993), ‘dysfunctional customer behaviour’ (Harris and Reynolds, 2003), ‘deviant customer behaviour’ (Moschis and Cox, 1989), and ‘problem customers’ (Bitner et al., 1994). The very existence of these behaviours has implications, especially for frontline employees who have to deal with such issues on a day-to-day basis. Incidents of abuse and mistreatment by customers have been found to be so frequent and have such a profound effect on frontline employees, the organization as a whole, and other customers present during incidents (Harris and Reynolds, 2003), that employees adopt different strategies in order to cope (Reynolds and Harris, 2006). Due to this, dealing with aberrant or threatening customers is an important issue especially in service marketing.

However, much current research fails to provide in-depth analysis of *how* frontline employees handle incidents where customers misbehave (see Fisk et al, 2010 for an overview), and explain why and with what resources employees deal with them as they do—a need addressed in the literature (e.g. Babin and Babin, 1996; Bitner et al., 1994; Harris and Reynolds, 2004; Reynolds and Harris, 2006). Existing research on customer misbehaviour has mostly been occupied with understanding the background causes and triggers to customer misbehaviour and consequences for organizations and employees

(Fisk et al, 2010). To analyse how organizations and frontline employees cope with dysfunctional behaviour is an important research issue but we argue that it is not sufficient for our understanding of theory and practice of marketing—especially service marketing. Uncovering the very formation of action on the part of the employees also seems to be critical. Our starting point, as will be evident in the following, is that formation of action (tactics) on employee level in dealing with customer misbehaviour is highly emotional, drives employees to shield themselves and to instantly, and not always adequately, cope with the situation. Responses like these are reported in research on coping (e.g. Reynolds and Harris, 2006). However, action is also linked to other resources, such as knowledge and skills, active or activated during interaction. More specifically, we theorize on, and confine this study to how frontline employees' implicit knowledge and skills in service provision informs practical judgement, that is how responses are made, acceptance are reached, and outcomes sought.

The relevance of this research is also seen in the light of the recent discourse on value co-creation, a conception based on the notion of services as interactions and value as an outcome realized in use (see e.g. Ballantyne and Varey, 2006; Prahalad and Ramaswamy, 2004; Vargo and Lusch, 2004a, 2004b). This conceptualization emphasizes that service encounters are co-creation entities whereby the services rendered by the firm are matched by the services that consumers provide to the firm (Vargo and Lusch, 2004a)—that is the service-centred view. Oliver (2006) explores conceptually (but not empirically) the dynamics underlying this symbiosis in terms of mutual satisfaction (or dissatisfaction) and bi-directionality, the latter referring to the assessment and fulfilment of the other party's needs. This implies that value, rather than being added during a separated and non-

interactive production and consumption process, is co-created, realized, and assessed in interaction, during the simultaneous production and consumption process. This logic is also valid for interactions where value potentially or actually is destroyed—e.g. customer misbehaviour whereby employees need to act—the focus of this paper. As Plé and Cáceres (2010) claim customer misbehaviour can have adverse consequences leading to actual value co-destruction. See also Echeverri and Skålén (2011) for a conceptualization of these two sides of value formation in the relation between frontline employee and customer. According to the service-centred view, the knowledge and skills located within the organization—e.g. the competence of the employees, shared cultures, and information systems—and in the environment—e.g. customer skills, national cultures, and institutional frameworks—drive value formation. The implication is that value formation in the interaction between frontline employees and misbehaving customers is seen as interactively co-created—or co-destroyed. It is only when the knowledge and skills, or the operant resources (Vargo and Lusch, 2004), are active or activated that value formation takes place.

In the paper, drawing on our empirical study of employee tactics (actions or dealing practices) and research on implicit knowledge, we demonstrate how three main categories of tactics, differentiated on the employees' ability to reflect on various aspects, are traced back to specific forms of practical judgements and implicit or tacit knowledge. Our understanding of this is coloured by practice theory as elaborated on in previous marketing research (Echeverri and Skålén, 2011; Schau et al., 2009; Skålén, 2009, 2010; Warde, 2005) and helps us to illuminate and analyse the micro practice of the subtle resources used and judgements made by frontline employees. Practice theory holds that action is only

possible and understandable in relation to common and shared practices and that social order is constituted by practices (Bourdieu, 1977; Foucault, 1977; Giddens, 1984). According to Chia (2004: 32), practices are ‘background coping skills’ which actors unconsciously draw on in order to manoeuvre in everyday life. Warde (2005) argues that practices comprise a temporally unfolding and spatially dispersed nexus of behaviours that include practical activities, performances, and representations or talk. Practices are, thus, combinations of mental frames, artefacts, technology, discourse, values, and symbols (Orlikowski, 2007; Schatski, 2006). A particular combination of these different building blocks constitutes practices which, for example, can be ‘routinized ways in which bodies are moved, objects are handled, subjects are treated, things are described and the world is understood’ (Reckwitz, 2002: 250). Following practice theory in our analysis, we thus conceive of employee actions as background skills that simultaneously limit and enable interactions between frontline employee and customer.

By investigating incidents of misbehaviour and customer abuse during service encounters, from an employee perspective, our study aims to contribute to the rigour and relevance of service marketing, entailing implications for service operations, employee training, and management support.

In this regard, the theoretical contribution is how underlying structures of knowledge and skills are related to practical judgement and the tactics used by employees in practice. The analysis is oriented towards micro elements such as procedures—explicit rules, principles, precepts, and instructions, also called ‘discursive knowledge’ or ‘know-what’; understandings—knowledge of what to say and do, skills and projects, or ‘know-how’; and engagements—ends and purposes that are emotionally charged insofar as people are

committed to them (Echeverri and Skålén, 2011; Schau et al, 2009). By this we specifically contribute to existing research on customer misbehaviour.

Literature review

Among the wide range of different types of misbehaviour faced by frontline employees that is reported in the literature we find customer rage and violence (Grove et al., 2004), shoplifting (Babin and Babin, 1996), vandalism (Goldstein, 1996), sexual harassment (Gettman and Gelfand, 2007), drunkenness (Bitner et al., 1994), and illegitimate customer complaints (Reynolds and Harris, 2005). What is also reported is a growth in the number of violent incidents against frontline employees (Huefner and Hunt, 2000; Nelms, 1998; Rose and Neidermeyer, 1999), as well as increased aggression (Gabriel and Lang, 1997). Some research even suggests that customer misbehaviour is the norm rather than the exception (Harris and Reynolds, 2004) and that front-line employees exposed even can experience this as an unconscious ‘toxicity’, something that has a long lasting negative effect on employees' feelings, the work environment and their relationships with customers and other employees (Stein, 2007, see also research on consequences of customer misbehaviour by Harris and Reynolds, 2003). In fact, these observations drive the research interest of coping strategies at frontline level and as such makes the issue critical for service marketing. We argue that the literature is largely occupied by phenomena such as what types of specific tactics that are used, what attitudes that are involved, what kind of recovery actions could be identified and what the implications for employees or

organizational procedures are. However, although recognized as important, knowledge on the formation of tactics when dealing with customer misbehaviour seems to be limited. Further, we accounts for current conceptions as well as the debate concerning the concept of implicit (or tacit) knowledge in relation to practical judgement and show how this theory may be drawn on in order to address the limitations of previous research. We articulate how this can be done.

Employees' coping strategies

There are several examples in previous studies how employees handle misbehaving customers. Reynolds and Harris (2006) demonstrate 15 coping tactics that restaurant personnel use before, during, and after acts of dysfunctional customer behaviour. Tactics used include: (before) mentally preparing for work, changing one's clothing, and observing patrons; (during) ignoring or bribing customers, using emotional labour such as faking sincerity and politeness, altering personal speech patterns, or manipulating the servicescape by removing ashtrays or glasses; (after) temporary isolation from others, talking to colleagues, or gaining revenge by, for example, sneezing deliberately on a customer's food before serving it. Some of these tactics are also noted by Hochschild (1983) in her extensive research on flight attendants and bill collectors. A general coping strategy involves 'turning off' emotions and acting without displaying any authentic feeling. She also notes that flight attendants resist their customers' demands by working more slowly. Another strategy involves protecting one's sense of self (e.g. identity, self-esteem) by rationalizing and

interpreting the event in a manner that flatters the interpreter and appears reasonable to him or her but is not quite so reasonable, perhaps, to an impartial outsider. Further examples of coping strategies include employees acting behind customers' backs or to 'get back' at customers. One example, occurring at Disneyland, was service personnel separating couples or tightening safety belts too hard (Noon and Blyton, 1997). Coping strategies also involve employees needing social distance, e.g. being apart from their customers in an isolated area (Edvardsson and Gustavsson, 2002). Reynolds and Harris (2006) suggest that employees adopt informal strategies in order to cope with deviant customer behaviour and are thus "... not simply passive to acts of deviant customer behaviour and managerially espoused customer sovereignty" (Reynolds and Harris, 2006: 106). Frontline employees are therefore more reflexive and more adaptive in their work than previous studies have indicated.

Within this area of research, we also find research focus on attitudes towards negative critical incidents (e.g. Lewis and Spyropoulos, 2001) as well as recovery actions and implications for organizational procedures (e.g. Lewis and Clacher, 2001). This stream of research generally illustrates different actions used by employees to protect or shield themselves from outbursts or excessive demands, rather than focusing the kind of knowledge resources and practical judgement that informs such action.

Our paper is a complement to research on coping tactics outlining a framework that explains how the formation of coping tactics is realized. Initiating such an articulation requires a systematic (qualitative) empirical study of the practical judgement made in dealing with customer misbehaviour (e.g. assessments, intuitive responses, association paths, etc.). We do this by drawing on theory of implicit (tacit) knowledge.

Implicit knowledge and practical judgement

The relevance of the construct implicit knowledge is seen in the fact that the actions employees use in service encounters, to cope with emotionally charged dysfunctional behaviour, include a number of skills, know-how, capabilities, and experiences—a wide range of more fuzzy knowledge resources. The literature, gives reasons to put analytical efforts also to these fuzzy knowledge resources beyond the more salient phenomena such as reflective thinking, decision-making, interpretations, i.e. what people perform. In regard to our purpose, it is evident that we can expand our comprehension of employees dealing with customer misbehaviour by examining their ongoing practices and paying regard to instances of both implicit knowledge structures and practical judgement procedures, both discussed in this section.

Implicit knowledge. Much current thinking in relation to crisis management, learning from failure and practice-based studies, reveals the significant role of implicit knowledge—a specific mode of knowing—in explaining actions such as in service encounters. Implicit knowledge is traditionally discussed in terms of tacit knowledge (Nonaka et al., 2000; Polanyi, 1967), and more recently in terms of processual knowledge (Kakihara and Sørensen, 2002), or knowledge-how (Gourley, 2006), necessary for practical judgement. This notion is originally based on the idea of separating knowledge into explicit and tacit,

first introduced by Polanyi (1958), where ‘tacit knowledge’ is believed to escape representations and measurement but still matters when undertaking specific operations and activities. It is thought of as something mute and inarticulate that we cannot fully explain. In this paper we coin this tacitness as ‘implicit’ due to our assumption that it is within reach of human investigation, possible to articulate and communicate, and not a mysterious residual. We argue that including implicit knowledge is a fruitful step to take for more in-depth analyses of employees dealing with customer misbehaviour. However, this proposal is open to certain objections discussed in the following.

In research, the notion of tacit knowledge has been found to be a profound philosophical question and the concept has no clear-cut definitions. A widespread view of tacit knowledge within organizational settings is the knowledge-based view of the firm displayed in the knowledge management literature. It holds that tacit knowledge can be managed as an organizational resource and has been shown to be important for the success of individuals (Nestor-Baker, 1999; Wagner and Sternberg, 1985), as well as being important for the work of organizations (Baumard, 1999; Hall, 1993; Lubit, 2001; Prahalad and Hamel, 1990). The field of knowledge management has produced a number of studies of how tacit knowledge is created (Nonaka and Takeuchi, 1995; Von Krogh, Ichijo and Nonaka, 2000), disseminated (Davenport and Prusak, 1998; Dixon, 2000), and used (Boisot, 1998; Choo, 1998; Pfeffer and Sutton, 1999; Seely-Brown and Duguid, 2000). In knowledge management discourse, tacit knowledge is said to be ‘embedded’ in ‘repositories’ (e.g. individuals, roles and structures, organizational practices, culture, and the physical structure of the workplace) or ‘reservoirs’ (e.g. organization members, tools, and tasks, and combinations of these three elements) (Argote and Ingram, 2000: 152–153),

or ‘materialized’ into ‘knowledge object[s]’ such as documents (Garavelli et al., 2002: 270). Furthermore, tacit knowledge is deeply rooted in each individual's actions and experiences, as well as in the ideals, values, and emotions they embrace. Subscribing to the view that knowledge is not like other resources, numerous writers argue (with a sigh of resignation) that there is one component of knowledge that we cannot fully codify and represent; that there always is something indeterminate, fluid, and ambiguous in knowledge—which is thought of as the tacit component (Baumard, 1999; Lam, 2000). Although, some doubt if it can be managed like other forms of resources (Grant, 1996; Teece, 1998) it is claimed to be central for individual action even if research efforts on this is limited.

The existence and the possibility to articulate implicit (tacit) knowledge are thought of as both a philosophical and a methodological question, having historical roots. Our current understanding of the concept of implicit (tacit) knowledge can be attributed to the work of authors such as Baumard (1999), Collins (2001), Janik (1988), Neisser (1976), Nonaka and Takeuchi (1995), Reber (1989), Schön (1983), Scribner (1986), Simon (1973), von Krogh and Roos (1995), and Wagner and Sternberg (1986). Baumard (1999) traces implicit knowledge structures back to the ancient Greek concept of “phronesis”, as the result of experience that cannot easily be shared, as knowledge that is personal, profound, non-scientific, and “generated in the intimacy of lived experience”. In line with that Fukami (2007: 4) labels this “practical wisdom” and describes it as “the ability to interpret and adapt knowledge to a particular context, situation, or problem”.

As shown in the literature, mainstream understanding of the tacitness of knowledge has been subject to debate, in particular when it comes to the concept's elusive and

immeasurable characteristic. For example, Armstrong and Mahmud (2008) demonstrate that tacit knowledge is derived from several distinguishing characteristics such as knowledge that people do not know they have (Forsythe et al., 1998), and which resists articulation or introspection (Cooper and Sawaf, 1996; Morgan, 1986). In contrast with this view Boisot (1998) says that there are three 'quite distinct variants' of tacit knowledge: (1) 'Things that are not said because everybody understands them and takes them for granted'; (2) 'Things that are not said because nobody fully understands them. They remain elusive and inarticulate'; and (3) 'Things that are not said because while some people can understand them, they cannot costlessly articulate them' (Boisot, 1998: 57). Such a definition underscores the 'implicitness' of this kind of knowledge and make it relevant for analysis in the context given in this study. Perraton and Tarrant (2007) argue that the concept of tacit knowledge merely is a term given to a phenomenon that the observer thinks that he or she does not understand; used as such, it gains no explanatory power. However, they also note that, despite tacit knowledge neither being codified nor even capable of being codified or communicable in language, it can nevertheless, apparently, be communicated between people within firms and organizations provided they have a sufficiently common degree of cultural understanding. It may even be communicated between firms and over distances, and its transfer may be formally contracted between firms. This puts it within reach of examination. Hence, although tacit knowledge may be considered by some to be a bane to articulation, others consider it to be measurable (e.g. Ceci and Liker, 1986; Forsythe et al., 1998; Sternberg and Grigorenko, 2001) arguing that it cannot be understood through direct articulation but must be inferred from actions and statements (Forsythe et al., 1998). In line with this view Gourley (2006) proposes a framework suggesting that

different kinds of knowledge are related to different kinds of everyday behaviour. Knowledge, by this account is managed indirectly through managing behaviour. To gain understanding of employees' implicit knowledge structures thus require an understanding of their ongoing practices.

Practical judgement. Drawing on Baumard (1999) who claims that there are two sides to tacit knowledge: (1) 'a cognitive dimension, e.g. paradigms, mental models, representations', and (2) 'a technical dimension, e.g. know-how, expertise applied to a specific context' (Baumard, 1999: 59), it seems to be suitable to disconnect the concept of implicit knowledge from practical judgement. Implicit knowledge is always enacted in a practical dimension of doing, performing, assessing in different situations. In line with this, Insch et al. (2008) propose a multidimensional model of the underlying dimensions of tacit knowledge, adding to Baumard's (1999) cognitive and technical skills dimensions, a third dimension that incorporates Wagner's (1987) concept of a social dimension of tacit knowledge, e.g. knowledge of self, tasks, and other people. Hager (2000) makes a related point when arguing that much of what gets classified as tacit knowledge actually appears to be the professional exercise of judgement, problem solving in novel circumstances—agents could give an account of their reasons and may often have to do so (in Perraton and Tarrant, 2007). As Styhre (2004) points out, knowledge is the totality of a human being's capacities and skills and must be examined as such, not through his or her abilities to express, represent, or codify these capacities. In brief, knowledge must be examined as knowledge and not as a text or a symbolic system. This is also demonstrated in Beckett's

(2008) conceptual analysis of holistic competence, where the term judgement-in-context is central, referring to sensitivity to specifics in the immediate workplace context and the employees' actions in making judgements regarding how to proceed. Judgements are practical in the sense of being appropriate to the context in which they are embedded. Hence, to unearth the formation of employees' coping strategies we need to address implicit knowledge structures as well as practical judgement made in the interaction.

Study design and methodology

Due to the complexity of the phenomenon of employees' dealing with customer misbehaviour and the problematic issue of data gathering, we used a methodological design based on personal in-depth interviews. This qualitative approach enabled us to get a deeper insight into the employees' work situations and how they experience and respond to customer misbehaviour or, as Miles and Huberman (1994) describe it, to locate the meanings people place on the events, processes, and structures of their lives. The employees' perspectives thus take centre stage (cf. Bryman, 2004). Another advantage of qualitative data is that it can provide richness and holism with a strong potential for revealing complexity (Miles and Huberman, 1994). Data was gathered from four different industries in Sweden: insurance services, mobility services, metro services, and bus/tram services. We chose them since each represents a working environment with high level of customer-contact and a form of service provision where customer misbehaviour is found to be frequent (e.g. SEKO and Kommunal, 2005; authors ref; The Swedish Work

Environment Authority, 2008; authors ref; authors ref). Transportation employees need to provide good service to travelling customers but also have a control/sanction function since they often need to check if the customers have paid for their tickets. This implies an inherent tension between service and control/sanction which leaves them exposed to situations of customer misbehaviour (cf. Suquet, 2010). Transportation employees are also often first line to receive complaints when the bus/tram/metro is delayed or cancelled. In the mobility services the employees sometimes have to deny customers' requests of travels, often due to limitations regarding the number of transports available. These employees serve customers that due to their physical and/or mental problems often not have any other options than to travel with these mobility services. This can trigger different forms of customer misbehaviour (authors ref). Employees in the insurance industry sometimes also have to face misbehaviour after having provided negative decisions to customers (authors ref). Activities within these types of service provision thus entail that customers sometimes face unfavourable and negative decisions, resulting in customer misbehaviour. The large number of customer-contacts also imply that the employees sometimes meet customers that seemingly misbehave based on other reasons, such as drunkenness or individual psychological factors.

In the insurance and mobility services studied, customers are served by phone. In the metro and bus/tram services, encounters are face-to-face. Examples of customer misbehaviour that employees face include verbal abuse such as insults, foul language and screaming, unreasonable demands related to the service, accusations, lies, drunkenness and even threats of physical violence. None of the interviewed employees had been given any

special instructions or formal training in how to deal with different sorts of customer misbehaviour. There was no such education in the studied organizations.

A total of 63 employees were interviewed; 11 claim adjusters from the insurance industry, 7 employees from the mobility services industry, 11 metro frontline workers (ticket collectors), and 34 bus/tram drivers. Due to greater access we chose to interview more bus/tram drivers. The employees were selected on the basis of being in daily contact with their customers. We also sought a variation in age (ranging from 25-60), experience (from 2-25 years in their profession), and gender (40 men and 23 women) mirroring the uneven gender distribution in the chosen service industries. The interviews lasted between 45 minutes and 1.5 hours and took place in a secluded room at each company. In order to obtain rich and vivid narratives of encounters with misbehaving customers, we constantly asked the respondents to exemplify, explain, and reflect upon their experiences of these encounters and how they handled misbehaving customers. This research approach is suitable when striving to obtain a deeper understanding of how people act, and why, in a certain way when handling critical situations. By using a mix of closed and open-ended questions we unearthed actions taken and practical judgements made (e.g. assessments, decision-making, and interpretations). By examining the employees' ongoing practices, we expanded our comprehension of the underlying implicit knowledge structures—inferred from the employees' actions and statements (cf. Forsythe et al., 1998).

The joint collection and analysis of data ended when we experienced theoretical saturation (Glaser and Strauss, 1967; Strauss and Corbin, 1998). Transcriptions of the interviews were coded using the qualitative analysis program NVivo, identifying the categories, concepts, and variables of key importance. Mainly, the data was coded non-

prejudicially, i.e. without *a priori* coding schemes (e.g. Strauss and Corbin, 1998). Initial codes were clustered into emerging categories, concerning i) types of tactics which the employees used in relation to customer misbehaviour, ii) practical judgements made in respect of the respondents' own behaviour, and iii) instances of implicit knowledge referred to when elaborating on the narratives. Although, specific misbehaviour incidents were found in the narratives and documented systematically, we, in the paper limit our analysis to actions ('dealing' as practice). The iterative reflections upon the empirical material finally contributed to the conceptualizations made in the paper. In order to further increase the possibility of obtaining credible results, we have used triangulation in the form of different 'investigators' (see Lincoln and Guba, 1985), all three authors respectively examined the data individually and discussed the analysis jointly. Our choice of four different cases is an attempt to strengthen the representativeness of our findings.

Findings

Correspondingly to previous coping research, we can see in our empirical data that employees' management of misbehaving customers involves a range of different tactics (cf. Hochschild, 1983; Noon and Blyton, 1997; Reynolds and Harris, 2006). The customer interaction as such gives rise to this diversification, but it is also obvious that the formation of tactics involves other moderating factors explaining the link between incidents and tactics. As will be evident below, we identify a more or less salient judgement procedure, mirrored in the narratives including typical response approaches. On a practical level, this

judgement guides employee behaviour (e.g. tactics). Further, these different forms of practical judgements are informed by structures of implicit knowledge, underlying the judgement of customer misbehaviour.

Figure 1 displays the overall linkages between key dimensions in dealing with managing customer misbehaviour. The model illustrates how misbehaviour incidents pertain to practical judgement in the concrete display of responses (tactics). The practical judgement *per se* is informed by implicit knowledge of various kinds. The relationship between practical judgement and implicit knowledge should be perceived as lying on different levels vis-à-vis tactics. Incidents of customer misbehaviour are directly moderated by a judgement procedure before being manifested in tactics. During various judgement procedures, implicit knowledge is brought to the fore.

Insert Figure 1 about here.

In this section we first report on findings in relation to i) *tactics* identified in the empirical material. Categories of tactics are characterized and secondly commented on in relation to ii) *patterns of links* to practical judgement and implicit knowledge.

Tactics

Tactics are intentional behaviours practiced on the basis of both a given misbehaviour incident and practical judgements made. Three levels of tactics are distinguished,

ascending from a more or less routinized manner to a higher degree of reflection over various aspects, goals, and consequences for both the organization and the customer.

Routine. First, incidents of customer misbehaviour can be dealt with using an action labelled '*Routine*'. Some incidents do not seem to generate much of reflective response, consequently the employee acts in an immediate and seemingly spontaneous manner. This category is close or almost similar to coping (see coping research presented in our literature review). In this category, we noticed six different tactics: hanging up, referring to rules, ignoring, lying, arguing and apologizing. A typical routinized tactic is the action of ending the conversation without trying to resolve the customers' initial problem. This strategy seems to be triggered particularly when customers use foul language or act in a rude and insulting way, as illustrated in the following quote.

They can be verbally abusive but they cannot hurt me physically. So, I can say to a customer: "Swearing is unacceptable so you either behave in a civilized way or I'll hang up". It's no more difficult than that. And if they don't behave, and just carry on ... Click! Gone!

Another example is to handle the situation by referring to organizational rules or procedures. Due to organizational restrictions, the employees deny the customers' requests while at the same time avoiding personal attack. However, the employee does not reflect upon any alternative solutions for the customer. One employee in the mobility services industry expresses how she handled an angry customer, by referring to rules, thus:

So I explained to her in a calm way: “Yes, but unfortunately we’re not allowed to drive these and it’s a decision that’s been made by municipal management so there’s nothing we can do”.

Paradoxically, organizational restrictions are often the source of customer misbehaviour (Rosenthal et al., 2001), while also being used by employees to diminish deviant behaviour. Ignoring the customer is yet another example of how difficult customers are managed. Corresponding to Reynolds and Harris’ (2006) study, employees described how they sometimes disregard misbehaving customers. By letting the customer talk, and not paying him/her very much attention, employees manage to keep calm while the customer is letting off steam. We interpret this type of action as a neutralizing approach, leaving the customer and the employee in ‘status quo’. Another routine-based tactic described by the employees is lying to the customers. Using dishonest explanations is a way of effectively dismissing difficult customers. This was not, however, a frequently-used tactic. One example of its use was dealing with customer misbehaviour in the form of drunkenness, when the employee lied about the fact that many other calls were on hold.

Most people understand, but not all. Especially not those who’ve been drinking. They really like to keep the conversation going. [...] It’s often true, but not always [that there are many other customers on hold]. It depends on how tiresome the person is. You notice when someone is very talkative.

Two additional actions identified in the same category of routine-based tactics concern either arguing with the customer or assuming responsibility and apologizing for the situation. As for the former action, we found examples of situations where employees actively resisted customer misbehaviour and held the customer solely accountable for the situation. Routine-based tactics, enacted by ‘telling the customer off’, were especially common in situations where customers acted in an authoritarian way and did not listen to what the employee was saying. The opposite mode of action expressed by employees, in respect of routine-based tactics, was assuming the entire blame instead and apologizing for the incident, albeit not actually solving the customer’s problem. In this way, they avoided an escalating incident. Routine-based actions seemed to be mostly applied when customers’ refuse to listen or are perceived as particularly difficult to handle, but it is not confined to such situations.

Situational. In our empirical material we also found several tactics representing more elaborative responses, even though the employees are emotionally affected or upset, whereby the employees react in a more rationalizing way, referring to diverse aspects and consequences. Tactics based on situational consideration points to the conscious control of action characterized by an expressed willingness to solve problems rather than just endure it or reducing it. Furthermore, this action indicates the employees’ ability to consider the customers’ situation as well. Within this category we found that explaining to the customer is a common tactic used by employees. This is differentiated from merely referring to the rules or arguing with him/her since the employee also ‘educates’ the customer. In doing

so, they are able to calm the customer down and also strengthen the possibility of avoiding the same situation again with that specific customer. Explaining how the service is enacted is, therefore, an action which illustrates how the employees take more extensive implications into account. The excerpt below demonstrates an employee's reasoning as regards her own perception of the importance of understanding, and how she tries to apply that when interacting with misbehaving customers:

[...] to try to get the customer to understand why this has happened. Because, without that understanding... I'm the kind of person who really needs to know why I do the things I do because, otherwise, it won't mean anything. It's really important and I try to do that to other people as well. If they have some understanding, there's usually no problem.

Another way is to use humour and joking to reduce incidents of misbehaviour and to try and turn them into positive experiences for the customer instead:

Then you ask: "There's no other day [when you can travel]? You can't have dinner on Sunday instead? Because then there are some really good times available [to book for travel]". You try and turn it into a positive thing, saying: "I promise that the weather will be much better on Sunday". Or something like that. You joke with them.

The situational tactics also include solving the customers' problems by taking the initial causes of customers' misbehaviour into consideration. In our study, this was done in two

different ways; either the employees tried to get the relevant facts from the customers, despite their misbehaving, in order to solve things, or the employees offered alternative solutions to the customers' problems. An employee explained this:

There are many things you can do. Change the [travel] times, before lunch or after lunch. Or suggest: "Do you really have to go shopping so early? There's much more time in the evenings. You're all alone and you can get as much help as you need in the grocery store". Many customers appreciate that. They say: "Yes, you're right!". If you provide good solutions, you'll be able to sort things out. It's really rewarding.

Finally, within the category of situational tactics, we also note employees handling customer misbehaviour by handing over to someone else. This can involve situations of misbehaviour where the customer threatens the employee, when he/she and the employee are not getting along due to some previous failure in their interaction, when he/she does not calm down, or when he/she is acting in an authoritarian way and demanding to speak to management. The following excerpt demonstrates how the employee does not simply dismiss the misbehaving customer but instead tries to solve the situation by letting the customer talk to someone else within the organization:

Or ask someone else to take the call. It's not wrong. If something gets really inflamed. Then you can say: "Please hold and I'll put you through to my colleague". Then you transfer the call and things usually turn out for the better.

Contextual. A third category of employee tactics, when handling misbehaving customers, is characterized by critical reflection on tasks, goals, and additional conditions such as organizational goals and the customer's situation. We labelled these tactics as being based on contextual consideration. For example, some employees express how they react to customer misbehaviour by giving them enhanced service.

Of course, the customer should get the most benefit from it. Because, at the end of the day, that makes them happy. They're happy afterwards, and I know it. So, if I arrange a really good journey for this customer, he might think: "S**t, it wasn't really necessary for me to get so angry".

In some situations, giving enhanced service also entailed the employee disregarding internal organizational rules in order to assist the customer. Another form of contextual tactic is that employees try to relate to the customer's life situation. One such example is when employees of the municipality's mobility service consider how customers calling to book transportation may have different disability problems:

A lot of the time, it's part of their illness. Eventually, you learn which customers have problems affecting the way they act. I mean, we aren't all the same. No persons are alike. We all have different characteristics. Some of them don't mean anything bad by what they say.

Within the category, we have also identified actions aimed at establishing a personal relationship with the customer. By doing this, they evade problematic incidents and are also in a position to prevent and reduce future customer misbehaviour.

Based on the empirical results, we conclude that customer misbehaviour is met with distinct tactics when managing customers. We also conclude that these tactics are of different sorts each reflecting different levels of reflection (see Table 1). More importantly, the fact that these separate tactics are related to the employees' ability to consider various consequences as well as previous experiences implies that the employees' knowledge structures guides the formation of tactics. In table 1 each category is noted along with a short description.

Insert Table 1 about here.

It shows that each of these main categories of tactics is related to a specific practical judgement that concerns the employees' reason for acting in a certain way. Further the table also show how implicit knowledge is related to the practical judgement made. These links are elaborated on in the next section.

Pattern of links

As already mentioned, we argue that it is fruitful to separate more diffuse intuitive knowledge resources (implicit knowledge that is possible to represent and communicate)

from more salient phenomena such as assessments, decision-making, interpretations (practical judgement) e.g. what people perform (cf. Baumard, 1999, Hager, 2000). Implicit knowledge influences practical judgement, which in turn drives action. In enacting the various practical judgements, different resources are at hand and in use. These are not always verbally expressed, instead being referred to as implicit knowledge. In understanding the meaning of the practical judgement made, this implicit knowledge is a key element since this type of knowledge is used in the management of customer misbehaviour incidents. Or, in other words, why employees act the way they do is dependent on implicit knowledge.

Within the three major types of tactics used (Routine, Situational, and Contextual), we identify (as seen in Table 1) three different forms of practical judgement (Rules, Balanced adjustment, and Reflection) and three implicit knowledge resources (Norms, Habitual schemes, and Multi-perspective). Based on our findings that customer misbehaviour is met by distinct tactics which are guided by practical judgements informed by implicit knowledge, we identify three patterns: (1) Routine—Rules—Norms, (2) Situational—Balanced adjustment—Habitual schemes, and (3) Contextual—Reflection—Multi-perspective. These combinations explain the formation of employees' tactics when handling customer misbehaviour.

Routine – Rules – Norms. As regards the first tactic, routine, we identify a practical judgement form interpreted and labelled '*Rules*'. This form guides the routinized tactics. Employees' reactions suggest an impulsive and intuitive approach to misbehaving

customers, such as checking the level of importance or finding a neat way of getting rid of them (and their problems). Rule-based judgement not only refers to but is also restricted to previous experiences and solutions, or ‘normal’ ways of handling customers not taking into consideration for example the customers’ point of view. This is, in a sense, practical judgement by rule-of-thumb or by following specific instructions within the organization. Most importantly, this action reduces the complexity of the situation; hence, the issue at hand is managed smoothly and effectively by habitual behaviour. Furthermore, in our perspective, practical judgements are always formed by an implicit knowledge structure. Seeing that routinized tactics and rule based judgement are foremost characterized of employees’ habitual behaviour and perceptions of human beings, the implicit knowledge resource rests upon ‘*norms*’, i.e. rules are enacted by experiences and learned norms. In this regard, social competence is a key resource, as is learned nonverbal behaviour. By means of multimodal communication beyond words, the employees have an impact on their customers. Further, norms can be ethical (what one is supposed to do or not) or organizational (the way employees normally handle negative incidents at a specific company). When employees refer to some kind of rule-of-thumb, this displays a fundamental ethical norm regarding what constitutes a good way of acting. Organizational norms refer to explicit or implicit procedures, but could also reflect a specific corporate culture. On this level, subjective values and different work experiences are basic implicit resources explaining why practical judgement sometimes takes the form of being rule-based. Norms also include the way that one, as a human being, wants to be treated. For example, we identified situations where employees terminated calls because they felt

personally mistreated by customers. Similarly to findings within coping research, such actions are closely linked to emotionally charged responses.

Situational – Balanced adjustment – Habitual schemes. Employees' tactics based on situational consideration identified on our study, are more complex than routine based tactics, since they not only consider previous experiences but also institutional issues. When employees reflect on and consider various consequences it is done by a practical judgement procedure form which we interpret and label as 'Balanced adjustment'. Balancing different options, on the basis of their consequences, or considering the customer viewpoint both constitute examples of such a practical judgement procedure. This, in turn, calls for a specific, implicit knowledge resource, which we label "Habitual schemes". These can be cognitively elaborated, for instance, when employees refer to different scenarios ("If I do this, A and B probably will happen and lead to ...") or refer to balanced adjustments based on different possible consequences in either a short- or long-term perspective. Implicit resources include knowledge of organizational functions, other organizational instances, and responsibilities, for instance they consider how an action in one part of the organizational system may have a negative impact somewhere else.

Contextual – Reflection – Multi-perspective. The practical judgement which guides contextual tactics is a form that reflects the ability to see beyond present conditions. This 'reflection' form of judgement emphasizes long-term thinking and reflections upon

alternative ways of doing things. Hence this specific form reflects on personal action using cognitive loops (see theory on ‘double loop learning’, Argyris and Schön 1978). As the following quotation illustrates, it is a mode that takes into account the long-term consequences, based on the employees’ experiences.

During the early years, it affected me. You got offended. Why do I sit here and take all this s**t? I can’t do anything. It’s not something I can change, but I still get a lot of s**t. But over the years, and the longer you’ve been here, you understand why it’s like this. So there’s no point in getting offended—try to talk about it and try to be friendly to the customer. So that, next time, it’ll be better.

Considering the emphasis on employees’ ability to address a number of objectives, the implicit knowledge structure lies on a ‘multi-perspective’ approach to misbehaviour incidents. Alternating optional objectives or alternating between perspectives (often, misbehaviour incidents are linked to other organizational actors) are both instances of implicit knowledge being used to manage customer misbehaviour. Within this category, we find instances of taking into account the customer’s entire life situation, as well as organizational goals.

Discussion

By means of this practice-theory based examination of the links between different misbehaviour incidents and the tactics chosen with focus on employees' knowledge and skills, we identify fundamental structures and mechanisms of dealing with customer misbehaviour, such as three distinct judgement procedures, each based on different implicit knowledge resources. These are, in a sense, an explanation of why and by which resources employees act the way they do. The presented model grasps essential dimensions. In a study like this, one can expect to find various sub-categories of practical judgement and implicit knowledge being used as resources, which we did. The taxonomy described will hopefully guide further investigation. A more surprising finding, and fundamental aspect, is the diversified levels of reflection found in the material, ranging from the more simple to the more elaborate. The results should be perceived against the backdrop of the limited contemporary knowledge of the mechanisms underlying the management of customer misbehaviour. The background causes of customer misbehaviour, consequences, and different forms of coping tactics do not give the full picture. Based on the empirical study and its main findings, we put forth some comments on the existing theory of managing customer misbehaviour.

In relation to the research field of tactics, the study supports the observation made in earlier research that employees adopt informal tactics to cope with deviant customer behaviour (e.g. Reynolds and Harris, 2006). The reflexive side of this is elaborated in our study and reveals a taxonomy that differentiates tactics on different levels, in comparison to Reynolds and Harris (2006), ranging from the simple to the more elaborate. Within each level, subcategories are identified which cluster key tactics used by employees in different service industries. Further, earlier studies of tactics focus on coping strategies, i.e. how to

‘survive’ and ‘protect oneself’ against customer misbehaviour. In connection with what is known thus far about employees’ tactics, we see that employees reflect on and consider customer and organizational issues and, in doing this, they manage the interaction. This indicates a more active behaviour pattern which makes it more relevant to label actions as tactics, in turn revealing a more reflective thinking.

Furthermore, the distinction between practical judgement and implicit knowledge structures is important as it points to employees’ ability to adapt their behaviour to the immediate situation. The practical judgements made (rules, balanced adjustment, reflection), which forms employee tactics, are grounded in embodied practice and embedded in context. It concerns previous experiences and solutions, or ‘normal’ ways of handling customers (e.g. rule-of-thumb, specific instructions within the organization), as well as procedures of greater complexity (based on, among other things, institutional issues, the customer’s situation, and long-term thinking) such as balancing different options and reflections on alternative ways of doing things. This can be related to Beckett’s (2008) conceptual analysis of holistic competence and the term judgements-in-context which concerns sensitivity to specifics in the immediate workplace context, as well as the employees’ actions when making judgements regarding how to proceed.

The study also gives structure to the different types of implicit knowledge resources used (Norms, Habitual schemes, Multi-perspective). We label these as implicit knowledge; a form of underlying capacity or competence that employees possess. As demonstrated in the case of the implicit knowledge resource labelled multi-perspective, the employees alternate between optional objectives or between different perspectives. We found instances where employees took both organizational and customer perspectives into

account when managing customer misbehaviour. This adds to the findings of Insch et al. (2008) regarding the social dimension of knowledge, e.g. knowledge of self, tasks, and other people. Herbig et al. (2001) affirm the fact that, when dealing with critical situations in person-related services, experience-guided working is of the utmost importance. In a similar way, drawing on our study, we can conclude that the employees' abilities to relate to and shortly reflect upon previous incidents, in terms of integrating implicit knowledge structures, are also critical for enabling value co-creation in service encounters. This has not been reported elsewhere.

By examining practical judgement and implicit knowledge, we have discovered which underlying mechanisms form tactics in the management of customer misbehaviour—an answer to the basic research question of why they act as they do. Taken together, our findings suggest that employees have different approaches when it comes to handling misbehaving customer, where the main difference is the ability to elaborate and reflect on various aspects and taking different viewpoints into consideration. In our study this is mainly represented by the employees' referring to both involved actors such as the customer, the company and themselves and over long-term consequences for these actors. By performing tactics based on contextual consideration and taking a multi-perspective stand, employees not only contribute in the value co-creating process, but also have opportunities to influence fundamental contradictions within service production (Korczynski and Ott, 2004). As convincingly argued by Korczynski and Ott (2004), the growing focus on “sovereign customers” and its infusion in organizations that is, at the same time, built on rational and bureaucratic processes bring forward intrinsic contradictions. The contradictions are displayed both between bureaucratic and customer-

related norms, and within the use of these customer related norms, specifically in regard to front-line employees' representation of these norms. However, by reflecting on various viewpoints, employees seem to manage this contradictory situation, not merely by reducing or ignoring it but instead accepting the conflict and trying to resolve it.

Furthermore, from the employees' point of view, when drawing from implicit knowledge as a resource in dealing with misbehaving customers, employees also perform emotional work as they adjust responses to customers. In the adopted practice theory perspective, implicit knowledge structures are understood as embedded in individual's ideals, values, as well as emotions. This point is in particular crucial for service workers, as the ability to perform emotional labour is an extensive part of their work. Hochschild (1983) argue that this "ability" is detrimental for employees. Requiring to display feelings that they do not feel will disentangle their identity and will leave them alienated from self. In a similar way, Stein (2011) argues that the "toxicity" of the service work undermines employees' autonomy, seeing that they are "polluted" by environmental and organizational restrictions that limit their possibility to act. However, Bolton and Boyd (2003) takes the rather opposite strand stating that emotional labour are practiced in several ways and therefore have dissimilar consequences. Enacting "professional prescriptive emotional labour" (Bolton and Boyd, 2003), as our respondents do, points to opportunities for work autonomy as well as a way of raising their professional status vis-à-vis the customer. Hence, employees' ability to act on practical judgement and implicit knowledge, discloses a much more positive and constructive representation of service work.

Therefore, and, as a final remark, we would like to draw attention to a positive aspect of this disharmonious side of service marketing—the fact that employees' competence and

ability to turn negative incidents into positive encounters. Often, employees are skilled customer managers who are able to reflect on and synthesize a variety of aspects and consequences. In particular, taking a multi-perspective stand seems to be an effective way to deal with customer misbehaviour which can lead to a higher degree of value creating process as well as opportunities to for employees gain control over their working conditions. As Fisk et al. (2010) recognize, widespread customer misconduct also communicates to organizations that its rules or the procedures that are used to enforce them are either too rigid or too loose. Employees' knowledge from the encounters can be used to enable value co-creation and to create better service systems.

Conclusions and contributions

The point of departure of this study is that employees' dealing with misbehaving customers, besides causing emotionally charged coping responses, are related to fuzzy knowledge and skills. The basis of competence in making practical judgement is the intertwining of know-how and know-why, grounded in embodied practices (cf. Echeverri and Skálén, 2011; Schau et al, 2009; Warde, 2005). As discussed, the judgement procedures and implicit knowledge resources used can in a sense be seen as explanations of why employees act the way they do. By drawing on theories of implicit knowledge and practical judgement we contribute to research on customer misbehaviour—e.g. coping strategies on employee level—elaborating on the fundamental question of why they act as they do. The issue has not been studied systematically and referred strands of research have

not sufficiently mapped out the underlying mechanisms active in the practical judgement that frontline employees are engaged in.

Theoretical contributions

The study confirms some earlier research findings and further contributes to the field of management of customer misbehaviour within service marketing, especially by gaining more in-depth insights of the sub-mechanisms of coping tactics, knowledge that have been called for in existing research review (Fisk et al, 2010). As noted, previous research on employees' coping tactics generally illustrates different actions used by employees to protect or shield themselves from outbursts or excessive demands, rather than focusing the kind of knowledge resources and practical judgement that inform such strategies.

First, by broadening the empirical context for research into *dealing* with customer misbehaviour, we have gained additional insights into the tactics used when facing dysfunctional customer behaviour. Much research has focused on employees' coping tactics within the hospitality industry, e.g. hotels, restaurants, and bars (e.g. Reynolds and Harris, 2006). Here, four different service contexts are included (insurance services, mobility services, metro services, and bus/tram services) by which we further extend the research to new empirical fields. *Second*, by investigating the underlying structures and mechanisms with which employees deal with customer misbehaviour, the study contributes with new knowledge. Theoretically, the study proposes explanations linked to the processes of practical judgement inherent in service provision. Three diverse types of

judgements; i.e. Rules, Balanced adjustment, and Reflection are noticeable among frontline service employees. Definitions and conceptualizations of these are included. *Thirdly*, we display three types of implicit knowledge resources: Norms, Habitual schemes, and Multi-perspective, which include important resources for managing customer misbehaviour. Taken together, these constitute the underlying mechanisms that inform practical judgement. *Fourth*, the different types of tactics identified, i.e. Routine, Situational, and Contextual, each correspond to specific forms of judgements made and implicit knowledge used, and we see how different levels of elaboration can be identified in both practical judgement and implicit knowledge. In comparison with research on employees' coping tactics and actions (Hochschild, 1983; Noon and Blyton, 1997; Reynolds and Harris, 2006), attitudes (e.g. Lewis and Spyropoulos, 2001), and recovery actions (e.g. Lewis and Clacher, 2001) when dealing with customer misbehaviour, our study brings new knowledge on employees' formation of tactics on different levels. To conclude, as these sub-levels have not been conceptualized earlier the paper gives a substantial theoretical contribution.

Managerial implications

The tactics shown can be used by managers for training new employees, in connection with team building activities, in advancing quality perceptions on the customer level. Depending on the type of incident, varying degrees of reflection will be needed. Expanding the range of behaviour competencies among personnel is a good investment. Supporting inter-

personnel learning is a promising measure, including the ethical issues of demeanour (relevant in the given context). Minor actions seem to be promising as regards dissolving customer misbehaviour, e.g. giving customers explanations, apologizing for any inconvenience, assuming responsibility for problems, displaying a willingness to help and draw customer information to the attention of the company's back-office. However, a more experienced employee has a more elaborated ability to reflect and a more elaborated base of implicit resources to use during the process. Experience is not necessarily linked to the amount of years spent in a service occupation; rather, it is linked to the ability to reflect on job performance, to experience of various ways of dealing with customers, to values of conduct, and to insights into other aspects of the organization, etc. This demands more multi-perspective thinking on the individual level, with implications for recruitment procedures.

Limitations and future research

The results, contributions, and managerial implications discussed above are, by nature, specifically linked to the empirical context under study. However, the insights and proposed explanations made can analytically be generalized to other areas of industry. Structures and mechanisms that explain the very essence of dealing with customer misbehaviour can be found in a wide range of other service industries. Further, this study does not cover all the relevant factors. Other factors can be identified on a macro level, e.g. organizational contingencies (corporate procedures, organizational and industrial

regulations, control functions etc.). Future research could explore the possible effects that formal education of employees, in dealing with customer misbehaviour, could have on implicit knowledge structures as well as practical judgement made. Including such factors is beyond the focus of this study (also due to the employees' lack of education on this subject), as is also the case with issues linked to sociological micro mechanisms, e.g. human interaction (turn-taking procedures, relationship dynamics, psychological mood, sensemaking, interactive coherence, asymmetric dominance etc.). The ways in which the employees approach a customer, ask questions, use technical devices etc. are factors that may have an impact. Furthermore, and as noted above, how to manage customer misbehaviour is strongly related to emotional aspects of service work. Although this matter has been studied previously, there is still a need for further research that link knowledge structures to emotional responses. This study excludes such issues due to the need for a limited research focus. However, such issues make promising objects for further research.

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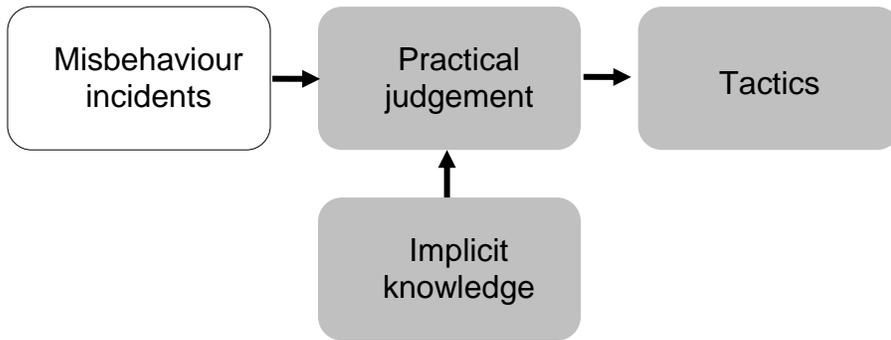


Figure 1. Linkages between key dimensions in dealing with customer misbehaviour.

Tactics	Practical judgement based on:	Implicit knowledge
<p>Routine <i>Def: Actions where the employee handles the customer in an immediate and dismissive manner.</i></p> <p>Identified tactics are: hanging up; referring to rules; ignoring; lying; arguing; apologizing</p>	<p>Rules <i>Def: An impulsive, intuitive and low-reflective thinking, by rule-of-thumb or by following specific instructions within the organization.</i></p>	<p>Norms <i>Def: Knowledge based on subjective values, work experiences and norms for employee related organizational workflow.</i></p>
<p>Situational <i>Def: Actions where the employee cares for the customer resolving tension.</i></p> <p>Identified tactics are: explaining; solving; handing it over; joking.</p>	<p>Balanced adjustment <i>Def: A caring manner, balancing diverse aspects, trade-offs between conflicting interests. and different possible consequences</i></p>	<p>Habitual schemes <i>Def: Knowledge of organizational functions, other organizational instances, responsibilities, and the customer's viewpoint.</i></p>
<p>Contextual <i>Def: Actions where the employee handles the customer in a customized/personalized manner.</i></p> <p>Identified tactics are: giving extra; relating to customer context; establishing relationship.</p>	<p>Reflection <i>Def: A higher degree of elaborative and reflective approach, emphasizing long-term effects and reflections upon alternative ways of doing things.</i></p>	<p>Multi-perspective <i>Def: Contextual experience of different organizational actors, their goals and the customer's life situation.</i></p>

Table 1. Resources used to deal with customer misbehaviour