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Examining and Exploring Social Constructs, Conflict Management Style, and Workplace Conflict Among Workers in the United States

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EXAMINING AND EXPLORING SOCIAL CONSTRUCTS, CONFLICT MANAGEMENT STYLE, AND WORKPLACE CONFLICT AMONG WORKERS IN THE UNITED STATES

by

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ABSTRACT

This mixed-methods study explored social constructs, conflict management style (CMS), and workplace conflict among workers in the United States. Workers do not understand the connections between social constructs, CMS, and workplace conflict. A lack of information on workers' experiences and representation in conflict literature supports the gap in understanding (Aquino, 2000; Bourdieu, 1986; Hayes, 2008; Herr & Anderson, 2005; Lin, 2001; Long, 2007; Meng et al., 2019; Mertens, 2003, 2009, 2018; Sosa, 2019). The study used a transformative-emancipatory explanatory sequential design focused on workers. There were 82 convenience sample participant surveys and 12 purposive sample *low-level cooperativeness* CMS participant interviews analyzed in this research. The quantitative method used chi-square tests for associations to determine relationships between perceptions of age, attractiveness, gender and sexual identity, language, likability, and race with influence on CMS in the workplace. Odds ratios supplemented the quantitative technique. The qualitative method used interpretative phenomenological analysis (IPA), rival theory, and the method of multiple working hypotheses. Qualitative techniques helped explore participant perspectives on geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust influencing CMS in the workplace. Relationships were determined and workplace conflict experiences were explored. Study findings convey perceptions of external social constructs do not influence CMS in the workplace. Perspectives on internal social constructs affect and shape CMS in the workplace. Reflecting on workplace conflict lived experiences encourages change. Researcher recommendations include workers should consider their perceptions of external social constructs and perspectives on internal social constructs

with influence on their workplace conflict behaviors. Workers should develop social intelligence. Workers should also reflect on workplace conflict lived experiences, learn, contemplate change, and make constructive changes when necessary.

Keywords: social psychology, social capital, transformative-emancipatory paradigm, social intelligence, social change

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DEDICATION

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LIST OF ABBREVIATIONS

CMS	Conflict Management Style/s
IRB	Institutional Review Board
MMWH	Method of Multiple Working Hypotheses

CHAPTER I – INTRODUCTION

Workplace conflict situations represent one aspect of interpersonal conflict, which influences social capital. Interpersonal conflict refers to a contest of wills between winners and losers, ingrained in the culture, affecting how employees interact (Griffith & Goodwin, 2016). *Will* conveys an expression of sheer determination (Nichols, 2018). *Social capital* refers to investments in social relations with expected returns in the marketplace (Bourdieu, 1986; Lin, 2001). According to Meng et al. (2019), social capital matters because of direct associations between workers' well-being and social engagement at work.

Social relations breed conflict, but 40% of all conflict situations derive from personal likes and dislikes (Griffith & Goodwin 2016; Morrill, 1995). Hayes (2008) claims in the latest international study on workplace conflict covering nine countries and 5,000 workers that 85% of workers at every level experience workplace conflict to some degree. The study also claims workplace conflict in the United States costs $359 billion in paid hours or 385 million lost working days each year (Hayes, 2008). The potential for conflict exists whenever two or more people gather (McCorkle & Reese, 2010). Contrary to popular belief, not all conflict results in destructive negative behavior and, at times, acts as a constructive energizing force for positive action (Wescott, 2014).

The Bible account of *Adam* and *Eve* at odds and choosing to eat from a forbidden tree establishes conflict history with the couple cast from the "Garden of Eden." Adding siblings *Cain* and *Abel* to the then-new earthly reality results in a slaying, which illustrates how unmanaged conflict situations, on occasion, become fatal. Recently 328.2

million people were living in the United States (U.S. Census Bureau, 2018), and 7.8 billion people inhabited the earth (United Nations, 2019). Modernity implies conflict situations, and outcomes keep pace with the population.

Conflict situations maintain a presence in every social institution but separate into a functional or critical side (Henslin, 2014). The functional side of conflict situations in social institutions involves people gathering for continued survival, replacing members when necessary, socializing new members, producing and distributing services, preserving order, and providing a sense of purpose for the greater good (Henslin, 2014). The critical side of conflict situations in social institutions originate in conflict studies and suggest the greater good is a farce. People with power use controls and manipulation over other people to maintain privileged positions (Domhoff, 1999, 2006, 2007; Useem, 1984). Striving to hold on to privileged positions of power strengthens established beliefs, values, and competition, causing conflict situations, which develop with help from personal needs (Rohall et al., 2011).

Personal needs support workplace conflict because people harbor competitive mentalities and vie for limited resources, resulting in a range of complexity (Griffith & Goodwin, 2016). Conditions span from simplistic to complicated and fit physiological, safety, love and belonging, self-esteem, and self-actualization need categories described by Maslow (1954). Average human needs are more often subconscious than conscious, and people characteristically will always desire something more than what they already have (Maslow, 1954).

Other personal needs include freedom and fun (Glasser, 1998). Individual needs intensify because people often maintain idiosyncratic interests, motivations, outlooks, and preferences, making conflict understanding and conflict management skills essential (Forsyth, 2014). The absence of conflict understanding and conflict management skills stems from limited education and training (Lang, 2009). This reality contributes to workplace conflict by placing competition ahead of cooperation, limiting resource sharing and power (Forsyth, 2014). People selfishly claim more than their fair share (Forsyth, 2014). Conflict management skills describe a management process, which helps employ strategies that reduce the negative aspects of a conflict situation and increase the positives when conflict situations arise (Griffith & Goodwin, 2016). Change presents a vital strategy for managing conflict (Deutschman, 2007).

Chapter I introduces this original exploratory mixed-methods study on how social capital impacts workplace conflict lived experience among workers in the United States. Every study starts with exploration (Kraemer & Blasey, 2016). This chapter uses a background of the study, problem statement, purpose statement, research objectives, conceptual framework, review of theories and concepts, the significance of the study, delimitations, assumptions, the definition of terms, and organization of the study for the introduction. A summary provides a review of the chapter.

Background of the Study

A study's background helps demonstrate the relevance of proposed research, develops the argument, and determines what readers must know and understand before comprehending the case (Booth et al., 2003). Roberts (2010) contends providing

background information requires answering three questions. What do we already know about this topic? What has not been explained adequately in previous research and practice about this topic? What do we want to know about this topic?

What is clear concerning conflict draws from a review of the literature. A literature review revealed a range of material on the subject with at least ten reasons starting with conflict referring to a wills contest (Griffith & Goodwin, 2016). Second, conflict presents an inevitable social reality (Griffith & Goodwin, 2016; Morrill, 1995). Third, the costs of conflict are high (Hayes, 2008). Fourth, conflict situations have a history. Fifth, conflict can be a positive force (Wescott, 2014). Sixth, conflicts can have a functional or critical side in social institutions (Domhoff, 1999, 2006, 2007; Henslin, 2014; Useem, 1984). Seventh, privilege and power or the lack thereof can support conflict (Domhoff, 1999, 2006, 2007; Useem, 1984). Eighth, personal needs contribute to conflict (Forsyth, 2014; Glasser, 1998; Griffith & Goodwin, 2016; Maslow, 1954). Ninth, the absence of conflict understanding and conflict management skills help place competition over cooperation (Forsyth, 2014; Lang, 2009). And finally, the presence of conflict understanding and conflict management skills helps reduce adverse outcomes and increase positive results when conflict situations arise (Griffith & Goodwin, 2016).

What is unclear concerning conflict involves a lack of information on workers' workplace conflict lived experiences and representation in conflict literature. Workers' workplace conflict lived experiences and expression in conflict literature could have significance. A modern consensus supports having the experiences and practices of workers placed at the center of attention to offer a constructive way to proceed in the

development and refinement of organizational practices (Aust & Ducki, 2004; Bourbannais et al., 2006; Neilson & Randall, 2012; Parry et al., 2013).

A literature review on conflict confirms a wealth of bullying material, and although these concepts maintain some sense of similarity, they are not synonymous. Whereas conflict refers to a contest of wills between winners and losers (Griffith & Goodwin, 2016), bullying refers to one-way harassment based on power imbalances that harm an intended recipient (McCorkle & Reese, 2010). Most bullying and similar harassing behaviors occur because aggressors generally hold positions of power and outrank their targets 72% of the time (Griffith & Goodwin, 2016). Bullying does not apply directly to the lack of information on workers' workplace conflict experiences and representation in conflict literature based on existing prose and several recent bullying works. Recent bullying works attempt to reference workers' conflict experiences and expression in conflict literature but miss the mark. A few of these works include workers' views on the benefits of coworkers and leaders (Bomberg & Rosander, 2020), turnover intentions (Coetzee & van Dyk, 2018), and sensemaking (Zabrodska et al., 2016).

A current exception to the lack of information on workers' conflict experiences and representation in the conflict literature focuses on understanding workers' lived experiences in a workplace conflict situation (Sosa, 2019). Sosa's study found participants experienced nervous energy, a sense of helplessness, and the impression interpersonal conflicts do not align with their organizations' conflict management systems, which receive reliance on top-down methods for addressing workplace conflict

(Sosa, 2019). Further, Sosa emphasized workplace conflict costs, conveyed the pervasiveness of presenteeism, showed powerlessness can lead to detachment from organizations, and suggested the value of dialogue between workers involved in a workplace conflict situation (Sosa, 2019). Sosa's (2019) study included workers' conflict-lived experiences but did not directly acknowledge or address the lack of workers' representation in conflict literature.

An article on strategic human resource management (SHRM) and workers' experiences poses another exception to the lack of workers' workplace conflict lived experiences and representation in conflict literature (Long, 2007). The article reviewed workplace outcomes and uncovered perspectives (Long, 2007). This research found managerial bias dominates existing literature. Little research considers employees' subjective views, and employment relationships are generally structured to exclude employee interests because employees serve as a means to an end (Long, 2007). The article claimed change agents must write to narrow the literature gap because it is essential for those who research to include those who perform the work (Long, 2007). Long (2007) cited Weick (1999) and continues that including the perspectives of the people who show up every day and perform the work will reduce a detached rendering of the world they operate in and lead to high-performance work practices (HPWP). The article did not directly address workers' workplace conflict experiences and representation in conflict literature. However, the article acknowledged the lack of workers' representation in literature by clarifying scarcity in employee perspectives and

confirming the workplace overlooks worker inclusion in decision-making by design (Long, 2007).

Existing conflict literature, which emerges from management or academic researchers' perspectives, dominates the subject matter and overlooks workplace conflict victims (Aquino, 2000). Management represents a small percentage of the workforce, and their opinions limit the wide range of views on topics involving conflict. During the 1980s, a typical worker to manager ratio was 5 to 1, with workers representing 80% of the workforce (Neilson & Wulf, 2012). Functional specialists, technology, and flatter organizations increase the worker to manager ratio from 10 to 1, meaning workers now represent 90% of the workforce (Neilson & Wulf, 2012). Workforce representation raises questions on how excluding workers' lived experiences and expression in conflict literature continue unnoticed.

One perspective suggests workers exist as an underrepresented and marginalized group in the workplace (Mertens 2003). This perspective helps address excluding workers' workplace conflict experiences and representation in conflict literature. The idea springs from the transformative-emancipatory paradigm, a 1983 original term, claiming marginalized groups fall victim to power relations (Mertens, 2003). The paradigm name changed to transformative in 2005 because of the author's desire to emphasize an agency role for people involved in research that conveys working with marginalized communities toward social transformation rather than emancipation by bestowal (Mertens, 2009). The researcher employed the original term, transformative-emancipatory paradigm, for emphasis in this study to overcome emancipation by

bestowal by focusing on workers' self-liberation through improved understanding (Mertens, 2003, 2009, 2018). The transformative-emancipatory paradigm applies to anyone who experiences discrimination and oppression (Mertens, 2003).

Including people's perspectives who experience discrimination and oppression remains crucial in transformative research and evaluation (Mertens, 2003, 2009, 2018). Plano-Clark and Creswell (2008) cited Mertens (2003) by endorsing observations, interviews, demographics with statistical data, and preliminary surveys are needed to overcome the inherent nature of built-in bias for existing literature when conducting transformative research. Knowledge negates neutrality and often inspires human interests, which mirror society's power and social relationships (Creswell & Plano-Clark, 2011). Transformative-emancipatory perspectives caution against using existing literature by acknowledging limitations related to built-in bias based on whose voice receives privilege (Mertens, 2009). Workers lack favor and represent a majority-minority or citizenry in which more than half present a social, cultural, and racial minority where fewer members of a more social, political, and financial dominant group occur (Craig et al., 2018). Privilege could be a matter of overall numbers, education, or position.

Statistics disseminated by government agencies lend credence to White voices receiving privilege in the United States based on population estimate percentages, percentage of doctoral degrees awarded, and management representation. The U.S. Census Bureau population estimates of the 328.2 million people in the United States for July 2018 indicated 60.4% of the population were White, 18.3% Hispanic, 13.4% Black, 5.9% Asian, 1.3% American Indian and Alaska Native, and .2% Native Hawaiian or

Pacific Islander (U.S. Census Bureau, 2018). The National Science Foundation Survey of Earned Doctorates in 2015 confirmed that of the 55,006 doctoral degrees awarded in the United States, 6.5% were to Blacks, and 7% were Hispanics (National Science Foundation, 2017). The remaining 86.5% of doctoral degrees awarded did not belong to these minorities, suggesting the balance belonged to a White majority. The Equal Employment Opportunity Commission (EEOC) reports management representation in the United States as 5.5% Asian, 6.8% Black, and 7.4% Hispanic (EEOC, 2013). The remaining 80.3% of management representation did not belong to these minorities, suggesting the balance belonged to a White majority validating the power perspective.

Action research presents a second perspective, which addresses excluding workers' workplace conflict lived experiences and representation in conflict literature. Action research suggests the absence of time and researcher focus as possible reasons workers' workplace conflict lived experiences, and lack of representation in conflict literature exists (Herr & Anderson, 2005). Action researchers remain far more focused on their projects than in writing, professionals stay too involved in day-to-day operations, and consultants often move from one project deadline to the next (Herr & Anderson, 2005). Herr and Anderson (2005) suggest practitioners do not have the leisure or time of academic scholars to write research reports, supporting a lack of understanding among workers making social constructs, CMS, and workplace conflict connections less clear.

What needs to be clear concerns understanding how social capital impacts workplace conflict lived experiences among workers in the United States. Social constructs, CMS, and workplace conflict experiences have synergy. Exploring social

factors and conflict styles, which influence workers' conflict experiences, might provide knowledge that confirms possible knowns and exposes hidden unknown workplace conflict considerations. Evidence will help recommend constructive change, because knowledge acts as informational power based on access to data (Forsyth, 2014).

Problem Statement

Ideally, workers would understand the connections between social constructs, conflict management style (CMS), and workplace conflict. In reality, a lack of information on workers' workplace conflict experiences and representation in conflict literature supports the gap in understanding (Aquino, 2000; Herr & Anderson, 2005; Long, 2007; Mertens, 2003, 2009, 2018; Sosa, 2019). Consequently, the gap in understanding for some workers defaults to a *low-level cooperativeness* CMS (Griffith & Goodwin, 2016). Reliance on a *low-level cooperativeness* CMS results in adverse outcomes, which decrease workplace social capital (Bourdieu, 1986; Lin, 2001; Meng et al., 2019). The subsequent decrease in workplace social capital increase both worker and business costs (Hayes, 2008).

Social constructs relate to knowledge or beliefs subjectively developed and distributed as fact or reality (Berger & Luckmann, 1966). This study operationalizes social constructs as workers' external characteristics and internal associations. External social constructs consisted of age, attractiveness, gender and sexual identity, language, likability, and race characteristics, which people perceive. Geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust were internal social constructs developed from personal associations and perspectives.

CMS confirms an individual's preference or habitual response to conflict situations (McCorkle & Reese, 2010). CMS also conveys a matter of choice (Glasser, 1998). Choices stand as products of behaviors, and all people ever do from the cradle to the grave is behave, and with rare exceptions, everything they do exemplifies choice (Corey, 2013). CMS consists of collaborating, accommodating, compromising, competing, and avoiding styles (Griffith & Goodwin, 2016). Workers are not restricted to one CMS and can choose an appropriate style while interacting in a given workplace conflict situation. CMS, directly influenced by culture and social expectations, differs from personality (McCorkle & Reese, 2010). CMS displays surface-level behaviors while personality may not.

Social capital refers to investments in social relations with expected returns in the marketplace (Bourdieu, 1986; Lin, 2001). Returns in the market are considered a social good (Coleman, 1988; Putnam, 2000). Bourdieu (1986) claims a social good may not be the case because not everyone in a social environment benefits from social capital.

Purpose Statement

This mixed-methods study explored social constructs, CMS, and workplace conflict among workers in the United States. The quantitative method examined workers' dominant CMS, perceptions of external social constructs, effects on CMS in the workplace, and relationships between perceptions of external social constructs and influences on CMS in the workplace. The qualitative method explored *low-level cooperativeness* CMS workers' perspectives on internal social constructs, influences on CMS in the workplace, and relationships between internal social constructs and

influences on CMS in the workplace. The qualitative method also explored *low-level cooperativeness* CMS workers' workplace conflict experiences. Combining the two methodologies helps one better understand social constructs, CMS, and workplace conflict among workers in the United States.

This mixed-methods exploration used a transformative explanatory sequential design to lift the invisible veil on workers' social constructs, CMS, and workplace conflict (Creswell & Plano-Clark, 2011). Workers represent marginalized groups that face discrimination and oppression in the workplace. They personify the majority-minority (Craig et al., 2018). The researcher focused on workers at a technical college in Georgia to elucidate American culture. Workers are people, and people are products of social conditioning, and their beliefs and values represent a wealth of concealed experiences that operate outside conscious awareness (Sue & Sue, 2013). Working outside of conscious awareness can lead to one of two CMS groups. The two CMS groups are high-medium and *low-level cooperativeness* (Griffith & Goodwin, 2016).

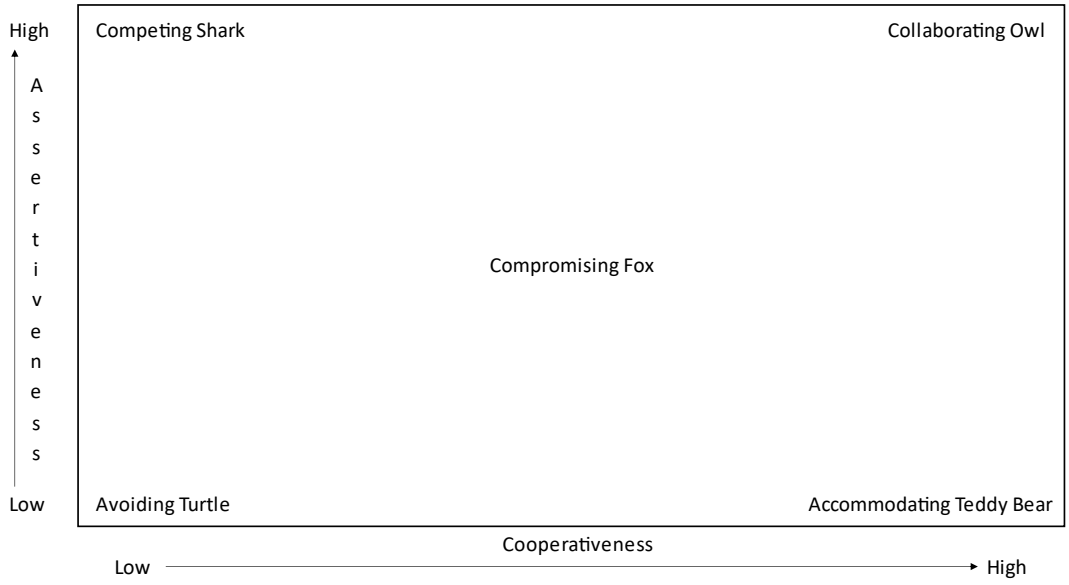
Low-level cooperativeness CMS, including the competing and avoiding CMS, receive blame for causing the most conflict in the workplace because these styles exhibit commonalities that result in adverse outcomes (Griffin & Goodwin, 2016). Adverse outcomes are ineffective and decrease goodwill, organizational effectiveness, relationships, retention, revenue, and trust (Griffith & Goodwin, 2016). Competing is associated with authoritative mandates, confrontations, arguments, slights, allegations, complaints, revenge, and sometimes physical violence (Morrill, 1995). Avoiding associates with adopting a "wait and see" attitude, tolerating and allowing conflicts to

fester, changing the subject of discussion, skipping meetings, or leaving the situation altogether (Bayazit & Mannix, 2003). Whereas competing seems to suggest a fight mentality, avoiding appears to yield more of a flight mindset. Competing and avoiding conflict styles characterize non-conforming individualists and individualism, valuing the individual's goals, needs, and rights over the group's goals, responsibilities, and obligations (Cai & Fink, 2002; Riaz et al., 2012). Individualist cultures include the United States, Australia, Germany, and Canada (McCorkle & Reese, 2010).

An alternative view of the *low-level cooperativeness* CMS and competing or avoiding individuals classifies them as non-conforming originals who move the world (Grant, 2016). Grant (2016) contends these people are movers and shapers. Their independent thinking, curious, non-conforming, and rebellious nature, coupled with the fact they practice brutal nonhierarchical honesty and act in the face of risk and adversity because their fear of not succeeding exceeds their fear of failing, are attributes (Grant, 2016). Grant (2016) states "The greatest shapers don't stop at introducing originality into the world. They create cultures that unleash originality in others" (p. 209).

High-medium cooperativeness CMS, which encompasses collaborating, accommodating, and compromising CMS, exhibits no commonalities that end in adverse outcomes (Griffith & Goodwin, 2016). The implication here is high-medium cooperativeness CMS may be more effective and result in more positive outcomes (Griffith & Goodwin, 2016). Collaborating, accommodating, and compromising offer a middle ground minimum, which yields a more cohesive social environment (Euwema & Van Emmerik, 2007). These conflict styles express conforming collectivists and

collectivism, valuing the group's goals, responsibilities, and obligations over the individual's goals, needs, and rights (Cai & Fink, 2002; Riaz et al., 2012). The results of several studies have led to the generalization that collectivists are more likely to be non-confrontational whereas individuals are more likely to be confrontational (Ting-Toomey, 1988, 1999; Ting-Toomey et al., 2000). Collectivist cultures include Japan, Russia, China, Taiwan, Korea, and Hong Kong (McCorkle & Reese, 2010). In most cultures, including individualist societies, cooperativeness takes precedence over assertiveness (McCorkle & Reese, 2010). Figure 1 illustrates CMS with animal associations for understanding based on cooperativeness and assertiveness.



Note. The five strategic approaches for handling conflict are based on the Thomas-Kilmann Conflict Mode Instrument. Adapted from "*Conflict survival kit: Tools for resolving conflict at work* (2nd ed.)," by D. B. Griffith and C. Goodwin, 2016, Prentice Hall. Copyright 2016 by Pearson Education, Inc.

Figure 1. Conflict Management Style

Lang (2009) asserts workers need conflict management skills to invoke change, manage themselves, make better decisions, and work effectively in the ever-increasing team environment of organizations today because only a few workers, mainly managers, receive conflict instruction. Less than half of U.S.-based colleges and universities discuss the conflict concept in business curriculums, and only 14% of these institutions emphasize the topic in a required course, making understanding paramount (Lang, 2009). Formal education, training, or understanding that improves workers' knowledge, skills, abilities, or experiences are human capital investments, which belong to the worker and are outside the control and manipulation of business owners, unlike traditional capital (Becker, 1964). Workers matter because of the knowledge, skills, abilities, and experiences they bring to perform work, contributing to an organization's success or bottom-line (Becker, 1964). A business will cease to exist without workers and conflict.

Research Objectives

Research objectives communicate what data will be collected and direct the research process (Phillips et al., 2013). This exploration's research objectives drove the research process and helped describe, determine, and explore to fulfill the research purpose. The following eight research objectives guided the study.

Quantitative

RO1 – Describe participants by their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle).

RO2 – Describe participants concerning their perceptions of external social

constructs (age, attractiveness, gender and sexual identity, language, likability, and race).

RO3 – Describe participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace.

RO4 – Determine relationships between participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace.

Qualitative

RO5 – Describe *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust).

RO6 – Describe *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace and confirm why or not.

RO7 – Determine relationships between *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic

location, morality, political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace.

RO8 – Explore *low-level cooperativeness* CMS participants' workplace conflict lived experiences.

Conceptual Framework

Conceptual frameworks refer to illustrations through which research problems have been viewed that narrow the field of vision and limit the study's scope (Roberts, 2010). This exploration's conceptual framework limits the study's scope by capturing the problem workers' lack of understanding of the connections between social constructs, CMS, and workplace conflict. Social psychology and the transformative-emancipatory paradigm act as an overarching cover and position the research within an established social science field and thought pattern. Social psychology studies people's thoughts, feelings, and behaviors in social contexts (Rohall et al., 2011). Transformative-emancipatory paradigms center on marginalized communities' experiences, includes power differentials that contribute to marginalization, and produce knowledge that can benefit disadvantaged people (Mertens, 2003). Research objectives focusing on workers' CMS, external social constructs, internal social constructs, and workplace conflict experiences provide the center structure and contributing factors under study. Underlying theories, including social capital (Bourdieu, 1986), human capital (Becker, 1964), dual concern (Blake & Mouton, 1964), and social learning (Bandura, 1971), with the looking-glass self-concept (Cooley, 1902), offer the foundation on which this research stands. Figure 2 illustrates the conceptual framework, including social psychology and the

transformative-emancipatory paradigm, research objectives, and the theoretical and conceptual foundation.

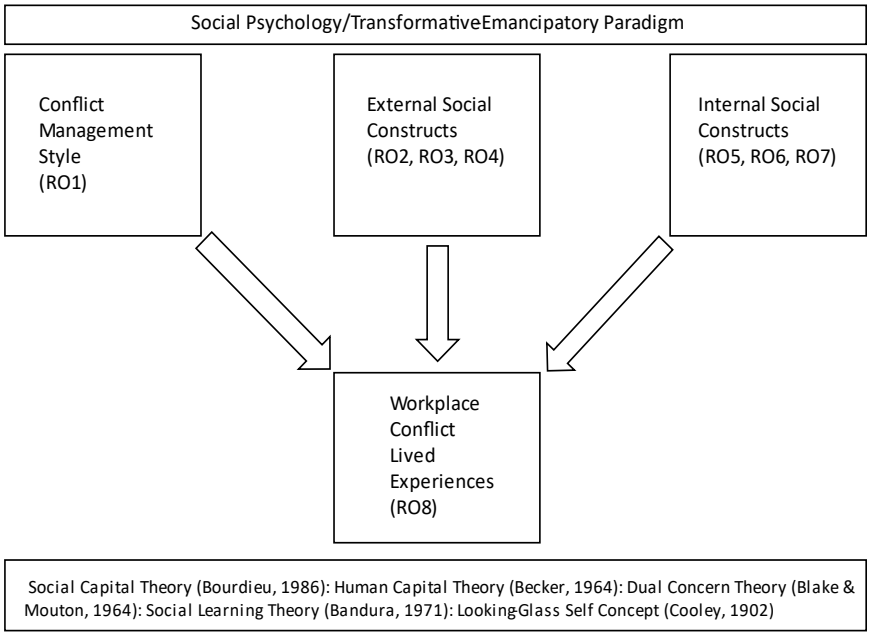


Figure 2. Conceptual Framework

Review of Theories and Concepts

This exploration's review of theories and concepts provides substance for connecting workers' social constructs, dominant CMS, and workplace conflict lived experiences. A review of theories and concepts explains, predicts, and helps readers understand phenomena and, in some cases, challenge or extend existing knowledge (Roberts, 2010). Theories are formulas that account for correlations among observed events or experimental findings in ways that make them transparent and predictable (Nevid, 2012). Concepts, however, are mental categories that classify events, objects, and ideas based on commonalities that may or may not make them transparent or predictable (Nevid, 2012).

Bourdieu's (1986) social capital offers the premise and primary lens for viewing and understanding this research. Becker's (1964) human capital, Blake and Mouton's (1964) dual concern, Bandura's (1971) social learning, and Cooley's (1902) looking-glass self concept add to the foundation and are secondary points of view, which support this investigation. These societal patterns uphold the transformative-emancipatory paradigm, which attends to social justice issues, calls for change and addresses underrepresented and marginalized workers (Creswell & Plano-Clark, 2011). The study's theoretical and conceptual foundation accomplishes this without further marginalizing or oppressing workers (Creswell & Plano-Clark, 2011). Minority groups socialize into victims of oppression, but majority groups are also socialized victims. People in majority groups can fall into the role of the oppressor unwittingly (Sue & Sue, 2013). One task of the oppressed is to liberate themselves (Freire, 2018). Another ancillary endeavor, enlighten their oppressors by uncovering historical distortions leading to exploitive dehumanization (Freire, 2018). Social capital, human capital, dual concern, social learning, and looking-glass self-concept explanations in this exploration support the conceptual framework and foundation.

Social Capital Theory

Social Capital Theory represents relationship investments used for personal gain to obtain valued materials or symbolic goods through individual or group memberships, collective action, social participation, and trust with a commitment to an establishment (Ritzer, 2005). Social capital establishes and signifies the primary theory in this exploration, strengthening the foundation in the conceptual framework. This theory

concerns who a person knows (Luthans et al., 2007). Who a person knows could account for correlations among observed or hidden social constructs and CMS in ways that make workplace conflict experiences transparent and predictable (Nevid, 2012).

Social capital in this exploration operationalizes as a compilation of external and internal social constructs with CMS. The social capital construct exists due to many factors (Lin et al., 2001). Lin et al. (2001) admit there are inequality and differential returns for social capital regarding age, class, economic status, education, employee status, gender, marital status, and political status. The authors contend social capital stands as a job requirement, although the prerequisite rarely appears on a job announcement (Lin et al., 2001).

Lyda J. Hanifan coined the term "social capital" in his work centering on increasing goodwill, fellowship, sympathy, and social interaction for individuals and families in rural environments by introducing community centers (Hanifan, 1920). Modern social capital stems from the belief that learning, development, and personal advances are secure through access and associations to settings with collective groups that impact organizations (Swanson & Holton III, 2009). A common consensus suggests social capital works because of social ties that allow a flow of information, agents' influence, individual belonging, and social relations that reinforce group identity and recognition (Lin, 2001). Social ties refer to bonding in like groups and bridging with different groups (Putnam, 2000). Putnam (2000) conveys bonding is helpful for "getting by," but bridging is crucial for "getting ahead."

The current exploration deviates from modern social capital thought and developed using the Pierre Bourdieu (Sociologist and Anthropologist) perspective, questioning social capital's efficacy (Bourdieu, 1986). Bourdieu asserts unintended circumstances arise and give way to social inequality for those not included in elite social circles (Bourdieu, 1986, 1992). Exclusion from elite social circles misrecognizes privilege as merit, replicates the status quo, and reinforces spoils that fundamentally contribute to class conflicts (Ritzer, 2005). Class conflicts and exclusion from participation are rare considerations, and social capital discussions controlled by a White middle-class notion of a community provide the benchmark (Bryson & Mowbray, 2005). The social capital theory establishes the logic behind this research for discrimination and oppression that materializes in the workplace (Bourdieu, 1986). The theory drove this study's theoretical and conceptual foundation. Social capital receives support from human capital theory in this exploration.

Human Capital Theory

The human capital theory advocates education and training investments to advance personal knowledge, skills, and expertise (Becker, 1964). This theory concerns what a person knows (Luthans et al., 2007). What a person knows could account for correlations among observed or hidden social constructs and CMS in ways that make workplace conflict experiences transparent and predictable (Nevid, 2012). The human capital construct expresses a semipublic good that focuses on improving individual productivity, self-worth, and value to organizations, ultimately enhancing society's productive capacity (Ritzer, 2005).

Swanson and Holton (2009) contend Becker receives credit for developing the human capital construct. Becker (1964) argues differences exist in human capital investments among ethnic groups in the United States because of family size and discretionary income. Japanese, Chinese, Jewish people, and Cubans have small families, and their children become well educated and advance professionally. Mexicans, Puerto Ricans, and Black people have large families, and their children remain poorly educated and stationary (Becker, 1964). Disparities in minority accomplishments were linked directly to human capital theory. Reduced educational investments lead to broader social gaps and support discrimination and oppression in the workplace (Becker, 1964). Human capital parallels dual concern theory in this exploration.

Dual Concern Theory

Dual concern theory references a conflict model grounded in the value of goal attainment and concern for oneself compared to others' cost of relationships and attention (Griffith & Goodwin, 2016). This theory concerns how people prioritize relationships with other people (Griffith & Goodwin, 2016). How people prioritize relationships with other people could account for correlations among observed or hidden social constructs and CMS in ways that make workplace conflict experiences transparent and predictable (Nevid, 2012).

The dual conflict model originated in Europe through the works of Karl Marx (Sociologist), Max Weber (Sociologist), and George Simmel (Sociologist) during the late 1800s (Ritzer, 2005). However, Americans brought the dual conflict model to the forefront midway through the twentieth century (Ritzer, 2005). The dual concern

premise stems from the managerial grid model, which addresses leadership styles and relates to production concerns with people concerns (Blake & Mouton, 1964).

Rahim and Bonoma (1979) converted Blake and Mouton's model to address conflict by turning concerns for production compared to considerations for people into concerns for self compared to sensitivities for others. Ergeneli et al. (2013) emphasize that concerns for self and attention given to others range from high to low, suggesting inherent personal bias based on survival of the fittest mentalities and self-preservation. Dual concern theory supports discrimination and oppression in the workplace (Griffin & Goodwin, 2016). Dual concern parallels social learning theory in this exploration.

Social Learning Theory

Social learning theory describes a knowledge attainment framework developed by Albert Bandura (Psychologist), which recognizes how people shape their environments and get shaped by the environments in which they live (Bandura, 1971). This theory concerns how a person learns (Bandura, 1971). How and what a person learns could account for correlations among observed or hidden social constructs and CMS in ways that make workplace conflict experiences transparent and predictable (Nevid, 2012). Ritzer (2005) implies modern social learning derives from elementary principles of knowledge based on reinforcement made fashionable during the late 1800s by Edward Thorndike (Psychologist). Two distinct models help explain contemporary social learning.

Social constructionism presents the first model that helps explain social learning (Berger & Luckman, 1966). Social constructionism stands on the premise that jointly

constructed understandings of the world form the basis for shared beliefs concerning reality (Berger & Luckmann, 1966). Learning under the social constructionism model occurs externally and develops from direct or indirect participation or observation and others' influence (Berger & Luckmann, 1966).

Social constructivism offers the second model that helps explain social learning (Piaget, 1955). Social constructivism results from people forming meaning from their own experiences concerning reality and reasoning, where assimilating allows new skills to join old ones and accommodating reframes what was already known (Piaget, 1955). Learning under the social constructivism model occurs internally and develops from individual reasoning without others' influence (Piaget, 1955).

Social constructivism directly challenges Vygotsky's social constructivist theory (Vianna & Stetsenko, 2006). Vygotsky's theory contends learning is a co-constructed process where people can only learn from one another, requiring at least two people (Vianna & Stetsenko, 2006). Swanson and Holton (2009) state, "Social learning may make its biggest contribution through non-classroom learning" (p. 201). Social learning theory, as a whole, supports discrimination and oppression in the workplace (Bandura, 1971). Social learning parallels the looking-glass self-concept in this exploration.

Looking-Glass Self-Concept

The looking-glass self-concept refers to individual socialization based on how people feel about themselves and their perceptions of others (Cooley, 1902). This concept concerns how people perceive their status in social environments (Cooley, 1902). How people perceive their position in social environments provides mental categories

that classify events, objects, and ideas based on commonalities (Nevid, 2012). Looking-glass self-concept mental categories, objects, and ideas based on commonalities could account for correlations among observed or social constructs and CMS in ways that make workplace conflict experiences transparent or predictable (Nevid, 2012).

Charles Cooley (Sociologist) developed the looking-glass construct (Cooley, 1902). Shaffer (2005) declares the concept is limited to three components: (a) We imagine how we appear to others in social situations, (b) We believe and react to what we feel their judgment of that appearance is, (c) We develop our sense of self and respond through the perceived beliefs of others. These views help support the status quo.

The status quo exists in social life because customs and guidelines learned through culture are adopted and continually supported (Herr & Anderson, 2005). On the contrary, people gain a sense of autonomy when awareness and understanding of social rules and social control are subject to personal review (Ritzer, 2005). The looking-glass self-concept contributes to the conceptual framework in this exploration and supports blind acceptance of social practices, helping to maintain discrimination and oppression in the workplace (Cooley, 1902).

Who a person knows, what a person knows, how they prioritize their relationships with others, how and what they learn, and how they perceive or internalize personal status in social environments contribute to individuality. Social constructs, CMS, and workplace conflict experiences add to individuality. People are unique, making discrimination and oppression counterproductive endeavors, especially at work. The

review of theories (social capital, human capital, dual concern, and social learning) and concept (looking-glass self) offers the platform for this study.

Significance of the Study

A study's significance presents a more detailed explanation of why a research effort ensues by establishing an identified issue and conveying its importance (Roberts, 2010). The significance of the study in this exploration also suggests who could benefit from the research. Workers are the primary stakeholders who could benefit from this research because they do not understand how social constructs, CMS, and workplace conflict connect. More specifically, workers who choose to make constructive changes in workplace conflict situations might benefit the most. A potential byproduct of this research could be businesses benefit from decreased costs.

Workplace conflict is a pressing social issue involving 85% of all workers (Hayes, 2008). Still, excluding workers' experience and representation in conflict literature continues (Aquino, 2000; Herr & Anderson, 2005; Mertens, 2003). This research has significance because it places workers at the forefront by adding their views on social constructs, CMS, and workplace conflict experiences to the literature, possibly leading to self-liberation and empowerment for some. These workers may gain some sense of control over workplace conflict situations and outcomes, resulting in improved social capital. Workers should not rely or wait on conflict management systems (Sosa, 2019), change agents (Long, 2007), or conflict literature that includes their views to determine their fate or act on their behalf in workplace conflict situations.

Workplace conflict is an ongoing problem, widespread and costly, with implications for the larger society requiring attention (Lovitts & Wert, 2009). Exposing the issue could change the way workers think and act toward workplace conflict and push the area forward (Lovitts & Wert, 2009). Pushing the area forward might offer a return on investment for workers' human capital that aligns with other capital constructs based on improved understanding and actions. Workers' understanding and actions could improve from knowledge secured through descriptions, determining relationships, and exploring workplace conflict experiences. Knowledge is vital for self-management (Drucker & Maciariello, 2008).

Self-management presents a challenge, and controlling other people's perceptions represents even more of a challenge (Goleman, 2005). Workers cannot control external social construct perceptions concerning age, attractiveness, gender and sexual identity, language, likability, or race (Goleman, 2005). Workers can, however, control internal social construct perspectives related to preferences for geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust. Workers can also control personal CMS and the ability to change. People are unique and can change anything as long as they understand and acknowledge the invisible influences working against them and employ methods to continually control their space (Patterson et al., 2011).

Delimitations

Delimitations clarify the boundaries of a study and narrow the scope (Roberts, 2010). This exploration had two delimitations. First, only full-time faculty and staff members at a technical college in Georgia participated in the research to simulate the

American population and better understand conflict at work from workers' perceptions, perspectives, and experiences. Second, only *low-level cooperativeness* CMS workers from the technical college in Georgia participated in the interview process. High-medium level cooperativeness CMS workers did not interview as this research emphasized workplace conflict for *low-level cooperativeness* CMS workers.

Assumptions

Assumptions represent what researchers take for granted in a study (Roberts, 2010). The researcher in this exploration made three assumptions. The first assumption was participants represented a good cross-section of the U.S. population. Participants answered questions honestly was the second assumption. The third assumption was participants understood the difference and did not confuse surface-level CMS behavior with deeply-rooted personality.

Definition of Terms

The definition of terms defines words that do not have common meanings or have the possibility of being misunderstood (Roberts, 2010). This exploration uses detailed descriptions. Creswell (2009) suggests mixed-method designs should follow quantitative models by employing extensive explanations early in the research process and at the beginning of a study. The definition of terms in this exploration were the following.

1. *Accommodating* – This conflict management style conveys a low aggressiveness for oneself. It also represents a high level of cooperativeness for others (Griffith & Goodwin, 2016).

2. *Avoiding* – This conflict management style conveys a low aggressiveness for oneself. It also represents a low level of cooperativeness for others (Griffith & Goodwin, 2016).

3. *Collaborating* – This conflict management style conveys a high aggressiveness for oneself. It also represents a high level of cooperativeness for others (Griffith & Goodwin, 2016).

4. *Competing* – This conflict management style conveys a high level of aggressiveness for oneself. It also represents a low level of cooperativeness for others (Griffith & Goodwin, 2016).

5. *Compromising* – This conflict management style conveys a moderate aggressiveness for oneself. It also represents moderate cooperativeness for others (Griffith & Goodwin, 2016).

6. *Conflict* – A contest between winners and losers, which is ingrained in the culture and influences how we interact with one another (Griffith & Goodwin, 2016).

7. *Conflict Management* – The management process employs strategies to reduce negative aspects of conflict and increase the favorable elements (Griffith & Goodwin, 2016).

8. *Conflict Management Style (CMS)* – An individual's preference or habitual response to conflict situations (McCorkle & Reese, 2010).

9. *Discrimination* – The unequal treatment of individuals based on their membership in categories (Brinkerhoff et al., 2005).

10. *Diversity* – This is the state of being different in familial structure, race, religiosity, socioeconomic status, language, or ethnic group (Gestwicki, 2004).

11. *Empowerment* – The act of identifying and making apparent power resources to increase an individual's independence and self-determination (McCorkle & Reese, 2010).

12. *Interpersonal Conflict* – A struggle among a small number of interdependent people, which comes from perceived interference with goal achievement (McCorkle & Reese, 2010).

13. *Intrapersonal Conflict* – An internal struggle based on a competing personal goal (McCorkle & Reese, 2010).

14. *Majority-minority* – The population in which more than half represent social, ethnic, or racial minorities. Few members of the more socially, politically, and financially dominant group belong (www.dictionary.com)

15. *Marginalized* – Excluded or ignored by being relegated to the periphery (Nichols, 2018).

16. *Mixed Methods Design* – This research design combines quantitative and qualitative strands (Creswell & Plano-Clark, 2011).

17. *Oppression* – Injustice often targets specific groups (Sue & Sue, 2013).

18. *Perception* – A specific idea, concept, or impression formed (Nichols, 2018).

19. *Personality* – Inherent qualities thought capable of making or likely to create a favorable impression on other people (Nichols, 2018).

20. *Perspective* – A particular viewpoint in comprehension or evaluating things or

scenarios (Nichols, 2018).

21. *Power* – The capacity to influence or bring forth an intended outcome (McCorkle & Reese, 2010).

22. *Self-Liberation* – The act of following a strategy or plan to achieve personal liberation from any oppression (Sharp & Raqib, 2010).

23. *Social Capital* – A contribution to social relationships with anticipated returns in the social environment (Lin, 2001).

24. *Social Change* – The alteration of culture and societies over time (Henslin, 2014).

25. *Social Construct* – Knowledge or beliefs subjectively developed and distributed as fact or reality (Berger & Luckmann, 1966).

26. *Social Intelligence* – A positive aspect of social interaction based on the ability to get along well with others and to get them to cooperate with you (Albrecht, 2006).

27. *Social Justice* – A veil of ignorance where no one in society is advantaged or disadvantaged and equalities benefit all (Rawls, 1971).

28. *Social Psychology* – The systematic study of an individual's thoughts, feelings, and behavior in social contexts (Rohall et al., 2011).

29. *Socioeconomic Status (SES)* – The compilation of an individual's education, occupation, and income (Henslin, 2014).

30. *Status* – A person’s position within a group or society is associated with varying levels of prestige and respect (Rohall et al., 2011).

31. *Strand* – The part of a study that poses a question, collects data, analyzes data, and interprets the results of that data for quantitative or qualitative efforts (Creswell & Plano-Clark, 2011).

32. *Transformative-Emancipatory Paradigm* – This paradigm centers on marginalized communities' experiences, includes power differentials that contribute to marginalization, and produces knowledge that can benefit disadvantaged people (Mertens, 2003).

33. *Underrepresented* – Characterized by insufficient or inadequate numbers or in a proportion that is less than is statistically expected or warranted (Nichols, 2018).

Summary

Chapter I introduced the study for exploring how social capital impacts workplace conflict lived experiences among workers in the United States. The chapter established perceptions of external social constructs and perspectives on internal social constructs as predictors of CMS, CMS as outcomes, and *low-level cooperativeness* CMS as an influencer for potential adverse workplace conflict lived experience. This chapter also established workers as an underrepresented and marginalized group facing discrimination and oppression in the workplace. Social psychology, the transformative-emancipatory paradigm, social constructs, CMS, workplace conflict lived experiences, and the theoretical and conceptual foundation provided the overall snapshot for viewing this exploration, illustrated in the conceptual framework. Social capital, human capital, dual concern, social learning theories, and the looking-glass self-concept established the

theoretical and conceptual foundation. Chapter I included the study's background, problem statement, purpose statement, research question, research objectives, conceptual framework, review of theories and concept, significance, delimitations, assumptions, the definition of terms, and organization. The next chapter presents the literature review.

Organization of the Study

The organization of the study provides a road map to guide readers while delineating the remaining chapters (Roberts, 2010). This exploration consists of four additional chapters, appendices, and a reference list. Chapter II presents the literature review. A description of the methodology presents in Chapter III. Chapter IV provides the results. The conclusion presents in Chapter V.

CHAPTER II – LITERATURE REVIEW

Chapter II presents the literature review for exploring how social capital impacts workplace conflict lived experiences among workers in the United States. Literature reviews establish research value and position it within an area to address a research question, fill a research gap, test a research model, correct previous research errors, or resolve conflicting research findings (O'Sullivan et al., 2003). The literature review employed social psychology and the transformative-emancipatory paradigm as guides to establish research value and address the research purpose. This mixed-methods study explored social constructs, CMS, and workplace conflict among workers in the United States.

The literature review surveys social psychology, sociology, sociopathy, social anxiety disorder, social intelligence, psychology, personality, abnormal personality, emotional intelligence, power and status, and diversity with oppression as conflict considerations. The considerations were used to establish workplace conflict understanding. Considerations are useful for making sense of social constructs, CMS, and workplace conflict experiences. Social constructs refer to knowledge or beliefs subjectively developed and distributed as fact or reality (Berger & Luckmann, 1966).

Social constructs make up external perceptions and internal perspectives in the literature review and relate to major independent variables or predictors. External perceptions include age, attractiveness, gender and sexual identity, language, likability, and race perceptions. Internal perspectives comprise geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust perspectives.

The literature review develops CMS as surface-level behaviors and major dependent variables or outcomes. Collaborating, Accommodating, and Compromising present as higher-order apparent behaviors. Lower order obvious behaviors consist of Competing and Avoiding.

The cost and benefits of workplace conflict represent possible results of CMS in the literature review. Costs of workplace conflict, including financial losses, incivility, attrition, and termination explain conflict disadvantages. Benefits of workplace conflict, including job satisfaction and job embeddedness, express conflict advantages.

A brief review of studies addressing conflict supports the literature review. Creswell (2009) suggests researchers construct a short section close to the topic or review studies that address the subject at a more general level when there is limited information or nothing has been written on the topic. Literature reviews in quantitative studies or the quantitative strand of a mixed-methods study contain segments about the literature related to major predictor variables, major outcome variables, and studies that connect the predictor and outcome variables (Creswell, 2009). Creswell (2009) asserts this template focuses the literature review, links it closely to the variables in the research questions and hypotheses, and sufficiently narrows the study, becoming a comprehensible point of departure for the research questions and the method section. A summary reviews the chapter contents.

Social Psychology

With assistance from the transformative-emancipatory paradigm, social psychology was the primary consideration for establishing conflict understanding,

making sense of social constructs, CMS, and workplace conflict among workers in the United States. This social science field studies people's thoughts, feelings, and behaviors in social contexts (Rohall et al., 2011). Social psychology aims to understand human reasoning and behavioral practices naturally occurring within social settings (Rohall et al., 2011). The field is essential because it attempts to understand socio-psychological causes and human behavior intentions in groups (Forsyth, 2014). Social psychology examines intrapersonal and interpersonal topics covering various issues (Ross et al., 2017). This field helps explain how sociological nurturing and psychological nature could contribute to discrimination and oppression in the workplace because it addresses human interaction in social contexts (Rohall et al., 2011).

Some psychologists call social psychology a subfield of psychology (Nevid, 2012). The prefix sub, more often than not, comes with negative connotations and means lower in rank, position, or importance (Nichols, 2018). This study operationalized subfield as a smaller, more specialized research area within a larger field other than inferior, subordinate, or lesser importance.

Kurt Lewin (Psychologist) receives recognition as the founder of modern social psychology; however, the first published study in the discipline originated with Norman Triplett (Psychologist) on the phenomenon of social facilitation (Triplett, 1898). Social facilitation refers to improvements in individual performance when working with or competing against others, depending on the social situation and personal interaction level (Triplett, 1898). Kurt Lewin extends this understanding of an individuals' social situation by positioning interaction within Field Theory (Lewin, 1946).

Field theory by Lewin emphasizes the relative importance of individual qualities, interpersonal conflict, and situational variables (Jhangiani et al., 2014). Jhangiani et al. (2014) contend Lewin's formalization of individual variables' joint influence and situational variables, known as the person-situation interaction, results in the person-situation interaction equation construction. This equation shows that a given person's behavior at any given time is a function of both the person's characteristics and the social situation's influence (Jhangiani et al., 2014; Lewin, 1947). The person-situation interaction equation appears in the following equation: [Behavior = *f* (person, situation)].

Social psychology and conflict align with the person-situation interaction equation because behavior (CMS) is a function of the person (beliefs and values) and the situation (conflict event). Conflict events affect people at the center of society, where social interaction occurs whether the case is powerful or subtle (Ross et al., 2017). Social psychology positions as an intermediary mesolevel construct between sociology and psychology, representing the practical side of social interaction. The field pertains to organizations, communities, political parties, and ethnic groups and breaches high-level sociological and low-level psychological considerations (Rohall et al., 2011). Social psychology acts as a conduit, passing information and blurring the lines between psychology and sociology.

Sociology

Sociology supports establishing conflict understanding, making sense of social constructs, CMS, and workplace conflict among workers in the United States. This social science field studies the larger society and human behavior (Brinkerhoff et al., 2005).

Sociology aims to understand the external forces that mold individuals and shape their behavior (Macionis, 2005). The field is vital because it provides individuals with a perspective for understanding human society and how social systems operate (Macionis, 2005). Sociology represents the highest and most detached level of social interaction. The field is a macro-level concept for how large-scale patterns of society interrelate (Henslin, 2014). Sociology helps establish an understanding of high-level sociological nurturing, which supports sociopathy, social anxiety, and social intelligence that could contribute to discrimination and oppression in the workplace.

Sociopathy

Sociopathy explains an informal term with no formal diagnosis that describes emotional disturbance, including alcohol and drug abuse as symptoms of other problems (Barlow & Durand, 2012). The word presents a negative aspect of social interaction. Sociopaths characterize the lies they tell, the uncertainty they make others feel, and extreme out-of-the-ordinary behavior (Barlow & Durand, 2012). The negative connotations associated with sociopathy dwarf those of social anxiety disorder.

Social Anxiety Disorder

Social anxiety disorder expresses the diagnosed, extreme, enduring, irrational fear and avoidance of social or performance situations (Barlow & Durand, 2012). This disorder presents a negative aspect of social interaction. People with social anxiety disorder appear withdrawn but harbor aspirations of becoming social beings; however, crippling fear prevents them (Barlow & Durand, 2012). Social anxiety disorder contrasts with social intelligence concerning navigating social environments.

Social Intelligence

Social intelligence helps build successful relationships and navigate social environments (Goleman, 2006). The social intelligence concept originated from Edward Thorndike's intelligence division for dealing with people, which initially defined it as the capacity to comprehend and guide men and women, boys, and girls-to act smartly in human relationships (Thorndike, 1920). Social intelligence represents a positive aspect of social interaction based on the ability to get along well with others and to get them to cooperate (Albrecht, 2006). Securing social intelligence requires social awareness, what people sense about others, and social facility, what they do with that awareness (Goleman, 2006). Social awareness addresses primal empathy or feeling, attunement or listening, empathic accuracy or understanding, and social cognition or perception for how the world works (Goleman, 2006). Social facility refers to synchrony or interacting smoothly, self-presentation or presenting effectively, influence or shaping outcomes, and concern or caring about others' needs and acting accordingly (Goleman, 2006). Sociology, sociopathy, social anxiety disorder, and social intelligence have origins in psychology.

Psychology

Psychology supports establishing conflict understanding, making sense of social constructs, CMS, and workplace conflict among workers in the United States. This social science field studies individual behavior and mental processes (Nevid, 2012). Psychology aims to describe, explain, predict, and change unacceptable behavior (Nevid, 2012). The field is vital because it helps understand people with developmental disorders

(Nevid, 2012). Psychology represents the lowest and most personal level of social interaction and is a microlevel construct for how small-scale patterns of society or individuals cope (Henslin, 2014). This field helps establish an understanding of low-level psychological nature, which supports personality, abnormal personality, and emotional intelligence that could contribute to discrimination and oppression in the workplace.

Personality

Personality explains the complex sum of such qualities seen as capable of making, or likely to make, a favorable impression on other people (Nichols, 2018). Personality also explains individuals' dynamic organization determining their unique environmental adjustments, claims Gordon Allport (Psychologist) after years of extensive research (Olson & Hergenhahn, 2011). This active organization within individuals presents complexity and contributes to many personality theories. Personality theories often represent their authors' biographies (Olson & Hergenhahn, 2011). Still, much of what people claim to know about personality remains a mystery. The best explanations are compilations of philosophy, which help individuals determine what may or may not be helpful (Olson & Hergenhahn, 2011). Personality obscures with abnormal personality.

Abnormal Personality

Abnormal personality expresses well-known, well-defined, widely accepted, diagnosed illnesses that include avoidant, obsessive-compulsive, narcissistic, paranoid, dependent, antisocial, and schizoid personality disorders that may go unnoticed or diagnosed (Barlow & Durand, 2012). Avoidant personality disorder features a display of

social hang-ups, thoughts of insufficiency, and an aversion to criticisms (Barlow & Durand, 2012). Obsessive-compulsive personality disorder shows preoccupation patterns with orderliness, perfectionism, and control at the expense of flexibility, openness, and efficiency (Barlow & Durand, 2012). Narcissistic personality disorder involves a pattern of grandiosity in fantasy or behavior, a need for admiration, and a lack of empathy (Barlow & Durand, 2012). Paranoid personality disorder relates to distrust and suspiciousness of others where motives are malevolent (Barlow & Durand, 2012). A dependent personality disorder characterizes the need to be taken care of, which leads to submissive clinging behavior and fears of separation and rejection (Barlow & Durand, 2012). Antisocial personality disorder pertains to overt disregard for and violating others' rights (Barlow & Durand, 2012). Schizoid personality disorder refers to an eccentric detachment from social relationships and a restricted range of expressions and emotions (Barlow & Durand, 2012). Abnormal personality diverges from emotional intelligence.

Emotional Intelligence

Emotional intelligence articulates a different kind of intelligence based on perceptiveness (Goleman, 2005). The emotional intelligence concept originated with Howard Gardner under his multiple intelligences theory and was defined further by Peter Salovey and John Mayer (Goleman, 2005). Emotional intelligence presents a positive side of social interaction. Emotional intelligence stems from the five tenets of knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships (Goleman, 2005). Knowing one's emotions align with self-awareness and recognizing a feeling as it happens (Goleman, 2005). Managing emotions

parallels handling feelings and is considered an ability that builds on self-awareness (Goleman, 2005). Motivating oneself means having the ability to jump-start oneself into action (Goleman, 2005). Recognizing emotions in others is associated with having empathy for others (Goleman, 2005). Handling relationships describes managing other peoples' feelings (Goleman, 2005). The connections between psychology, personality, abnormal personality, and emotional intelligence help express systems thinking.

Systems Thinking

Systems thinking supports establishing conflict understanding, making sense of social constructs, CMS, and workplace conflict among workers in the United States. Systems are sets of interrelated components designed to achieve an output, satisfying environmental requirements within the realm a particular system operates (Okes, 2013). Social psychology, sociology, and psychology are well-developed social sciences and systems that interact and contribute to a more extensive network. This vast network does more than bridge large-scale entities with small-scale subjects like social psychology; it encompasses the entire range of possible social interactions. Large macrolevel systems represent nations, legal systems, and economies (Okes, 2013). Organizations, communities, political parties, and ethnic groups make up medium mesolevel systems (Okes, 2013). Small microlevel systems consist of families, relationships, and individuals (Okes, 2013). Systems thinking could contribute to discrimination and oppression in the workplace, affecting power and status.

Power and Status

Power and status support establishing conflict understanding, making sense of social constructs, CMS, and workplace conflict among workers in the United States. Power can help influence or bring about the desired outcome (McCorkle & Reese, 2010). Status explains one's position in a group or society, which aligns with varying levels of prestige and respect (Rohall et al., 2011). The absence of power and status limits the ability to influence, bring about the desired outcome, and establish an air of subordination that contributes to potential discrimination and oppression in the workplace (McCorkle & Reese, 2010; Rohall et al., 2011).

Power has consistency in conflict discussions, and research supports connections between authority, position, and conflict (Montiel & Boehnke, 2000; Rosenthal, 2001). Unbridled power helps establish conflict in social situations (Domhoff, 1999, 2006, 2007; Useem, 1984). Power does not restrict to positions of authority because ordinary people often possess referent power, which stands on admiration, respect, and personal identification with others that can contribute to power struggles (Keller & Gelfand 2009). Power struggles signal several classifications of power. Classifications of power consist of but are not limited to reward power, coercive power, legitimate power, expert power, and informational power (Forsyth, 2014). Reward power relates to controlling the distribution of rewards to other people (Forsyth, 2014). Coercive power correlates with the capacity to punish other people (Forsyth, 2014). Legitimate power comes from granted authority over other people (Forsyth, 2014). Expert power stems from superior skills and abilities compared to other people (Forsyth, 2014). Informational power

focuses on access to data, allowing influence over other people (Forsyth, 2014). Power connects with status.

As it concerns varying levels of prestige and respect, status lacks exploration to the extent of power in research efforts (Anicich et al., 2016). However, existing status research works confirm claiming status without power is difficult (Forsyth, 2014). But personal status estimations align well with other group members' appraisals of a self-proclaimed status (Forsyth, 2014).

Power and status share similarities but exist as entirely separate concepts (Anicich et al., 2016). Power without status can lead to more interpersonal conflict and degrading treatment than any other combination involving the two (Anicich et al., 2016). Compared to referent power and limited status, coercive and legitimate power provide examples of how power without status can lead to more interpersonal conflict and degrading treatment (Forsyth, 2014). This comparison is especially true when people with positional power resent others with referent power and limited status because they are admired and respected based on personal identification with other people (Anicich et al., 2016; Keller & Gelfand, 2009). Power and status could contribute to discrimination and subjugation in the workplace, affecting diversity and oppression.

Diversity and Oppression

Diversity and oppression support establishing conflict understanding, making sense of social constructs, CMS, and workplace conflict among workers in the United States. Family structure, race, religion, socioeconomic class, primary language, ethnicity, and the like contribute to diversity (Gestwicki, 2004). Oppression expresses injustice,

targeting specific groups (Sue & Sue, 2013). Minority groups, in particular, experience more discrimination and prejudice than other groups based on differences, evident by historical accounts, financial results, and policy decisions that result in more injustice (Freire, 2018; Gestwicki, 2004; Sue & Sue, 2013). Diversity consists of differences, visible and invisible (Forsyth, 2014).

Diversity differences include social-category differences, knowledge or skills differences, values or beliefs differences, personality differences, organizational or community-status differences, and social ties with network ties differences (Forsyth, 2014). Social-category differences encompass race, ethnicity, gender, age, religion, sexual orientation, and physical abilities (Forsyth, 2014). Knowledge or skills differences include education, functional knowledge, information, expertise, training, experience, and abilities (Forsyth, 2014). Differences in values or beliefs contain cultural background, ideological beliefs, and political orientation (Forsyth, 2014). Personality differences embody cognitive style, affective disposition, and motivational factors (Forsyth, 2014). Organizational or community-status differences relate to the length of service and title (Forsyth, 2014). Social and network ties differences address work-related ties, friendship ties, community ties, and diverse in-group memberships that span the United States (Forsyth, 2014).

U.S. Census Bureau (2018) data claims the following diversity statistics, assist workers' discrimination and oppression. Family structure diversity in the United States consists of 61.96 million married couples, 15.05 million single mothers, 6.49 million single fathers, with an average of 3.14 people per household. Racial diversity in the

United States consists of 198.26 million Whites, 59.87 million Hispanics, 43.8 million Blacks, 19.33 million Asians, 4.15 million American Indians and Alaska Natives, and .8 million Native Hawaiians and Pacific Islanders. Only 8.95 million people in the U.S. identify as one or more races. Religious diversity in the United States consisted of 77% Christian, 17% Unaffiliated, 2% Jew, 1% Muslim, 1% Hindu, 1% Buddhists, and 1% Others. Socioeconomic class diversity defined by wealth in the United States confirms that the top 10% of earners own 77.1% of total wealth, whereas the lowest 50% own 1.2% of total wealth. Working-class earners own only 21.7% of total wealth. The United States' primary language diversity includes English with 239 million speakers, followed by seven other languages that exceeded one million speakers. Those seven other languages include 41.45 million Spanish speakers, 3.47 million Chinese speakers, 1.76 million Tagalog speakers, 1.54 million Vietnamese speakers, 1.26 million Arabic speakers, 1.23 million French speakers, and 1.09 million Korean speakers, mainly representing minority groups.

Minority groups experience discrimination and oppression because of targeting based on social divisions, which helps keep people down through cruel or unjust power and authority (Nichols, 2018). Unbridled power leads to the dehumanization of people in minority groups (Freire, 2018). Dehumanization refers to the denial of human qualities such as culture, refinement, high moral standards, and the capacity to reason (Forsyth, 2014; Freire, 2018). Acts that deny human qualities stem from beliefs in superiority, thoughts on other people's inferiority, and the power to impose standards (Sue & Sue, 2013). The absence of power prevents minority groups from possessing economic,

social, or political power equal to majority groups, making cruel oppression a one-sided endeavor from the majority to a minority group with only a few exceptions (Ponterotto et al., 2006).

An exception to this one-sided endeavor is internalized oppression, an uncritical devaluation of one's group and another group's valuation (David, 2014). One example of internalized oppression claims non-Europeans, primarily women (77% in Nigeria, 59% in Togo, 50% in the Philippines, 41% in Malaysia, 37% in Taiwan, 28% in Korea, and 27% in Senegal), avoid the sun and use skin-whitening products (David, 2014). These women intend to become more white-like, conveying the worldview shows a desire and preference for Western culture (David, 2014). David (2014) argues framing this reality as internalized oppression makes the uncritical devaluation of oneself and one's social group clear. Diversity and oppression could contribute to discrimination and subjugation in the workplace, affecting social constructs.

Social Constructs

Social constructs represent knowledge or beliefs subjectively developed and distributed as fact or reality (Berger & Luckmann, 1966). Facts should be accurate, and reality refers to the quality of being true to life within social environments (Nichols, 2018). True to life, social realities include a wealth of beliefs and values learned over time by accepting external experiences and yielding to internal thinking (Bandura, 1971). Beliefs describe specific statements that people hold (Macionis, 2005; Nichols, 2018). Values convey socially defined principles by which people assess attractiveness, good, and quality that serve as standards for a good living (Macionis, 2005; Nichols, 2018).

Social constructs help inspire one's beliefs and values, which define the individual character resulting in a CMS choice combined with a conflict situation (Jhangiani et al., 2014). The social constructs in this exploration were separated into external perceptions and internal perspectives and then divided further into degrees or categories for clarity.

Perceptions

Perceptions are specific ideas, concepts, and impressions formed (Nichols, 2018). They indicate knowledge gained through observation and the process by which the brain integrates, organizes, and interprets sensory images to create representations of the world (Nevid, 2012). This knowledge represents widely accepted learned beliefs, which people embrace as true, developed externally with support from others (Bandura, 1971; Berger & Luckmann, 1966; Vianna & Stetsenko, 2006). Beliefs contribute to relational conflicts, which address problems between two or more people (West & Turner, 2011). Perceptions in this study operationalized as quantitative external predictor variables, which may have relationships with the influence of CMS in the workplace. Quantitative external predictor variables consisted of age, attractiveness, gender and sexual identity, language, likability, and race perceptions.

Perceptions of Age

Perceptions of age may have a relationship with influence on CMS in the workplace. Age refers to personal existence since birth or the stage of life (Nichols, 2018). Perceived age in this study fits into one of three categories, which are younger (between the age of 18 and 39), middle-aged (between the age of 40 and 66), and older (over the age of 67). Younger refers to workers with no added workplace protections for

age, middle-age to employees afforded workplace protections based on age, and older for personnel who have reached full social security retirement age by current standards.

Workers over the age of forty are protected from discrimination under the Age Discrimination in Employment Act (ADEA) of 1967 (Bennett-Alexander & Hartman, 2012). The ADEA pertains to employers with 15 or more employees working 20 or more weeks per year; labor unions; employment agencies; and the federal government (Noe et al., 2008). The only exception to ADEA coverage for workers over 40 is a bona fide occupational qualification (BFOQ). BFOQ means discrimination regarding age, race, religion, sex, and other considerations are permissible and legal in situations necessary for an employer's business (Noe et al., 2008). BFOQ makes age discrimination tricky and gives employers an advantage over workers when disputes arise (Bennett-Alexander & Hartman, 2012). Age links to generation, which refers to all the people born and living simultaneously, or a group of people with the same experience and attitude in common (Nichols, 2018).

Generation allows the assignment of people into specific groups, which are age-based. Five generational groups exist in today's workforce (Mathis & Jackson, 2006). However, it is essential to recognize that people's expectations concerning conventional psychological contracts may have similarities but are not the same and differ between and within generations (Mathis & Jackson, 2006). Mathis and Jackson (2006) suggest age groups represent the Silent Generation or Matures (born before 1945), Baby Boomers (born 1945-1965), Generation Xers (born 1966-1980), Generation Yers or Millennials (1980-1995), and Generation Z (born after 1996). Becton et al. (2014) maintain that age

in the workforce can cause conflict but found generational differences impacting conflict in the workplace are minimal. Findings suggest using generational differences as a guide for making employment decisions is counterproductive because although conflict among generations has implications, the premise is not concrete (Becton et al., 2014). Perceptions of age equal perceptions of attractiveness in this exploration.

Perceptions of Attractiveness

Perceptions of attractiveness may have a relationship with influence on CMS in the workplace. Attractiveness refers to the physical quality of being pleasing to look at (Nichols, 2018). This study's perceived attractiveness levels are very attractive, somewhat attractive, and not attractive. Appearance is important because people get judged by their looks, and good looks give the perception of higher value (Toledano, 2013). Looks overshadow substance for job seekers in the hiring process, extend favorable workplace outcomes for more attractive workers, and make the selection process and specialized training and promotion to management positions more likely for good-looking people (Toledano, 2013). Perceptions of attractiveness equal perceptions of gender and sexual identity in this exploration.

Perceptions of Gender and Sexual Identity

Perceptions of gender and sexual identity may have a relationship with influence on CMS in the workplace. Gender refers to the specific traits and social stature that members of a society attach to becoming a man or woman (Macionis, 2005). Sexual identity represents sexuality concerning sexual desire, heterosexuality, homosexuality, bisexuality, etcetera (Nichols, 2018). In this study, perceived gender and sexual identity

fit within three categories represented by the heterosexual male, heterosexual female, and other (Lesbian, Gay, Bisexual, Transsexual, and Queer), supporting gender discrimination.

Gender discrimination is illegal and not in keeping with acceptable business practices such as efficiency, maximizing resources, and avoiding unnecessary liability (Bennett-Alexander & Hartman, 2012). Gender discrimination receives legal protection from Title VII of the Civil Rights Act (CRA) of 1964 (Bennett-Alexander & Hartman, 2012). BFOQ signifies the only permitted exception to gender discrimination (Bennett-Alexander & Hartman, 2012). Title VII of CRA forbids discrimination based on race, color, religion, sex, or national origin and pertains to employers with 15 or more employees working 20 or more weeks per year, labor unions, and employment agencies (Noe et al., 2008).

Gender roles for men and women were distinct, but modernity and change blur traditional lines, causing hostile or benevolent sexism. Hostile sexism refers to blatant hatred, cruel treatment, and women's negative evaluations (Fraser et al., 2015). Benevolent sexism portrays women as helpless, weak, and needing male protection, which does additional harm due to conscious or unconscious bias (Fraser et al., 2015). Fraser et al. (2015) do not discuss men's portrayal as protagonists in benevolent sexism but confine them to antagonist roles with no regard for conscious bias.

Conscious bias pertains to awareness of one’s actions for intended impact, whereas unconscious bias relates to not grasping the effect of one’s actions (Hoyt & Simon, 2016). Conscious and unconscious bias prevails in the workplace because of

history, economics, policy, and constant exposure to sexual identity, making doing gender difficult (Hoyt & Simon, 2016). Doing gender represents an old-fashioned term and social process in which people act according to social rules and norms associated with being a man or woman (Rohall et al., 2011). The phrase fails to consider modern social realities (Rohall et al., 2011). A recent study, which examines sexually fluid contemporary social facts relating to discrimination, targeting, and harm, found sexual minority women face more workplace discrimination than sexual minority men and heterosexuals in general (Zurbrugg & Miner, 2016). Perceptions of gender and sexual identity equal perceptions of language in this exploration.

Perceptions of Language

Perceptions of language may have a relationship with influence on CMS in the workplace. Language symbolizes a vocabulary and grammar rules system, allowing people to communicate (West & Turner, 2011). Communication aligns with language and describes the process of transmitting or exchanging information through signals or messages as by talk, gestures, or writing (Nichols, 2018). This study's perceived language levels include very good, somewhat good, and not good.

Language references a cultural repository of ideas that negatively portray certain groups of people (Ng, 2007). These people face unfair treatment based on speech features like accents or odd word choices due to intolerance, which is wrong, claims Ng (2007). Language discrimination negatively affects foreign-born and naturalized U.S. citizens with uncommon names who speak English with an accent, making them a part of an invisible minority (Akomolafe, 2013). Akomolafe (2013) insists being an invisible

minority is akin to being considered insignificant, unrecognized, and hidden in plain sight, which some people who use American Sign Language (ASL) may understand.

ASL describes a visual rather than auditory form of communication composed of precision hand shapes and movements, used mainly by the deaf or hard of hearing belonging to another invisible minority in the United States (West & Turner, 2011). The deaf and hard of hearing population total approximately 1 million people in the United States and receive protections under the Americans with Disabilities Act (ADA) of 1990 (Bennett-Alexander & Hartman, 2012). The ADA prohibits discrimination against disabled people and pertains to employers with more than 15 workers (Noe et al., 2018).

Communication can be interpersonal or intrapersonal (West & Turner, 2011). Interpersonal communication refers to message transactions between people (at least two) who create and sustain shared meaning. Senders are the message's source, transmission represents message conveyance, and receivers are recipients of the original message (West & Turner, 2011). Intrapersonal communication refers to internal dialogue with oneself (West & Turner, 2011). West and Turner (2011) contend people should not ignore intrapersonal communication. Communication with oneself includes imagining, perceiving, and solving problems based on internal debate, which mentally lists the positives and negatives before taking action (West & Turner, 2011). Perceptions of language equal perceptions of likability in this exploration.

Perceptions of Likability

Perceptions of likability may have a relationship with influence on CMS in the workplace. Likability links to having qualities that inspire fondness because of

attractiveness, pleasantness, or geniality (Nichols, 2018). Perceived likability in this study includes being very likable, somewhat likable, and not likable. Other people determine the act of being liked because workers maintain little or no control over gaining acceptance into protected groups based on any number of social considerations that involve groupthink (Forsyth, 2014). Groupthink denotes group members coalescing to support an idea or decision possibly not fully explored (Wescott, 2014). Likability generally happens when individuals appear to be pleasant, suitable as friends, have a good personality, be easy to get along with, seem considerate, and come across as friendly (Garcia et al., 2005). Likability links to similarities with others where values, beliefs, attitudes, personality, and economic characteristics help establish or maintain connections and relationships (Collison & Howell, 2014). Perceptions of likability equal perceptions of race in this exploration.

Perceptions of Race

Perceptions of race may have a relationship with influence on CMS in the workplace. Race suggests a socially constructed category composed of people who share biologically transmitted traits that people in a particular social setting may consider noteworthy (Macionis, 2005). However, racism stands on the belief that one racial category is innately superior or inferior (Macionis, 2005). Perceived race in this study fits into one of three categories: Black, White, and Other (American Indian or Alaska Native, Asian, Spanish, Native Hawaiian & Pacific Islander).

The race issue has a deep-seated history in the United States among Blacks and Whites because of chattel slavery, possibly made worse by appearance. Blacks, for

example, are a visible minority that, for the most part with only a few exceptions that pass for White, cannot hide race (Henslin, 2014). Visible minorities share physical and cultural traits, supporting prejudice and discrimination (Henslin, 2014). Physical and cultural characteristics, such as dark skin, can hinder assimilation and acceptance, which causes people of color to establish sub-cultures for survival (Macionis, 2005).

Dark skin even poses a problem within the Black community, where darker-skinned Blacks face intraracial prejudice and discrimination from other Blacks with lighter complexions or vice versa (Sims, 2010). This phenomenon positions the phrase internalized racism, which presents a means for Blacks to perpetuate and agree to their oppressed status in American society (Lipsky, 1987). A Brown Paper Bag Test exemplified this reality with suspect origins in New Orleans, Louisiana, which extended privileges to fair-skinned Blacks during the French colonial period (Gates & West, 1996). The paper bag practice negatively transcended Black culture and even helped determine entry for house parties held by Black people (Dyson, 2007).

Intraracial prejudice and discrimination are not isolated to the Black community (Macionis, 2005). Nor does racism, bigotry, and discrimination across races confine to Blacks and Whites in the United States. History shows the United States maintains a semi-caste system where the population can easily stratify by race (Brinkerhoff et al., 2005). Native Americans, Asian Americans, Hispanic Americans, and even some White ethnic U.S. citizens (German, Greek, Irish, Italian, Jewish, and Polish) have faced racism, bigotry, and discrimination at some point in U.S. history (Macionis, 2005).

With mainly southern and eastern European origins, these Whites experienced prejudice and discrimination because of dark skin (Fallows, 1983). Like minorities of color, dark-skinned Whites established sub-cultures, neighborhoods, and footholds within specific industries (Macionis, 2005). Greeks focused their efforts on retail food businesses, Italians on construction, and Jews in the garment industry (Newman, 1973).

Blatant, overt racism has declined in the United States (Noe et al., 2008). However, more subtle forms of prejudice, such as color-blindness, replaced it (Offerman et al., 2014). Color-blindness refers to beliefs that race does not or should not matter, which discounts sensitivity to discriminatory experiences, racial minorities face (Offerman et al., 2014).

A study on demographic differences found workers of all races were more favorable of White males as managers than any other racial group, supporting standing beliefs that White males should be in charge (Geddes & Conrad, 2003). Another study examined supervisor bias in workers' job performance ratings concerning race but failed to establish racial discrimination lacks significance (Stauffer & Buckley, 2005). Although race relations in the United States have taken positive steps, racism remains an everyday burden for many American citizens (Henslin, 2014). Perceptions of external social constructs concerning age, attractiveness, gender and sexual identity, language, likability, and race align with internal social construct perspectives in this exploration.

Perspectives

Perspectives represent specific points of view in understanding or judging things or events (Nichols, 2018). Points of view represent learned values that develop internally

with or without support from other people (Bandura, 1971; Berger & Luckmann, 1966; Piaget, 1955). Values contribute to content conflicts, which address personal opinions concerning right or wrong (West & Turner, 2011). Individual positions that concern right or wrong present a matter of perspective. Perspectives in this study operationalized as qualitative internal predictor variables, which may have relationships with influence on CMS in the workplace. Qualitative internal predictor variables included geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust perspectives.

Perspectives on Geographic Location

Perspectives on geographic location may have a relationship with influence on CMS in the workplace. Geographic location in this study originates from the sociological viewpoint and represents the physical location that describes the area which fits a person most. The sociological view addresses seeing general behavior patterns among specific groups (Berger, 1963). This study's perspectives on geographic location fit into one of three categories: urban, suburban, and rural environments.

Urban dwellers rarely make time for other people or believe in a common good, making social ties with other people challenging and of little significance as competition and personal survival maintain the day's order (Macionis & Parillo, 2004). Suburbanites face social challenges because of suburban sprawl and the time spent away from others traveling back and forth between subdivisions, shopping centers, office parks, and civic centers on extended roadways that connect nearby cities (Duany et al., 2000). Rural folks have a greater social orientation because they set aside time to come together with others

for the common good, which expresses a sense of "we-ness" or "our-ness" that propels established supportive traditions (Hanifan, 1920; Macionis & Parillo, 2004). Perspectives on geographic location parallel perspectives on morality in this exploration.

Perspectives on Morality

Perspectives on morality may have a relationship with influence on CMS in the workplace. Morality explains the character of being in accord with the principles or standards of proper conduct (Nichols, 2018). Perspectives on morality levels in this study include high, medium, and low. Levels of character differ, and what one considers moral may not be amoral for others (Wagner & Bertram, 2020). Indicators point to the numbers of heinous or not so heinous crimes committed and the .7% or approximately 2.3 million people incarcerated in the United States penal system (Wagner & Bertram, 2020). Morality drives personal convictions and represents the degree in attitude toward an individual preference, profoundly affecting conflict management, group dynamics, and social acceptance (Skitka & Morgan, 2014). Perspectives on morality parallel perspectives on political affiliation in this exploration.

Perspectives on Political Affiliation

Perspectives on political affiliation may have a relationship with influence on CMS in the workplace. Political affiliation refers to personal politics and associations with a political party or social institution, distributing power, setting a society's agenda, and making decisions (Macionis, 2005). In this study, perspectives on political affiliation fit into three categories: Democratic Party, Republican Party, or Other (Libertarian Party, Green Party, Constitution Party, etcetera). Political power in the United States splits

primarily between the Democratic and Republican parties. Democrats represent 44% of the U.S. population and generally hold more social and liberal views, whereas Republicans represent 34% of the citizenry and commonly maintain more nonsocial and conservative views (NORC, 2001). Politics impact people's lives in the United States every day, and what is personal is certainly political (McCorkle & Reese, 2010). Perspectives on political affiliation parallel perspectives on religiosity in this exploration.

Perspectives on Religiosity

Perspectives on religiosity may have a relationship with influence on CMS in the workplace. Religiosity pertains to the significance of religion in a person's life (Macionis, 2005). This study's perspective on religiosity levels includes high, medium, and low. Whereas many people maintain some sense of religiosity, others do not, which shows by the 3.1% or 10.2 million atheists that live in the United States (Pew Research Center, 2014). The integration of religiosity and human existence is often ignored or neglected (Johnson, 2010). Confidence in science based on tangibles helps push religiosity considerations aside because religious views deal mainly with supernatural beliefs that some people do not identify with (Johnson, 2010). Perspectives on religiosity parallel perspectives on socioeconomic status in this exploration.

Perspectives on Socioeconomic Status

Perspectives on socioeconomic status may have a relationship with influence on CMS in the workplace. Socioeconomic status represents the compilation of a person's education, occupation, and income (Henslin, 2014). In this study, perspective levels on socioeconomic status include high, medium, and low classes. Socioeconomic status

separates people by class (Henslin, 2014). However, people and basic human needs (food, water, air, shelter, and clothing) remain the same (Maslow, 1954). This reality becomes apparent in the form of shock and awe when in the midst or wake of catastrophic events (Klein, 2007). Devastation including but not limited to earthquakes, floods, hurricanes, mass shootings, pandemics, terrorist attacks, tornadoes, and uncontrolled wildfires provides equal opportunity for human suffering and does not recognize divisive constructs like socioeconomic status (Klein, 2007).

Socioeconomic status determines people's behavior and attitude because a person's social class will often tell one more about a person than any other single piece of information (Brinkerhoff et al., 2005). Brinkerhoff et al. (2005) confirm, therefore, "What do you do for a living?" almost always follows "Glad to meet you" when making acquaintances. Social classes can present cloaked beliefs and realities.

Socioeconomic status divides people through hidden rules among classes (Payne, 2019). Payne (2019) generalizes class normative values and expectations for destiny, driving forces, social emphasis, and worldview (Payne, 2019). Payne (2019) asserts destiny in the low socioeconomic class results in fate, middle-class choice, and high-class *noblesse oblige. Noblesse oblige* refers to an assumed obligation that high-class people behave kindly toward others (Nichols, 2018). Driving forces in the low-class represent survival, relationships, and entertainment, middle-class work with achievement, and high-class financial, political, and social connections (Payne, 2019). Payne (2019) claims social inclusion aligns with the low-class, self-governance, and self-sufficiency with the middle-class, and exclusion for the high-class concerning social emphasis, which

undermines the *noblesse oblige* concept. Worldviews stand local for the low-class, national for the middle class, and international for the high-class (Payne, 2019).

People with low socioeconomic status face a lifetime of discrimination because of poverty, whereas people with high socioeconomic status encounter more workplace discrimination because of privileged positions (Brondolo et al., 2009). Foschi (2000) asserts a double standard applies in performance outcomes for low socioeconomic status workers because of more stringent requirements. On occasion, criteria can reverse to accommodate low socioeconomic status workers, but this does not represent the norm and may do more harm than good because accommodation does not equal competency (Foschi, 2000). Perspectives on socioeconomic status parallel perspectives on trust in this exploration.

Perspectives on Trust

Perspectives on trust may have a relationship with influence on CMS in the workplace. Trust confirms a firm belief or confidence in another person's honesty, integrity, reliability, and justice (Nichols, 2018). Conversely, distrust occurs when workers lack vulnerability, do not admit mistakes, or seek help (Tiffan, 2011). Doubt diminishes through a common purpose, performance goals, team commitment, complementary skills, team processes, and mutual accountability (Tiffan, 2011). Perspective levels on categories of trust in this study include high, medium, and low. Trust in another person requires sincerity, openness, honesty, and a perceived lack of motivation for personal gain (Sue & Sue, 2013). Covey and Merrill (2006) suggest

overcoming the myths associated with trust requires understanding the following realities, which also helps create trusting environments present an imperative.

- Trust is hard, real, and quantifiable. It measurably affects both speed and cost.
- Nothing is as fast as the speed of trust.
- Trust is a function of both character (integrity) and competence.
- Trust can be both created and destroyed.
- Though difficult, in most cases, lost trust can be restored.
- Trust can be effectively taught and learned, becoming a leverageable, strategic advantage.
- Not trusting people puts the establishment of trusting environments at a higher risk.
- Establishing trust with one builds trust with many.

This study's perspectives on internal social constructs included geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust. The exploration combined parallel perspectives with equal perceptions. People are multidimensional and have more than one aspect or dimension (Vogt, 2005). Their perceptions and perspectives maintain the capacity to operate in isolation or combine, supporting positive or negative effects similar to intersectionality.

Intersectionality

Intersectionality describes an established theoretical construct brought to the forefront (Rohall et al., 2011). The term expresses inequities, representing combinations of gender, caste, sex, race, class, sexuality, religion, disability, physical appearance,

height, etcetera having the capacity to empower or oppress (Rohall et al., 2011). Intersectionality explains how aspects of a person's social and political identities combine to create different forms of privilege or discrimination (Rohall et al., 2011). The term developed momentum during the 1980s and 1990s as a microlevel construct (Collins, 1990, 1995; Crenshaw, 1989). Still, intersectionality continuously fails to acknowledge macro-level interlocking systems of oppression such as capitalism, patriarchy, and racism, which provide the structure for interaction at the interpersonal level (Rohall et al., 2011). Intersectionality could influence, affect, or shape CMS.

Conflict Management Style/s (CMS)

CMS describes an individual's preference or habitual response to conflict situations (McCorkle & Reese, 2010). Workplace conflict situations and experiences could be extensions of the influence on CMS, representing perceptions of external social constructs and perspectives on internal social constructs that resulted in a behavioral choice (Glasser, 1998, 2003; Jhangiani et al., 2014). Several conflict models exist to express a behavioral choice or CMS. The Thomas-Kilmann (TKI) Model in Practice explains CMS in this investigation because of its widespread acceptance and practicality (Thomas & Kilmann, 1974). The TKI model identifies behaviors based on the degree of assertiveness and cooperativeness (Griffith & Goodwin, 2016).

Cooperativeness takes precedence in this investigation because of expectations, especially when making sense of workplace conflict situations because workers are not "owed" anything (Griffith & Goodwin, 2016). The TKI uses five styles: collaborating,

accommodating, compromising, competing, and avoiding that communicate CMS (Thomas & Kilmann, 1974). Each CMS offers advantages and disadvantages.

Collaborating takes time but is worth the investment when the goal is to create enduring commitments; however, fostering long-term relationships may not prove beneficial when bonds are not worth preserving, and trust is nonexistent (Griffith & Goodwin, 2016). Accommodating can be an effective strategy when seeking to maintain harmonious relationships, but a consequence of reliance on the mode could result in essential issues being deferred, minimized, or ignored (Griffith & Goodwin, 2016). Compromising concerns agreeing to disagree and moving on where "give and take" is apparent between parties (Griffith & Goodwin, 2016). However, compromising can be counterproductive when it becomes the expectation or standard mode of operation (Griffith & Goodwin, 2016). Competing can be beneficial when quick, decisive action is required, but it also fosters the loss of trust, severed relationships, unfavorable outcomes, and modest goodwill when used extensively (Griffith & Goodwin, 2016). Avoiding works best when the costs of engaging in conflict are not worth the possible benefits and the issues and relationships involved are irrelevant (Griffith & Goodwin, 2016). Yet, avoiding presents a problem when issues require discussion (Griffith & Goodwin, 2016).

CMS represents personal ascriptions, but understanding and remembering the range of conflict styles confuse people (Falikowski, 2012). Confusion can lead to uncertainty, making interpreting CMS important for retention (Falikowski, 2012). Animals associate with the different CMS categories in the TKI model for familiarity and retention (Falikowski, 2012). CMS animals include the Collaborating Owl,

Accommodating Teddy Bear, Compromising Fox, Competing Shark, and the Avoiding Turtle. Whether authentic or fictitious, these animals make CMS easier to comprehend, recall, and apply during conflict situations (Falikowski, 2012).

Collaborating Owl

The *Collaborating Owl* applies to people who value their goals and value relationships with others. Collaborating Owls intend to satisfy both parties' needs (Griffith & Goodwin, 2016). Collaborating represents the best CMS because it encourages parties to work together (McCorkle & Reese, 2010). Collaborating can be a labor-intensive process with disadvantages relating to excessive time, energy spent, and potential manipulation by savvy competitors (McCorkle & Reese, 2010). Collaborating Owls share a high level of cooperativeness with the Accommodating Teddy Bear.

Accommodating Teddy Bear

The *Accommodating Teddy Bear* applies to people who place low value on their goals and high value on relationships with other people. The Accommodating Teddy Bear intends to satisfy other people's needs at their own expense (Griffith & Goodwin, 2016). Accommodating can be advantageous when there is little interest in the outcome, minimizing losses; they do not want to rock the boat, do something wrong, or care. Accommodating presents a disadvantage for power imbalances, goal attainment, and relationship equity (McCorkle & Reese, 2010). Accommodating Teddy Bears have a higher level of cooperativeness than the Compromising Fox.

Compromising Fox

The *Compromising Fox* applies to people with moderate concerns for the value of their goals and moderate concerns for the value of relationships with other people. The Compromising Fox intent represents partial satisfaction (Griffith & Goodwin, 2016). Compromising has advantages because no one wins or loses everything, and both sides give something to get something so that no one loses face. Still, disadvantages result in mediocre outcomes that are not always satisfactory (McCorkle & Reese, 2010). Compromising Foxes have a higher level of cooperativeness than the Competing Shark.

Competing Shark

The *Competing Shark* applies to people who highly value their goals and place low value on relationships with other people. The Competing Shark intent concerns self-satisfaction without regard for others (Griffith & Goodwin, 2016). Competing can be advantageous for scarce resources, time is limited, it occurs for fun, or goal achievement is paramount. Still, disadvantages relate to destroying relationships or humiliating other people with lasting effects (McCorkle & Reese, 2010). Competing Sharks share a low level of cooperativeness with the Avoiding Turtle.

Avoiding Turtle

The *Avoiding Turtle* applies to people who place low value on their goals and low value on relationships with other people by circumventing confrontation. The Avoiding Turtle removes itself from discord with the intent of satisfying no one, which establishes a nonchalant attitude with lasting effects (Griffith & Goodwin, 2016). Avoiding can be advantageous when the conflict is not ready for closure, the issue is not important, there

will be limited contact, or the situation becomes dangerous (McCorkle & Reese, 2010). Avoiding may result in disadvantages when emerging issues need addressing to prevent catastrophe (McCorkle & Reese, 2010). Collaborating Owls, Accommodating Teddy Bears, Compromising Foxes, Competing Sharks, and Avoiding Turtles could affect workplace conflict situations and experiences contributing to costs.

Costs of Workplace Conflict

Costs of workplace conflict maintain a wide range. The range of costs negatively affects workers, managers, and organizations because of worker stress, time away from work for actual illness or faked sickness, and productive time wasted due to talking and worrying about conflict on the job (McCorkle & Reese, 2010). Costs of workplace conflict include but are not limited to financial costs, incivility, attrition, and termination.

Financial Costs

Direct financial costs in the United States relating to workplace conflict for 2008 were approximately $359 billion, according to the CPP Global Human Capital Report (Hayes, 2008). The report was the outcome of an international study with 5,000 full-time workers in nine countries, which shed light on the nature of workplace conflict (Hayes, 2008). The report's findings show an overwhelming majority (85%) of workers at all levels experience workplace conflict to some degree (Hayes, 2008). The results also show three primary causes of workplace conflict were personality clash and warring egos due to cultural factors and diversity (49%), stress (34%), and workload (33%), making things worse because of a lack of training and the absence of understanding (Hayes, 2008). Not all financial costs are direct and apparent, as some are indirect and hidden.

Indirect financial costs in the United States relating to workplace conflict include but are not limited to stress and lawsuits. Stress positions as a primary health problem in the workplace. The Center for Disease Control (CDC) estimates productivity loss due to worker absence and stress costs employers $225.8 billion per year (National Center for Chronic Disease Prevention and Health Promotion, 2016). The Equal Employment Opportunity Commission (EEOC) reports workers filed 84,254 lawsuits in 2017 and that the commission secures over $400 million each year from employers due to employment-related disputes (EEOC, 2017). Some financial costs could be the result of incivility.

Incivility

Incivility involves low-level deviant behaviors such as rudeness or disregard for other people and violating workplace norms of mutual respect (Andersson & Pearson, 1999). Incivility typically means low intensity and insignificant; however, its impact on people and the workplace should never be undermined (Vickers, 2006). Undermining incivility makes for a much more challenging workplace, potentially leading to hostile work environments that can become fatal (Vickers, 2006). Incivility could support attrition.

Attrition

Attrition pertains to reductions in a firm's workforce due to retirement, death, or resignation (Phillips & Gully, 2015). Workers resign for many reasons, but management is the primary cause (Kaye & Jordan-Evans, 2005). If workers do not like or respect their bosses, they will quit even when well paid, receive recognition, and have a chance to learn and grow (Kaye & Jordan-Evans, 2005). The cost of losing and replacing

employees can be as low as 75% or as high as 150% of a departing worker's salary (Mihm & Fairbank, 2012). Natural attrition benefits businesses when the looming possibility of layoffs or hiring freezes emerges (Phillips & Gully, 2015). However, companies should focus more on profits than cutbacks to remain viable (Phillips & Gully, 2015). Attrition can occur by choice, but forced attrition generally takes on the name termination.

Termination

Termination describes the discharge of workers for any number of reasons (Phillips & Gully, 2015). This state is generally the byproduct of an infraction or some other unacceptable conduct (Phillips & Gully, 2015). Typical steps for termination usually consist of a verbal or written warning, suspension, and then discharge, but there are situations when workers terminate on the spot without a specific cause because of the at-will employment doctrine (Bennett-Alexander & Hartman, 2012; Phillips & Gully, 2015). The at-will employment doctrine means employers or workers can end employment relationships at any time and for any reason, as long as the reason fits within the law (Bennett-Alexander & Hartman, 2012). All fifty states in the United States use at-will employment with only a few exceptions (Bennett-Alexander & Hartman, 2012). One caveat to at-will work is contractual obligations, as they do not observe the at-will doctrine (Bennett-Alexander & Hartman, 2012). Termination rarely presents workers with the benefits of workplace conflict.

Benefits of Workplace Conflict

The benefits of workplace conflict include but are not limited to job satisfaction and embeddedness (Hajj & Dagher, 2010; Yao et al., 2004). Job satisfaction and embeddedness help describe committed workers who perform satisfactory work that contributes to an organization's bottom-line or success. Committed workers can increase returns on investment for private and public sector entities alike (Hajj & Dagher, 2010).

Job Satisfaction

Job satisfaction aligns with subjective evaluations of fit, which workers believe exists between their current positions and an ideal job or satisfying condition (Hajj & Dagher, 2010). Understanding the factors that contribute to job satisfaction and how to keep workers carries significance because job satisfaction positively correlates with retention (Wyatt & Harrison, 2010). One way of holding on to good workers stems from meeting their needs and knowing how to ask them what would make them choose to stay or what could cause them to leave (Kaye & Jordan-Evans, 2005). Job satisfaction connects with job embeddedness.

Job Embeddedness

Job embeddedness suggests a higher form of job satisfaction. This form of job satisfaction measures the degree of attachment workers feel toward a job due to organizational and community forces (Yao et al., 2004). Workers' feelings toward job embeddedness contradict feelings workers associate with those that lead to attrition (Yao et al., 2004). However, job embeddedness does not equal panacea because destructive behaviors, which support diminishing returns, may occur when workers feel trapped or

cannot move on to more attractive opportunities (Holtom et al., 2011). Job satisfaction and embeddedness represent workplace conflict benefits; however, even attachments to the job like these may not mitigate problems arising from social interaction that contribute to workplace conflicts like those included in the review of studies.

Review of Studies

A review of studies closely addresses a topic at a more general level when there are no directly related studies on a subject (Creswell, 2009). The review of studies in this exploration consists of conflict-related studies on age, gender and sexual identity, and race. These studies support quantitative external predictor variables, hypothesizing perceptions of external social constructs may have a relationship with influence on CMS in the workplace. The review of studies also includes a conflict study related to religiosity. The religiosity study supports qualitative internal predictor variables, hypothesizing perspectives on internal social constructs may have a relationship with influence on CMS in the workplace. Creswell (2009) claims literature reviews in quantitative and mixed methods studies should contain sections related to independent variables, dependent variables, and similar studies, which help connect predictions to outcomes because the approach is appropriate for dissertations and journal articles. The review of studies in this exploration concerning age, gender and sexual identity, race, and religiosity follow.

A qualitative study concerning age conflicts, *A Case Study Examining Generational Differences and Conflicts in the Workplace*, focused on Baby Boomers and Generation Xers in a university setting (Xiong, 2019). The study problem related to

organizations requiring proper training mechanisms for leaders to manage and prevent workplace conflict, misunderstandings, and miscommunications among staff. The study's purpose was to conduct a case study that observed generational differences and workplace conflicts between frontline managers or supervisors and their employees from two different generations, including Baby Boomers and Generation X (Xiong, 2019). The study method was qualitative and used a population of 40 managers and supervisors at a university with 25 participants, questionnaires, and interviews for data collection (Xiong, 2019). The study found no generational differences impacting conflict but did see a need for the university to implement formal training for managers who oversee direct reports (Xiong, 2019). Study findings also confirmed that conflict training needs to happen before employees go into management positions to minimize workplace conflicts between employees and colleagues and reduce disruptions to business operations (Xiong, 2019). The study was consistent with existing conflict literature because of its focus on management. Heterogeneity limited the analysis because participants only included managers and supervisors at one university. This study exhibited qualitative depth.

A qualitative study concerning gender and sexual identity conflicts, *I am Human Too! An Analysis of Conflict Resolution Theories and the Applicability to the LGBTQ Community*, explored gender and sexual identity in the LGBTQ community (Anzalotta, 2017). The study problem related to LGBTQ members being victims of marginalization and alienation, causing members to splinter off and create subcultures due to external pressures and homophobia (Anzalotta, 2017). The study explored how identity and

gender impact a sense of integration in the LGBTQ community (Anzalotta, 2017). This study used qualitative case methodology, and the unit of analysis was the LGBTQ community through secondary data, which included text from seminal theorists and no study participants (Anzalotta, 2017). The study found a need for a conflict resolution model to address the unique needs of the LGBTQ community and promote unity (Anzalotta, 2017). The study derived from a victim's perspective, deviating from existing conflict literature. Study reliance on secondary data, without the inclusion and perspectives of study participants, reduced richness. This study exhibited qualitative depth.

A qualitative study concerning race conflicts, *A Few Good Men: Narratives of Racial Discrimination Impacting Male African American/Black Officers in the United States Marine Corps,* examined racism. The study focused on military service and the philosophy of unification among its members (Freeburn, 2018). The study problem related to Black male officers seeking refuge, protection, and assistance from institutionalized racism in the structure they received a charge for protecting (Freeburn, 2018). This study aimed to explore and analyze the stories of three Black male officers (Freeburn, 2018). This study used a qualitative phenomenological approach with two active participants and another latent participant through autobiographical analysis. The research conveyed other potential respondents were afraid of participating due to discovery and facing institutional retribution (Freeburn, 2018). The study found even in the Marine Corps, which receives credit for being an elite military establishment, acts of racial discrimination persisted for Black male officers and were without partiality or

regard for rank and position (Freeburn, 2018). This study used community members as respondents, which deviated from existing literature. Study participants were limited in number. And the account taken from the Frank Peterson (Lieutenant General, United States Marine Corps Retired) autobiography, although seemingly valid, failed to convey time disparities with race relations among study participants' service to the country. Lieutenant General Peterson's service between 1952 and 1988 represented a much different time, suggesting that the more things change, the more they remain the same. This study exhibited qualitative depth.

A mixed-methods study concerning religiosity, *Conflict Behaviors: Religiosity, Culture, and Gender as Predictors for Conflict Management Styles Among First and Second Generation Arab Muslim Immigrants in the United States* investigated the impact of the acculturation process for Arab-Muslim immigrants (Al Wekhian, 2015). The study problem related to filling a gap due to a lack of research on religiosity's role in predicting CMS (Al Wekhian, 2015). The purpose of the study was to explore how culture, gender, and level of religiosity of first- and second-generation Arab-Muslim immigrants in the U.S. impacted their choice of CMS to resolve interpersonal conflicts in the workplace (Al Wekhian, 2015). More specifically, the study compared first- and second-generation Arab-Muslims because immigrants come to the United States with their own culture and norms that differ from those in the United States (Al Wekhian, 2015). This study used a sequential explanatory mixed-method design, surveyed 257 study participants in the quantitative strand, and interviewed 24 study participants face-to-face in the qualitative strand (Al Wekhian, 2015). The study found that first-generation immigrants were more

collective, had higher religiosity, and used a wider variety of CMSs than the second generation (Al Wekhian, 2015). Second-generation immigrants were more likely to have lower religiosity levels and were more likely to use a competing CMS (Al Wekhian, 2015). Gender had a significant relationship with avoiding CMS, whereas religiosity had a significant relationship with collaborating, accommodating, compromising, and competing (Al Wekhian, 2015). The culture variable correlated with collaborating and avoiding CMS (Al Wekhian, 2015). By employing a mixed-methods approach, the study provided a better understanding. The researcher did not position himself within the study; although, his Arab-Muslim background allowed him to integrate seamlessly within the community. Because the researcher chose not to identify as a participant-observer or declare his role in the study, personal bias may have impacted the examination. This study exhibited quantitative breadth and qualitative depth. The review of studies closure in this exploration prompted the chapter summary.

Summary

Chapter II presented the literature review for exploring how social capital impacts workplace conflict lived experiences among workers in the United States. The literature review surveyed social psychology, sociology, sociopathy, social anxiety disorder, social intelligence, psychology, personality, abnormal personality, emotional intelligence, systems, power and status, and diversity with oppression as considerations for understanding conflict, discrimination, and subjugation. The considerations were noteworthy for making sense of social constructs, CMS, and workplace conflict. Perceptions of external social constructs, including age, attractiveness, gender and sexual

identity, language, likability, and race, made up equal quantitative external predictor variables. Perspectives on internal social constructs, including geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust, made up parallel qualitative internal predictor variables. Intersectionality helped address how combining perceptions and perspectives could affect CMS. CMS, including the Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle, acted as extensions of influences which were outcomes of perceptions and perspectives. The researcher positioned CMS as throughputs for workplace conflict situations and worker experiences resulting in costs or benefits. Workplace conflict costs consisted of financial costs, incivility, attrition, and termination. Job satisfaction and job embeddedness comprised the benefits of workplace conflict. Because there are no directly related or similar studies on social constructs, CMS, and workplace conflict among workers, a review of studies concerning age, gender and sexual identity, race, and religiosity helped address conflict at a more general level. The review of studies supported independent and dependent variables, which connected the predictions in this study to outcomes. Research predictions claim perceptions of external social constructs and perspectives on internal social constructs may have a relationship with influence on CMS in the workplace, representing outcomes that lead to workers' workplace conflict experiences. The next chapter describes the methodology.

CHAPTER III – METHODOLOGY

Chapter III describes the methodology for exploring how social capital impacts workplace conflict lived experiences among workers in the United States. Research methodologies explain the means or manner that accomplishes something (Shadish et al., 2002). The research methodology in this study was mixed methods. Mixed-method models combine quantitative and qualitative techniques (Tashakkori and Teddlie, 2003).

A mixed-methods design was selected for this exploration based on three reasons credibility, utility, and diversity of views (Creswell & Plano-Clark, 2011). Credibility concerns the integrity of the findings (Creswell & Plano-Clark, 2011). Utility pertains to the usefulness of the findings (Creswell & Plano-Clark, 2011). Diversity of views relates to combining researchers' and participants' perspectives in quantitative and qualitative research, including relationships while simultaneously revealing meanings among research participants through qualitative analysis (Creswell & Plano-Clark, 2011).

The purpose of mixed methods design is to expand and strengthen a study's conclusions, and the goal is to bridge and understand the contradictions between quantitative and qualitative results (Creswell & Plano-Clark, 2011). A mixed-methods study's power exceeds a single quantitative or qualitative analysis (Creswell, 2009). However, some researchers question the efficacy of mixed methods and call for removing the technique because of concerns (Alavi & Habek, 2016; Symonds & Gorard, 2008). Removal calls come from mixed methods developing from quantitative and qualitative methods putting it in jeopardy of not broadening research methods because mixed methods restrict new research types (Alavi & Habek, 2016; Symonds & Gorard, 2008). Concerns about method consistency, providing commonly accepted definitions that

include specific components and establishing value because of time, resources, and skills required to carry out successful research support calls for removal (Alavi & Habek, 2016). Symonds & Gorard (2008) claim mixed methods are unnecessary because separating research methods into quantitative and qualitative models was a mistake that polarized the models, prevented mutual benefits, and limited mixed methods from its inception.

The methodology section in this study revisits the purpose statement and research objectives. Research design, research paradigm, population, sample, sampling procedures, instruments, researcher's role, data collection procedures, data analyses, validity, and limitations follow. A summary reviews the chapter contents.

This mixed-methods study explored social constructs, CMS, and workplace conflict among workers in the United States. The research objectives in this study were the following.

Quantitative

RO1 – Describe participants by their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle).

RO2 – Describe participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race).

RO3 – Describe participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl,

Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace.

RO4 – Determine relationships between participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace.

Qualitative

RO5 – Describe *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust).

RO6 – Describe *low-level cooperativeness* CMS participants concerning their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace and confirm why or not.

RO7 – Determine relationships between *low-level cooperativeness* CMS participants concerning their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace.

RO8 – Explore *low-level cooperativeness* CMS participants' workplace conflict lived experiences.

This study's research objectives, which address the problem, follow a mapped process. Workers do not understand the connections between social constructs, CMS, and workplace conflict. A lack of information on workers' experiences and representation in conflict literature supports the gap in understanding (Aquino, 2000; Bourdieu, 1986; Hayes, 2008; Herr & Anderson, 2005; Lin, 2001; Long, 2007; Meng et al., 2019; Mertens, 2003, 2009, 2018; Sosa, 2019). Figure 3 illustrates the research process map for this mixed-methods study and includes social psychology with the transformative-emancipatory paradigm, research objectives, and supportive theories with the concept. Process maps depict detailed steps through flowcharting (Wescott, 2014).

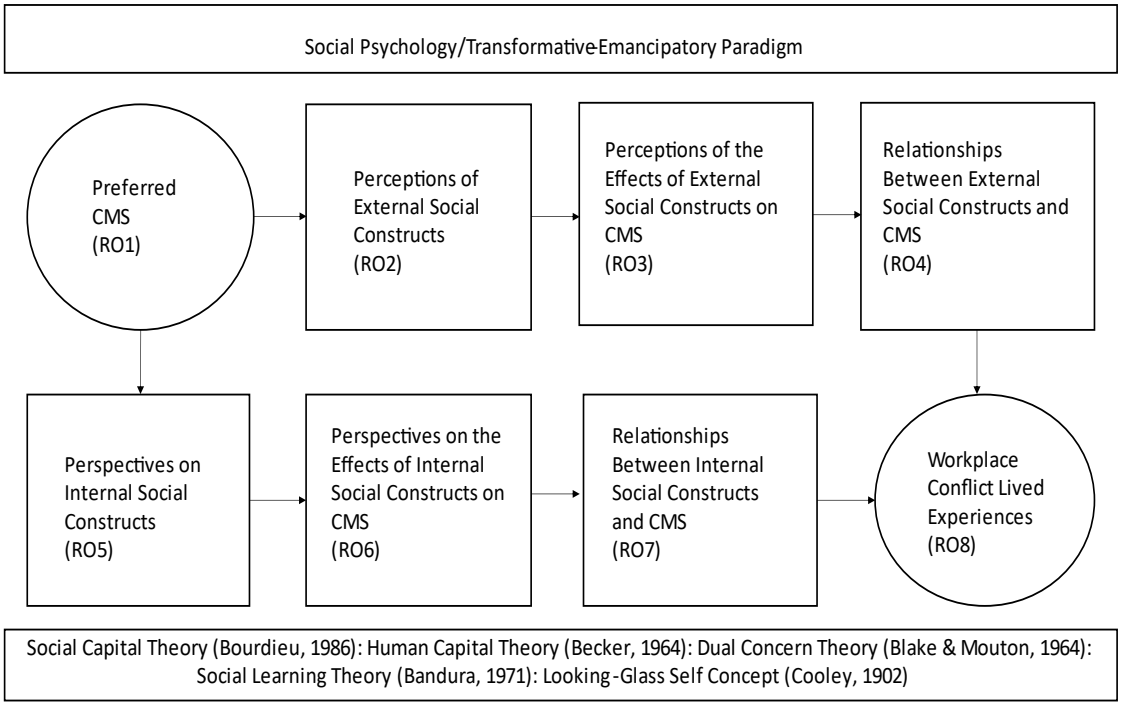


Figure 3. Research Process Map

Research Design

Research designs represent art and science, directing procedures for collecting, analyzing, interpreting, and reporting data in a study (Creswell & Plano-Clark, 2011;

Vogt, 2005). The research design selected for this study is the transformative-explanatory sequential design (Creswell & Plano-Clark, 2011). Transformative strategies give primacy to value-based, action-oriented research and frame within a theoretical perspective to address injustices or bring forth change for underrepresented or marginalized groups (Creswell, 2009; Creswell & Plano-Clark, 2011). Transformative methods are designed to combine with any research structure as long as the theoretical view used in the study has an ongoing presence throughout the research process (Mertens, 2003). Explanatory sequential designs begin with collecting and analyzing quantitative data, leading to collecting and analyzing qualitative data (Creswell & Plano-Clark, 2011). Figure 4 illustrates the transformative-explanatory sequential design in this study and includes quantitative data collection and analysis with associated research objectives, follow-up, qualitative data collection and analysis with related research objectives, and interpretation.

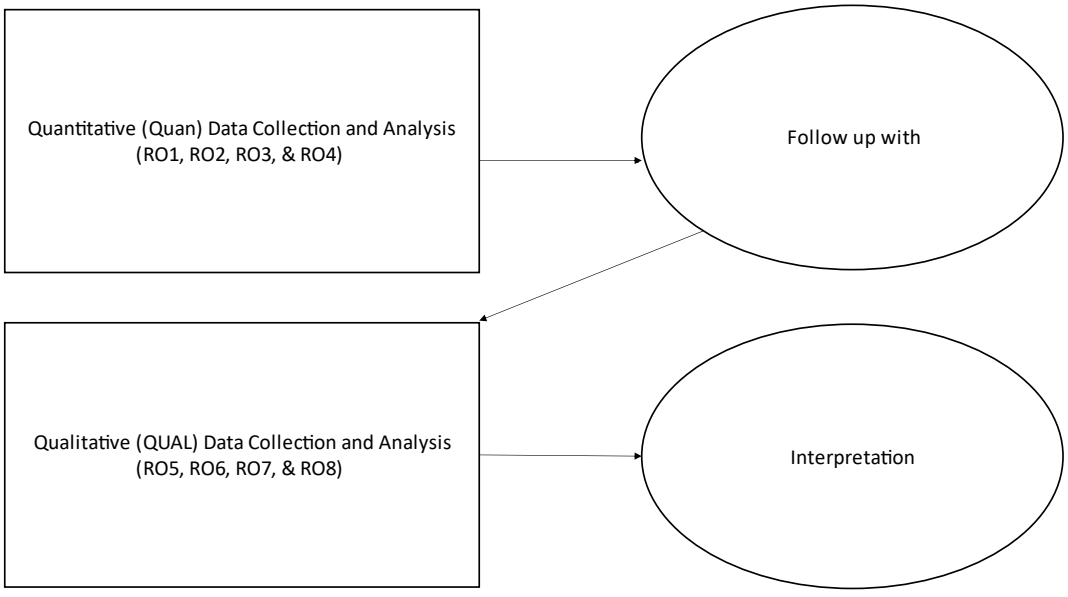


Figure 4. Transformative-Explanatory Sequential Design

This study's transformative explanatory sequential design supported the research purpose, which explored social constructs, CMS, and workplace conflict among workers in the United States. This design used quantitative and qualitative strands that acted independently, prioritized the qualitative strand, used sequential timing to employ the quantitative strand first, and mixed primarily at the design level but integrated quantitative and qualitative outcomes in the study's results section (Creswell & Plano-Clark, 2011). Strands are self-contained components in mixed-methods; interaction determines dependency among strands; priority declares the importance of strands; timing describes the order of strands; mixing indicates at what point quantitative and qualitative strands combine (Creswell & Plano-Clark, 2011).

Quantitative

The quantitative strand in this study explored workers' dominant CMS, perceptions of external social constructs, influences on CMS in the workplace, and relationships between perceptions of external social constructs and influences on CMS. The researcher's examination of participants' dominant CMS, beliefs about other people's perceptions of their external social constructs, effects on their CMS in the workplace, and the numeric relationships between those perceptions and influences allowed this to occur. The quantitative strand gave the study momentum, provided breadth, and helped identify *low-level cooperativeness* CMS participants for further examination while explaining their perceptions with the other survey participants.

Quantitative methods examine activity by measuring numeric variables and infer evidence for a theory through the production of numeric outcomes (Field, 2013). The purpose of quantitative methods is to establish general knowledge and understanding

concerning the social environment (O'Sullivan et al., 2003). The goal of quantitative methods is prediction, control, description, confirmation, and hypothesis testing (Merriam & Tisdell, 2016). Determining relationships through variables characterized by numbers or symbols is paramount (O'Sullivan et al., 2003).

CMS assessments, surveys, and non-experimental quantitative research methods supported the quantitative process in this study. CMS assessments determine the dominant way of handling conflict situations (Falikowksi, 2012). Surveys measure attitudes, satisfaction, training, performance, quality of facilitation, opinions, outcomes, and beliefs (Phillips et al., 2013). Non-experimental quantitative methods address conditions where predictions and outcomes are measured but do not meet rigid quantitative experimentation (Shadish et al., 2002).

Qualitative

The qualitative strand in this study explored *low-level cooperativeness* CMS participants' perspectives on internal social constructs, influences on CMS in the workplace, confirmed why or not, and relationships between perspectives on internal social constructs and influences for CMS. The qualitative method also explored *low-level cooperativeness* CMS workers' workplace conflict lived experiences. The researchers' examination of *low-level cooperativeness* CMS study participants' perspectives on internal social constructs, effects on their CMS at work, and the non-numeric relationships between those perspectives and influences while exploring their workplace conflict lived experiences allowed this to occur. The qualitative strand gave the study substance, provided depth, and further explained *low-level cooperativeness* CMS participants by their perspectives.

Qualitative methods examine constructed realities and interactions within the social environment while using non-numeric means to explore ideas and experiences in-depth (Merriam & Tisdell, 2016). The purpose of qualitative methods is to seek details and verbal descriptions of characteristics, cases, and settings to gain a deep understanding of phenomena to provide explicit interpretation (O'Sullivan et al., 2003). The goal of qualitative methods relies on an in-depth understanding of human behavior and the rationale that governs such behavior through the description, discovery, meaning, and generation of hypotheses (Merriam & Tisdell, 2016).

Questionnaires, reflective practice guides, and Interpretative Phenomenological Analysis (IPA) qualitative research methods supported the qualitative process. Questionnaires represent groups of questions to which subjects respond that allow for the compilation of information (Vogt, 2005). Reflective practice guides provide a method to reflect on one's actions, learn in the process, and develop new practices (Gibbs, 2013). IPA refers to a specific psychological qualitative research approach with a distinct focus, employing a step-by-step process to examine how people make sense of their significant life experiences (Smith et al., 2012). Smith et al. (2012) confirm IPA steps include the following activities.

1. reading and re-reading
2. initial noting
3. developing emergent themes
4. searching for connections across emergent themes
5. moving to the next case
6. looking for patterns across cases

Research Paradigm

Research paradigms include generalizations, beliefs, and values of a community of specialists concerning how problems should be understood and addressed (Creswell & Plano-Clark, 2011; Kuhn, 1970). The research paradigm selected for this exploration was the transformative-emancipatory paradigm (Mertens, 2003). Transformative-emancipatory paradigms center on marginalized communities' experiences, includes power differentials that contribute to marginalization, and produce knowledge that can benefit disadvantaged people (Mertens, 2003). Creswell and Plano-Clark (2011) reference Mertens (2003) and contend the transformative-emancipatory paradigm as a "best" worldview and approach for conducting mixed methods studies that are immediately applicable. Creswell and Plano-Clark (2011) assert transformative models should be selected when the following considerations are determined.

1. The researcher seeks to address issues of social justice and call for change.
2. The researcher sees the needs of underrepresented or marginalized populations.
3. The researcher has a good working knowledge of theoretical frameworks to study underrepresented or marginalized communities.
4. The researcher can conduct the study without further marginalizing the population under investigation.

The purpose of the transformative-emancipatory paradigm is to conduct research that seeks change and the advancement of social justice causes by identifying power imbalances and empowering individuals or communities for value-based and ideological reasons (Creswell & Plano-Clark, 2011). Mertens (2003) established an original,

insightful contribution to the mixed methods literature with the transformative-emancipatory paradigm by bridging the philosophy of inquiry (i.e., paradigms) with the practice of research (Creswell & Plano-Clark, 2011). Transformative-emancipatory paradigms do not present a panacea and offer both advantages and disadvantages (Creswell & Plan-Clark, 2011). The paradigm's benefits include promoting advocacy, emancipatory worldviews, individual empowerment, participation, and valuable results that have credibility (Creswell & Plan-Clark, 2011). Limited guidance, research justification, trust, and sensitivity make up transformative-emancipatory paradigm disadvantages (Creswell & Plan-Clark, 2011). The researcher in this study employed several questions to mitigate transformative paradigm disadvantages. The following questions guide and strengthen transformative studies, which adds invaluable substance to potential life-changing research efforts (Mertens, 2003; Sweetman et al., 2010).

1. Did the authors openly reference a problem in a community of concern?
2. Did the authors openly declare a theoretical lens?
3. Were the research questions written with an advocacy stance?
4. Did the literature review include discussions of diversity and oppression?
5. Did the authors discuss the appropriate labeling of the participants?
6. Did the data collection and outcomes benefit the community?
7. Did the participants initiate the research and actively engage in the project?
8. Did the results elucidate power relationships?
9. Did the results facilitate social change?
10. Did the authors explicitly state the use of a transformative framework?

Institutional Review Board (IRB)

IRB refers to internal bodies created by institutions that receive federal money for research involving humans; the IRB evaluates and approves all institutional research involving human subjects to determine if the study conforms to ethical practices (O'Sullivan et al., 2003). This study utilized human subjects. Therefore, the researcher followed guidelines outlined by The University of Southern Mississippi's IRB for study participant anonymity, informed consent, and minimizing risks during the data collection procedures. The researcher submitted an original IRB application and subsequent modification to the University of Southern Mississippi for approval to conduct this mixed-method study because of a shift in the population and sample. Original and modified authorizations for this research from the IRB, which included changes in the target human population and sample, appear in Appendix A.

Population and Samples

A population usually refers to an extensive collection of units in which researchers want to generalize a set of findings that provide the overall focus for inquiry (Field, 2013). Samples are smaller collections of units taken from a community to represent that population (Field, 2013). This exploration's population and samples were drawn from a technical college in Georgia, requiring access approval. Authorization to access the population and samples appear in Appendix B. The population consisted of 480 full-time faculty and staff members, which provided two samples.

The samples drawn from the population informed quantitative and qualitative strands. Raosoft, an online sample size calculator, confirmed a target sample of 214 survey respondents for a population of 480 based on a 95% confidence level and a 5%

margin of error for the quantitative study (http://www.raosoft.com/samplesize.html). Confidence level confirms certainty, and the margin of error gives a range of possible or allowable values (Vogt, 2005). Tabachnick and Fidell (1996) claim samples of 100 or more reduce the likelihood of committing Type I (rejection of a correct null hypothesis) and Type II errors (non-rejection of a false null hypothesis).

A *low-level cooperativeness* CMS participant sample including Competing Shark and Avoiding Turtle CMS participants addressed the qualitative study. The target sample for the qualitative study was a minimum of 5, and a maximum of 25 cases or saturation for interviews (Creswell, 1998). Saturation refers to the milestone reached along the way, occurring when no new information or insights materialize from a sample (Merriam & Tisdell, 2016). The population and samples in this study supported the criteria for selecting participants.

Criteria for selecting participants for the quantitative and qualitative samples from the technical college in Georgia included full-time faculty or staff members. Full-time meant working at least 40 hours per week. Faculty represents workers charged with providing instruction, and staff represents employees with supportive roles. The researcher labeled these workers as participants in the quantitative strand and *low-level cooperativeness* CMS participants in the qualitative strand. Participants in the quantitative strand and *low-level cooperativeness* CMS participants in the qualitative strand represented the unit of analysis. The term unit of analysis applies to persons or things whose characteristics the researcher is interested in studying (O'Sullivan et al., 2003).

Sampling Procedures

Sampling procedures control the process of selecting samples (Creswell & Plano-Clark, 2011). The sampling procedures in this study consisted of convenience and purposive sampling. Convenience sampling supported the quantitative strand. This sampling procedure explains how researchers select subjects from a group of people who are easy to contact based on time, money, location, and availability (Merriam & Tisdell, 2016). The researcher sent out an email to full-time faculty and staff members at the technical college in Georgia announcing the research effort to attract and secure participants for the convenience sample. The email appears in Appendix C.

Purposive sampling supported the qualitative strand. This sampling procedure explains how researchers select subjects based on judgment by a deliberate course of action that is not random (Shadish et al., 2002). *Low-level cooperativeness* CMS participants were the focus of the purposive sample in this study. The researcher deliberately selected *low-level cooperativeness* CMS participants from convenience sample volunteers because of common behaviors that result in adverse outcomes (Griffith & Goodwin, 2016). To attract and secure willing participants, the researcher solicited volunteers from the quantitative convenience sample by determining participants' interest in a follow-on interview toward the bottom of the quantitative survey. Participants had to self-identify in the study as having a *low-level cooperativeness* CMS. They also had to volunteer for an interview by providing a first name or alias, personal email address, and private telephone number.

Instrumentation

Instrumentation refers to tools a researcher applies to gather the most relevant and valuable information (Phillips et al., 2013). Instrumentation in this study comprised four devices. The What's My Conflict Management Style (Falikowski, 2012), a CMS assessment, and the Perception Survey, an external social constructs tool developed by the researcher, combined into one instrument for inquiry during the quantitative process. CMS assessments confirm dominant conflict styles (Falikowksi, 2012). Surveys gather a wide range of information (Phillips et al., 2013). Participants self-administered the combined What's My Conflict Management Style and Perception Survey in the quantitative strand and submitted the document as an attachment through email online. Online surveys are now more common than mail or paper surveys (Dillman, 2009). Online surveys provide researchers with costs and time savings (Chambers et al., 2016).

The Perspective Questionnaire, an internal social constructs tool developed by the researcher, and the Gibbs' Reflective Cycle (Gibbs, 2013), an established reflective practice guide, represent the instruments that supported probing in the qualitative strand. Questionnaires help obtain data and opinions (Shadish et al., 2002). A reflective practice guide describes and evaluates experiences that advance learning (Gibbs, 2013; Schon, 1983). The researcher used interview protocol and semistructured interviews to administer the Perspective Questionnaire and Gibbs' Reflective Cycle. Interview protocol refers to forms or procedures that help collect qualitative research data (Creswell & Plano-Clark, 2011). Interview protocol in this research supported capturing detailed information from participants using telephone calls and audio recordings, which, upon interview completion, were sent to Rev.com. Rev.com is a transcription service with

99% accuracy (www.rev.com). Semistructured interviews offer a flexible process, which requires specific data from all respondents (Merriam & Tisdell, 2016). Quantitative instruments began with What's My Conflict Management Style.

What's My Conflict Management Style

What's My Conflict Management Style references a self-diagnostic assessment based on the work of David Johnson, Stephen Robbins, and M.A. Rahim (Falikowksi, 2012). This assessment confirms a respondent's dominant CMS (Collaborating Shark, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) claims Falikowski (2012). Quantitative study participants self-administered the instrument. The tool contains 15 statements lettered a through o with a value scale of 1 to 5, ranging from always to rarely (Falikowski, 2012). Respondents should answer as they behave, scores total in each category with values between 3 and 15, and the lowest score yields the dominant CMS (Falikowski, 2012). For cases where a respondent had more than one dominant CMS, the researcher primarily assigned the respondent to the lowest cooperativeness CMS. Secondly, the researcher appointed respondents to the highest assertiveness CMS. Permission to use the What's My Conflict Management Style self-diagnostic assessment appears in Appendix D. Participants' completion of this instrument led to the Perception Survey.

Perception Survey

The Perception Survey contained 12 questions that helped address how participants perceive other people would describe external social constructs that fit the participants most and participants' perceptions. The survey helped describe how participants perceive other people's thoughts about their external social constructs,

influence participants' CMS in the workplace. Questions 1, 3, 5, 7, 9, and 11 were multiple-choice, closed-ended, and resulted in categorical responses to describe external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) that participants perceived other people think fit participants most. Close-ended questions offer subjects a limited number of predetermined responses (Vogt, 2005). Questions 2, 4, 6, 8, 10, and 12 were close-ended and resulted in categorical responses. These questions helped describe how participants perceived other people's thoughts about their age, attractiveness, gender and sexual identity, language, likability, and race influenced their CMS (collaborating, accommodating, compromising, competing, or avoiding) in the workplace. Categorical responses were yes or no. Categorical responses did not limit the analyses in this investigation because the researcher's interest involved relationships between participants' perceptions of external social constructs and influences (Vogt, 2005).

The researcher developed the Perception Survey to help describe participants' external social constructs and perceptions to overcome the inherent nature of built-in bias for existing literature and whose voice receives privilege, recognized by the transformative-emancipatory paradigm (Mertens, 2003). A survey pilot test with 12 colleagues and friends helped substantiate the instrument's content validity and found no areas of concern. Julious (2005) recommends a minimum of 12 subjects for pilot tests. Pilot tests help discover problems with an instrument before the main study begins (Vogt, 2005). Content validity means a measure has validity when its items accurately represent the things measured (Vogt, 2005). The combined What's My Conflict Management Style self-diagnostic assessment and Perception Survey appear in Appendix E. The survey

took less than 15 minutes to complete and marked the quantitative query's ending. Quantitative query ending led to qualitative instrumentation that began with the Perspective Questionnaire.

Perspective Questionnaire

The Perspective Questionnaire contained 12 questions, which addressed internal social constructs *low-level cooperativeness* CMS participants thought fit them most and their perspectives. The questionnaire helped describe if *low-level cooperativeness* CMS participants' perspectives on internal social constructs influenced their CMSs in the workplace. Questions 1, 3, 5, 7, 9, and 11 were multiple-choice, closed-ended, and resulted in categorical responses. The responses helped describe the internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) *low-level cooperativeness* participants thought fits them most. Questions 2, 4, 6, 8, 10, and 12 were two-part questions that began with closed-ended yes or no questions and ended with open-ended questions that asked why or not. Whereas closed-ended questions offer subjects a limited number of predetermined responses, open-ended questions allow respondents to answer as they choose (Vogt, 2005). The first part of the questions helped describe whether *low-level cooperativeness* CMS participants' perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) influenced their CMS in the workplace. The questions helped by soliciting a categorical response resulting in yes or no answers. Categorical responses did not limit the analyses in this investigation because the researcher's interest involved relationships between participants' perspectives on internal social constructs and influence (Vogt, 2005). The second part of

these questions had *low-level cooperativeness* CMS participants expound by responding openly to why or not for better understanding. The researcher developed the Perspective Questionnaire to help describe *low-level cooperativeness* CMS participants' internal social constructs and perspectives to overcome the inherent nature of built-in bias for existing literature and whose voice receives privilege, recognized by the transformative-emancipatory paradigm (Mertens, 2003). The Perspective Questionnaire appears in Appendix F and preceded the Gibbs' Reflective Cycle.

Gibbs' Reflective Cycle

The Gibbs' Reflective Cycle and structured debriefing questions aided *low-level cooperativeness* CMS participants to recall a conflict situation, reflect, and forecast action in similar cases (Gibbs, 2013). The tool's questions helped explore by providing probes that supported describing the conflict, feeling, evaluation, analysis, conclusion, and a personal action plan for similar future events. Connections between thought, past experiences, and actions help promote personal change and improvement, which are indicative of the reflective practice model (Gibbs, 2013).

Reflective practice refers to a learning cycle where individuals connect theory with practice by recalling an event to describe their feelings, evaluate and analyze results, make conclusions, and plan for action in similar future situations (Gibbs, 1988). Schon (1983) calls reflective practice Reflection-on-Action. Reflection-on-Action gives users time to think about what transpired and act accordingly, which contrasts with Reflection-in-Action because it uses real-time decision-making based on gut feeling (Schon, 1983). Permission to use Gibbs' Reflective Cycle structured debriefing questions appear in Appendix G, and Appendix H displays the instrument. Practicing semistructured

interviews with a few colleagues using the Perspective Questionnaire and Gibbs' Reflective Cycle established the interview process proving ground (Smith et al., 2012). The researcher used interview protocol and a script with qualitative instruments for semistructured interviews, which took less than 30 minutes to complete. The interview protocol appears in Appendix I, and Appendix J displays the interview script. Table 1 displays the survey map for this exploration and includes research objectives, instruments, statement letters, and question numbers.

Table 1 *Survey Map*

Research Objectives	Statements and Questions
Quantitative	
RO1 – Describe participants by their dominant CMS (Collaborating, Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle).	What's My Conflict Management Style (Statements a through o)
RO2 – Describe participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race).	Perception Survey (Questions 1, 3, 5, 7, 9, and 11)
RO3 – Describe participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace.	Perception Survey (Questions 2, 4, 6, 8, 10, and 12)

Table 1 (Continued)

Research Objectives	Statements and Questions
RO4 – Determine relationships between participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, And Avoiding Turtle) in the workplace.	Perception Survey (Questions 2, 4, 6, 8, 10, and 12)
Qualitative	
RO5 – Describe *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status and trust).	Perspective Questionnaire (Questions 1, 3, 5, 7, 9, and 11)
RO6 – Describe *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace and confirm why or not.	Perspective Questionnaire (Questions 2, 4, 6, 8, 10, and 12)

Table 1 (Continued)

Research Objectives	Statements and Questions
RO7 – Determine relationships between *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace.	Perspective Questionnaire (Questions 2, 4, 6, 8, 10, and 12)
RO8 – Explore *low-level cooperativeness* CMS participants' workplace conflict lived experience.	Gibbs' Reflective Cycle (Questions 1, 2, 3, 4, 5, and 6)

Researcher's Role

The researcher's role refers to their character and identity in a study (West & Turner, 2011). The role in this study shifted. The researcher's part started at a distance but moved closer, representing two very different positions, which supported quantitative and qualitative methods (West & Turner, 2011). Positionalities are not perfect as all indicators and people have flaws (Collins, 2005).

The researcher used a detached position in the quantitative strand (Jorgenson, 1989). This persona resembles a laboratory scientist assembling and assessing data (Collins, 2005). The stance is prevalent in quantitative studies where the researcher removes themself from a phenomenon and acts merely as an observer with methods, numbers, and statistical data providing the focus (Shadish et al., 2002).

The researcher used an attached position in the qualitative strand (Jorgensen, 1989). This persona resembles a trial lawyer assembling a combined body of evidence to defend a client (Collins, 2005). The stance is typical in qualitative studies where the researcher dives into a phenomenon for deep understanding and familiarity with a focus on text and meaning (Shadish et al., 2002).

It is a deceptive mistake to treat one's professional and personal self as an outsider rather than as an insider committed to the success of the actions under investigation by attempting to completely separate oneself from practice and ignore personal bias (Herr & Anderson, 2005). One way to deal with personal bias is to acknowledge one's presence in the study and build self-reflection (Herr & Anderson, 2005). Self-reflection refers to the act of thinking about personal feelings and behavior and the reasons supporting them (Herr & Anderson, 2005).

The researcher in the current study acknowledged his presence and built self-reflection by recalling personal feelings during workplace conflict situations, behavior as a *low-level cooperativeness* CMS worker, and the reasons supporting those feelings and behaviors (Herr & Anderson, 2005). Recognizing personal feelings, behavior, and reasons helps reduce the likelihood researchers will ignore personal bias (Herr & Anderson, 2005). The researcher maintained the belief workers' perceptions of external social constructs develop with help from other people, and perspectives on internal social constructs materialize in isolation through experiences and individual reasoning, which receive support through a range of learning models (Bandura, 1971; Berger & Luckmann, 1966; Piaget, 1955; Swanson & Holton, 2009; Vianna & Stetsenko, 2006). The researcher also maintained external and internal social constructs affect workers' CMS

and workplace conflict lived experiences due to a wealth of influences rooted in social psychology (Forsyth, 2014; Jhangiani et al., 2014; Lewin, 1946; Nevid, 2012; Rohall et al., 2011; Ross et al., 2017; Triplett, 1898).

Data Collection Procedures

Data collection procedures refer to techniques used to gather the information addressing questions asked in a study (Creswell & Plano-Clark, 2011). The data collection procedures in this exploration involved quantitative and qualitative processes and took eight weeks to complete. The first part of the procedure secured quantitative data, and the second part qualitative data.

Quantitative

The quantitative data collection procedure for this research took four weeks. This process opened week one with access to the quantitative instrument, remained open in week two, closed at the end of week three, and positioned the data for analysis in week four. The What's My Conflict Management Style and Perception Survey was sent to full-time faculty and staff members at the technical college in Georgia as an email attachment during week one. Appendix K displays the email. The researcher sent two email reminders to full-time faculty and staff members at the technical college in Georgia. One email was sent at the beginning, and another in the middle of week two requesting study participation. The email appears in Appendix L. Data collected on study participants were printed, aggregated, transferred into a Microsoft Excel file, and analyzed through IBM SPSS Statistics, Version 26.

There were no financial incentives for participants who completed a survey in the quantitative data collection procedure. The survey took less than 15 minutes to finish.

Confidentiality concerns in the quantitative data collection procedure were minimal as participants maintained confidentiality through workplace email. The researcher keeps the printed quantitative data locked in a key-protected safety box in his home office for increased security. The researcher will destroy this data after three years.

Qualitative

The qualitative data collection procedure for this research took four weeks. This process opened week five with semistructured interviews conducted by phone, remained open week six, closed at the end of week seven, and positioned the data for analysis in week eight. Selected interview volunteers received a thank you email congratulating them on their selection to participate in the dissertation interview process and thanking them for volunteering. The thank-you email for selected volunteers appears in Appendix M. Nonselected interview volunteers were sent a thank you email conveying they were not chosen for the interview process and thanking them for their time and consideration. Appendix N displays the thank you email for nonselected volunteers. The interview process required a participant consent form. The consent form appears in Appendix O.

An online Amazon gift card incentive for *low-level cooperativeness* CMS study participants who completed the interview contributed to the qualitative data collection procedure. Dillman (2000) suggests financial incentives improve study participation. Discussions took less than 30 minutes to complete, and the researcher sent study participants a thank you email and the $50 online Amazon gift card incentive at the end of each interview. The thank-you email appears in Appendix P. Confidentiality concerns in the qualitative data collection procedure were minimized because of the process. Participants' exposure was reduced through a first name or alias, personal email address,

and private telephone number. Qualitative semistructured interviews were conducted after working hours, and the researcher controlled audio recordings and email addresses by using telephone and computer passwords for added protection. For increased security, printed quantitative data stays locked in a key-protected safety box in the researcher's home office. The researcher will destroy printed quantitative data after three years. Table 2 displays the data collection plan and includes weekly timelines and tasks.

Table 2 *Data Collection Plan*

Week	Task
Week 0	Obtain IRB approval from The University of Southern Mississippi. Conduct a pilot test for the combined What's My Conflict Management Style and Perception Survey.
Week 1	Send an email notification to full-time faculty and staff members at the technical college in Georgia to announce the What's My Conflict Management Style and Perception Survey at the beginning of the week. Send an email to full-time faculty and staff members with the What's My Conflict Management Style and Perception Survey in the middle of the week. Solicit for interview participants in the What's My Conflict Management Style and Perception Survey.
Week 2	Send the first email reminder requesting full-time faculty and staff Members complete the What's My Conflict Management Style and Perception Survey at the beginning of the week Send the second email reminder requesting full-time faculty and staff members complete the What's My Conflict Management Style and Perception Survey in the middle of the week.
Week 3	Close the What's My Conflict Management Style and Perception Survey at the end of the week.

Table 2 (Continued)

Week	Task
Week 4	Analyze quantitative data. Send an email to selected interview volunteers to schedule interviews and thank them for their interest. Send an email to nonselected interview volunteers and thank them for their interest. Send scheduled interview volunteers a consent form. Practice semistructured interviews with a few friends using the Perspective Questionnaire and Gibbs' Reflective Cycle.
Week 5	Start semistructured interviews using the interview protocol, interview script, Perspective Questionnaire, and Gibb's Reflective Cycle.
Week 6	Continue semistructured interviews.
Week 7	Close semistructured interviews.
Week 8	Analyze qualitative data.

Data Analysis

Data analysis involves identifying common patterns within responses and critically analyzing them (Creswell & Plano-Clark, 2011). The data analysis in this exploration used quantitative and qualitative analyses. These analyses started separately but merged toward the end of the results section. The quantitative data analysis used the combined What's My Conflict Management Style and Perception Survey to secure information delivering quantitative results for generalizability (Vogt, 2005). Conclusions made about a population based on a sample define generalizability (Vogt, 2005). The qualitative data analysis used the Perspective Questionnaire and the Gibbs' Reflective

Cycle to capture qualitative results with thick descriptions (Vogt, 2005). Thick descriptions refer to highly detailed experiences with specific accounts of cultural life (Vogt, 2005). Table 3 displays the data analysis plan used to conduct this research and includes the relative research objectives, data collection, data category, and data analysis.

Table 3 *Data Analysis Plan*

Research Objectives	Data Collection	Data Category	Data Analysis
Quantitative			
RO1	Descriptions of participants by their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle).	Nominal	Frequency Distribution
RO2	Descriptions of participants concerning their perceptions of external social constructs (age, attractiveness, gender & sexual identity, language, likability, and race)	Nominal	Frequency Distribution
RO3	Descriptions of participants concerning their perceptions of external social constructs (age, attractiveness, gender & sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace	Nominal	Frequency Distribution

Table 3 (Continued)

Research Objectives	Data Collection	Data Category	Data Analysis
RO4	Determinations of relationships between participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace	Nominal	Chi-Square Test for Association
Qualitative			
RO5	Descriptions of *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status and trust)	Nominal	Frequency Distribution
RO6	Descriptions of *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace, and confirm why or not	Text	Content Analysis and Recurring Themes

Table 3 (Continued)

Research Objectives	Data Collection	Data Category	Data Analysis
RO7	Determinations of relationships between *low-level cooperativeness* CMS participants regarding their perceptions of social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace	Text	Rival Theory and Method of Multiple Working Hypotheses (MMWH)
RO8	Explorations of *low-level cooperativeness* CMS participants workplace conflict lived experiences	Text	Content Analysis and Recurring Themes

Validity

Validity refers to the credibility factor, which helps a reader trust a study's data analysis (Roberts, 2010). The term legitimation renames validity for mixed methods research (Onwuegbuzie & Johnson, 2006). Credibility in this exploration helped safeguard quantitative and qualitative methods. The quantitative approach sought external validity by employing statistical methods to obtain results that suggested generalizability, meaning the study's results had relevance to subjects and settings beyond those in the survey (Vogt, 2005). The researcher employed member check, reflexivity, and Yardley's criteria as the qualitative approach for seeking internal validity or trustworthiness in qualitative research (Vogt, 2005).

Member check allows researchers to submit results to correctly represent what the participants told them (Vogt, 2005). The researcher in this study explained member checks to *low-level cooperativeness* CMS interview participants and offered respondents an opportunity to review their transcript for accuracy and make corrections. Six interview participants requested and were sent copies of their transcripts, but the researcher received no appeals for corrections.

Reflexivity offers researchers critical self-awareness of their biases and how these can influence their observations and difficulties with interpretation due to researchers' involvement (Vogt, 2005). Interpretation problems arise because researchers are almost always a part of the context under examination and cannot conduct research without influencing it (Vogt, 2005). The researcher documented journal notes during and after interview sessions to capture and overcome potential biases.

Yardley's criteria allow for sensitivity to context, commitment to rigor, transparency with coherence, and impact with importance (Smith et al., 2012; Yardley, 2000, 2008). Sensitivity to context pertains to social settings, existing literature, and participant information (Smith et al., 2012; Yardley, 2000, 2008). The social environment for this exploration was a two-year technical college in Georgia. Existing literature was comprised of background information, definitions, theories and concepts, social sciences, and a paradigm, which provided secondary material. Participant information and answers secured directly from respondents resulted in primary data.

The degree of attention given to participants and processes throughout this mixed methods research effort expressed commitment to rigor (Smith et al., 2012; Yardley, 2000, 2008). Transparency with coherence refers to research clarity and descriptive

write-ups (Smith et al., 2012; Yardley, 2000, 2008). The researcher chose mixed methods for better transparency with coherence and included participants' perceptions and perspectives to strengthen the research. Descriptive write-ups were direct outcomes of discussions held in the participants' own words with only summarized content analysis and recurring themes developed by the researcher. The level of interest, criticality, and utility readers assign to this exploration will determine impact with importance (Smith et al., 2012; Yardley, 2000, 2008). Readers represent individual consumers of information, and only they can determine the relevance, criticalness, and usefulness of a study (Yardley, 2000, 2008).

Trustworthiness aligns with internal validity conceptually for qualitative studies but varies in practice because qualitative data's unique nature makes quantitative techniques inappropriate (Vogt, 2005). The researcher planned for trustworthiness in this study to support the usefulness of findings based on the transformative-emancipatory premise. Additional goals were not to cause harm or further marginalize workers but to benefit the community and facilitate social change.

Limitations

Limitations refer to a study's weaknesses outside of the researcher’s control (Roberts, 2010). The limitations of this exploration pertained to labor intensity, quantitative sample size, researcher bias, survey response rate, and time. This mixed-methods study was labor-intensive because it required the researcher to combine quantitative and qualitative methods. The quantitative sample secured 82 participants but fell short of 214 recommended by Rev.com (http://www.raosoft.com/samplesize.html), and 100 thought to prevent Type I and II errors (Tabachnick & Fidell, 1996). The sample

met other recommendations for 50 cases concerning chi-square tests for associations (https://passel2.unl.edu/view/lesson/9beaa382bf7e/14). Researcher bias presented a concern based on the assumption that there are objective facts or truths and humans have a natural tendency to see things in a subjective and discriminatory way when making evaluations (Mathison, 2005). The survey response rate was 17.08 % with a 95% confidence level and a 9.86% margin of error evidenced by Checkmarket.com (http://www.checkmarket.com/sample-size-calculator/). The margin of error describes a subjective measure but 10% stands adequate when deducing trends and inferring results in an exploratory manner. This study represents original exploratory research. The time needed to conduct a mixed-methods study is lengthy and requires focused commitment (Creswell & Plano-Clark, 2011). The researcher dedicated time and focus to this exploration while balancing family life and a career change.

Summary

Chapter III described the methodology for exploring how social capital impacts workplace conflict lived experiences among workers in the United States. A restatement of the research purpose and objectives provided the chapter's foundation. The chapter continued with the research design, research paradigm, institutional review board, population and sample, sampling procedure, instrumentation, researcher's role, data collection procedure, data analysis, validity, and limitations. The next chapter provides results.

CHAPTER IV – RESULTS

Chapter IV provides results for exploring how social capital impacts workplace conflict lived experiences among workers in the United States. Outcomes in this research consisted of quantitative and qualitative results. Quantitative results stem from methods that examine activity by measuring numeric variables and infer evidence for a theory through the production of numeric outcomes (Field, 2013). Qualitative results originate with methods that examine constructed realities and interactions within the social environment while using non-numeric means to explore ideas and in-depth experiences (Merriam & Tisdell, 2016). This mixed-methods study explores social constructs, CMS, and workplace conflict among workers in the United States. The first strand of this study was driven by research objectives that described participants by CMS, perceptions of external social constructs, perceptions of external social constructs with influence on their dominant CMS, and determined those relationships for quantitative results.

Quantitative Results

Quantitative results in this exploration began with responses from participants who completed and submitted their responses from the combined "What's My Conflict Management Style" and "Perception Survey." The quantitative sample in this study fell short of the target and resulted in 82 participants representing 17.08% of the population, making the study vulnerable. Tabachnick and Fidell (1996) assert samples below 100 face Type I and Type II errors. The sample maintained a 95% confidence level, but the margin of error increased to 9.86%, evidenced by Checkmarket, an online sample size calculator, which calculates the margin of error (http://www.checkmarket.com/sample-size-calculator/). The quantitative sample represented all research participants and led to

a sub-sample of *low-level cooperativeness* CMS participants for the qualitative study. The researcher used participant responses from the combined survey to help address research objectives one through four. The four objectives helped provide numeric data for analysis.

Research Objective 1

Research Objective 1 describes participants by their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle). This objective produced nominal data and was analyzed through frequency distributions. The data are displayed in a table. Nominal data refers to labels or names only, which is synonymous with categorical data (Vogt, 2005). Frequency distributions relate to tallying the number of times a particular type of event occurs in a group of scores (Vogt, 2005). A table arranges a list of details (Nichols, 2018).

The 82 participants in this study resulted in 34 Collaborating Owls, 22 Accommodating Teddy Bears, 3 Compromising Foxes, 16 Competing Sharks, and 7 Avoiding Turtles. Collaborating Owls, Accommodating Teddy Bears, and Compromising Foxes were assigned to a high-medium cooperativeness CMS group, which comprised 59 participants or 72% of the sample. Competing Sharks and Avoiding Turtles were placed in a *low-level cooperativeness* CMS group, representing 23 participants or 28% of the sample.

Participants with one dominant CMS totaled 62 (75.6%), two dominant CMSs 17 (20.7%), and three dominant CMSs 3 (3.7%). The researcher assigned participants with more than one dominant CMS to either a high-medium or *low-level cooperativeness* CMS group. Participants were assigned to one of the two CMS groups based on their

lowest cooperativeness CMS score first and their highest assertiveness score second if a low cooperativeness score was not apparent. The process forced participants with more than one dominant CMS into a specific low cooperativeness or high assertiveness CMS and CMS groups. This action isolated the Compromising Fox CMS. Table 4 displays participants' frequency distributions and percentages by dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle). The majority of high-medium cooperativeness CMS participants self-report as a Collaborating Owl (41.5%) or an Accommodating Teddy Bear (26.8%) with very few self-reporting as a Compromising Fox (3.7%).

Table 4 *Participants' Dominant Conflict Management Style*

Dominant Conflict Management Style	Frequency	Percent
Collaborating Owl	34	41.5%
Accommodating Teddy	22	26.8%
Compromising Fox	3	3.7%
Competing Shark	16	19.5%
Avoiding Turtle	7	8.5%
Total	82	100%

Research Objective 2

Research Objective 2 describes participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race). This objective also produced nominal data and was analyzed

through frequency distributions. The results are displayed in Table 5. Most of the participants self-report as middle-aged (62.2%), somewhat attractive (70.7%), and heterosexual females (67.1%) with very good language skills (76.8%). These participants also self-report as very likable (69.6%) and White (64.6%).

Table 5 *Participants' Perceptions of External Social Constructs*

Perceptions of External Beliefs	Frequency	Percent
Age		
Younger	28	34.1%
Middle Age	51	62.2%
Older	3	3.7%
Attractiveness		
Very Attractive	16	19.5%
Somewhat Attractive	58	70.7%
Not Attractive	8	9.8%
Gender and Sexual Identity		
Heterosexual Male	22	26.8%
Heterosexual Female	55	67.1%
Other Male or Female	5	6.1%
Language		
Very Good	63	76.8%
Somewhat Good	19	23.2%
Not Good	0	0%
Likability		
Very Likable	57	69.5%
Somewhat Likable	25	30.5%
Not Likable	0	0%
Race		
Black	28	34.2%
White	53	64.6%
Other	1	1.2%

Research Objective 3

Research Objective 3 describes participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence (yes or no) on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace. This objective also produced nominal data analyzed through frequency distributions. The results are displayed in Table 6. Most participant perceptions concerning influence on CMS in the workplace were no (76.8%) for age, no (86.6%) for attractiveness, no (81.7%) for gender and sexual identity, no (65.9%) for language, yes (51.2%) for likability, and no (74.4%) for race.

Table 6 *Participants' Perceptions of External Social Constructs Influencing Conflict Management Style in the Workplace*

Perceptions of External Beliefs Influencing Conflict Management Style in the Workplace	Frequency	Percent
Age		
Yes	19	23.2%
No	63	76.8%
Attractiveness		
Yes	11	13.4%
No	71	86.6%
Gender and Sexual Identity		
Yes	15	18.3%
No	67	81.7%

Table 6 (Continued)

Perceptions of External Beliefs Influencing Conflict Management Style in the Workplace		
Language		
Yes	28	34.1%
No	54	65.9%
Likability		
Yes	42	51.2%
No	40	48.8%
Race		
Yes	21	25.6%
No	61	74.4%

Research Objective 4

Research Objective 4 determines relationships between participants concerning their perceptions of external social constructs (age, attractiveness, gender and sexual identity, language, likability, and race) and influence on their dominant CMS (Collaborating Owl, Accommodating Teddy Bear, Compromising Fox, Competing Shark, and Avoiding Turtle) in the workplace. This objective also produced nominal data and was analyzed through six chi-square tests for associations. The results are displayed in narrative structure supplemented by chi-square tables, crosstabulation tables, and Q-Q plots.

The chi-square test for association determines relationships between two categorical variables (Laerd, 2016). Many psychological, social, and behavioral indicators are not distributed normally or approximate a normal distribution poorly

making nonparametric tests, like the chi-square test for association, a practical alternative for social science studies (Newton & Rudestam, 1999). Chi-square tests for associations in this study provided relationships between perceptions of age, attractiveness, gender and sexual identity, language, likability, and race with influence on CMS in the workplace. Categorical variables in this study used weighted cases of frequency data, meaning the total number of cases that fall into a particular category. Field (2013) suggests using weighted cases of frequency data. The test assumptions for chi-square tests are independence and expected frequencies with no values below 5 (Field, 2013). Independence means one data point did not influence another data point, and expected frequencies refer to predicted values when the null hypothesis is true (Field, 2013; Vogt, 2005). The null hypothesis says a researcher's prediction is wrong, and a predicted effect does not exist (Field, 2013). Researchers hope to reject the null hypothesis (Vogt, 2005).

Chi-square tests for associations include relevant tests, a chi-square value, degrees of freedom, and statistical significance. The chi-square value denotes the difference between the observed and expected frequencies of a set of variables (Vogt, 2005). Degrees of freedom represent the number of free entities varying when estimating statistical parameters (Field, 2013). Statistical significance refers to a variable value or measure when significantly larger or smaller than expected by chance alone (Vogt, 2005). A 95% confidence level and 5% margin of error determined statistical significance in this study. Statistical significance is equivalent to the *p* value for chi-square tests. A *p* value is short for probability value meaning the chance a statistic error could occur by sampling error if the null hypothesis were true (Vogt, 2005). A statistic error means the difference between a predicted value and an observation (Vogt, 2005). A sampling error references

inference inaccuracies when a sample replaces an entire population (Vogt, 2005). Chi-square tests for association tables concerning perceptions of external social constructs showing relationships between perceptions of age, attractiveness, gender and sexual identity, language, likability, and race with influence affecting CMS in the workplace appear in Appendix Q.

Odds ratios supplemented statistical significance in this study to convey effect size. Effect size presents several measures of association or the strength of relationships (Vogt, 2005). Odds ratios are measures of association where the odds of less than one show an inverse or negative relationship, equal to one represent no relationship, and greater than one point to a positive relationship (Vogt, 2005). An extension of Cohen's (1988) work in power analysis argued for increased use of odds ratios because it compares the relative odds of the occurrence of an outcome variable, given exposure to a predictive variable (Rosenthal, 1996). Rosenthal (1996) developed qualitative descriptors of effect size for the odds ratio that give meaning: 1.5 = *small* (weak), 2.5 = *medium* (moderate), 4 = *large* (strong), and 10 = *very large* (very strong).

A crosstabulation table, also called a contingency table, presents chi-square data concerning two variables in a grid to make the relationships more obvious (Vogt, 2005). Appendix R displays crosstabulation tables between perceptions of external social constructs concerning age, attractiveness, gender and sexual identity, language, likability, and race with influence that affects CMS in the workplace. The Q-Q plot is short for the quantile-quantile plot, which identifies the quantiles of a variable against the quantiles of a specific distribution (Field, 2013). When an observed value falls on the diagonal line of the plot, it shares the same distribution as the one specified (Field, 2013). Quantile refers

to several ways that divide the total number of cases or observations in a study into equally sized groups having the same quantity (Vogt, 2005). Figures showing Q-Q plots for expected normal and observed values concerning perceptions of external social constructs for age, attractiveness, gender and sexual identity, language, likability, and race with influence appear in Appendix S.

Chi-square tests for associations concerning perceptions of age, attractiveness, gender and sexual identity, language, likability, and race with influence began with age. A chi-square test for an association examined the relationship between perceptions of age and influence on CMS in the workplace. The relationship between perceptions of age and influence on CMS in the workplace was not significant, X^2 (1, N = 82) = .04, p = .848. *Low-level cooperativeness* CMS participants were no more likely than high-medium participants to have their CMS in the workplace influenced by age. Based on the odds ratio, the odds of *low-level cooperativeness* CMS participants influenced by age were .89 times lower than high-medium CMS participants.

A chi-square test for an association examined the relationship between perceptions of attractiveness and influence on CMS in the workplace. The relationship between perceptions of attractiveness and influence on CMS in the workplace was not significant, X^2 (1, N = 82) = 2.26, p = .168. *Low-level cooperativeness* CMS participants were no more likely than high-medium participants to have their CMS in the workplace influenced by attractiveness. One cell had an expected count of less than five, requiring the Fisher's Exact Test. For chi-square tests with expected values below 5, the researcher used a Fisher's Exact Test because it addresses 2 x 2 frequency tables when the expected frequency is too small to trust the use of chi-square (Vogt, 2005). Based on the odds

ratio, the odds of *low-level cooperativeness* CMS participants influenced by attractiveness were .22 times lower than high-medium CMS participants.

A chi-square test for an association examined the relationship between perceptions of gender and sexual identity and influence on CMS in the workplace. The relationship between perceptions of gender and sexual identity was not significant, X^2 (1, N = 82) = 1.30, p = .340. *Low-level cooperativeness* CMS participants were no more likely than high-medium participants to have their CMS in the workplace influenced by gender and sexual identity. One cell had an expected count of less than five, requiring the Fisher's Exact Test. Based on the odds ratio, the odds of *low-level cooperativeness* CMS participants influenced by gender and sexual identity were 1.96 times higher than high-medium CMS participants.

A chi-square test for an association examined the relationship between perceptions of language and influence on CMS in the workplace. The relationship between perceptions of language and influence on CMS in the workplace was not significant, X^2 (1, N = 82) = .20, p = .658. *Low-level cooperativeness* CMS participants were no more likely than high-medium participants to have their CMS in the workplace influenced by language. Based on the odds ratio, the odds of *low-level cooperativeness* CMS participants influenced by language were .79 times lower than high-medium CMS participants.

A chi-square test for association examined the relationship between perceptions of likability and influence on CMS in the workplace. The relationship between perceptions of likability and influence on CMS in the workplace was not significant, X^2 (1, N = 82) = .77, p = .381. *Low-level cooperativeness* CMS participants were no more likely than

high-medium participants to have their CMS in the workplace influenced by being likable. Based on the odds ratio, the odds of *low-level cooperativeness* CMS participants influenced by who liked them were .65 times lower than high-medium CMS participants.

A chi-square test for association examined the relationship between perceptions of race and influence on CMS in the workplace. The relationship between perceptions of race and influence on CMS in the workplace was not significant, X^2 (1, N = 82) = .00, p = .951. *Low-level cooperativeness* CMS participants were no more likely than high-medium participants to have their CMS in the workplace influenced by race. Based on the odds ratio, the odds of *low-level cooperativeness* CMS participants influenced by race were 1.04 times higher than high-medium CMS participants. Table 7 displays results from the chi-square tests of association concerning external social construct perceptions related to influence and includes numbers, percentages, values, probabilities, and odds ratios.

Table 7 *Frequencies and Chi-Square Results for External Social Perceptions and Influence on Conflict Management Style in the Workplace (N = 82)*

Source	Yes		No		X^2	*p* value	Odds Ratio
	n	%	n	%			
Age	19	23.2	63	76.8	.04	.848	.89
Attractiveness	11	13.4	71	86.6	2.26	.168	.22
Gender and Sexual Identity	15	18.3	67	81.7	1.30	.340	1.96
Language	28	34.1	54	65.9	.20	.658	.79

Table 7 (Continued)

Source	Yes		No		X^2	*p* value	Odds Ratio
	n	%	n	%			
Likability	42	51.2	40	48.8	.77	.381	.65
Race	21	25.6	61	74.4	.00	.951	1.04

*$p < .05$.

Qualitative Results

Qualitative results in this exploration began with responses given by *low-level cooperativeness* CMS participants. This study's qualitative sample resulted in 12 volunteers, which were *low-level cooperativeness* CMS participants from the quantitative strand. Smith et al. (2012) recommend twelve cases for IPA Ph.D. studies. *Low-level cooperativeness* CMS participants consisted of two Avoiding Turtles and ten Competing Sharks. During the quantitative strand, these participants volunteered to participate in semistructured interviews. The participants met study criteria, were selected, contributed, and completed interviews guided by qualitative research objectives. Semistructured discussions used the Perspective Questionnaire with Gibbs' Reflective Cycle to question participants and gather data.

The researcher used responses from *low-level cooperativeness* CMS participants to address research objectives five through eight. The objectives provided non-numeric data and drove the qualitative phase of the study. The qualitative strand sought *low-level cooperativeness* CMS participants' perspectives on internal social constructs, influence

on their dominant CMS, determined those relationships, and explored workplace conflict lived experiences. The researcher determined this study's qualitative strand would benefit from background information on *low-level cooperativeness* CMS participants from the quantitative strand to better understand their perceptions and sense-making.

Background Information

Background information on *low-level cooperativeness* CMS participants confirmed their dominant CMS, score, and external perceptions. Lower CMS scores in cooperativeness determined participant order, with Avoiding Turtles taking precedence over Competing Sharks because Avoiding Turtles are lower in both cooperativeness and assertiveness. Background information provided the details on participants' external perceptions of social construct categories for age, attractiveness, gender and sexual identity, language usage, likability, and race with their perceptions of influence (yes or no) on their dominant CMS in the workplace. Background information on *low-level cooperativeness* CMS participants expressing their perceptions began with Alex.

- Participant 1 (Alex) self-identified as an Avoiding Turtle with a verified score of three on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Alex perceives other people think he is a younger, somewhat attractive, heterosexual male with somewhat good language usage. He also perceives other people think he is very likable and White. Alex believes what other people think concerning his age, gender and sexual identity, language usage, likability, and race influence his CMS in the workplace. He also believes what other people think concerning his attractiveness does not influence his CMS in the workplace.

- Participant 2 (Nate) self-identified as a Competing Shark with a verified score of three on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Nate perceives other people think he is a younger, very attractive, heterosexual male with very good language usage. He also perceives other people think he is very likable and White. Nate believes what other people think concerning his age, attractiveness, gender and sexual identity, language usage, and race do not influence his CMS in the workplace. He also believes what other people think concerning his likability influences his CMS in the workplace.
- Participant 3 (Chandler) self-identified as a Competing Shark with a verified score of four on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Chandler perceives other people think of her as a middle-aged, very attractive, heterosexual female with very good language usage. She also perceives other people think she is somewhat likable and Black. Chandler believes what other people think concerning her age, gender and sexual identity, language usage, likability, and race influence her CMS in the workplace. She also believes what other people think concerning her attractiveness does not influence her CMS in the workplace.
- Participant 4 (Shay) self-identified as a Competing Shark with a verified score of four on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Shay perceives other people think of her as a middle-aged, somewhat attractive, heterosexual female with very good language usage. She also perceives other people think she is very likable and Black. Shay

believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, likability, and race do not influence her CMS in the workplace.

- Participant 5 (Stephanie A) self-identified as a Competing Shark with a verified score of four on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Stephanie A perceives other people think she is a middle-aged, somewhat attractive, heterosexual female with very good language usage. She also perceives other people think she is very likable and Black. Stephanie A believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, likability, and race do not influence her CMS in the workplace.
- Participant 6 (June) self-identified as an Avoiding Turtle with a verified score of five on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, June perceives other people think she is a middle-aged, somewhat attractive, heterosexual female with somewhat good language usage. She also perceives other people think she is somewhat likable and Black. June believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, likability, and race do not influence her CMS in the workplace.
- Participant 7 (Lindsey) self-identified as a Competing Shark with a verified score of five on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Lindsey perceives other people think of her as a younger, very attractive, heterosexual female with very good language

usage. She also perceives other people think she is very likable and White. Lindsey believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, and likability influence her CMS in the workplace. She also believes what other people think concerning her race does not influence her CMS in the workplace.

- Participant 8 (Andrea) self-identified as a Competing Shark with a verified score of six on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Andrea perceives other people think she is a younger, somewhat attractive, heterosexual female with very good language usage. She also perceives other people think she is very likable and White. Andrea believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, and race do not influence her CMS in the workplace. She also believes what other people think concerning her likability affects her CMS in the workplace.
- Participant 9 (Hope) self-identified as a Competing Shark with a verified score of seven on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Hope perceives other people think she is a middle-aged, somewhat attractive, heterosexual female with very good language usage. She also perceives other people think she is very likable and White. Hope believes what other people think concerning her age, attractiveness, and race do not influence her CMS in the workplace. She also considers what other people think concerning her gender and sexual identity, language usage, and likability influences her CMS in the workplace.

- Participant 10 (Sherrita) self-identified as a Competing Shark with a verified score of seven on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Sherrita perceives other people think she is a younger, very attractive, heterosexual female with very good language usage. She also perceives others think she is very likable and Black. Sherrita believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, likability, and race do not influence her CMS in the workplace.
- Participant 11 (Stephanie B) self-identified as a Competing Shark with a verified score of seven on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Stephanie B perceives other people think she is a middle-aged, somewhat attractive, heterosexual female with very good language usage. She also perceives others think she is somewhat likable and Black. Stephanie B believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, likability, and race do not influence her CMS in the workplace.
- Participant 12 (Khea) self-identified as a Competing Shark with a verified score of eight on the What's My Conflict Management Style assessment. According to the responses on the Perception Survey, Khea perceives other people think she is a younger, very attractive, heterosexual female with very good language usage. She also perceives others think she is very likable and Black. Khea believes what other people think concerning her age, attractiveness, gender and sexual identity, language usage, likability, and race do not influence her CMS in the workplace.

Collectively, *low-level cooperativeness* CMS participants' perceptions of age in the current strand taken from the quantitative strand split evenly between younger and middle-age. Somewhat attractive, heterosexual female, very good language, very likable, and Black represented the majority of perceptions for *low-level cooperativeness* CMS participants. Perception percentages for *low-level cooperativeness* CMS participants secured from the quantitative strand were consistent across the board with survey participants' perception percentages in the quantitative strand, with the only exception being higher Black perception percentages. Black perception percentages represented 34.2% for survey participants in the quantitative strand and 58.3% for *low-level cooperativeness* CMS participants in the qualitative strand. Table 8 displays qualitative *low-level cooperativeness* CMS participants' perceptions of external social constructs.

Table 8 *Low-Level Cooperativeness CMS Participants' Perceptions of External Social Constructs*

Perceptions of External Beliefs	Frequency	Percent
Age		
Younger	6	50%
Middle Age	6	50%
Older	0	0%
Attractiveness		
Very Attractive	5	41.7%
Somewhat Attractive	7	58.3%
Not Attractive	0	0%

Table 8 (Continued)

Gender and Sexual Identity		
Heterosexual Male	2	16.7%
Heterosexual Female	10	83.3%
Other Male or Female	0	0%
Language		
Very Good	10	83.3%
Somewhat Good	2	16.7%
Not Good	0	0%
Likability		
Very Likable	9	75%
Somewhat Likable	3	25%
Not Likable	0	0%
Race		
Black	7	58.3%
White	5	41.7%
Other	0	0%

Low-level cooperativeness CMS participants believed perceptions of age, attractiveness, gender and sexual identity, language, and race did not influence their CMS in the workplace. Their perceptions concerning the influence of likability on their CMS in the workplace split evenly between yes and no. Table 9 displays *low-level cooperativeness* CMS participants' perceptions of external social constructs influencing their CMS in the workplace.

Table 9 *Low-Level Cooperativeness CMS Participants' Perceptions of External Social Constructs Influencing Conflict Management Style in the Workplace*

Perceptions of External Beliefs Influencing Conflict Management Style in the Workplace	Frequency	Percent
Age		
Yes	3	25%
No	9	75%
Attractiveness		
Yes	1	8.3%
No	11	91.7%
Gender and Sexual Identity		
Yes	4	33.3%
No	8	66.7%
Language		
Yes	4	33.3%
No	8	66.7%
Likability		
Yes	6	50%
No	6	50%
Race		
Yes	2	16.7%
No	10	83.3%

Research Objective 5

Research Objective 5 describes *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, socioeconomic status, and trust). This objective produced nominal data analyzed through frequency distributions. The results are displayed in Table 10. Most participant perspectives were associated with the suburban geographic location

(83.3%), high morality (66.7%), Democratic Party (66.7%), medium religiosity (58.4%), medium socioeconomic status (41.7%), and a medium level of trust (50%).

Table 10 *Low-Level Cooperativeness CMS Participants' Perspectives on Internal Social Constructs*

Perspectives on Internal Values	Frequency	Percent
Geographic Location		
Urban	2	16.7%
Suburban	10	83.3%
Rural	0	0%
Morality		
High	8	66.7%
Medium	4	33.3%
Low	0	0%
Political Affiliation		
Democratic Party	8	66.7%
Republican Party	2	16.7%
Other	2	16.7%
Religiosity		
High	3	25%
Medium	7	58.3%
Low	2	16.7%
Socioeconomic Status		
High	4	33.3%
Medium	5	41.7%
Low	3	25%
Trust		
High	4	33.3%
Medium	6	50%
Low	2	16.7%

Research Objective 6

Research Objective 6 describes *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace and confirm why or not. Clarification shows the depth of individual perspectives. Content analysis and recurring themes provide a narrative structure (Merriam & Tisdell, 2016; Smith et al., 2012). The narrative structure used for this research objective supports a group-level analysis that summarizes and condenses to illustrate significant qualitative results addressing the core of participants' thinking and experiences. Content analysis helps explore meanings, symbolic qualities, and expressions from subjects captured in documentation through unobtrusive techniques (Merriam & Tisdell, 2016). Recurring themes are extended phrases or sentences that appear regularly, built from code identifying data by concerns or meaning (Saldana, 2016).

Content analysis and meaning for this objective were secured through the Perspective Questionnaire and *low-level cooperativeness* CMS participants' responses. Participant responses pertained to their perspectives on internal social constructs concerning geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust with influence affecting their dominant CMS in the workplace. *Low-level cooperativeness* CMS participants attaching meaning to geographic location viewed it as their roots, where they were from, or a way of interacting with other people. Other *low-level cooperativeness* CMS participants did not value geographic location and merely saw it as a physical location and where they lived but did not consider their roots

geography. *Low-level cooperativeness* CMS participants placing meaning on morality saw it as fair treatment and decision-making. Other *low-level cooperativeness* CMS participants did not appreciate morality. They viewed it as nonrelated. *Low-level cooperativeness* CMS participants who valued political affiliation believed it meant compromise and inclusiveness. Other *low-level cooperativeness CMS* participants did not value political affiliation or see a connection. L*ow-level cooperativeness* CMS participants appreciating religiosity reported meaning as honest, fair, and kind. Other *low-level cooperativeness* CMS participants did not value religiosity and considered it irrelevant. *Low-level cooperativeness* CMS participants who placed meaning on socioeconomic status believed opportunities to engage and assert oneself are significant. Other *low-level cooperativeness* CMS participants did not appreciate socioeconomic status or recognize its significance. Trust concerned collaboration without being guarded for most *low-level cooperativeness* CMS participants who attached meaning to the construct. There was only one *low-level cooperativeness* CMS participant who did not value the power of trust and felt it had no bearing on her CMS.

The researcher identified six recurring themes from completed Perspective Questionnaires representing *low-level cooperativeness* CMS participants' perspectives on internal social constructs influencing their CMS in the workplace. The recurring themes aligned with *low-level cooperative* CMS participants' responses concerning perspectives on geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust. Recurring themes for this research objective were operationalized as two or more data points. Two or more data points meet the criteria for this study based on the

Pareto Principle or 80/20 Rule benchmark, asserting 80% of outcomes result from 20% of cases (Westcott, 2014).

Low-level cooperativeness CMS participants' responses were recorded and transcribed so that the researcher who listened to recorded interviews could use IPA methods for analysis. The researcher read, re-read, noted, developed emergent themes, searched for connections across emergent themes, and moved to the next case looking for patterns across *low-level cooperativeness* CMS participants' perspectives for meaning. IPA methods supplemented by the researcher for this objective were to highlight categorical answers and yes or no responses for subsequent aggregation, which supported theme development. Appendix T shows the supplemental process used by the researcher. Categorical answers and yes or no responses were followed by clarifying information to help explain individual *low-level cooperativeness* CMS participants' perspectives. The recurring themes for this objective communicate the researcher's evaluation and analysis of *low-level cooperativeness* CMS participants' perspectives on internal social constructs.

- Theme 1 *Urban and suburban geographic locations affect workplace CMS.*
- Theme 2 *High and medium morality shape workplace CMS.*
- Theme 3 *Democratic Party affiliation affects workplace CMS.*
- Theme 4 *High and medium religiosity shape workplace CMS.*
- Theme 5 *High and medium socioeconomic status affect workplace CMS.*
- Theme 6 *High, medium, and low trust shape workplace CMS.*

The content analysis and recurring themes that capture and describe *low-level cooperativeness* CMS participants regarding their views on internal social constructs and influences on CMS in the workplace were secured through participant questioning. The

Perspective Questionnaire interview portion of this exploration provided the foundation for *low-level cooperativeness* CMS participant responses supporting content and analysis and recurring theme development for this objective. Figure 5 illustrates themes showing *low-level cooperativeness* CMS participants' perspectives on relationships between geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust that affect and shape their CMS in the workplace.

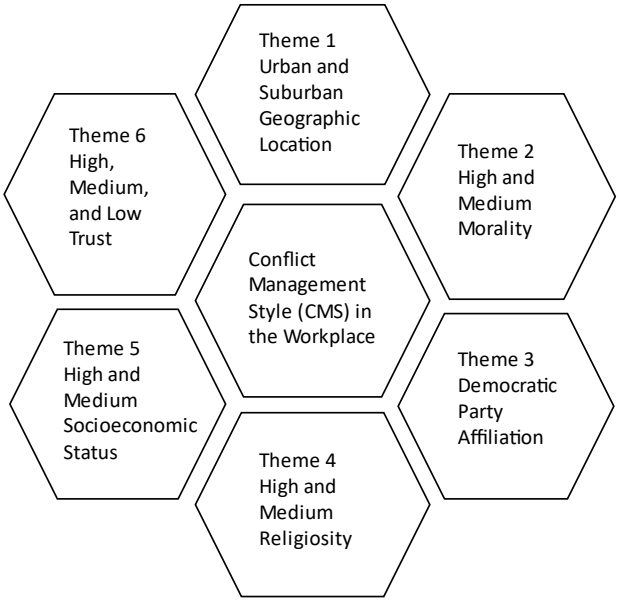


Figure 5. Perspectives Affecting and Shaping Conflict Management Style in the Workplace

The Perspective Questionnaire interview portion of this exploration provided the foundation for *low-level cooperativeness* CMS participant responses contributing to theme development.

Theme 1 Urban and Suburban Geographic Locations Affect Workplace CMS

Geographic location perspectives gave voice to *low-level cooperativeness* CMS participants through questioning. Perspectives on geographic location question one asked

participants what geographic location fit them most? The options were urban, suburban, or rural. Question two supported the first question and asked, does the geographic location that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not? Affirmative *low-level cooperativeness* CMS participants' responses to these questions follow.

- Suburban. Yes. I guess just because it's my upbringing. It's where I've lived all my life and I can only assume that that has an impact on me and the people that I'm most used to dealing with are in my same socioeconomic class. (Alex)
- Suburban. Yes. So being in a suburban area, I come into contact with individuals who I feel aren't able to resolve conflict, agree to disagree without being revengeful or remorseful. So that does impact the way that I resolve conflict. I think that I negotiate a little bit more, and I don't think I would necessarily do that in an urban area. I would think that individuals in an urban area would be more accustomed to disagreeing, and once they've disagreed and whatever the conflict is finished, they can move on. In contrast to in a suburban area, people hold on to grudges, and they're remorseful. So, that's why that impacts that. (Chandler)
- Urban. Yes. Well, because for me, I like for people to be a certain way. I'm a more straightforward, no-nonsense type of person. So, I would like for people that I work with to be the same way. (June)
- Suburban. Yes. I grew up in a rural area, and I feel I've always had this idea that people that lived more in suburbia or the city were perhaps more. I'm trying to think of the right word. More intelligent maybe, than people that lived in the country. And so, I think I was a bit shyer and reserved when I lived there until I

moved here and realized that, oh, people are just people, wherever you live, and it doesn't have anything to do with your intelligence, which would directly relate to my ability to have the confidence I think, to manage conflict. So, I think that my geographic location now, I've learned by living in different places that people are people wherever you are. (Hope)

- Urban. Yes. By me being a city girl, I think that I am a little - at work, you can't bully me. Is that proper to say? Like, because I'm from the city, I'm very good with picking up on people, and I can't be run over. (Sherrita)
- Suburban. Yes. Well, personally, everybody who's in that location deals in the same way that I would deal. We also have the same mindset. (Stephanie B)

Theme 2 High and Medium Morality Shape Workplace CMS

Morality perspectives gave voice to *low-level cooperativeness* CMS participants through questioning. Perspectives on morality question three asked participants what level of morality fit them most? The options were high, medium, or low. Question four supported the third question and asked whether the level of morality that fits you most influences your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not? Affirmative *low-level cooperativeness* CMS participants' responses to these questions were the following.

- High. Yes. I think - Yes, I think so because, with any type of conflict, I think being honest with yourself and being honest with whoever you may have the conflict with is an important way to manage that conflict. And I think honesty would fall within morality. (Nate)

- High. Yes. I want to treat others how I want to be treated. I'm someone who, if I am in the wrong, then I'm willing to apologize. I do try to avoid at all cost conflict. However, I'm not afraid to confront issues when I need to confront them. But I think being of someone of high moral standard, if I see something that needs to be addressed, I address it because I feel that if you don't address it, then it's not being truthful, and I'm always trying to work towards being as transparent as possible. (Chandler)
- High. Yes. Because I believe my morality affects the way I make my decisions and the way I treat those that I interact with as well. (Shay)
- High. Yes. Because I feel like you should treat people fairly and you should treat them the way you would like to be treated. And so, I always keep that in mind when I'm dealing with people in the workplace. (Stephanie A)
- Medium. Yes. I think so, but let me think about how to answer this. I mean, because there are certain things in the workplace, like you, talking about conflict management, that's important to me. And I think certain things... certain decisions are important, but I also feel I don't get too worked up in other people's opinions or other people's outlooks on things. So, that's why I kind of find myself in the middle. I'm just very going with the flow. However, I want things to be - I feel like there are things that need to be right. But I guess I kind of find myself moderate. I mean, I do. Cause I think I don't get worked up about things. If we're talking about conflict, I feel like I can go with the flow. I can give in. I can fight something important, but I can always kind of find an even ground and work it out. (Lindsey)

- Medium. Yes. Definitely. Well, I think that morality and your idea of judgment are how you're going to approach different situations and what you think is going to be important in dealing with other people. So, I think it would have a huge impact on how you're going to manage conflicts, whether you think that you're treating people fairly or not. (Andrea)
- High. Yes. I think that, because I see through that moral lens, what is right and wrong, things that are unethical or wrong hit me like, oh, I feel that like, oh that's wrong. And so, it's hard for me to just let that go or overlook it because of that sense of morality. So, I think that typically I am more of wanting to - I like to get things out in the open, and I think that it's hard for me just to say, wow, that was wrong, but I'm not going to say anything. So, that affects my conflict management, I think, in the workplace. (Hope)
- High. Yes. Because I love the Lord, and I'm not going to mistreat people. I'm going to treat you like you treat me - I'm not going to treat you like you treat me. I'm going to be kind all the time. (Sherrita)
- High. Yes. Well, for myself, if my morals aren't in the right place, then my obligation is not good. I have to be able to invest in what I'm doing, and I've got to be; I don't know I'm going to be morally correct when I do it. I mean, I don't believe in cheating, lying, and stealing, so that goes against all my morals. If that's being practiced, I don't want to be part of that. (Stephanie B)
- High. Yes. Because I feel like you have to bring the morality and the positive attitude to be able to do your job and also think clearly and assert yourself when you need to. (Khea)

Theme 3 Democratic Party Affiliation Affects Workplace CMS

Political affiliation perspectives gave voice to *low-level cooperativeness* CMS participants through questioning. Perspectives on political affiliation question five asked participants what political affiliation fit them most? The options were Democratic Party, Republican Party, or Other (Libertarian Party, Green Party, Constitution Party, etcetera). Question six supported the fifth question and asked whether the political affiliation that fits you most influences your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not? Affirmative *low-level cooperativeness* CMS participants' responses to these questions were the following.

- Democratic Party. Yes. I think that it does influence it. I think that part of being a member of the democratic party is trying to compromise, hear all sides of a story, and then try to make the best decision that will influence or positively influence the most people. So, I think my willingness to listen, my willingness to compromise, my willingness also to think outside of the box is influenced by my political party. (Chandler)
- Democratic Party. Yes. Because I feel like being a Democrat, the Democratic party normally speaks for minorities, and I'm a minority. So, I always want to be the voice in my workplace for minorities or people that will not speak up about certain things, and also make sure our point of view and our voice are heard, and we're represented. (Khea)

Theme 4 High and Medium Religiosity Shape Workplace CMS

Religiosity perspectives gave voice to *low-level cooperativeness* CMS participants through questioning. Perspectives on religiosity question seven asked

participants what level of religiosity fit them most? The options were high, medium, or low. Question eight supported the seventh question and asked, does the level of religiosity that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not? Affirmative *low-level cooperativeness* CMS participants' responses to these questions follow.

- Medium. Yes. I think with my upbringing, I mean, I grew up in church, and I think it goes back to morality. I think there's a little bit of an overlap there. So, I think growing up in church; we're raised with a sense of morals and religion and what is right and what is wrong. And I think it goes back to honesty, which can fall back into this category as well. (Nate)
- Medium. Yes. I think in being of faith or a Christian, that one of the tenets is forgiveness. And so, when I am dealing or confronting with conflict, one of those aspects is to try to be as fair as possible, as open-minded as possible, and forgiving as possible if I'm rubbed the wrong way, or if I'm not necessarily treated the way that I think I should be treated during the conflict or afterward. So, I think the aspect of forgiveness is a result of the Christian entity and me forgiving. And then also, if I have wronged someone or maybe perceive to have wronged someone, ask for forgiveness. (Chandler)
- High. Yes. I think that goes with; I think that religion affects my morality because I see through the lens of my religious beliefs, which influence my moral beliefs, and my moral beliefs drive my character. Or what I hope to be my character. So, that has an outflow, I would say through moral. I guess in the

workplace, it would be like, that influence would be moral and ethical situations that might occur at the workplace. (Hope)

- High. Yes. I'm going to be kind to - oh, yes, you are. (Sherrita)
- Medium. Yes. Because with my religion, I feel like you should be fair. You should be empathetic and sympathetic towards people. So, I make sure that even though I feel a certain way, I'm always thinking about the moral of it. And is it morally, right? Is it morally wrong? So, I think my religion guides my moral compass when making right and wrong decisions. (Khea)

Theme 5 High and Medium Socioeconomic Status Affect Workplace CMS

Socioeconomic status perspectives gave voice to *low-level cooperativeness* CMS participants through questioning. Question nine perspectives on socioeconomic status asked participants what level of socioeconomic status fit them most? The options were high, medium, or low. Question 10 supported the ninth question and asked, does the level of socioeconomic status that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not? Affirmative *low-level cooperativeness* CMS participants' responses to these questions follow.

- Medium. Yes. I think that socioeconomic status allows engaging with others who are open-minded, attend institutions of higher education, have access to books and technology, develop thoughts and perceptions, learn to navigate the world, and navigate people and navigate conflicts. (Chandler)

- High. Yes. I think because I come in just feeling like I belong and I'm not less than anybody else who's there, so I feel like that makes me more assertive. (Stephanie A)

Theme 6 High, Medium, and Low Trust Shape Workplace CMS

Trust perspectives gave *low-level cooperativeness* CMS participants voice through questioning. Question 11 on perspectives asked participants what level of trust for other people fits them most? The options were high, medium, or low. Question 12 supported Question 11 and asked, does the level of socioeconomic status that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not? Affirmative *low-level cooperativeness* CMS participants' responses to these questions follow.

- High. Yes. Because a lot of collaboration is built upon the trust of assuming someone will get back to you in a certain amount of time, and that will determine how pushy you are or if you nag someone. And so, I think in those ways, because I'm trusting of people, it makes me a little less pushy or has a little less of a presence at risk of being naggy. (Alex)
- High. Yes. With the people I work with the most in the workplace, I know them well. I trust them, and I also trust that their response to certain conflicts is going to be consistent. So, knowing how or having a good idea of how they may respond to conflict helps me have a game plan for conflict management with that person. (Nate)
- Medium. Yes. Not being able to trust colleagues or individuals in a workplace, results in constantly being guarded. And I also feel not necessarily being able to

be a truly authentic person professionally or personally in the workplace. And, so that would be the reason why. (Chandler)

- Medium. Yes. Because if I don't trust that people have my best interests at hand, then that means that I have to work harder to get what I need, to get my needs met, or to get what I need career-wise. (Stephanie A)
- Medium. Yes. It's because if I can't trust you, my management style is going to be a little bit of hesitation to communicate. (June)
- High. Yes. Because I feel like when you're at work, and you're working with other people and especially on projects and things that are important and need to be done, if I don't trust you or if I don't feel like you're someone I can work with, and I can count on you, I feel like that's a negative outcome for me typically. I feel like trust is super important when it comes to being on the job, and again, if I don't trust you, I don't feel like we're going to work as well together. (Lindsey)
- Medium. Yes. I think that your level of trust in people to sort of get things done, particularly in the workplace, is going to influence how you treat coworkers, whether you can rely on them or not. So, that would influence how you would approach them about anything that comes up. (Andrea)
- Medium. Yes. I think because I have this thought of trust but verify. And so, I think my style is I like to observe people's behavior, and then I size them up. Like is this person trustworthy or untrustworthy? And, then I can understand better how to approach that person when it comes to disagreements or things like that. Because I find certain passive-aggressive types or things like that will tend to talk about other people. And, so then, I don't necessarily trust that person as much, so

that will affect what I share with them. And then how I guess honest, I am in certain situations. (Hope)

- Low. Yes. Because I don't work in payroll, some documents I have to keep confidential, but there are some things I have to share with a trusted person that's on my team that may not be privy to others. (Sherrita)
- High. Yes. Because I need to know that person or people or a particular group of people that I'm working with or working under or next to that we all have the same motivation and that we all are willing to stand up for one another if we need to. I need to be able to trust who I'm working with. Because once again, everybody else's backstabbing. So, I need to make sure that my group we're all in it together. (Stephanie B)
- Low. Yes. Because I don't trust people outrightly. I always wonder where people's intentions are coming from. So, I'm kind of a person that has to feel someone out to make that decision. (Khea)

Research Objective 7

Research Objective 7 determines relationships between *low-level cooperativeness* CMS participants regarding their perspectives on internal social constructs (geographic location, morality, political affiliation, socioeconomic status, and trust) and influence (yes or no) on their dominant CMS in the workplace. This objective also produced text data and was analyzed through a null and alternative hypothesis, providing direct rival explanation and interpretation. Huck and Sandler (1979) and Yin (2009) suggest using direct rival explanation and interpretation. The method of multiple working hypotheses (MMWH) expands on null and alternative hypotheses to reduce the potential of a ruling

theory and secure practical significance (Chamberlin, 1992). The MMWH represents a family of assumptions conveying plurality among possible predictions and outcomes through fact-finding to overcome the blindness of a single ruling theory (Chamberlin, 1992).

The null hypothesis represents a premise researchers hope to reject by substantiating the opposite (Vogt, 2005). An alternative hypothesis or rival theory improves the perception of fairness and thoughtfulness on behalf of the researcher while challenging and requiring critical thinking for predictions and preconceived notions that wrongly advocate a particular issue resulting in a ruling theory (Huck & Sandler, 1979; Yin, 2009). A ruling theory presents original tentative theory, which materializes into primary theory due to a researcher's quest to reach an interpretation, explanation, or prove conjecture (Chamberlin, 1992).

Practical significance refers to a subjective matter of judgment, requiring no statistical tests (Vogt, 2005). Practical significance for this research objective was operationalized as two or more data points. The data points convey *low-level cooperativeness* CMS participants' perspectives on internal social constructs that influence their CMS in the workplace. Two or more data points meet the criteria for this study based on the Pareto Principle or 80/20 Rule benchmark, asserting 80% of outcomes result from 20% of cases (Westcott, 2014). This 20% of cases are known as the vital few (Westcott, 2014). *Low-level cooperativeness* CMS participants in the qualitative strand represent the vital few in the current study. Qualitative results for this objective confirm the number of *low-level cooperativeness* CMS participants valuing geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust as influencers

that affect or shape their CMS in the workplace. The null and alternative hypotheses supported by the MMWH that follow corroborate the number of *low-level cooperativeness* CMS participants' values or data points.

Null and Alternative Hypotheses

The null and alternative hypotheses driving the process for this objective follow.

H_0. Perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) do not influence CMS in the workplace.

H_a. Perspectives on internal social constructs (geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust) influence CMS in the workplace.

Method of Multiple Working Hypotheses (MMWH)

The supporting MMWH conveying plurality for the null and alternative hypotheses and overall numbers concerning geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust were the following.

Geographic Location. The following null and alternative hypotheses with respective *low-level cooperativeness* CMS participant values and data points address geographic location.

H_{01}. Perspectives on geographic location do not influence CMS in the workplace.

- Six participants did not value the influence of geographic location on their CMS in the workplace.

H_{a1}. Perspectives on geographic location influence CMS in the workplace.

- Six participants valued the influence of geographic location on their CMS in the workplace.

Morality. The following null and alternative hypotheses with respective *low-level cooperativeness* CMS participant data points concern morality.

H_{02}. Perspectives on morality do not influence CMS in the workplace.

- Two participants did not value the influence of morality on their CMS in the workplace.

H_{a2}. Perspectives on morality influence CMS in the workplace.

- Ten participants valued the influence of morality on their CMS in the workplace.

Political Affiliation. The following null and alternative hypotheses with respective *low-level cooperativeness* CMS participant data points address political affiliation.

H_{03}. Perspectives on political affiliation do not influence CMS in the workplace.

- Ten participants did not value the influence of political affiliation on their CMS in the workplace.

H_{a3}. Perspectives on political affiliation influence CMS in the workplace.

- Two participants valued the influence of political affiliation on their CMS in the workplace.

Religiosity. The following null and alternative hypotheses with respective *low-level cooperativeness* CMS participant data points concern religiosity.

H_{04}. Perspectives on religiosity do not influence CMS in the workplace.

- Seven participants did not value the influence of religiosity on their CMS in the workplace.

  H_{a4}. Perspectives on religiosity influence CMS in the workplace.

- Five participants valued the influence of religiosity on their CMS in the workplace.

Socioeconomic Status. The following null and alternative hypotheses with respective *low-level cooperativeness* CMS participant data points address socioeconomic status.

H_{05}. Perspectives on socioeconomic status do not influence CMS in the workplace.

- Ten participants did not value the influence of socioeconomic on their CMS in the workplace.

  H_{a5}. Perspectives on socioeconomic status influence CMS in the workplace.

- Two participants valued the influence of socioeconomic status on their CMS in the workplace.

Trust. The following null and alternative hypotheses with respective *low-level cooperativeness* CMS participant data points concern trust.

H_{06}. Perspectives on trust do not influence CMS in the workplace.

- One participant did not value the influence of trust on their CMS in the workplace.

  H_{a6}. Perspectives on trust influence CMS in the workplace.

- Eleven participants valued the influence of trust on their CMS in the workplace.

Research Objective 8

Research Objective 8 helped explore *low-level cooperativeness* CMS participants' workplace conflict lived experiences through content analysis and recurring themes. Content analysis and recurring themes used a narrative structure for this objective. Merriam and Tisdell (2016) and Smith et al. (2012) suggest using a narrative structure. The narrative structure supports a group-level analysis that summarizes and condenses to illustrate qualitative results the researcher considers significant and addresses the core of participants' thinking and experiences (Smith et al., 2012).

Content analysis originated from *low-level cooperativeness* CMS participants' descriptions that included bosses, coworkers, and processes as contributors to workplace conflict. Reactions and feelings *low-level cooperativeness* CMS participants associated with a workplace conflict were anger and rejection. *Low-level cooperativeness* CMS participants' evaluations of workplace conflict showed the positive benefits of learning and action offset the negative costs of discomfort. For *low-level cooperativeness*, CMS participants, knowledge, flexibility, and power were essential in workplace conflict analyses to make sense of issues. *Low-level cooperativeness* CMS participants thought being considerate, direct, and open-minded were good traits when making conclusions about dealing with others in workplace conflict. *Low-level cooperativeness* CMS participants' actions plans for future workplace conflict included better communication, information gathering, doing nothing, and escalating issues to a higher authority.

The researcher developed six recurring themes representing *low-level cooperativeness* CMS participants' workplace conflict experiences. The recurring themes aligned with *low-level cooperative* CMS participants' recollections concerning

workplace conflict descriptions, feelings, evaluations, analyses, and conclusions with personal actions plans for future conflicts at work. Recurring themes for this research objective were operationalized as two or more data points. Two or more data points meet the criteria for this study based on the Pareto Principle or 80/20 Rule benchmark, asserting 80% of outcomes result from 20% of cases (Westcott, 2014).

Low-level cooperativeness CMS participants' memories and intentions were recorded, transcribed, and reviewed for analysis. The researcher used IPA methodology to read, re-read, note, develop emergent themes, search for connections across emergent themes, and move to the next case looking for patterns across *low-level cooperativeness* CMS participants' workplace conflict lived experiences for meaning (Smith et al., 2012). IPA methods supplemented by the researcher for this objective were to highlight interesting, similar, or redundant words with notes placed in the left-hand margin of the printed text to support the development of themes. Appendix U shows the supplemental process used by the researcher. The recurring themes for this objective communicate the researcher's evaluation and analysis of *low-level cooperativeness* CMS participants' perspectives on workplace conflict experiences.

- Theme 1 *Descriptions of workplace conflict include bosses, coworkers, and processes.*
- Theme 2 *Reactions and feelings for workplace conflict include anger and rejection.*
- Theme 3 *Evaluations of workplace conflict include learning and action.*
- Theme 4 *Analyses of workplace conflict include knowledge, flexibility, and power.*

- Theme 5 *Conclusions of workplace conflict include consideration, directness, and open-mindedness.*
- Theme 6 *Personal action plans for workplace conflict include communication, information, nothing, and escalation.*

The content analysis and recurring themes that capture and describe *low-level cooperativeness* CMS participants' workplace conflict lived experience responses were secured through participant questioning. The participant questioning procedure used Gibbs' Reflective Cycle for semistructured interviews (Gibbs, 2013). Questions supporting the narrative structure consisted of open-ended probes concerning descriptions, feelings, evaluations, conclusions, and personal action plans. The only instructions given to respondents were to recall a workplace conflict experience in which they were directly involved. And the other person had to be in a higher position, a peer of theirs, but not an employee or junior-ranking worker. Positional authorities and groups have an advantage over individual workers in conflict situations because of power (Forsyth, 2014). Power provided the rationale for choosing a workplace conflict experience to discuss. Figure 6 illustrates themes showing connections between *low-level cooperativeness* CMS participants' Gibbs' Reflective Cycle descriptions, reactions and feelings, evaluations, analyses, conclusions, and personal action plans to workplace conflict lived experiences.

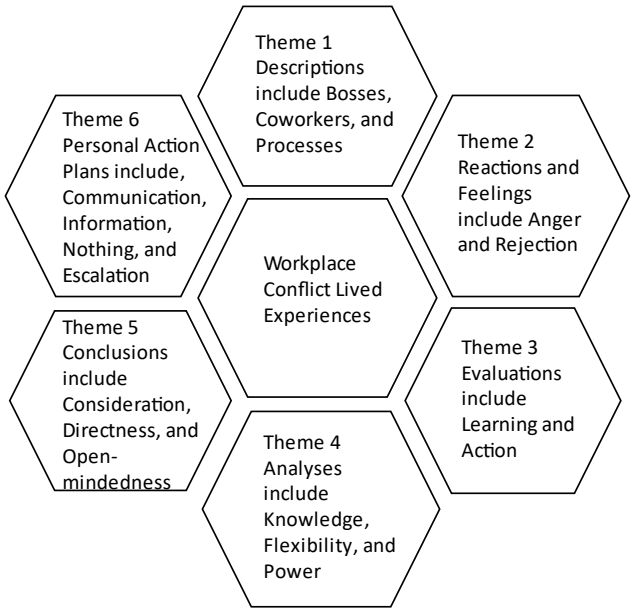


Figure 6. Gibbs' Reflective Cycle Connection to Workplace Conflict Lived Experiences

The Gibbs' Reflective Cycle interview portion of this exploration provided the foundation for *low-level cooperativeness* CMS participant responses contributing to theme development.

Theme 1 Descriptions of Workplace Conflict Include Bosses, Coworkers, and Processes

Descriptions of past workplace conflict situations gave voice to *low-level cooperativeness* CMS participants' experiences through the first question. The first question asked participants to describe what happened.

- It was someone who was on my level, totally on my level, and essentially, I'm sorry, I'm trying to put it into words. We were coworkers, and it was an event planning job. And I went through with a decision without asking their permission, and this was something that they were offended by, rightfully so. Things kind of were awkward after that between us because of a lack of communication. (Alex)

- I moved into my current role in March of 2020. My role is the Clinical Coordinator. So, managing clinical sites, overseeing students while they're on clinical sites, also overseeing that each student performs the required amount of certain skills or graduation requirements while on their clinical shift. So, moving into this position, there was no one moving out of my position. So, it was a very needed position. And it was also a neglected position for the last few years. So, moving into this position, there were several things that I wanted to update or change or attempt to make better. And in trying to do so and trying to increase the amount of some of the graduation requirements on it, basically a pretty good no from the program director of the program. So, in trying to increase some of the graduation requirements I was met with basically; maybe now is not the best time for that. So that was it. (Nate)
- Earlier in my career, I served in a programming role in a small office at a four-year institution in a rural setting. And my responsibility was to provide cultural, socioeconomic, and educational programming to minority students. And then also to provide cultural and diversity programming to the institution. And trying to develop programming, I wanted to enhance what the office had previously done as far as programming, providing access and providing knowledge on campus. And I presented my programming plan, which was a very rigorous programming plan, including programming, training, field trips, cultural workshops, and things of that nature, to my supervisor, who was a director at the time, and it wasn't accepted. The supervisor felt that I was doing too much, in their opinion. And this thought was not derived because of the quantity of

programming, but because the quality of the programming, the amount of programming, and the results that I had previously seen in offering to program just highly surpassed hers and her reputation. And so, the conflict came when I sat down calmly, in a professional manner, with the supervisor and explained that our role was to provide social and cultural awareness to the campus community and beyond. And that I didn't think that it was fair to ask me to scale back the quality and the quantity of my programming just so that I could fit what she thought was acceptable or to downplay my expertise in the area to make her look good or to not upstage her. And so, we debated back and forth on what we were going to offer, why we were going to offer it, and what the programming would look like. And ultimately, we both had to speak with someone who was even above her, just because I didn't feel like I was getting the support that I needed to grow, not only professionally but also to help the campus grow. And in the end, I was able to execute my programming, and I was very successful in that. And that was the end of that. (Chandler)

- In this particular environment, it was my supervisor that the conflict was with. Though she was very knowledgeable about the work that we had to do, the way that she dealt with me, as far as the interaction, the way I was spoken to, the way directors were given was very inappropriate. It had to be addressed. (Shay)
- I'll go with a colleague of mine. We both were faculty members in the program that I teach in, with this engineering technology. And, we had a conflict, we have lab tutors, and we had a conflict when it came to creating schedules for lab tutors

and treating lab tutors equally and as professionals requiring that they meet specific standards. (Stephanie A)

- I had a conflict with one of my supervisors. With the information, as far as who was in charge of the floor, there was an employee who had, or a coworker I should say, who had named themselves as an office manager, but we were all on the same level. Eventually, there was a conflict there until the supervisor found out what level everyone was, then the conflict resolved itself. (June)
- So, the person that I had reported to for several years, I guess you could say, moved up a level where there was now a supervisor in between us. So, I had reported to this person for six, seven years, and now suddenly I had this person was now my boss's boss. So, I had a boss, and then this other person was higher than that. And it was very hard for me to go to someone between, so I kind of kept going around to the person that I was used to reporting to. And my new supervisor did not like that. She felt like that chain of command was broken, and she confronted me. I mean, that's kind of what happened. That's where it started. (Lindsey)
- Okay. I can think of a small one, I guess. So, the description of it would be that we were working in a group of people to implement a new set of lab procedures. So basically, working as a curriculum advisory panel to figure out some new lab procedures that we can implement and a course. And I guess, I don't know if it's directly counted as conflict, but there was a specific lab which I was in favor of getting rid of, and some of the other people wanted to keep on basically. So that would be the only sort of direct conflict with others I can think of in my role,

which is generally pretty individual or independent. I have a lot of independence. (Andrea)

- So, there was a time that I worked for - My supervisor was very rigid and type A, I would say. And I would describe at the time, I've grown some since then, but I was younger, and I was hard on myself. And so, she - So, I was constantly trying to do a really good job. And she was just always critical about timeliness and documentation and things that we did when we were working together. And I remember tensions building over time. And there was a time I came in about five minutes late, and she pulled me into her office and just started giving me a difficult time because I was late. And I think this was rather atypical of me, but I got really upset and just told her that she needed to back off and that it wasn't that big of a deal. And she needed to relax a little bit because things were just so tense. And so, I remember that was - I was thinking about this the other day, and I realized I was wrong. I was late. She was right. But I think it was more of the way that she presented it to me just rubbed me the wrong way because of her intensity. (Hope)
- Gosh, I have plenty of scenarios because I've been with this state for 18 years. So, I will go with one where somebody was my supervisor, direct report. And the situation with him was he was a new guy to the agency where I was, and he micromanaged and didn't understand that I had already been doing my job, and I don't need you looking over my shoulder. And he did that a lot. So, I wouldn't share, like she would want people to CC him on every email that had nothing to do with him. And he would ask me to do that, and I would not, and he called a

meeting with our executive director and said that "No, I don't even know what she does. I don't get copied on any emails." Sir, why do you need to know what I do? I mean, I'm doing my job. I did it before you came. So, what happened was we had a meeting with the executive director, and she was on my side to let him know you don't have time in your role to micromanage her because the work is being done. And the reason why it came to us getting to the executive director, because he frustrated me a lot with the micromanaging, now that he was like - Oh, he was like an OCD type of person, with papers and numbers and wanting to know everything. And it bothered me. It made me cry a few times. After all, I couldn't speak out because I was younger in my career, and I didn't want to piss anybody - Ooh, sorry. I didn't want to make anybody upset, but I had more education than him. I have more knowledge than he did, but he was my supervisor. So, I had to go. I spoke to a coworker about the situation, which is how we ended up. She directed me. She was like, "Just call a meeting." And we had the meeting, and once he had an understanding from my director, he left me alone, and we became best buds. (Sherrita)

- Well, what happened was we had an incident where we were counting drawers, and I was seated in a chair, and I wasn't doing anything, and the manager decided that he felt that I should be doing something because he was doing something so of course, I commented on that, well, both of us don't need to be doing the same thing because one of us needs to be paying attention to what the other's doing. It's a checks and balances system, and he made it more than what it truly actually was, so needless to say, nothing got done that day. (Stephanie B)

- Okay. So, I would say this happened when I was working in a public school system. We had an assistant principal. She was very condescending when she spoke to minority workers, being myself. So, the way that she would talk to you would be like she would turn her head as she was talking to you, almost like she was talking to a dog or a child. And it just got to the point where it got worse and worse. Even when you would kind of give her a hint, like, hey, that's a little disrespectful, that's inappropriate for the workplace, it would still continuously happen because she felt like she was superior and she could do what she wanted to do. And in her own opinion, until you make her salary, there was nothing that anyone could do to stop her from the way or the things that came out of her mouth. (Khea)

Theme 2 Reactions and Feelings in Workplace Conflict Include Anger and Rejection

Reactions and feelings concerning previous workplace conflict situations gave voice to *low-level cooperativeness* CMS participants' experiences through a second question. The second question asked participants what were their reactions and feelings?

- I felt bad that I had hurt their feelings, so I intrinsically felt bad, guilty for hurting them. (Alex)
- The initial reaction was discouraged. The feeling was discouraged. (Nate)
- Initially, I think I was disheartened because I had worked so hard on producing this well-rounded quality programming. And so, I couldn't believe that my hard work wasn't being appreciated. And then I think a secondary feeling was in awe. I just couldn't believe that someone at that level wouldn't understand that my success was also her success. And then thirdly, I would say that it was a

professional growth experience, but I was just really shocked that as a veteran employee, someone who would be of my same race and also a woman wouldn't want to see me excel in the position, and showcase and highlight my expertise. So those were my three feelings. (Chandler)

- What were my feelings? My feelings were, I was irritated. I was just not happy with the way that she interacted as far as speaking to me, as though speaking down, just being inappropriate. It made me feel - I can't get the word out - To be transparent, it made me angry at times. I would say that was it; I was angry with it. (Shay)
- I was upset with him because he was letting the tutors play us against one another, and he was believing a tutor over his colleague. (Stephanie A)
- My feelings were unsettling. It was my feelings. I was, I want to say, angry or disappointed in the supervisor that they didn't know their role before this conflict occurred. (June)
- Well, when the situation was brought to my attention, that was not how things were supposed to work. I was embarrassed. I was frustrated, cried because my job was important to me, and I want to do a good job. I want to be respectful of people. So, I felt like it was emotional for me because I had like done the wrong thing without really knowing I was doing the wrong thing. (Lindsey)
- So, my reactions to any sort of challenge on that, I just knew that I had a lot more experience with this particular procedure and with its sort of flaws than the people who were for keeping it. So, I just felt sort of, I guess, justified in standing up for my viewpoint on it rather than bending, I guess, to others. (Andrea)

- I think anger, frustration, disbelief. I was probably - I know I was. I was short-tempered when I responded to her. Wasn't very calm, it wasn't my best moment. (Hope)
- I felt like he thought he was better than me. I felt like he thought he had more knowledge than me, and he needed to understand that I got this. I'm good. I felt frustrated. It was frustrating at first. (Sherrita)
- I was a little angry, and my reaction was I tensed up because I felt that he was overstepping his boundaries. I was not bothering him. I think he was intimidated by the simple fact that I took a chair, and he proceeded to do the work, which was something that he was supposed to do, but he assumed that I was just going to do it, but it angered me. (Stephanie B)
- I was livid. So, my reaction to her doing that, I finally had to have a professional, but a very direct conversation with her. And I just wanted her to know how belittling she sounds to people and how that wasn't going to be tolerated by myself. Her pay scale didn't change the fact that she was being directly disrespectful to minorities, and I'd observed the way she talked to other employees that were not minorities. And the level of respect that's given to the two was completely different. (Khea)

Theme 3 Evaluations of Workplace Conflict Include Learning and Action

Evaluations of past workplace conflict situations gave voice to *low-level cooperativeness* CMS participants' experiences through a third question. The third question asked participants what was good or bad about the experience?

- It was good knowing and learning from my mistakes, learning that I need to be more communicative in the future with coworkers. So, that was good. (Alex)
- I think I want to take away good things from the experience. And it allows me to realize that I would need more of a selling pitch when attempting to change things in the program instead of saying, "Well, I think we need more of this." It was more of, we need this, because there's in this way a whole pitch with much more information, much more research shown in my pitch as to why we may or may not need certain changes. So, I guess maybe possibly learn the conflict style of my supervisor to change how I would deliver wanted changes. (Nate)
- I think what was good about the experience was being actually in the conflict and being able to maintain calmness in both professionalisms while I was navigating the conflict. I was able to advocate for myself. And so those were the good aspects of the conflict. The bad aspect of the conflict was the time that it wasted on not being able to accomplish other goals, and the time and both the professional relationship that was severed because of the conflict. (Chandler)
- The bad part about the experiences was they made the work environment very uncomfortable. The good part about it was that it made me have to take action and address the issue and work on a resolution because we had to continue to work together. (Shay)
- Well, what was bad is that we got into an argument at work, and it was kind of loud. So, that was bad. But what was bad was that it created tension between us when we're supposed to be a team and we're supposed to be working together to help our students be successful in the program. And so, whenever there is a lot of

high tension, and you don't want to deal with a person that's not good for collaboration or teamwork. (Stephanie A)

- What was good about it was the employee - The supervisor was able to resolve the issue without any writeups. The supervisor then apologized that they didn't know their role. And by them being new, it was just a conflict. And so, I was very pleased that it was resolved. (June)
- Extreme growing experience for me at work. Just understanding the chain of command and I felt like it was good for me to work for someone new and kind of learning. You may not always work for the person with the same personality or the similarities that you have, and you sometimes have to change and be able to work with others. So, I felt like that was a good lesson for me to learn kind of how to work with a different personality. And of course, the negative was just the situation was embarrassing. And I had hurt that person's feelings, and they weren't happy about it. But I'm glad it happened. I felt like something good came out of it. (Lindsey)
- So, I wouldn't say that there was anything that was directly bad about it. I think that it was sort of part of the process itself. I think the good thing about it is that it's always good to get practice in standing up for something that you think that you have a justified belief in, and this is one of those instances. So just sort of, I was probably the youngest person by far on this, and I had just started that job as well on that panel. So, exercising that voice and making sure that I didn't kind of just curve to seniority. (Andrea)

- I think what was good was the fact that I always knew where she stood. I knew I didn't have to wonder what she was thinking because she always told me how she felt about things. So, I think that was probably good. And she was confident enough to call me out on it. I think what was bad was the fact that I feel I overreacted to the situation, and I didn't accept that constructive criticism very well. I think that it was bad that I, I guess, overreacted and didn't own it. I didn't own that, yeah, well I was late. So, we were working in a clinical situation, so we had patients waiting. So, I think those were probably. And I think another bad thing was maybe I, because I was angry, I was not able to communicate with her calmly, what the real situation was. I think it, I had let some things build up and that was an overflow of that. (Hope)
- The good thing is that once I became a supervisor, I realized how not to treat people that work under me. So, I learned to let people do their job until you show me that you need my help or something like that. But I don't micromanage, that's just annoying, and we're grown. So, that was the good thing that came out of it. It taught me how to be a supervisor. It was good because he gave me glowing reviews when I applied for other jobs, and his biggest thing about me was that I paid so much attention to detail, which is just like him, right? I just don't have to be micromanaged to do that. (Sherrita)
- The good part of the experience was I think he realized that I was not easily pushed around. The bad part was he mentioned that every time something went wrong in the office? Well, on this side of it, you were being insubordinate. (Stephanie B)

- I think the bad about the experience is that it opened my eyes up that racism still is alive and well. Regardless of what field you work in, and you're going to deal with prejudice, you're going to deal with people that stereotype you based on how you look. So that was bad in it. It gave me an eye-opener. It was kind of like a joke. Like, geez, people are really like this. The good in it is it taught me how to navigate people like that in the workplace. But it also taught me how to assert myself professionally so that they can never come back and say that I was being disrespectful, nasty, unprofessional, or as they would say, ghetto. So, it just taught me how to learn, how to cut it on and cut it off when needed. (Khea)

Theme 4 Analyses of Workplace Conflict Include Knowledge, Flexibility, and Power

Analyses of previous workplace conflict situations gave voice to *low-level cooperativeness* CMS participants' experiences through a fourth question. The fourth question asked participants what sense can they make of the situation?

- I think it was a good learning experience to have conflict in the workplace with a peer because it has taught me to be more respectful and considerate of others' feelings in the workplace, especially my peers. So, I think it was a good learning experience, and in a way, I'm happy that it happened. (Alex)
- I mean, think of that now. It's probably to be expected. I was brand new, moving into a role I'd never been in that type of role before. And I think people are very hesitant to change a lot of times, especially if they've been in that type of position for any amount of time. I think initially they can be more hesitant for change, whether it's a good change or bad change. (Nate)

- In hindsight, I think that it was someone in a management position wanting to exert their power or their perceived power. And the supervisor wanted to try to put me in my place. So, I guess I was advancing more than she wanted me to advance, and I was overshadowing her and what people thought about her as a professional and her ethic. And so, I think that's what was going from the situation. (Chandler)
- The sense that I made of the situation was that although she was the person that was already, and again, very knowledgeable about the work that we had to do, her people skills and way to deal with a team, now speaking personally, was very inappropriate. (Shay)
- Well, when I went back and reflected on it, he is a person who just goes with the flow, and he just accepted any type of behavior from the tutors. And I just felt like; he felt like perhaps they should get more of a break. Whereas I felt like they need to be on time, they need to do their jobs, they were getting paid. They need to - All of them. One of the situations was that one tutor wanted to work on specific days and didn't want to work on other days. And it was unfair. And, so then he wanted to take over making the schedule so that he could give her the days that she wanted, but that's not fair, and that's not right to all the other tutors. And so, I just felt like he wanted to avoid a situation with her, but then he created one with me, but that didn't seem to bother him as much. (Stephanie A)
- The sense that I can make of the situation is that I think if everyone would stay per se in their lane, then we wouldn't have these kinds of conflicts because when

other people want to rule over someone else and they don't have the authority, it makes it a little tense for the office. (June)

- Well, I just feel like it was a little bit - It all came about kind of immaturity on my part as a newer professional in my first five or six years of work. And just not clearly understanding the process and realizing and learning a lot from it of kind of how a chain of command works and reporting structure. I don't know how I didn't see that when it was all happening. I don't know how I messed that up. (Lindsey)
- I think that it just arose from the fact that, on the surface, this idea seemed good and matched the sort of what we wanted in the particular curriculum area. But the people who were sort of, like I said, standing up for it had not even taught that lab directly for quite some time. So, they were far removed from the situation, which made it seem like a good idea to them because they didn't, once again, have experience carrying it out and seeing its flaws. (Andrea)
- So, analysis, I would say in hindsight that I think talking to her, what I'm learning over time is talking to her earlier about just the intensity of the clinic and how it felt to work for her. Later I had. After I had left, I resigned, and she called me, and she asked me for honest feedback. She's like, "what was it working for me?" because people kept leaving. And I explained to her that it's sometimes hard just because she just felt so intense, it wasn't, a very pleasant place to work because of the intensity of just the - It felt critical. And I think my analysis is that if I would've talked to her earlier on and explained some of those things

constructively and professionally, it may not have built up to that moment. (Hope)

- I feel like it might be he was insecure in his role, which meant he needed to know what everybody else around him was doing. Because I feel like if you are busy, you don't have time to look at what others are doing. If it's a problem, we'll let you know. (Sherrita)
- The only sense I can make of it is that she's ignorant, and she knows no better. And it's probably been that she's had people that didn't say anything to her. No one told her. No one felt like it was their place to let her know that it was disrespectful. I feel like that's the only sense I can make in it like she just didn't know. She either didn't know any better, or she didn't want to know any better. (Khea)

Theme 5 Conclusions of Workplace Conflict Include Consideration, Directness, and Open-mindedness

Conclusions concerning past workplace conflict situations gave voice to *low-level cooperativeness* CMS participants' experiences through a fifth question. The fifth question asked participants what would they say about how they deal with other people in situations like this one?

- A lot of times, I submit to them, and I respect their opinion for what it is. And, and I realize that it'll probably be less effort or less of a big deal if I simply apologize and try and see my fault rather than give a rebuttal or retaliate in some way. (Alex)

- I think the most important way that I deal with people is, I try to always remain reserved. I don't think wearing your feelings on your sleeve in situations like this gets you anywhere. I think being able to take a step back and look at why someone may have responded in a certain way, can allow you to maybe change your delivery and allow you to maybe move forward with what you think is best. Yeah, I think delivery also is how you communicate with people. So, I think delivery has a lot to do with it as well. (Nate)
- In situations like this one, I try to take time to think about their perspective, think about why they have the perspective, think about what they have to gain from the perspective and how participating in the conflict will either hurt in the relationship and what kind of impacts, especially long-term impacts, that the conflict will have either personally or professionally. (Chandler)
- I would say that I'm very direct at the onset of the issue. I addressed it rather than be, speaking personally, going to that person, dialoguing about what the issue is, but working on a solution before it gets out of hand and hurts the work environment. (Shay)
- Well, I feel like the way I dealt with him, wasn't right. I just said, "I'm making the schedule." I made it. And I just scheduled the tutors, how I wanted to schedule them. And it's not right, but it was just two of us, and there was no tiebreaker. So, it was just like, "Okay, I was the lead instructor." So, I just went on and did it. Though we were at the same level, I was the lead instructor. So, I just felt like that was a part of my duties. And I just made the schedule the way I wanted to make the schedule. (Stephanie A)

- I'm a quiet person in the workplace. As I said, I'm no-nonsense, so I don't like friction. So, for me, I stay away. I keep a distance from the conflict until it's brought to me that I have to sit down and talk about it. (June)
- I feel like I'm an emotional person in times of conflict, depending on what the conflict is. And it's always different when there's someone else is approaching me with conflict versus myself approaching someone else. But I feel like I want to be respectful. I want things to be right. I don't like the feeling of something not being right or someone feeling disrespected or hurting someone's feelings or whatever. So, I am calm, and I feel like I am easy to talk to and work with and get things back to an even playing ground. Because I don't like confrontation, I want to be able to work together and be happy and things to go smoothly. (Lindsey)
- So anytime that something like that arises where there's some viewpoint of mine that's going to be oppositional, I immediately will sort of stick up for it and say why I'm going to because I think that a lot of people sometimes will sort of sit back in situations like that and wish they wouldn't afterward or whatever. So, I just try to make sure that if I have an opportunity to voice something which can change the direction of something in what I think is a positive way or the way that it should be, then I try to voice that immediately. (Andrea)
- How do I deal with other people? Okay. I would say, in general, I am fairly direct and honest. When something bothers me, I feel I'd rather - I don't like it when people don't let me know. And so, I feel I'm pretty honest and direct when it comes to communication. Today we did student evaluations to let them know

how they were doing. And we had some positive conversations, and I feel I like to get it out on the table. I don't like to table it or talk about it later. (Hope)

- I'm very much so compassionate to other people, and sometimes when dealing with people that you supervise, everybody is not as keen and pays as much attention to detail as I do. So, what I do, is I train them. I will give a scenario and say, "Oh, this is what I'm doing, and this is how I do it." And that person has typically been like, "Oh, that's good. You know, I didn't think about it like that." But I think what I do, is I show by example, lead by example. (Sherrita)
- I would say that I try to make the best judgment call that I can make based on basically short emotional bursts. If I have enough time to be reflective in what I'm doing, where the situation I hate, I didn't have that much time to think about it, so I shot off really quick. Talked first, then thought later, and that wasn't good for both of us because once again, we started going back and forth. But in any other instance, I would like to be able to have a little time to gather my thoughts and then respond. (Stephanie B)
- I feel like I deal with people as best I can. I try to be level-headed when thinking about how I'm going to react to people or how I'm going to deal with people moving forward. I make sure that I let them know how I felt about it, but I also keep an open mind of how I might've been perceived on their end. But after it, I still feel like there has to be general respect, regardless of your views, my views, my opinion. But I do feel like asserting yourself and being assertive is something that's needed, especially when you realize the stereotype is already there. (Khea)

Theme 6 Personal Action Plans for Workplace Conflict Include Communication, Information, Nothing, and Escalation

Personal action plans for future workplace conflict situations based on previous experiences gave voice to *low-level cooperativeness* CMS participants through the sixth question. The sixth and final question asked participants what would they do differently in this type of situation next time?

- I think to start with; I would have been more communicative with anyone, whether it's a supervisor or a peer communicating to the point where it might be annoying, overly communicating, just to make sure that there's no gray area or that no one has to give me the benefit of the doubt. So, to be more communicative in the first place. (Alex)
- I would have all my t's crossed and my i's dotted before pitching a change of any type by making sure I have all the information needed to show why a certain change is necessary. (Nate)
- Next time instead of independently creating the programming, I would sit down with the director and collaboratively create the programming and use reverse psychology. So, I would extend her ideas and then contribute to what her ideas were, knowing all the time in the end that I already have my agenda. And kind of knowing the individual's characteristics, and personal traits and personality traits, now I understand that this individual needed to feel like they were in a position of power. So, I would utilize my strength of being able to compromise to allow them to think that they're in their position of power and that they are contributing ideas all along, knowing what's on my agenda. (Chandler)

- Address it earlier, instead of waiting for several incidents to occur, at the first occurrence where I felt she was inappropriate. I would meet with her and address it. As I say, nip it in the bud, I guess is a way to say that. (Shay)
- The next time in this situation, what I would do is, I would, instead of making the schedule, I would just put the schedule out there and then let the tutors go in and just sign up for the hours that best fit them. And then the people who, there were some gaps in the schedule, perhaps give certain people more time. But I feel like if you give people more agency, it just makes them happier, and it just makes the situation better and less stressful. (Stephanie A)
- Next time I would probably - Oh boy. What would I do next time? I truly wouldn't do anything. I would probably just let the situation ride out until the wheels fall off. (June)
- Well, I feel like over the years, and that was a while ago now, I've been working for almost 20 years. So, I feel like now I kind of understand how departments work and as I work with people in other departments say at the college, I kind of understand the point of context for different things, and you don't just go straight to a VP for something, you kind of work your way up the chain of command, and you build those relationships with other departments, so they trust you. I feel like in those situations. I've gained trust from not only people at my level but much higher. So, I feel like I would just kind of evaluate and take the right path. (Lindsey)

- I don't think I would do anything differently next time. I think I as I said, used my opportunity to voice what I thought would be the best course of action, and that's typically what I would want to do in the future as well. (Andrea)
- I think this - Next time; I would have said, when she called me back there, say, "I understand I'm late. I would like to talk about this another time". Set a time we both weren't so upset or emotionally charged about it. (Hope)
- First of all, if I would not let it bother me, I would not have gone through the amount of time that I went through, the frustration of this person supervising me before I went to my director, especially since I wasn't doing anything wrong. This was more so to me about his ego. So, I probably would not have waited as long, and since I'm older now, I'm more secure in what I'm doing. I'm not job-scared like I once was, so I would've nipped it in the bud immediately. (Sherrita)
- Well, what I would like to have seen done differently or what I could have done differently, personally, would have been to think about the situation a little bit more before spitting out my answers. That way, I could have had an action plan in place. Had he asked me, I would've been more than happy to say sure, and let me go ahead and do two or three, and I'll show you how the process is done. I'll help you walk through it. Being that it was his first time, instead of him saying, hey, I've never done this before. I guess he assumed that it was you're supposed to be in here showing me, but I didn't see it like that, but I definitely would have made a plan to bring it together a little quicker and a little easier. (Stephanie B)
- Next time I would probably escalate it up to HR or somebody higher because even knowing people that still work there, it's still happening. And I feel like it

should have been taken care of. She's a bad apple that does not need to be working with people if she cannot adjust to minorities and other people of other nationalities. (Khea)

Integration of Results

The integration of results brings collected quantitative and qualitative data together to interpret outcomes at a given stage of inquiry (Tashakkori & Teddlie, 2003). The researcher planned the integration of this exploration's quantitative and qualitative strands to provide a more thorough picture of workers' conflict traits as people have multidimensionality, meaning more than one aspect or dimension (Vogt, 2005). The plan was to bridge quantitative data on survey participants' perceptions with *low-level cooperativeness* CMS participants' qualitative interview data concerning their perspectives and workplace conflict lived experiences toward the end of the results chapter. The whole is more significant than its parts (Creswell & Plano-Clark, 2011).

A look at survey participants' CMS, perceptions of external social constructs, perceptions of external social constructs with influence on CMS in the workplace, and the relationships between those perceptions and influence on CMS supplied the quantitative results allowing basic understanding. Collaborating Owls, Accommodating Teddy Bears, and Compromising Foxes represented a CMS majority among participants while Competing Sharks and Avoiding Turtles presented the minority. Participants' perceptions of age, attractiveness, gender and sexual identity, language, likability, and race leaned toward those who perceived others believed they were middle-aged, somewhat attractive, and heterosexual females. These participants also perceived others thought they had very good language skills, were very likable, and were White. Participants thought age,

attractiveness, gender and sexual identity, language, and race did not influence their CMS in the workplace. Likability was a prevalent perception for the Collaborating Owl, Accommodating Teddy Bear, and Compromising Fox participants but not the Competing Shark and Avoiding Turtle. Significant relationships were not apparent between participants' perceptions of age, attractiveness, gender and sexual identity, language, likability, and race, influencing CMS in the workplace. Based on odds ratios, the odds of *low-level cooperativeness* CMS participants influenced by gender and sexual identity, and race were greater than high-medium participants.

A deeper look at *low-level cooperativeness* CMS participants' qualitative interviews concerning perspectives on internal social constructs, perspectives on internal constructs with influence on CMS in the workplace, and the relationships between those perspectives with effect on CMS supplied qualitative results. *Low-level cooperativeness* CMS participants' recollections of workplace conflict lived experiences expanded the qualitative results, culminating in a more complete level of understanding. *Low-level cooperativeness* CMS participants' perspectives substantiated affinities for suburban geographic locations, high morality, Democratic Party affiliation, medium socioeconomic status, and medium trust for other people. Six recurring themes supported their perspectives concerning urban and suburban areas, high and medium morality, the Democratic Party, high and medium religiosity, high and medium socioeconomic status, and high, medium, and low trust that affect and shape CMS at work. *Low-level cooperativeness* CMS participants' perspectives on geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust confirmed relationships with influence that affect CMS in the workplace were practically significant. Six

recurring themes established *low-level cooperativeness* CMS participants' workplace conflict lived experience perspectives related to descriptions, feelings, evaluations, analyses, conclusions, and personal action plans. *Low-level cooperativeness* CMS participants' workplace conflict experiences described bosses, coworkers, and processes that contribute to workplace conflict. Rejection and anger represent reactions and feelings in workplace conflict. The benefits of workplace conflict include learning and action evaluation requirements. Knowledge, flexibility, and power are analysis essentials for workplace conflict. Conflict at work requires consideration, directness, and open-mindedness for conclusions. And personal action plans for future workplace conflict consist of better communication, information gathering, doing nothing, and escalating issues to a higher authority. Quantitative and qualitative results in this exploration supported breadth and, more importantly, depth, showing both a range of participants' perceptions and the depth of *low-level cooperativeness* CMS participants' perspectives and workplace conflict lived experiences.

Summary

Chapter IV provided results for exploring how social capital impacts workplace conflict lived experiences among workers in the United States. Quantitative results were displayed first, followed by qualitative results, and then the two integrated. Quantitative results were the outcomes of research objectives one through four, which focused on numeric processes, while non-numeric procedures ended in qualitative results originating with research objectives five through eight. The next chapter delivers the conclusion.

CHAPTER V – CONCLUSION

Chapters I through IV conveyed how social capital impacts workplace conflict lived experiences among workers in the United States. Chapter V delivers the summary of results, findings, conclusions, and recommendations. The chapter also provides suggestions for future research, a discussion, and a summary.

This mixed-methods study explored social constructs, CMS, and workplace conflict among workers in the United States. Workers do not understand the connections between social constructs, CMS, and workplace conflict. A lack of information on workers' experiences and representation in conflict literature supports the gap in understanding (Aquino, 2000; Bourdieu, 1986; Hayes, 2008; Herr & Anderson, 2005; Lin, 2001; Long, 2007; Meng et al., 2019; Mertens, 2003, 2009, 2018; Sosa, 2019).

Summary of Results

There were three main results identified in this study. First, perceptions of external social constructs concerning age, attractiveness, gender and sexual identity, language, likability, and race do not influence CMS in the workplace. Second, perspectives on internal social constructs concerning geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust affect and shape CMS in the workplace. Third, reflecting on workplace conflict lived experiences encourages change.

Findings, Conclusions, and Recommendations

The findings in this study are based on participants' responses to the What's My Conflict Management Style self-diagnostic assessment and Perception Survey in the quantitative strand. Findings are also based on the researchers' interpretation of *low-level*

cooperativeness CMS participant responses to the Perspective Questionnaire and Gibbs' Reflective Cycle in the qualitative strand. Conclusions in this study represent the researcher making sense of results while balancing the findings with existing literature. The recommendations made by the researcher in this study present workers with an opportunity to consider workplace conflict behaviors and contemplate change based on original exploratory research focused on workers. Findings denote principal outcomes; conclusions signify reasoning processes; recommendations offer potentially good suggestions (Nichols, 2018).

Finding 1. Perceptions of external social constructs concerning age, attractiveness, gender and sexual identity, language, likability, and race do not have a relationship with influence on CMS in the workplace.

Participants' perceptions of age, attractiveness, gender and sexual identity, language, likability, and race failed to secure statistical significance. Statistical significance means findings were unlikely due to chance (Vogt, 2005). Statistical significance does not mean importance.

Conclusion. External social construct perceptions concerning age, attractiveness, gender and sexual identity, language, likability, and race do not influence CMS in the workplace. Social constructs matter. Perceptions of external social constructs do not matter. The finding means none of the participants' observed characteristics met the criteria for being unlikely due to chance. This discovery does not mean the participants' observed characteristics were nonexistent or unimportant. A possible cause for the finding was the number of survey participants did not meet the target number sought. A possible consequence of this discovery is workers may not see a need to consider their

perceptions of external social constructs with influence on their workplace conflict behaviors.

Age perceptions do not influence CMS in the workplace. Most participants believed others thought they were middle-aged but did not believe it influenced their CMS in the workplace. These participants were mature with real-world experiences and were unmoved by external perceptions, meaning the findings likely occurred by chance. Perceptions of age results supported the literature maintaining age can cause conflict in the workplace, but generational differences impacting conflict in the workplace are minimal and nonexistent in most cases (Becton et al., 2014; Xiong, 2019).

Attractiveness perceptions do not influence CMS in the workplace. Most participants believed others considered them somewhat attractive but did not believe it influenced their CMS in the workplace. The participants understood beauty as superficial and were indifferent to external perceptions, meaning the findings likely happened due to chance. The results on perceptions of attractiveness contradicted the literature claiming that appearance was important because people get judged by their looks, and good looks give the perception of higher value (Toledano, 2013).

Gender and sexual identity perceptions do not influence CMS in the workplace. Most participants believed others viewed them as heterosexual females but did not believe it influenced their CMS in the workplace. These participants were comfortable with their gender and sexuality identity but insensitive to external perceptions, meaning the findings likely occurred by chance. Perceptions of gender and sexual identity results contradicted the literature suggesting gender and sexual identity discrimination is alive and well (Anzalotta, 2017; Zurbrugg & Miner, 2016).

An odds ratio, a caveat to this exploration's gender and sexual identity findings substantiated a medium positive association. The odds of *low-level cooperativeness* CMS participants influenced by gender and sexual identity being greater than high-medium participants give meaning to the ratio and positive association. Gender and sexual identity findings suggest discrimination and oppression have declined in the United States; however, the moderately favorable odds ratio implies prejudice against some groups like sexual minority women remains (Zurbrugg & Miner, 2016).

Language perceptions do not influence CMS in the workplace. Most participants believed others thought they had very good language skills but did not believe it influenced their CMS in the workplace. External language perceptions did not affect these participants, meaning the finding likely happened due to chance. The participants epitomize a cultural majority not commonly subject to linguistic criticisms. The results on perceptions of language contradicted the literature referencing a cultural repository of ideas that negatively portray certain people because of speech (Ng, 2007), making them insignificant and part of an invisible minority (Akomolafe, 2013).

Likability perceptions do not influence CMS in the workplace. A slight majority of participants believed others thought they were very likable and felt it influenced their CMS in the workplace. However, the findings lacked significance, meaning the results likely happened due to chance. Perceptions of likability findings contradicted the literature, contending it links to similarities with others where values, beliefs, attitudes, personality, and economic characteristics help establish or maintain connections and relationships (Collison & Howell, 2014).

Race perceptions do not influence CMS in the workplace. Most participants believed others thought they were White but did not believe it influenced their CMS in the workplace. These participants were not affected by race perceptions and exemplified a cultural majority not commonly subject to racial issues, meaning the results likely occurred by chance. The perceptions of race findings contradicted the literature suggesting racial issues remain prevalent in the United States (Brinkerhoff et al., 2005; Fallows, 1983; Freeburn, 2018; Henslin, 2014; Macionis, 2005; Sims, 2010). Race mainly affects visible minorities (Henslin, 2014; Macionis, 2005; Sims, 2010).

A second odds ratio, a caveat to this exploration's race findings, substantiated another positive association. The odds of *low-level cooperativeness* CMS participants influenced by race being greater than high-medium participants give meaning to the ratio and small positive association. Race findings suggest blatant discrimination and oppression have declined in the United States (Noe et al., 2008). However, the slightly favorable odds ratio implies race discrimination remains, but more subtle forms of prejudice replaced it.

Recommendation. Workers should consider their perceptions of external social constructs with influence on their workplace conflict behaviors and develop social intelligence. Social intelligence helps build successful relationships and navigate social environments (Goleman, 2006). The workplace is a social environment. Securing social intelligence requires social awareness, what people sense about others, and social facility, what they do with that awareness (Goleman, 2006). The result of developing social intelligence is the ability to get along with others and to get them to cooperate (Albrecht, 2006). Getting along with others and getting them to cooperate requires social change for

some people. Social change involves the alteration of culture and societies over time (Henslin, 2014). The alteration of culture and societies over time starts with individuals. This recommendation draws on quantitative results with odds ratios, relevant literature, and considerations for the limitations of both. The implication for this recommendation is workers' perceptions of external social constructs, workplace conflict behaviors, and workplace conflict experiences have synergy.

Finding 2. Perspectives on internal social constructs concerning geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust have a relationship with influence on CMS in the workplace.

Low-level cooperativeness CMS participants' perspectives on geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust secured practical significance. Practical significance refers to a subjective matter of judgment, requiring no statistical tests (Vogt, 2005). Practical significance presents research findings that one can put to use, which can change practice (Vogt, 2005).

Conclusion. Internal social construct perspectives concerning geographic location, morality, political affiliation, religiosity, socioeconomic status, and trust affect and shape CMS in the workplace. Social constructs matter. Perspectives on internal social constructs matter. The finding means *low-level cooperativeness* CMS participants valued their perspectives. This discovery does not mean *low-level cooperativeness* CMS participants did not value other people's perspectives. A possible cause for the finding is *low-level cooperativeness* CMS participants represent individualist behaviors. A possible consequence of this discovery is workers may not see a need to consider their

perspectives on internal social constructs with influence on their workplace conflict behaviors.

Geographic location perspectives influence CMS in the workplace. A significant number of *low-level cooperativeness* CMS participants believed geographic location impacts their CMS in the workplace. *Low-level cooperativeness* CMS participants' perspectives connected with geographic location findings supported the meaning-derived theme "*Urban and suburban geographic locations affect workplace CMS."* The literature confirms competition and survival drive people in urban areas (Macionis & Parillo, 2004), travel consumes folks in suburbia (Duany et al., 2000), and neither focus on a common good like those in rural areas (Hanifan, 1920).

Morality perspectives influence CMS in the workplace. Most *low-level cooperativeness* CMS participants believed morality sways their CMS in the workplace. The findings on *low-level cooperativeness* CMS participants' perspectives on morality supported the meaning-derived theme "*High and medium morality shape workplace CMS."* The literature contends morality constitutes personal convictions and represents the degree in attitude toward an individual preference, profoundly affecting conflict management, group dynamics, and social acceptance (Skitka & Morgan, 2014).

Political affiliation perspectives influence CMS in the workplace. A significant number of *low-level cooperativeness* CMS participants believed political affiliation impacts their CMS in the workplace. *Low-level cooperativeness* CMS participants' perspectives connected with political affiliation findings supported the meaning-derived theme "*Democratic Party affiliation affects workplace CMS."* The literature establishes

Democrats hold more social and liberal views (NORC, 2001) and what is personal is political (McCorkle & Reese, 2010).

Religiosity perspectives influence CMS in the workplace. A significant number of *low-level cooperativeness* CMS participants believed religiosity sways their CMS in the workplace. *Low-level cooperativeness* CMS participants' perspectives supported the meaning-derived theme "*High and medium religiosity shape workplace CMS."* The literature confirms religiosity represents a personal endeavor (Macionis, 2005), ignored and neglected at times (Johnson, 2010), which impacts people's CMS in different ways (Al Wekhian, 2015).

Socioeconomic status perspectives influence CMS in the workplace. A significant number of *low-level cooperativeness* CMS participants believed socioeconomic status impacts their CMS in the workplace. *Low-level cooperativeness* CMS participants' perspectives connected with socioeconomic status findings supported the meaning-derived theme "*High and medium socioeconomic status affect workplace CMS."* The literature claims socioeconomic status determines people's behavior and attitude because a person's social class will often tell one more about a person than any other single piece of information (Brinkerhoff et al., 2005). Social class divides people through hidden rules, which include driving forces and social emphasis (Payne, 2019).

Trust perspectives influence CMS in the workplace. Most *low-level cooperativeness* CMS participants believed trust sways their CMS in the workplace. *Low-level cooperativeness* CMS participants' perspectives connected with trust findings supported the meaning-derived theme "*High, medium, and low trust shape workplace*

CMS." The literature states trust in another person requires sincerity, openness, honesty, and a perceived lack of motivation for personal gain (Sue & Sue, 2013).

Recommendation. Workers should consider their perspectives on internal social constructs with influence on their workplace conflict behaviors and develop social intelligence. Social intelligence helps build successful relationships and navigate social environments (Goleman, 2006). The workplace is a social environment. Securing social intelligence requires social awareness, what people sense about others, and social facility, what they do with that awareness (Goleman, 2006). The result of developing social intelligence is the ability to get along with others and to get them to cooperate (Albrecht, 2006). Getting along with others and getting them to cooperate requires social change for some people. Social change involves the alteration of culture and societies over time (Henslin, 2014). The alteration of culture and societies over time starts with individuals. This recommendation draws on qualitative research results, relevant literature, and considerations for the limitations of both. The implication for this recommendation is workers' perspectives on internal social constructs, workplace conflict behaviors, and workplace conflict experiences have synergy.

Finding 3. Reflecting on workplace conflict lived experiences encourages change. Exploring *low-level cooperativeness* CMS participants' workplace conflict lived experiences confirmed this finding. People are unique and can change anything as long as they understand and acknowledge the invisible influences working against them and employ methods to continually control their space (Patterson et al., 2011).

Conclusion. People contemplate change when reflecting on workplace conflict lived experiences. Workplace conflict experiences matter. The finding means reflecting

on workplace conflict situations supports developmental learning and potential change. This discovery does not mean reflecting on workplace conflict situations guarantees learning and confirms a change. A possible cause of the finding is *low-level cooperativeness* CMS participants had to recall workplace conflict lived experiences as a study requirement, resulting in forced action and awareness. A possible consequence of this discovery is workers may not see a need to reflect on workplace conflict experiences, learn, and contemplate change.

Workplace conflict lived experiences secured from *low-level cooperativeness* CMS participants using the Gibbs' Reflective Cycle support this conclusion through six meaning-derived themes (Gibbs, 2013). The themes aligned with *low-level cooperativeness* CMS participants' recollections concerning workplace conflict lived experience descriptions, feelings, evaluations, analyses, and conclusions with personal actions plans for future conflict situations at work. The themes were the following.

- Theme 1 *Descriptions of workplace conflict include bosses, coworkers, and processes.*
- Theme 2 *Reactions and feelings for workplace conflict include anger and rejection.*
- Theme 3 *Evaluations of workplace conflict include learning and action.*
- Theme 4 *Analyses of workplace conflict include knowledge, flexibility, and power.*
- Theme 5 *Conclusions of workplace conflict include consideration, directness, and open-mindedness.*

- Theme 6 *Personal action plans for workplace conflict include communication, information, nothing, and escalation.*

Recommendation. Workers should reflect on workplace conflict lived experiences, learn, contemplate change, and make constructive changes when necessary. Recalling workplace conflict lived experiences through descriptions, reactions and feelings, evaluations, analyses, and conclusions with personal action plans will prompt change and help workers learn how to navigate workplace conflict situations successfully (Gibbs, 2013). This recommendation draws on the qualitative interviews of 12 *low-level cooperativeness* CMS participants who provided detailed accounts resulting in thick descriptions of workplace conflict lived experiences.

Low-level cooperativeness CMS workers receive blame for causing the most conflict in the workplace because they exhibit commonalities that result in adverse outcomes (Griffin & Goodwin, 2016). These workers represent the vital few (Westcott, 2014) and characterize non-conforming individualist behaviors (Cai & Fink, 2002; Riaz et al., 2012). *Low-level cooperativeness* workers practice independent thinking, curiosity, nonconformance, rebellion, and brutal nonhierarchical honesty in the face of risk and adversity because their fear of not succeeding exceeds their fear of failing (Grant, 2016). These workers value individual goals, needs, and rights over the group's goals, responsibilities, and obligations (Cai & Fink, 2002; Riaz et al., 2012). However, through reflection, most *low-level cooperativeness* CMS participants in the current study recognized the benefits of better communication, information gathering, doing nothing, or escalating workplace conflicts to a higher authority, which suggests potential change.

Change can be a complex or simple endeavor. The researcher recommends a simple change technique developed by Kurt Lewin for workers. Unfreezing behavior, changing behavior, and refreezing behavior outline the three-step model (Lewin, 1947). The process allows individuals to stop what they are doing, shift the behavior, and start fresh. Although the technique seems simplistic, difficulties employing the method may set in when attempting to shift behavior. The researcher recommends attaching another process to the Lewin model to help overcome challenges, making the transition easier.

This process involves managing transitions and acts as an overlay for Lewin's change model. The steps in this process are ending and letting go, the neutral zone, and the new beginning (Bridges & Bridges, 2016). This process allows individuals to transform their thinking when dealing with losses related to change by psychologically realigning and experiencing new energy because change can be physically or mentally draining and demanding (Bridges & Bridges, 2016).

Transformation thinking defines a cognitive extent, allowing individuals to expand, extend, and evolve (Wycoff & Richardson, 1995). Expanding refers to mental increases, extending to joining and aligning with others, and evolving to becoming a better-adapted form of self (Wycoff & Richardson, 1995). Having the ability to change is essential, and the unwillingness to make constructive change in the workplace can lead to catastrophe (Deutschman, 2008). The implication for this recommendation is employing constructive change can minimize the potential for adverse outcomes from workplace conflict situations, which for the most part, are unavoidable and costly (Hayes, 2008).

Suggestions for Future Research

This exploration contributes to the scholarly research on workplace conflict and concerns workers' perceptions, perspectives, and experiences that prompt the researcher to offer four suggestions for future research based on the results of this study. First, future research should consider examining workers' age, attractiveness, gender and sexual identity, language, likability, race, and other external social constructs as quantitative predictors of CMS that impact workplace conflict. Second, future research should also consider exploring workers' geographic locations, morality, political affiliation, religiosity, socioeconomic status, trust, and other internal social constructs as qualitative predictors of CMS that impact workplace conflict. Third, future research should explore workers' workplace conflict experiences across various industries to ascertain and establish conflict trends among workers in specific disciplines. Lastly, future research should consider using a transformative-emancipatory approach to address social justice issues and call for change that empowers and offers underrepresented and marginalized workers some ownership and control over their fate in workplace conflict situations.

Discussion

Study participants in the quantitative strand of this exploration consisted of full-time faculty and staff at a two-year technical college in Georgia. The participants responded to the call for volunteers in the quantitative strand sent out through email. They completed the study survey which helped disclose their dominant CMS and perceptions on external social constructs that influence their CMS choice in the workplace. Another request for interview volunteers (placed in the survey text) provided

a sub-sample of participants for the qualitative strand through this pool of participants. Volunteers chosen for the qualitative strand were *low-level cooperativeness* CMS participants who met the study criteria required for reflective interviews.

The reflective discussions allowed *low-level cooperativeness* CMS participants to share their perspectives on internal social constructs that influence their CMS in the workplace and disclose a workplace conflict lived experience with someone senior in rank or a peer. Each *low-level cooperativeness* CMS participant in the qualitative strand seemed open, honest, and willing to share their perspectives on a workplace conflict lived experience. Every *low-level cooperativeness* CMS participant also seemed to understand the importance of perspective, successfully navigating workplace conflict, and being appreciative of the reflective process. Several of these *low-level cooperativeness* CMS participants became emotional or angry as they reminisced about the workplace conflict lived experience they chose to discuss. Specific memories stay with us for a reason. The researcher empathized with the emotion and anger having experienced recalling a workplace conflict lived experience. He refocused, however, on maintaining objectivity by placing his full attention on *low-level cooperativeness* CMS interview participants and documenting notes.

Examining participants' perceptions and exploring *low-level cooperativeness* CMS participants' perspectives on their workplace conflict lived experiences provided detailed insight into their worlds. The insight provided an understanding of participants' external social construct influences on CMS in the workplace and allowed theme development concerning *low-level cooperativeness* CMS participants' internal social construct influences on CMS in the workplace and workplace conflict experiences. This

understanding gave way to researcher recommendations for workers. Researcher recommendations for workers are to consider perceptions of external social constructs and perspectives on internal social constructs with influence on workplace conflict behaviors, develop social intelligence, reflect on workplace conflict lived experiences, learn, and contemplate change. Finally, the researcher recommends workers employ constructive change when necessary.

Summary

Chapter V delivered the conclusion for this mixed methods research, which explored social constructs, CMS, and workplace conflict among workers in the United States. The conclusion incorporated findings, conclusions, recommendations, suggestions for future research, and a discussion. Workers do not understand the connections between social constructs, CMS, and workplace conflict. A lack of information on workers' experiences and representation in conflict literature supports the gap in understanding (Aquino, 2000; Bourdieu, 1986; Hayes, 2008; Herr & Anderson, 2005; Lin, 2001; Long, 2007; Meng et al., 2019; Mertens, 2003, 2009, 2018; Sosa, 2019).

This exploration comprised five chapters. Chapter 1 introduced the study "*Examining and Exploring Social Constructs, Conflict Management Style, and Workplace Conflict Among Workers in the United States."* Chapter 2 presented the literature review to help transition from possible known to unknown workplace conflict considerations. Considerations consisted of social psychology, sociology, sociopathy, social anxiety disorder, social intelligence, psychology, personality, abnormal personality, emotional intelligence, systems, power and status, and diversity with oppression to understand workplace conflict, discrimination, and subjugation. Chapter 3

described the quantitative and qualitative methods for acquiring and analyzing data. Chapter 4 provided the quantitative and qualitative results. Chapter 5 delivered meaning through findings and conclusions while offering recommendations, suggestions for future research, and a discussion originating from several foundational theories and a concept. The foundational theories consisted of social capital, human capital, dual concern, and social learning with the looking-glass self-concept under the overarching umbrella of social psychology with the transformative-emancipatory paradigm. Who a person knows, what a person knows, how they prioritize their relationships with others, how and what they learn, and how they perceive or internalize personal status offer the premise behind this research captured in the study foundation. The study foundation was strengthened by social psychology and the transformative-emancipatory paradigm. Social psychology focuses on people's thoughts, feelings, and behaviors in social contexts (Rohall et al., 2011). The workplace represents social contexts. Transformative-emancipatory paradigms center on marginalized communities' experiences, includes power differentials that contribute to marginalization, and produce knowledge that can benefit disadvantaged people (Mertens, 2003). Workers embody an underrepresented and marginalized majority-minority in the United States that can benefit from the results of this study.

The researcher's goal in the current study was to simplify workplace conflict. Additional aims were to understand workplace conflict in the United States from workers' perceptions, perspectives, and workplace conflict lived experiences and share the information to help workers navigate conflict at work with social intelligence that affects choice. CMS matters and conveys choice (Glasser, 1998). Choices stand as products of behaviors, and all people ever do from the cradle to the grave is behave, and with rare

exceptions, everything they do exemplifies choice (Corey, 2013). Workers are not restricted to a CMS and can make changes while interacting in a workplace conflict situation. Making constructive changes for workplace conflict situations is vital to workers' livelihood (Deutschman, 2007), social capital (Bourdieu, 1986), and future workplace conflict experiences. This study explored workplace conflict experiences to make sense of social constructs and CMS connections.

This study examined and explored connections between social constructs and CMS and delve into workplace conflict among workers in the United States to advance knowledge on what contributes to and matters in conflict situations. Social constructs matter, CMS matters, and workplace conflict experiences matter. Knowledge also matters because it can prevent workers from choosing behaviors that diminish their workplace social capital.

Knowledge secured through this research decreases the gap in worker understanding and increases the potential for workers' human capital development by establishing connections between social constructs and CMS influencing workplace conflict with workplace conflict experiences. Workplace conflict represents a reality of people gathering to earn a living. People gather with work as the premise but bring their beliefs and values to the table, making conflict an unavoidable certainty, which gives those with power and groups an advantage over individual workers in conflict situations.

Individual workers represent primary victims of workplace conflict and must protect themselves. Protection stems from understanding power dynamics, developing social intelligence, and employing social change that fosters better working relationships. Social change starts with individuals and often requires extensive planning but workers

cannot plan for everything, nor should they try.

Reflecting on past workplace conflict experiences supports planning, advances knowledge, allows the employment of constructive change, and gives workers some sense of control over workplace conflict experiences that cultivates rather than desecrates their social capital. Increased social capital (who a person knows) through increased human capital (what a person knows) will result in better working relationships built on behaviors that help workers navigate workplace conflict. For the most part, and with only a few exceptions, people do not work alone and their behaviors are products of social influences and factors of workplace conflict experiences. Behaviors are at the center of everything people do in social institutions and environments, which includes the workplace. Workplace behaviors matter.

Office of Research Integrity

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NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

The project below has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services regulations (45 CFR Part 46), and University Policy to ensure:

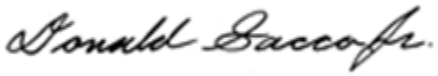
The risks to subjects are minimized and reasonable in relation to the anticipated benefits.

- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident template on Cayuse IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER: IRB-21-21
PROJECT TITLE: Social Capital Matters: A Mixed Methods Investigation of Social Constructs, Conflict Management Style, and Workplace Conflict Lived Experiences Among Workers in the United States
SCHOOL/PROGRAM: Human Capital Development
RESEARCHER(S): Keith Boyd, Hamett Brown

IRB COMMITTEE ACTION: Approved
CATEGORY: Expedited
7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

PERIOD OF APPROVAL: June 2, 2021



Donald Sacco, Ph.D.
Institutional Review Board Chairperson

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Modification Institutional Review Board Approval

The University of Southern Mississippi's Office of Research Integrity has received the notice of your modification for your submission Social Capital Matters: A Mixed Methods Investigation of Social Constructs, Conflict Management Style, and Workplace Conflict Lived Experiences Among Workers in the United States (IRB #: IRB-21-21).

Your modification has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services regulations (45 CFR Part 46), and University Policy to ensure:

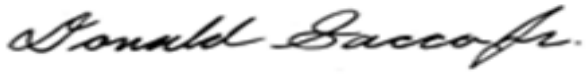
- The risks to subjects are minimized and reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident template on Cayuse IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER: IRB-21-21
PROJECT TITLE: Social Capital Matters: A Mixed Methods Investigation of Social

Constructs, Conflict Management Style, and Workplace Conflict Lived Experiences Among Workers in the United States
SCHOOL/PROGRAM: Human Capital Development
RESEARCHER(S): Keith Boyd, Hamett Brown
IRB COMMITTEE ACTION: Approved

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

PERIOD OF APPROVAL: August 26, 2021



Donald Sacco, Ph.D.
Institutional Review Board Chairperson

APPENDIX B – Chattahoochee Technical College Permission Letter

Jason Tanner

Executive Vice President for Instruction
Chattahoochee Technical College
5198 Ross Road
Acworth, GA 30102

Mr. Boyd,

I am writing this letter of approval to show support for your dissertation research project titled "Social Capital Matters: A Mixed Methods Investigation of Social Constructs, Conflict Management Style, and Workplace Conflict Lived Experiences Among Workers" at the University of Southern Mississippi. As Executive Vice President for Instruction at Chattahoochee Technical College, I give you authorization to survey full-time faculty and staff in support of your research project using the What's My Conflict Management Style and Perception Survey. I also authorize follow up telephone interviews after working hours with qualified volunteer faculty and staff using the Perspective Questionnaire and Gibbs' Reflective Cycle.

Regards,

Jason Tanner

APPENDIX C – Email Notice to Full-Time Faculty and Staff Advertising Research

Dear Full-Time Faculty and Staff Members,

I serve on the staff at Chattahoochee Technical College as a full-time WIOA Workforce Innovation and Opportunity Act (WIOA) Coordinator and on the faculty as a part-time Adult Education Instructor. I write to request your support and participation in a survey titled *What's My Conflict Management Style and Perception Survey*, which will support my dissertation research at The University of Southern Mississippi. The survey helps determine dominant and backup conflict management styles, perceptions of external social constructs, and influences on conflict management style in the workplace. This assessment takes less than 15 minutes to complete; it is confidential, approved by The University of Southern Mississippi IRB (IRB 21-21), and authorized by the Executive Vice President for Instruction here at Chattahoochee Technical College. I appreciate your participation and look forward to receiving your response. Thank you in advance for your participation.

Respectfully,
Keith Boyd, Doctoral Candidate, The University of Southern Mississippi

Keith Boyd | WIOA Coordinator
Marietta Campus | Office G1126
(770) 528-3489 | ChattahoocheeTech.edu
A Unit of the Technical College System of Georgia
Equal Opportunity Institution

APPENDIX D – What's My Conflict Management Style Permission Letter

Hi Keith,

I do apologise for the delay, you requested from a custom publication, so I had to trace it back to the original publication which is 9780132023290 and I will grant it from here.

I am pleased to be able to grant permission for you to use the Self Diagnostic 10.1 on page 418 of Falikowski: Mastering Human Relations, ISBN:9780132023290 to be used in your dissertation at The University of Southern Mississippi Gulf Park.

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APPENDIX E – What's My Conflict Management Style and Perception Survey

Title of Research Study: Social Capital Matters: A Mixed Methods Investigation of Social Constructs, Conflict Management Style, and Workplace Conflict Lived Experiences Among Workers in the United States

Principal Investigator: Keith Boyd

Email: keith.boyd@usm.edu

College: College of Business and Economic Development, University of Southern Mississippi

School and Program: School of Leadership - Human Capital Development

This mixed-methods study investigates social constructs, conflict management style, and workplace conflict lived experiences among workers. The quantitative method examines workers' dominant conflict management style, perceptions of external social constructs, influences on conflict management style in the workplace, and relationships between perceptions of external social constructs and influences on the workplace's conflict management style. The participants may benefit by learning their dominant and backup conflict management style. The survey process should take less than 15 minutes to complete. There are no known physical, psychological, social, or financial research-related risks, inconveniences, or side effects. Your responses are confidential and the final report will not contain any identifying information.

This project and this consent form were reviewed and approved by The University of Southern Mississippi Institutional Review Board (IRB 21-21), ensuring that research involving human subjects follows federal regulations. Any concerns about rights as a research participant should be directed to the Chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5125, Hattiesburg, MS 39406-0001, 601-266-5997. Any questions about this research project should be directed to the Principal Investigator using the contact information provided above.

Participation in this project is voluntary, and you may withdraw at any time without penalty, prejudice, or loss of benefits. Unless described above, all personal information will be kept strictly confidential, including your name and other identifying information. All procedures to be followed and their purposes were explained to me. Information was given about all benefits, risks, inconveniences, or discomforts that might be expected. Any new information that develops during the project will be provided if that information may affect my willingness to continue participating in the project. By moving forward, I give my consent to participate in this research project.

What's My Conflict Management Style and Perception Survey

What's My Conflict Management Style

Instructions: Listed below are 15 statements. Each statement provides a possible strategy for dealing with conflict. Give each statement a numerical value (i.e., 1 = Always, 2 = Very often, 3 = Sometimes, 4 = Not very often, 5 = Rarely, if ever) depending on how often you rely on it. Do not answer as you think you should; answer as you actually behave.

___a. I argue my case with peers, colleagues and co-workers to demonstrate the merits of the position I take.

___b. I try to reach compromises through negotiation.

___c. I attempt to meet the expectations of others.

___d. I seek to investigate issues with others in order to find solutions that are mutually acceptable.

___e. I am firm in resolve when it comes to defending my side of an issue.

___f. I try to avoid being singled out, keeping conflict with others to myself.

___g. I uphold my solutions to problems.

___h. I compromise in order to reach solutions.

___i. I trade important information with others so that problems can be solved together.

___j. I avoid discussing my differences with others.

___k. I try to accommodate the wishes of my peers and colleagues.

___l. I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way.

___m. I put forward middle positions in efforts to break deadlocks.

___n. I accept the recommendations of colleagues, peers, and coworkers.

___o. I avoid hard feelings by keeping my disagreements with others to myself.

Scoring: The 15 statements you just read are listed below under five categories. Each category contains the letters of three statements. Record the number you placed next to each lettered statement. Calculate the total under each category.

				TOTALS
Competing Shark	a. ___	e. ___	g. ___	___
Collaborating Owl	d. ___	i. ___	l. ___	___
Avoiding Turtle	f. ___	j. ___	o. ___	___
Accommodating Teddy Bear	c. ___	k. ___	n. ___	___
Compromising Fox	b. ___	h. ___	m. ___	___

Results: My dominant style is _____ (lowest score) and my backup style is _____ (Second lowest score).

Source: Based on the work of David Johnson (1984), Stephen Robbins (1993) and M.A. Rahim (1983).

Perception Survey

Instructions: Place an X to the left side of only one answer for each question.

1. What age group do other people think fits you most?

___a. Younger (18-39)

___b. Middle-Aged (40-66)

___c. Older (67 or over)

2. Does what other people think about your age influence your conflict management style in the workplace?

___a. Yes

___b. No

3. What level of attractiveness do other people think fits you most?

___a. Very Attractive

___b. Somewhat Attractive

___c. Not Attractive

4. Does what other people think about your level of attractiveness influence your conflict management style in the workplace?

___a. Yes

___b. No

5. What gender and sexual identity do other people think fits you most?

___a. Heterosexual Male

___b. Heterosexual Female

___c. Other (Lesbian, Gay, Bisexual, Transsexual, or Queer) Male or Female

6. Does what other people think about your gender and sexual identity influence your conflict management style in the workplace?

___a. Yes

___b. No

7. What level of language usage do other people think fits you most?

___a. Very Good

___b. Somewhat Good

___c. Not Good

8. Does what other people think about your level of language usage influence your conflict management style in the workplace?

___a. Yes

___b. No

9. What level of likability do other people think fits you most?

___a. Very Likable

___b. Somewhat Likable

___c. Not Likable

10. Does what other people think about your level of likability influence your conflict management style in the workplace?

___a. Yes

___b. No

11. What race do other people think fits you most?

___a. Black

___b. White

___c. Other (American Indian or Alaska Native, Asian, Hispanic, Native Hawaiian, or Pacific Islander)

12. Does what other people think about your race influence your conflict management style in the workplace?

___a. Yes

___b. No

If you are interested in participating in a confidential follow-on telephone interview and receiving a $50 online Amazon gift card incentive, please provide a first name or alias, personal email address, and private telephone number below. The interview will be conducted after working hours, take less than 60 minutes to complete, and concerns your perspectives and a workplace conflict experience.

First Name or Alias:

Personal Email Address:

Private Telephone Number:

APPENDIX F – Perspective Questionnaire

1. What geographic location fits you most?
   A. Urban (City)
   B. Suburban (Suburbs)
   C. Rural (Country)

2. Does the geographic location that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not?

3. What level of morality fits you most?
   A. High
   B. Medium
   C. Low

4. Does the level of morality that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not?

5. What political affiliation fits you most?
   A. Democratic Party
   B. Republican Party
   C. Other (Libertarian Party, Green Party, Constitution Party, etcetera)

6. Does the political affiliation that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not?

7. What level of religiosity fits you most?
   A. High
   B. Medium
   C. Low

8. Does the level of religiosity that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not?

9. What level of socioeconomic status fits you most?
   A. High (above $150,000)
   B. Medium (above $50,000 but below $150,000)
   C. Low (below $50,000)

10. Does the level of socioeconomic status that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not?

11. What level of trust for other people fits you most?
    A. High
    B. Medium
    C. Low

12. Does the level of trust for other people that fits you most influence your dominant conflict management style in the workplace? Yes, or no? If yes, why? If no, why not?

APPENDIX G – Gibbs' Reflective Cycle Permission Letter

Dear Mr. Boyd,

We are happy to agree permission rights to use the following material for which we hold copyright:

Learning by Doing: A Guide to Teaching and Learning Methods by Graham Gibbs (2013). (Structured Debriefing questions in section 4.3.5 on pages 49 and 50)

The permission is subject to you giving acknowledgement of the source and referring to where the original publication can be accessed.

Kind regards,

Clare

Clare Beesley

Executive Office Manager and Executive Assistant to Director of Finance and Legal Services

Financial Reporting, Finance & Legal Services Directorate
Oxford Brookes University Headington Campus | Gipsy Lane | Oxford | OX3 0BP
t: 01865 483080 | e: cbeesley@brookes.ac.uk | www.brookes.ac.uk

My Working hours are 9-5 Mondays-Thursdays and 9-4.30 Fridays

OXFORD BROOKES UNIVERSITY

APPENDIX H – Gibbs' Reflective Cycle

Instructions: Please recall a workplace conflict lived experience that you were directly involved in where the other person was senior in a position or a peer of yours but not an employee or another worker who was junior in position to you.

1. Description: What happened?
2. Feelings: What were your reactions and feelings?
3. Evaluation: What was good or bad about the experience?
4. Analysis: What sense can you make of the situation?
5. Conclusion: What would you say about how you deal with other people during situations like this one?
6. Personal Action Plan: What would you do differently in this type of situation next time?

Source: Based on the work of G. Gibbs (2013).

APPENDIX I – Interview Protocol

This mixed-methods study investigates social constructs, conflict management style, and workplace conflict lived experiences among workers. The interview protocol follows:

- The interview will begin with the researcher informing the participant of the interview's approximate length, how the research may influence change, and the participant's right to end the interview at any time.
- The interviewer will gain consent from the participant and answer any questions regarding the study and confidentiality.
- Questions will aim to understand study participants' perspectives on internal social constructs, the influence of internal social constructs on conflict management style, and confirm why or why not. Questions will also explore *low-level cooperativeness* CMS workers' workplace conflict lived experience.

1. Start the interview.
    a. Ask the study participant for permission to record the interview.
    b. Begin recording.
    c. Ask semistructured, closed-ended, and open-ended questions in the Perspective Questionnaire and Gibbs' Reflective Cycle guide.
    d. Stop the interview at the 60-minute mark or ask to continue if not finished.
2. After the interview:
    a. Offer the participant an email copy of the consent form.
    b. Offer the participant an opportunity to receive an email of the transcribed data for member check.
    c. Explain member check and its importance in validating research.

d. Offer the participant a chance to review the transcript for corrections and approval.

e. Request a 3-day return on validated documents. If a participant does not return the documents, the researcher will assume the transcript is accurate.

3. At the meeting conclusion:

a. Thank the participant for supporting the research.

b. Explain the research results and findings will post on The University of Southern Mississippi Dissertation website once approved.

c. Provide the participant with a $50 online Amazon gift card incentive for their participation upon interview completion.

d. Address any concerns and answer questions.

APPENDIX J – Interview Script

Introduction:

Before we start the interview, I want to thank you for volunteering to participate in the qualitative portion of this investigation. I am a Ph.D. candidate at The University of Southern Mississippi, and I am currently in the data collection phase of the dissertation process. This mixed-methods study investigates social constructs, conflict management style, and workplace conflict lived experiences among workers. The interview will take 60 minutes or less to complete. Please feel free to take a break at any time, if necessary, during the interview. I will record the interview for transcription purposes; however, you can use a first name or alias of your choosing to act as your identifier. I will not record personal information, such as your name or personal email address, to maintain confidentiality. Your real name will not be associated with this study in any way. Please feel free to speak honestly and openly. Do I have your permission to record the interview? Thank you. Let us proceed.

Interviewer: _____ Date: _____

Interviewee/Alias: _____

Start time: _____ End time: _____

APPENDIX K – Email to Full-Time Faculty and Staff Members with Survey

Dear Full-Time Faculty and Staff Members,

The recently advertised "What's My Conflict Management Style and Perception Survey" is in the attached document. Your participation in the survey will support my dissertation research at The University of Southern Mississippi. This assessment takes less than 15 minutes to complete; it is confidential, approved by The University of Southern Mississippi (IRB 21-21), and authorized by the Executive Vice President for Instruction here at Chattahoochee Technical College.

To participate in this study, please open and save the attachment. Review the consent information and then proceed to the survey when you are ready, confirming dominant and backup conflict management styles and perceptions. Save the survey document with your answers, then return the completed survey to keith.boyd@chattahoocheetech.edu. I appreciate your participation and look forward to receiving your completed survey.

Respectfully,
Keith Boyd, Doctoral Candidate, The University of Southern Mississippi

Keith Boyd | WIOA Coordinator
Marietta Campus | Office G1126
(770) 528-3489 | ChattahoocheeTech.edu
A Unit of the Technical College System of Georgia
Equal Opportunity Institution

APPENDIX L – Weekly Email Reminder to Full-Time Faculty and Staff Members

Dear Full-Time Faculty and Staff Members,

This email is a follow-up to an original request to participate in the *What's My Conflict Management Style and Perception Survey*, which supports my dissertation research at the University of Southern Mississippi. If you have completed the survey, thank you for your participation, and please disregard this email notice. The survey helps determine dominant and backup conflict management styles, perceptions of external social constructs, and influences on conflict management style in the workplace. This assessment takes less than 15 minutes to complete; it is confidential, approved by The University of Southern Mississippi IRB (IRB 21-21), and authorized by the Executive Vice President for Instruction here at Chattahoochee Technical College. I appreciate your participation and look forward to receiving your response. Thank you in advance for your participation.

Respectfully,
Keith Boyd, Doctoral Candidate, The University of Southern Mississippi

Keith Boyd | WIOA Coordinator
Marietta Campus | Office G1126
(770) 528-3489 | ChattahoocheeTech.edu
A Unit of the Technical College System of Georgia
Equal Opportunity Institution

APPENDIX M – Thank You Email to Selected Interview Volunteers

Dear Participant,

Thank you for volunteering to participate in the interview portion of this investigation.

Congratulations! You were selected to participate in the interview process for this dissertation research.

This mixed-methods study investigates social constructs, conflict management style, and workplace conflict lived experiences among workers in the United States.

This study explores *low-level cooperativeness* conflict management style workers' perspectives on internal social constructs, influences on conflict management style in the workplace, and confirms why or why not. The study also explores relationships between perspectives on internal social constructs and influences on conflict management style followed by a workplace conflict lived experience. The workplace conflict experience should be with another worker that you did not have positional authority over. If you choose to participate in the interview process of this dissertation research, I respectfully request that you:

- Complete an interview consent form
- Participate in the interview (approximately 1 hour) process by telephone
- Provide information concerning your perspectives on internal social constructs, conflict management style, and a lived experience with a workplace conflict situation
- Review the interview transcript for accuracy

Your participation will offer insights into workers' social constructs, conflict management style, and workplace conflict lived experience. You will receive a $50 online Amazon gift card incentive for sharing your perspectives and a workplace conflict experience.

If you are interested in participating in this investigation, please contact me by calling (504) 957-7779 to schedule an interview.

I look forward to speaking with you.

Respectfully,

Keith Boyd
Doctoral Candidate
The University of Southern Mississippi

APPENDIX N – Thank You Email to Nonselected Interview Volunteers

Dear Participant,

Thank you for volunteering to participate in the interview portion of this investigation.

Unfortunately, you were not selected to participate in the interview process for this dissertation research.

This mixed-methods study investigates social constructs, conflict management style, and workplace conflict lived experiences among workers in the United States.

Your time and consideration are appreciated.

Respectfully,

Keith Boyd
Doctoral Candidate
The University of Southern Mississippi

APPENDIX O – Consent Form

Project Title:

Social Capital Matters: A Mixed Methods Investigation of Social Constructs, Conflict Management Style, and Workplace Conflict Lived Experiences Among Workers in the United States.

Principal Investigator: Keith Boyd
Phone: (504) 957-7779
Email: keith.boyd@usm.edu
School: Interdisciplinary Studies
Program: Human Capital Development

Purpose:

This mixed-methods study investigates social constructs, conflict management style, and workplace conflict lived experiences among workers in the United States.

Description of Study:

The qualitative method explores low-level cooperativeness conflict management style workers' perspectives on internal social constructs, influences on conflict management style in the workplace while confirming why or why not, and relationships between perspectives on internal social constructs and influences. Influences related to conflict management style in the workplace are the focus. The qualitative method also explores low-level cooperativeness conflict management style workers' workplace conflict lived experience. The interview process will take 60 minutes or less to complete.

Benefits:

The potential benefits participants may gain as a result of participation concerns improved understanding of their perspectives on internal social constructs, influences on conflict management style, and workplace conflict lived experience. There will be a $50 online Amazon gift card incentive for participants that complete the interview process. If the participant is unwilling or unable to complete the interview process, no incentive will be distributed. The interview process will take 60 minutes or less to complete.

Risks:

There are no known physical, psychological, social, or financial research-related risks, inconveniences, or side effects.

Confidentiality:

Confidentiality will be maintained through a first-name or alias. Qualitative interview data containing audio recordings, transcripts, and personal emails will secure through telephone and computer passwords. I, along with the research committee members, the Institutional Review Board, and the transcription service, will be the only ones with access to the data. No presentations or publications of the data will identify you as a participant. The final version of the dissertation and any subsequent journal publications will use the first name alias to protect your identity.

Alternative Procedures:

The only alternative procedures for this study are applicant nonparticipation.

Participants' Assurance:

This project and this consent form have been reviewed by USM's Institutional Review Board, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research participant should be directed to the Institutional Review Board Chair. The University of Southern Mississippi, 118 College Drive #5125, Hattiesburg, MS 39406-0001, 601-266-5997.

Any questions about this research project should be directed to the Principal Investigator using the contact information provided above.

CONSENT TO PARTICIPATE IN RESEARCH

Participant's Name: _____

I hereby consent to participate in this research project. All research procedures and their purpose were explained to me, and I had the opportunity to ask questions about both the procedures and their purpose. I received information about all expected benefits, risks, inconveniences, or discomforts, and I had the opportunity to ask questions about them. I understand my participation in the project is completely voluntary and that I may withdraw from the project at any time without penalty, prejudice, or loss of benefits. I understand the extent to which my personal information will be kept confidential. As the research proceeds, I understand that any new information that emerges and that might be relevant to my willingness to continue my participation will be provided to me.

_____	_____
Research Participant	Person Explaining the Study
_____	_____
Date	Date

APPENDIX P – Thank You Email to Interview Participants

Dear Participant,

Thank you for participating in the interview portion of the study on Social Capital Matters: A Mixed Methods Investigation of Social Constructs, Conflict Management Style, and Workplace Conflict Lived Experiences Among Workers in the United States.

I have emailed you a $50 online Amazon gift card incentive as discussed for your participation in this investigation. Your consideration, professionalism, and time are appreciated. I wish you the very best moving forward.

Respectfully,

Keith Boyd
Doctoral Candidate
The University of Southern Mississippi
keith.boyd@usm.edu
(504)957-7779

APPENDIX Q – Perceptions of External Social Constructs Chi-Square Tests

Perceptions of Age and Influence

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.037[a]	1	.848	1.000	.549
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.037	1	.847	1.000	.549
Fisher's Exact Test				1.000	.549
N of Valid Cases	82				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.33.

b. Computed only for a 2x2 table

Perceptions of Attractiveness and Influence

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.262[a]	1	.133	.168	.123
Continuity Correction[b]	1.308	1	.253		
Likelihood Ratio	2.722	1	.099	.168	.123
Fisher's Exact Test				.168	.123
N of Valid Cases	82				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.09.

b. Computed only for a 2x2 table

Perceptions of Gender and Sexual Identity and Influence

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.299[a]	1	.254	.340	.203
Continuity Correction[b]	.676	1	.411		
Likelihood Ratio	1.232	1	.267	.340	.203
Fisher's Exact Test				.340	.203
N of Valid Cases	82				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.21.

b. Computed only for a 2x2 table

Perceptions of Language and Influence

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.196[a]	1	.658	.797	.432
Continuity Correction[b]	.034	1	.855		
Likelihood Ratio	.198	1	.656	.797	.432
Fisher's Exact Test				.797	.432
N of Valid Cases	82				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.85.

b. Computed only for a 2x2 table

Perceptions of Likability and Influence

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.767[a]	1	.381	.464	.265
Continuity Correction[b]	.397	1	.529		
Likelihood Ratio	.768	1	.381	.464	.265
Fisher's Exact Test				.464	.265
N of Valid Cases	82				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.22.
b. Computed only for a 2x2 table

Perceptions of Race and Influence

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.004[a]	1	.951	1.000	.579
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.004	1	.951	1.000	.579
Fisher's Exact Test				1.000	.579
N of Valid Cases	82				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.89.

b. Computed only for a 2x2 table

APPENDIX R – Perceptions of External Social Constructs Crosstabulations

Perceptions of Age and Influence

Age * Influence * Frequency Crosstabulation

Frequency				Influence		
				No	Yes	Total
5	Age	LLCOOP	Count		5	5
			Expected Count		5.0	5.0
			% within Age		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		5	5
			Expected Count		5.0	5.0
			% within Age		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
14	Age	HMCOOP	Count		14	14
			Expected Count		14.0	14.0
			% within Age		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		14	14
			Expected Count		14.0	14.0
			% within Age		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
18	Age	LLCOOP	Count	18		18
			Expected Count	18.0		18.0
			% within Age	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	18		18

			Expected Count	18.0		18.0
			% within Age	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
45	Age	HMCOOP	Count	45		45
			Expected Count	45.0		45.0
			% within Age	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	45		45
			Expected Count	45.0		45.0
			% within Age	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
Total	Age	HMCOOP	Count	45[a]	14[a]	59
			Expected Count	45.3	13.7	59.0
			% within Age	76.3%	23.7%	100.0%
			% within Influence	71.4%	73.7%	72.0%
			% of Total	54.9%	17.1%	72.0%
			Standardized Residual	.0	.1	
		LLCOOP	Count	18[a]	5[a]	23
			Expected Count	17.7	5.3	23.0
			% within Age	78.3%	21.7%	100.0%
			% within Influence	28.6%	26.3%	28.0%
			% of Total	22.0%	6.1%	28.0%
			Standardized Residual	.1	-.1	
	Total		Count	63	19	82
			Expected Count	63.0	19.0	82.0
			% within Age	76.8%	23.2%	100.0%
			% within Influence	100.0%	100.0%	100.0%
			% of Total	76.8%	23.2%	100.0%

Each subscript letter denotes a subset of Influence categories whose column proportions do not differ significantly from each other at the .05 level.

Attractiveness * Influence * Frequency Crosstabulation

Frequency				Influence		
				No	Yes	Total
1	Attractiveness	LLCOOP	Count		1	1
			Expected Count		1.0	1.0
			% within Attractiveness		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		1	1
			Expected Count		1.0	1.0
			% within Attractiveness		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
10	Attractiveness	HMCOOP	Count		10	10
			Expected Count		10.0	10.0
			% within Attractiveness		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		10	10
			Expected Count		10.0	10.0
			% within Attractiveness		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
22	Attractiveness	LLCOOP	Count	22		22
			Expected Count	22.0		22.0
			% within Attractiveness	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	22		22
			Expected Count	22.0		22.0
			% within Attractiveness	100.0%		100.0%
			% within Influence	100.0%		100.0%

			% of Total	100.0%		100.0%
49	Attractiveness	HMCOOP	Count	49		49
			Expected Count	49.0		49.0
			% within Attractiveness	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	49		49
			Expected Count	49.0		49.0
			% within Attractiveness	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
Total	Attractiveness	HMCOOP	Count	49_a	10_a	59
			Expected Count	51.1	7.9	59.0
			% within Attractiveness	83.1%	16.9%	100.0%
			% within Influence	69.0%	90.9%	72.0%
			% of Total	59.8%	12.2%	72.0%
			Standardized Residual	-.3	.7	
		LLCOOP	Count	22_a	1_a	23
			Expected Count	19.9	3.1	23.0
			% within Attractiveness	95.7%	4.3%	100.0%
			% within Influence	31.0%	9.1%	28.0%
			% of Total	26.8%	1.2%	28.0%
			Standardized Residual	.5	-1.2	
	Total		Count	71	11	82
			Expected Count	71.0	11.0	82.0
			% within Attractiveness	86.6%	13.4%	100.0%
			% within Influence	100.0%	100.0%	100.0%
			% of Total	86.6%	13.4%	100.0%

Each subscript letter denotes a subset of Influence categories whose column proportions do not differ significantly from each other at the .05 level.

Gender/Sex * Influence * Frequency Crosstabulation

Frequency				Influence		
				No	Yes	Total
6	Gender/Sex	LLCOOP	Count		6	6
			Expected Count		6.0	6.0
			% within Gender/Sex		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		6	6
			Expected Count		6.0	6.0
			% within Gender/Sex		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
9	Gender/Sex	HMCOOP	Count		9	9
			Expected Count		9.0	9.0
			% within Gender/Sex		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		9	9
			Expected Count		9.0	9.0
			% within Gender/Sex		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
17	Gender/Sex	LLCOOP	Count	17		17
			Expected Count	17.0		17.0
			% within Gender/Sex	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	17		17
			Expected Count	17.0		17.0
			% within Gender/Sex	100.0%		100.0%
			% within Influence	100.0%		100.0%

			% of Total	100.0%		100.0%
50	Gender/Sex	HMCOOP	Count	50		50
			Expected Count	50.0		50.0
			% within Gender/Sex	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	50		50
			Expected Count	50.0		50.0
			% within Gender/Sex	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
Total	Gender/Sex	HMCOOP	Count	50_a	9_a	59
			Expected Count	48.2	10.8	59.0
			% within Gender/Sex	84.7%	15.3%	100.0%
			% within Influence	74.6%	60.0%	72.0%
			% of Total	61.0%	11.0%	72.0%
			Standardized Residual	.3	-.5	
		LLCOOP	Count	17_a	6_a	23
			Expected Count	18.8	4.2	23.0
			% within Gender/Sex	73.9%	26.1%	100.0%
			% within Influence	25.4%	40.0%	28.0%
			% of Total	20.7%	7.3%	28.0%
			Standardized Residual	-.4	.9	
	Total		Count	67	15	82
			Expected Count	67.0	15.0	82.0
			% within Gender/Sex	81.7%	18.3%	100.0%
			% within Influence	100.0%	100.0%	100.0%
			% of Total	81.7%	18.3%	100.0%

Each subscript letter denotes a subset of Influence categories whose column proportions do not differ significantly from each other at the .05 level.

Language * Influence * Frequency Crosstabulation

Frequency				Influence		
				No	Yes	Total
7	Language	LLCOOP	Count		7	7
			Expected Count		7.0	7.0
			% within Language		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		7	7
			Expected Count		7.0	7.0
			% within Language		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
16	Language	LLCOOP	Count	16		16
			Expected Count	16.0		16.0
			% within Language	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	16		16
			Expected Count	16.0		16.0
			% within Language	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
21	Language	HMCOOP	Count		21	21
			Expected Count		21.0	21.0
			% within Language		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		21	21
			Expected Count		21.0	21.0
			% within Language		100.0%	100.0%
			% within Influence		100.0%	100.0%

			% of Total		100.0%	100.0%
38	Language	HMCOOP	Count	38		38
			Expected Count	38.0		38.0
			% within Language	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	38		38
			Expected Count	38.0		38.0
			% within Language	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
Total	Language	HMCOOP	Count	38_a	21_a	59
			Expected Count	38.9	20.1	59.0
			% within Language	64.4%	35.6%	100.0%
			% within Influence	70.4%	75.0%	72.0%
			% of Total	46.3%	25.6%	72.0%
			Standardized Residual	-.1	.2	
		LLCOOP	Count	16_a	7_a	23
			Expected Count	15.1	7.9	23.0
			% within Language	69.6%	30.4%	100.0%
			% within Influence	29.6%	25.0%	28.0%
			% of Total	19.5%	8.5%	28.0%
			Standardized Residual	.2	-.3	
	Total		Count	54	28	82
			Expected Count	54.0	28.0	82.0
			% within Language	65.9%	34.1%	100.0%
			% within Influence	100.0%	100.0%	100.0%
			% of Total	65.9%	34.1%	100.0%

Each subscript letter denotes a subset of Influence categories whose column proportions do not differ significantly from each other at the .05 level.

Likability * Influence * Frequency Crosstabulation

Frequency				Influence No	Influence Yes	Total
10	Likability	LLCOOP	Count		10	10
			Expected Count		10.0	10.0
			% within Likability		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		10	10
			Expected Count		10.0	10.0
			% within Likability		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
13	Likability	LLCOOP	Count	13		13
			Expected Count	13.0		13.0
			% within Likability	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	13		13
			Expected Count	13.0		13.0
			% within Likability	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
27	Likability	HMCOOP	Count	27		27
			Expected Count	27.0		27.0
			% within Likability	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	27		27
			Expected Count	27.0		27.0
			% within Likability	100.0%		100.0%
			% within Influence	100.0%		100.0%

			% of Total	100.0%		100.0%
32	Likability	HMCOOP	Count		32	32
			Expected Count		32.0	32.0
			% within Likability		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		32	32
			Expected Count		32.0	32.0
			% within Likability		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
Total	Likability	HMCOOP	Count	27_a	32_a	59
			Expected Count	28.8	30.2	59.0
			% within Likability	45.8%	54.2%	100.0%
			% within Influence	67.5%	76.2%	72.0%
			% of Total	32.9%	39.0%	72.0%
			Standardized Residual	-.3	.3	
		LLCOOP	Count	13_a	10_a	23
			Expected Count	11.2	11.8	23.0
			% within Likability	56.5%	43.5%	100.0%
			% within Influence	32.5%	23.8%	28.0%
			% of Total	15.9%	12.2%	28.0%
			Standardized Residual	.5	-.5	
	Total		Count	40	42	82
			Expected Count	40.0	42.0	82.0
			% within Likability	48.8%	51.2%	100.0%
			% within Influence	100.0%	100.0%	100.0%
			% of Total	48.8%	51.2%	100.0%

Each subscript letter denotes a subset of Influence categories whose column proportions do not differ significantly from each other at the .05 level.

Race * Influence * Frequency Crosstabulation

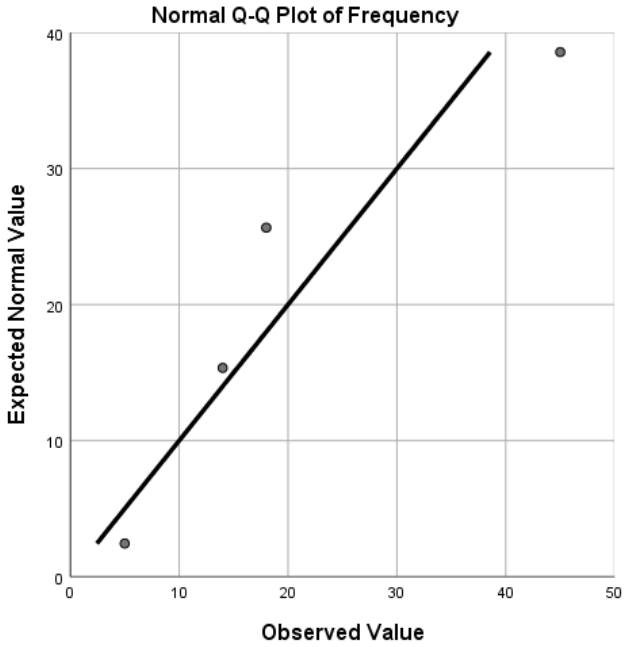
Frequency				Influence No	Influence Yes	Total
6	Race	LLCOOP	Count		6	6
			Expected Count		6.0	6.0
			% within Race		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		6	6
			Expected Count		6.0	6.0
			% within Race		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
15	Race	HMCOOP	Count		15	15
			Expected Count		15.0	15.0
			% within Race		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
			Standardized Residual		.0	
	Total		Count		15	15
			Expected Count		15.0	15.0
			% within Race		100.0%	100.0%
			% within Influence		100.0%	100.0%
			% of Total		100.0%	100.0%
17	Race	LLCOOP	Count	17		17
			Expected Count	17.0		17.0
			% within Race	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
	Total		Count	17		17
			Expected Count	17.0		17.0
			% within Race	100.0%		100.0%
			% within Influence	100.0%		100.0%

			% of Total	100.0%		100.0%
44	Race	HMCOOP	Count	44		44
			Expected Count	44.0		44.0
			% within Race	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
			Standardized Residual	.0		
		Total	Count	44		44
			Expected Count	44.0		44.0
			% within Race	100.0%		100.0%
			% within Influence	100.0%		100.0%
			% of Total	100.0%		100.0%
Total	Race	HMCOOP	Count	44_a	15_a	59
			Expected Count	43.9	15.1	59.0
			% within Race	74.6%	25.4%	100.0%
			% within Influence	72.1%	71.4%	72.0%
			% of Total	53.7%	18.3%	72.0%
			Standardized Residual	.0	.0	
		LLCOOP	Count	17_a	6_a	23
			Expected Count	17.1	5.9	23.0
			% within Race	73.9%	26.1%	100.0%
			% within Influence	27.9%	28.6%	28.0%
			% of Total	20.7%	7.3%	28.0%
			Standardized Residual	.0	.0	
		Total	Count	61	21	82
			Expected Count	61.0	21.0	82.0
			% within Race	74.4%	25.6%	100.0%
			% within Influence	100.0%	100.0%	100.0%
			% of Total	74.4%	25.6%	100.0%

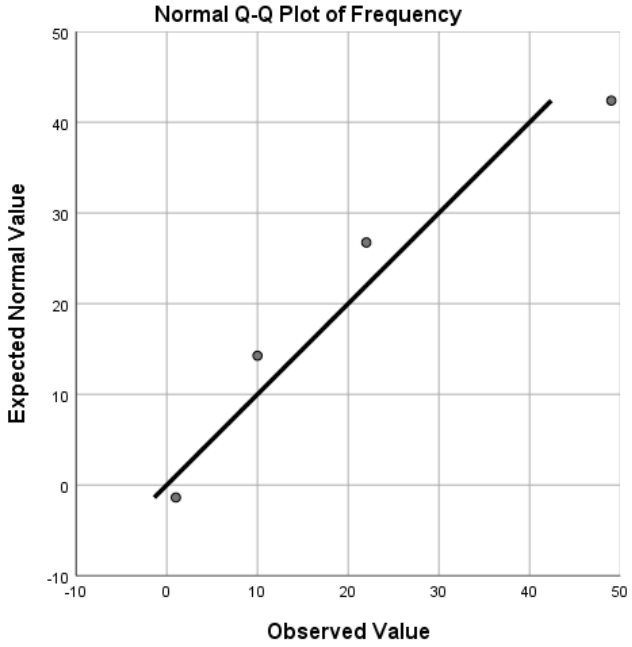
Each subscript letter denotes a subset of Influence categories whose column proportions do not differ significantly from each other at the .05 level.

APPENDIX S – Perceptions of External Social Constructs Q-Q Plots

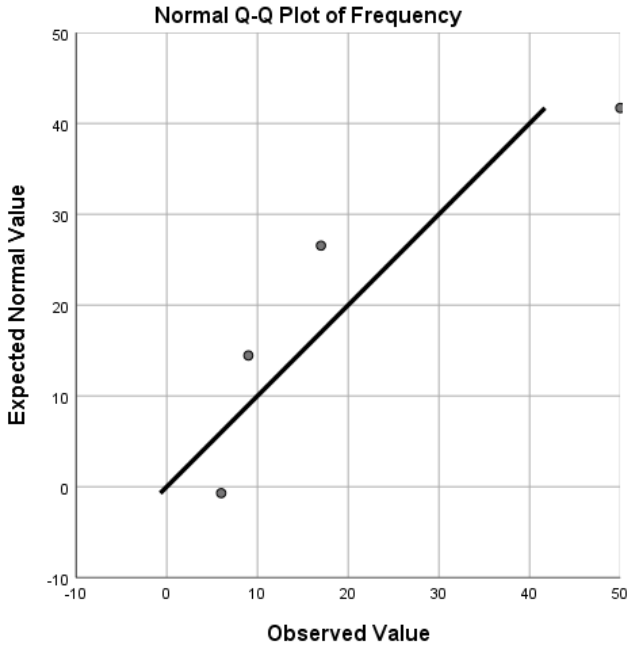
Perceptions of Age and Influence



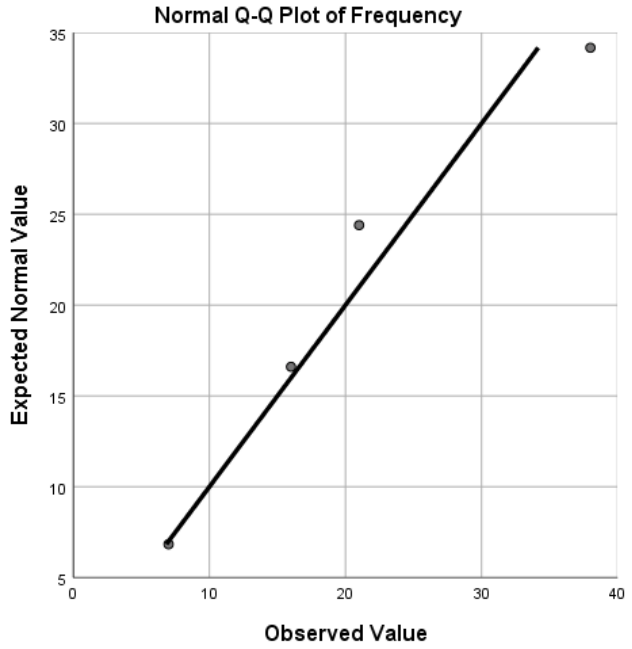
Perceptions of Attractiveness and Influence



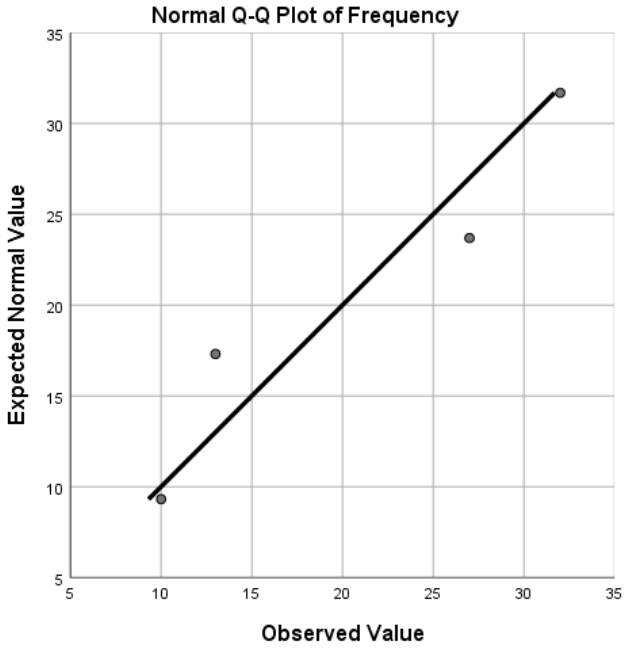
Perceptions of Gender and Sexual Identity and Influence



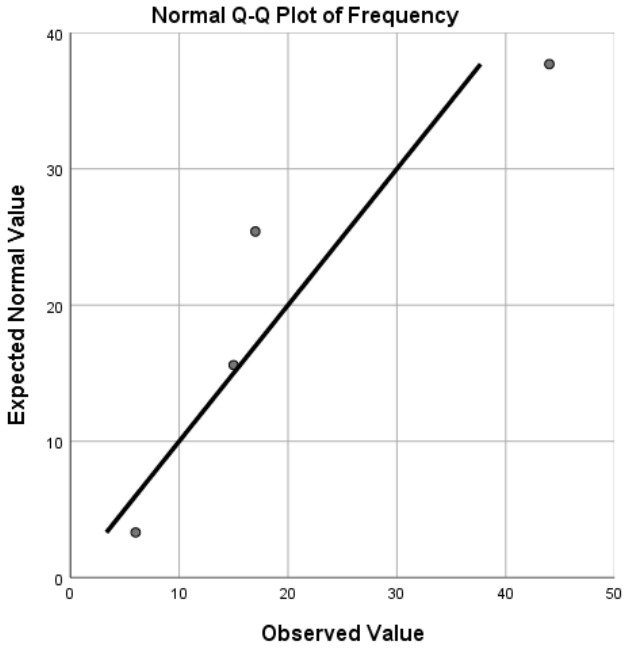
Perceptions of Language and Influence



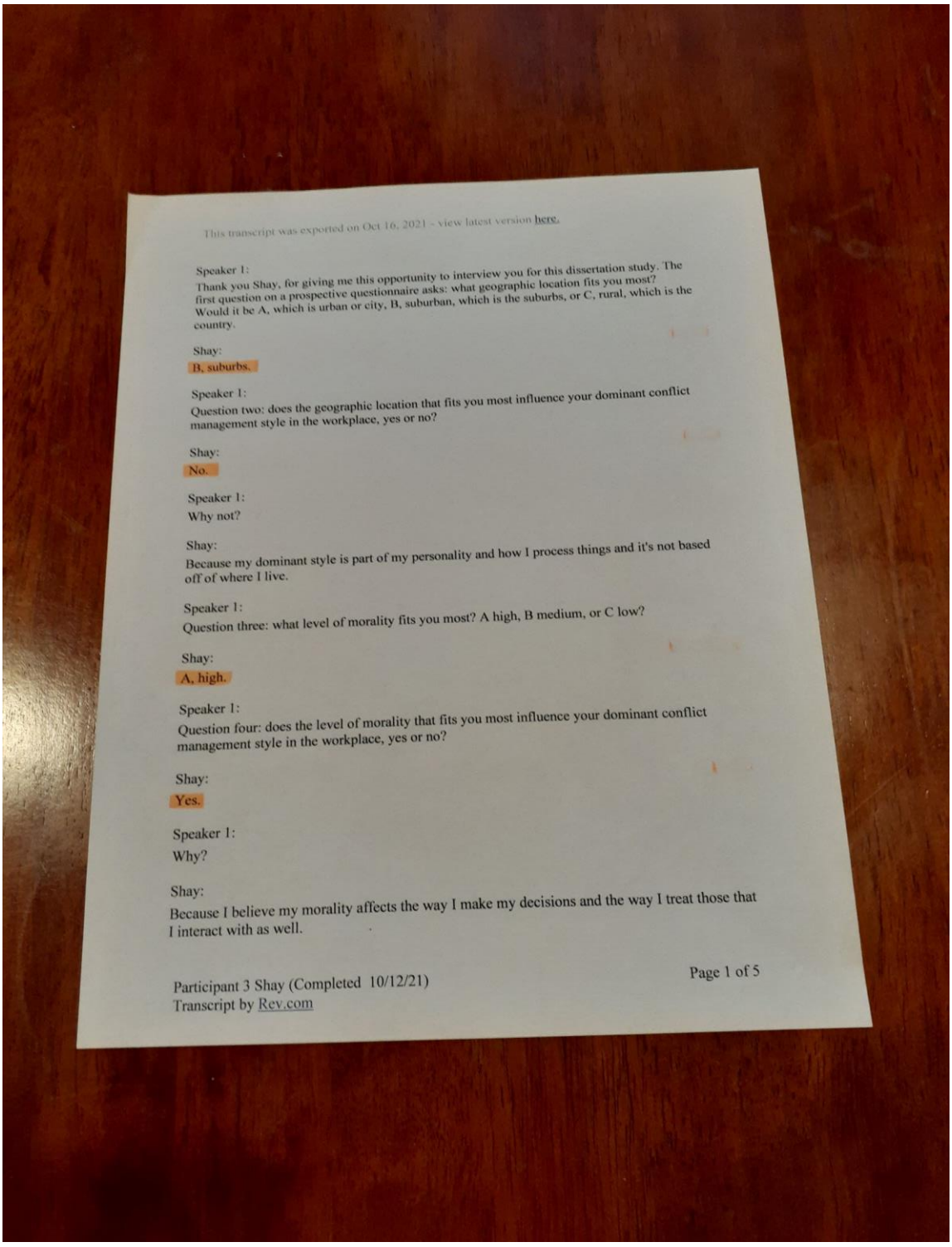
Perceptions of Likability and Influence



Perceptions of Race and Influence



APPENDIX T – IPA Supplemental Process for Research Objective Six



This transcript was exported on Oct 16, 2021 - view latest version here.

Speaker 1:
Thank you Shay, for giving me this opportunity to interview you for this dissertation study. The first question on a prospective questionnaire asks: what geographic location fits you most? Would it be A, which is urban or city, B, suburban, which is the suburbs, or C, rural, which is the country.

Shay:
B, suburbs.

Speaker 1:
Question two: does the geographic location that fits you most influence your dominant conflict management style in the workplace, yes or no?

Shay:
No.

Speaker 1:
Why not?

Shay:
Because my dominant style is part of my personality and how I process things and it's not based off of where I live.

Speaker 1:
Question three: what level of morality fits you most? A high, B medium, or C low?

Shay:
A, high.

Speaker 1:
Question four: does the level of morality that fits you most influence your dominant conflict management style in the workplace, yes or no?

Shay:
Yes.

Speaker 1:
Why?

Shay:
Because I believe my morality affects the way I make my decisions and the way I treat those that I interact with as well.

Participant 3 Shay (Completed 10/12/21)
Transcript by Rev.com

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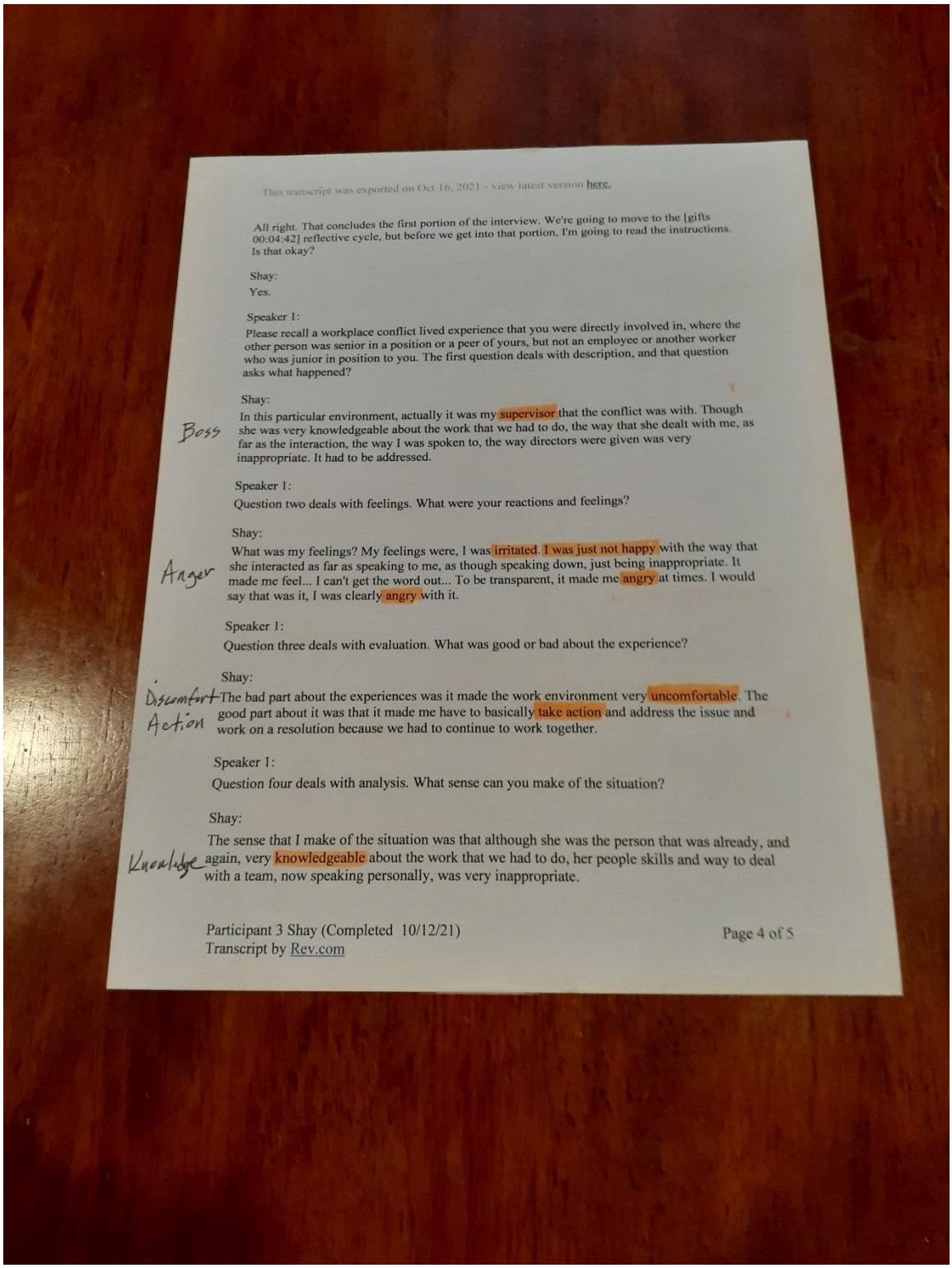

All right. That concludes the first portion of the interview. We're going to move to the [gifts 00:04:42] reflective cycle, but before we get into that portion, I'm going to read the instructions. Is that okay?

Shay:
Yes.

Speaker 1:
Please recall a workplace conflict lived experience that you were directly involved in, where the other person was senior in a position or a peer of yours, but not an employee or another worker who was junior in position to you. The first question deals with description, and that question asks what happened?

Shay:
Boss — In this particular environment, actually it was my supervisor that the conflict was with. Though she was very knowledgeable about the work that we had to do, the way that she dealt with me, as far as the interaction, the way I was spoken to, the way directors were given was very inappropriate. It had to be addressed.

Speaker 1:
Question two deals with feelings. What were your reactions and feelings?

Shay:
Anger — What was my feelings? My feelings were, I was irritated. I was just not happy with the way that she interacted as far as speaking to me, as though speaking down, just being inappropriate. It made me feel... I can't get the word out... To be transparent, it made me angry at times. I would say that was it, I was clearly angry with it.

Speaker 1:
Question three deals with evaluation. What was good or bad about the experience?

Shay:
Discomfort / Action — The bad part about the experiences was it made the work environment very uncomfortable. The good part about it was that it made me have to basically take action and address the issue and work on a resolution because we had to continue to work together.

Speaker 1:
Question four deals with analysis. What sense can you make of the situation?

Shay:
Knowledge — The sense that I make of the situation was that although she was the person that was already, and again, very knowledgeable about the work that we had to do, her people skills and way to deal with a team, now speaking personally, was very inappropriate.

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