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Exploring the Relationship between U.S. Jamaican Immigrants' Cultural Beliefs and Conflict Management Styles as These Correlations are Related to Their Perceived Job Satisfaction and Job Performance

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EXPLORING THE RELATIONSHIP BETWEEN U.S. JAMAICAN IMMIGRANTS'

CULTURAL BELIEFS AND CONFLICT MANAGEMENT STYLES AS THESE

CORRELATIONS ARE RELATED TO THEIR PERCEIVED JOB SATISFACTION

AND JOB PERFORMANCE

A dissertation submitted in partial fulfillment of the

requirements for the degree of

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in

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by

Keisha S. Grey

2017

To: Dean Michael R. Heithaus
        College of Arts, Sciences and Education

This dissertation, written by Keisha S. Grey and entitled Exploring the Relationship between U.S. Jamaican Immigrants' Cultural Beliefs and Conflict Management Styles as These Correlations are Related to Their Perceived Job Satisfaction and Job Performance, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

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Date of Defense: March 27, 2017

The dissertation of Keisha S. Grey is approved.

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Dean Michael R. Heithaus
College of Arts, Sciences and Education

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Vice President for Research and Economic Development
and Dean of the University Graduate School

Florida International University, 2017

DEDICATION

I dedicate this dissertation to my great grandmother Lucille McKenzie, my grandmother, Tutseleta Francis and my mother, Sharon Patricia Grant. Without their sacrifices, this journey would not have been possible.

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This journey was one fueled by a great passion for my research topic based on personal experiences as an international student in the United States (U.S.) and subsequently working as a U.S. Jamaican immigrant in the U.S. workplace. I would not have been able to complete this journey without the grace of the Almighty God.

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ABSTRACT OF THE DISSERTATION

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Immigrant numbers in developing and first world countries are increasing, and immigrants are bringing with them to the host country their set of attitudes, customs, habits, interests and traditions. Due to this influx of immigrants, conflict situations between employees are on the rise and are more difficult to resolve when compared to conflicts that are within the same cultural groups. If organizations are better able to understand the relationship between the cultural beliefs and conflict management styles of employees, they can help them utilize conflict management styles in specific situations to result in increased job satisfaction and job performance.

This collected papers dissertation explored the relationship between U.S. Jamaican immigrants' cultural beliefs, and conflict management styles related to perceived job satisfaction and job performance. There were two studies completed in fulfillment of this collected papers dissertation.

STUDY #1: The purpose of this structured literature review was to systematically examine the literature on conflict management style and perceived job satisfaction and job performance. STUDY #2: The purpose of this cross-sectional, explanatory study was to examine the relationship between the cultural beliefs and conflict management styles of U.S. Jamaican immigrants, and their job satisfaction and job performance in the workplace. Quantitative data were examined in two stages using SPSS 23. In the first stage, descriptive statistics were used. Second, a moderated regression analysis and linear regression were done.

It was found in study #1, that the two conflict management styles that were associated with increased job satisfaction and job performance with were integrating and compromising conflict management styles (Zhang et al., 2015). In study #2, it was found that the dominant conflict management style for U.S. Jamaican immigrants was collaborating. However, the only conflict management style that was found to be a significantly positive moderator for the relationship between job satisfaction and job performance was compromising conflict management style. This finding is consistent with the finding from Study #1, where Zhang et al. (2015) found that employees who use compromising conflict management style were more satisfied and had higher levels of job performance.

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CHAPTER I

COLLECTED PAPERS INTRODUCTION

This collected papers dissertation explored the relationship between U.S.

Jamaican immigrants' cultural beliefs and conflict management styles and how conflict

management styles as are related to the perceived job satisfaction and job performance of

U.S. Jamaican immigrants. Chapter 1, includes a discussion of the background to the

problem, prior research, the purpose of the collected papers, conceptual background,

description of the collected papers, potential implications, and the structure of the

collected papers. Three chapters follow this chapter: Chapter 2 presents the structured

literature review, Chapter 3 presents the cross-sectional explanatory study and Chapter 4

presents the implications.

Background to the Problem

Immigrant numbers in developing and first world countries are increasing, and

immigrants are bringing their set of attitudes, customs, habits, interests and traditions

with them to the host country (Parchment-Pennant, 2003). Because of the influx of

immigrants, conflict situations between employees are on the rise (Onishi & Bliss, 2006)

and are more difficult to resolve than conflicts within the same cultural groups (Ohbuchi,

Fukushima, & Tedeschi, 1999). If organizations are better able to understand the

relationship between cultural beliefs (Taras, Kirkman, & Steel, 2010), and the conflict

management styles of their employees (Kunaviktikul, Nuntasupawat, Srisuphan, &

Booth, 2000), they can help employees utilize appropriate conflict management styles in

specific situations. By helping employees utilize appropriate conflict management styles,

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employees can experience increased job satisfaction and job performance (Kaushal & Kwantes, 2006; Oetzel & Ting-Toomey, 2003; Rahim, 2010; Shih & Susanto, 2010).

Individuals continue to emigrate to the United States (U.S.), despite ethnic and cultural tensions that exist between Americans and immigrants (Zárate, Garcia, Garza, & Hitlan, 2004). An immigrant in the United States is a foreign-born person. According to the U.S. Census (2011), 13% of the 309.3 million people living in the U.S. are foreign-born. Foreign-born refers to those individuals living in the U.S. who were not U.S. citizens at birth and includes those U.S. citizens who became citizens through the process of naturalization (U.S. Census, 2011). Of all foreign-born persons in the U.S. in 2010, approximately 21.2 million have ancestral roots in Latin America and the Caribbean (U.S. Census, 2011). The two largest settlement areas for the Caribbean immigrant population are the states of New York and Florida. Florida's population accounts for 16.42% of the total U.S. population, and 8% of Floridians have Caribbean ancestral roots (U.S. Census, 2011).

The English-speaking Caribbean includes Anguilla, Antigua, the Bahamas, Barbuda, Barbados, British Virgin Islands, the Cayman Islands, Dominica, Grenada, Guyana, Montserrat, Jamaica, St. Kitts-Nevis, St. Lucia, St. Maarten, St. Vincent, Trinidad and Tobago, The Turks and Caicos Islands, and the U.S. Virgin Islands (Premdas, 1996, p. 7). The largest island is Jamaica, which also accounts for the largest Caribbean immigrant population in the U.S. (U.S. Census, 2011). Approximately 67% of U.S. Jamaican immigrants over the age of 16 who are active participants in the American workforce are employed in the fields of education, social assistance, and health care (U.S. Census, 2011).

Jamaican immigrants like many other Caribbean immigrants in the U.S. are voluntary immigrants (Ogbu, 1993); they came to the U.S. to seek improved education, economic opportunities, and greater political freedom. Many come exposed to U.S. culture and bring with them preconceived notions of the U.S. culture. This exposure to the U.S. culture might be due to the number of U.S. educational institutions in Jamaica currently offering business and education degrees, the use of U.S. management policies in Jamaican workplaces, social media and the influence of U.S produced media (Mujtaba & Hinds, 2004).

Lulofs and Cahn (2000) defined culture as "a group-level construct that embodies a distinctive system of traditions, beliefs, values, norms, rituals, symbols and meanings that is shared by a majority of interacting individuals in a community" (p. 40). Culture contains specific attributes, which vary from individual to individual, group to group and result in some predictable tendencies that include different social behaviors (Singelis, Triandis, Bhawuk, & Gelfand, 1995). Cultural beliefs are "basic premises that people endorse and use to guide their behavior in different situations" (Leung et al., 2002b, p. 289). They are specific and are defined by groups of people, and these change based on setting and time (Leung et al., 2002b) and are labeled as social axioms. The cultural beliefs of individuals are hard to change, even over time and can lead to conflict in the workplace that are difficult to resolve (Staw, 1980).

Conflict is an example what happens when an individual or group gets what they want, and the other party does not (Pruitt & Kim, 2004). For this to happen, a "threshold level" has to be exceeded, that is, "incompatibilities, disagreements, or differences must be severe enough before the parties experience conflict" (Rahim, 2010, p. 17). Conflict

can be classified according to the source of the conflict or on organizational levels (Rahim, 2011).

The type of conflict that is between two or more individuals of the same or different hierarchical level is interpersonal conflict, and conflict among members of a group or between two or more subgroups within a group is intragroup conflict (Rahim, 2011). Intragroup conflict of this type is connected to a group's goals, tasks, or procedures. Intergroup conflict is between two or more units or groups within an organization (Rahim, 2011). Intrapersonal conflict occurs when an organizational member is required to perform certain tasks and roles that do not match his or her expertise, interests, goals, or values (Rahim, 2011).

Conflict can have positive outcomes in the organization that helps to improve individual and group performance if enhanced and maintained at a moderate level (Rahim, 2010). Conflict can also help employees become more innovative, better at problem-solving, contribute to clarifying issues and identifying problems that occur in the organization (Kunaviktikul et al., 2000). However, ignoring conflict can be detrimental to an organization's productivity (Chan, Huang, & Ng, 2008), affecting relationships, goal achievement, job performance, job satisfaction (Mobley, Horner, & Hollingsworth, 1978; Rahim, 2011), and employee learning (Staw, 1980). Ignoring conflict can also result in occupational stress, poor job morale (Trudel & Reio, 2011), employee sabotage, absenteeism, high turnover of employees (Staw, 1980) and incivility in the workplace (Meyer, 2004; Onishi & Bliss, 2006; Trudel & Reio, 2011).

Organizations are encouraged to proactively attempt to understand the relationship between culture (Ma, 2007), and fundamental values or core beliefs in an

employee's conflict management styles (Staw, 1980). When persons are involved in the conflict, the patterns of behaviors that they use in responding to the conflict are called conflict management styles (Kaushal & Kwantes, 2006). The patterns are defined by how individuals perceive the situation, and the manner in which they decide to resolve the situation (Kaushal & Kwantes, 2006) and these patterns change depending on the situation (Wilmot & Hocker, 2007).

Understanding the cultural beliefs of individuals, and how they manage conflict (Kunaviktikul et al., 2000), can enhance how human resource professionals address job satisfaction and job performance. Job satisfaction is defined as an individual's overall attitude toward all aspects of the job (Brayfield & Rothe, 1951; Ironson, Smith, Brannick, Gibson, & Paul, 1989; Stanton, Bachiochi, Robie, Perez, & Smith, 2002). Job satisfaction is "an evaluative judgment about one's job that partly, but not entirely, results from emotional experiences at work" (Weiss & Cropanzano, 1996, p. 2). Increased job satisfaction in the workplace results in lower levels of stress among employees and may reduce staff absenteeism and reduce related costs within the organization (Van Saane, Sluiter, Verbeek, & Frings-Dresen, 2003). One such way would be to provide conflict management training (Staw, 1980).

Job performance is defined as "behaviors or actions that are relevant to the goals of the organization in question" (McCloy, Campbell, & Cudeck, 1994, p. 493). An employee's job satisfaction and job performance are related to that employee's decision to stay with an organization or to leave (turnover). When the employees who are performing as per company standard are the ones who leave the organization, this can hurt the organization (Allen & Griffeth, 1999).

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Proactive organizations should develop strategies to help employees manage conflict in the workplace as this is related to employee job performance (Shih & Susanto, 2010), job satisfaction and the efficient functioning of organizations (Kunaviktikul et al., 2000). It is important that Human Resource Development (HRD) professionals understand conflict management styles of different cultural groups, and use this knowledge in developing training for employees. By using their knowledge of conflict management in the workplace to help create training, this would help in increasing job satisfaction and job performance of employees.

Conflict is unavoidable in the workplace, and organizations are working to create strategies to help employees utilize conflict management styles that positively relate to job satisfaction and job performance (Shih & Susanto, 2010), thus helping increase organization productivity (Kunaviktikul et al., 2000). Existing research focuses on the relationship between conflict management styles and job satisfaction (Kunaviktikul et al., 2000; Williams, 2011) and job performance (Shih & Susanto, 2010). There was also research found on the relationship between conflict management styles and emotional intelligence (Ellis, 2010), self-efficacy (Ergeneli, Camgoz, & Karapinar, 2010), role conflict, job distress (Reich, Wagner-Westbrook, & Kressel, 2007) and culture (Ray, 2008). Haraway and Haraway (2005) and Johansen (2010) investigated the relationship between conflict management styles and stress in the workplace. Moreover, Mohr and Puck (2007) investigated the relationship between conflict management styles and general manager job satisfaction and stress, and the performance of international organizations. Trudel and Reio (2011) investigated the relationship between workplace incivility and conflict management styles. However, only a few research articles found

that in the same study the relationship between cultural beliefs and conflict management styles, to job satisfaction and job performance were investigated.

The collection of papers responds to a challenge that Rahim (2010) put forth for research "investigating the mediating or moderating effects of the conflict handling styles on the relationship between the three types of conflict and job performance and satisfaction." It also responds to the need for "more cross-cultural studies on styles and the effects of substantive, affective and process conflicts on job performance and satisfaction" (Rahim, 2010, p. 65). My research also responds to a call from Taras et al. (2010) for additional research examining cultural values as moderators of the job satisfaction-job performance relationship, by using a variety of cultural values frameworks, as there were too few studies available for them to complete a meta-analytic examination.

Purpose of Collected Papers

The purpose of the collected papers dissertation was to explore the relationship between the cultural beliefs of U.S. Jamaican immigrants and their conflict management style as they relate to perceived job satisfaction and perceived job performance.

Conceptual Background for Collected Papers

Cultural beliefs are not derived from scientific validations but the personal experiences and socialization of individuals (Leung et al., 2002b); and they do relate to conflict management styles that are used by individuals. Following dual concern theory, persons handle conflict with a high or low concern for self and high or low concern for others (Pruitt & Kim, 2004). Rahim (1983) using dual concern theory and previous work on conflict management styles from Blake and Mouton (1964) and Thomas and Kilmann

(1974), proposed five conflict management styles for handling interpersonal conflict, along two dimensions: concern for self and concern for others. Conflict management styles are identified as either avoiding, compromising, dominating, integrating or obliging, as measured by The Rahim Organizational Conflict Inventory – II (Rahim, 1983a, 1986, 2002; Rahim & Bonoma, 1979; Rahim & Magner, 1995). These five styles (presented alphabetically below) differ across cultural groups. Understanding the differences between conflict management styles will help with conflict management in organizations because they are related to job satisfaction and job performance (Gabrielidis, Stephan, Ybarra, Dos Santos Pearson, & Villareal, 1997; Kaushal & Kwantes, 2006; Kunaviktikul et al., 2000; Ma, 2007; Rahim, 2010).

- Individuals who *avoid* conflict have a low concern for self and for others. They tend to walk away from the conflict situation and limit direct interaction with the person or persons with whom they might be in conflict; in some cases, they might suppress the conflict (Meyer, 2004), failing to satisfy the needs of either party involved (Rahim, 2010).

- Individuals who utilize the *compromising* conflict management style have transitional concern for self and others (Rahim, 2011), and involves individuals usually giving up some of their needs to allow both parties to emerge as winners (Rahim, 2010).

- Employees who *dominate* (also known as competing or forcing) during a conflict have a high concern for self and low concern for others and are focused on their interests, tending to have little regard for the other person's needs (Rahim, 1983a).

- Individuals who *integrate* (also known as *problem-solving* or *collaborating*) have a high concern for self and for others. These people are usually cooperative and attempt to obtain a solution in which both parties are winners. They do this while using open communication, clearing up misunderstandings, and analyzing the underlying causes of conflict (Rahim, 2011).

- In *obliging* (also known as *accommodating*), the individual has a low concern for self and high concern for others. This person will neglect what they are in need of during the conflict, becoming more concerned with the other person's needs and making sure that the other person get what they need (Rahim, 2011).

Individuals who manage conflict by *integrating* or *compromising* are considered more successful. This is because both parties usually win in the end and it increases job satisfaction (Kunaviktikul et al., 2000; Rahim, 2011). Conflict management styles are also good predictors of job performance (Rahim, 2010). *Competing* and *avoiding* conflict management styles are negatively related to job performance and *collaborating* (*integrating*) increases job performance (Rahim, 2011).

Description of Collected Papers

The fulfillment of this collected papers dissertation took place across two studies related to the relationship between the cultural beliefs of U.S. Jamaican immigrants, their conflict management styles as these correlations are related to perceived job satisfaction and job performance. The two studies included a structured literature review and a cross-sectional explanatory study.

Table 1 presents the title, method, and intended publication outlet for each of the two studies in the collected papers dissertation. These studies are further described in the sections that follow.

Table 1.

Collected Papers Studies 1-2.

Running Title	Method	Publication Outlet
STUDY #1. Structured Literature Review of the Relationship Between Conflict Management Styles and Perceived Job Satisfaction and Job Performance.	Structured literature review (Rocco, Stein, & Lee, 2003)	*International Journal of Conflict Management*
STUDY #2. Investigating the Relationship Between U.S. Jamaican Immigrants' Cultural Beliefs and Conflict Management Style as These Correlations Are Related to Perceived Job Satisfaction and Job Performance.	Cross-sectional explanatory study (Johnson, 2001; Vogt & Johnson, 2011)	*Human Resource Development International (HRDI)*

Study #1: Structured Literature Review of the Relationship Between Conflict Management Styles and Perceived Job Satisfaction and Job Performance

Purpose and research question. The purpose of this structured literature review (Rocco et al., 2003) was to systematically examine the literature on conflict management styles and perceived job satisfaction and job performance. This review was guided by the research question: How do conflict management styles relate to perceived job satisfaction and job performance in the literature?

Method. I utilized a structured literature review method (Rocco et al., 2003). Articles were obtained from research databases. Publications were screened for relevance to the topic, and articles identified. The publications had to meet four criteria:

- Criterion 1: Articles had to appear in peer-reviewed journals.
- Criterion 2: The keywords "*conflict management style*," "*job satisfaction*" and "*job performance*" all had to appear in the abstract of the article.
- Criterion 3: Articles must have been written in English.

- Criterion 4: Articles had to have been published after 2010 in response to a challenge that Rahim (2010) put forth for research "investigating the mediating or moderating effects of the conflict handling styles on the relationship between the three types of conflict and job performance and satisfaction," and the need for "more cross-cultural studies on styles and the effects of substantive, affective and process conflicts on job performance and satisfaction" (Rahim, 2010, p. 65).

Articles were reviewed for emergent themes (Rocco et al., 2003) and content and thematic analysis was done (Boyatzis, 1998).

Publication submission and formatting. The first study of the collected papers dissertation will be submitted to *The International Journal of Conflict Management* (IJCM). The manuscript will be prepared per APA 6th Edition.

Study #2: Investigating the Relationship Between U.S. Jamaican Immigrants' Cultural Beliefs and Conflict Management Style as These Correlations Are Related to Perceived Job Satisfaction and Job Performance.

Purpose and research questions. The purpose of this study was to examine the relationship between the cultural beliefs of U.S. Jamaican immigrants and their dominant conflict management style and how their correlations are related to perceived job satisfaction and job performance in the workplace. The three research hypotheses tested were:

(H1) There is a positive relationship between the job satisfaction and job performance of U.S. Jamaican immigrants.

(H2) The cultural beliefs of a U.S. Jamaican immigrant will significantly predict their conflict management styles.

(H3) For U.S. Jamaican immigrants, conflict management styles will moderate the relationship between job satisfaction and job performance such that this association will be stronger when compromising or integrating conflict management style is used and weaker when avoiding, dominating or obliging conflict management styles are used.

Method

A cross-sectional explanatory design was used for this research. In this type of study, the researcher collects data from participants only once making no changes to the situation (Johnson, 2001; Vogt & Johnson, 2011), and then comparisons were made with the specific variables of interest (Johnson, 2001). The focus of this study was to uncover potential relationships between the cultural beliefs of U.S. Jamaican immigrants and their conflict management style with their perceived job satisfaction and job performance and as such a cross-sectional explanatory research design was used for this study.

The population for this study consisted of U.S. Jamaican immigrants residing in New York and Florida who are members of The Florida Education Association, New York State Nursing Association (NYSNA), Jamaica Nurses' Association of Florida, The Caribbean American Business Association, African American/Caribbean Education Association, American Friends of Jamaica and the Caribbean American Medical & Scientific Association. Some participants were also recruited from professional groups on social media websites (Twitter, Facebook, and LinkedIn). The organizations that were selected represent the fields that over 67% of U.S. Jamaican immigrants primarily work in, the education, social assistance, and health care fields (U.S. Census, 2011). These organizations have a large number of U.S. Jamaican immigrants participating and as such

will increase external validity and allow generalizing of the research findings (Hinkle, Wiersma, & Jurs, 2003).

In the U.S., there are approximately 965,355 (46.6% male and 53.4% female) Jamaican immigrants and 246, 478 Jamaican immigrants living in Florida and 305,285 living in New York (U.S. Census, 2011). Following Cohen (1992) a minimum of 85 participants was needed to detect a medium effect size using a standard α-level of .05, power was set at 0.8. There were 133 participants. A description of the instruments, data collection procedures, and data analysis follows.

Instrumentation. The instruments that were utilized in this study are described below.

Cultural Belief. The 40-item short version of the Social Axioms Survey (SAS) was used to measure cultural belief. The SAS measures the individual social beliefs of individuals using a five-factor structure along five dimensions (Leung et al., 2002a). The five dimensions are defined by the authors as: social cynicism, social complexity, reward for application, spirituality, and control by fate. Respondents, using a 5-point Likert scale respond to a series of statements indicating whether they strongly believe, believe, have no opinion, disbelieve or strongly disbelieve with each statement. Sample statements from the short version of the SAS include: "One will succeed if he/she really tries," "There are ways for people to find out about their faith," "A persons' behavior is influenced by many factors" and "Hard working people are well rewarded." On the basis of other studies in the field including the convergent validity of SAS carried out by Singelis, Hubbard, Her, and An (2003) the construct validity of the instrument is supported. The Cronbach's alphas for previous studies have been reported for each of the

five dimensions with the - Control by Fate α = .54, Reward for Application α = .53,

Social Flexibility α = .51, Social Cynicism α = .76 and Spirituality α = .69 (Singelis et

al., 2003). These are all above the minimum alpha recommend by Tabachnick and Fidell

(1989) for research measures.

Conflict Management Styles. The 28-item self-report instrument, the Rahim

Organizational Conflict Inventory – II (ROCI – II) was used to measure Conflict

management styles (Rahim, 1983b). The ROCI – II uses responses to a 5-point Likert-

type scale ranging from strongly disagree (1) to strongly agree (5) to measure the five

styles of handling interpersonal conflict with superiors, subordinates, and peers (Rahim,

2010). These responses to items are averaged to create subscales, with a higher score

indicating a greater amount of conflict or greater use of one of the five conflict

management styles avoiding, compromising, dominating, integrating, or obliging. Each

subscale had a varying number of items, collaborating had seven items, accommodating

included six items, competing had five items, avoiding had six items and compromising

had four items. Sample statements include "*I try to investigate an issue with my peers to

find a solution acceptable to us*," "*I try to find a middle course to resolve an impasse*,"

and "*I generally try to satisfy the needs of my peers*." The Cronbach alphas for each

subscale ranged between .61 and .87.

Job Satisfaction. The *Job Descriptive Index* (JDI) was used to measure job

satisfaction. The 72-item JDI (Smith et al., 1987) measures an individual's satisfaction

with five facets: work on present job, present pay, opportunities for promotions,

satisfaction with supervision and people on your present job. In completing the

instrument, respondents replied "(Y) Yes," "not sure (?)" or "No (N)" in response to

whether the descriptive word is true about each of the five facets about their current job.

Sample items on the JDI measuring work on present job asks the respondent how the

phrases for example "*exciting*," "*creative*," or "*boring*" describe their current work. The

JDI was reported to have a .88 internal consistency reliability estimate across six samples

($N = 1219$); the JDI test, therefore, has a very high reliability and has been administered

in more than 400 research publications examining job satisfaction (Smith et al., 1987).

Job Performance. The 12-item self-report questionnaire developed by Kidd

(2006) was used to measure job performance. Job performance was measured along two

dimensions' contextual performance and overall performance. I used a modified 11-item

scale to measure job performance along two dimensions contextual and task performance.

Respondents used a 5-point Likert scale from *Not at all likely* to *Extremely likely* to

represent their agreement with the statements. Questions 1-5 measured technical

performance and 6 through 11 measured contextual performance. Sample statements

include *"Use problem solving skills"* and *"Support and encourage a coworker with a*

problem." The Cronbach's alphas for technical performance and interpersonal

performance were $\alpha = .71$ and $\alpha = .71$ respectively.

Procedures. An Internet-based self-report survey was used to collect data for this

study. An Internet-based self-report survey allowed for the survey available to more

participants and participants were able to complete the survey when they found it most

convenient (Dillman, Smyth, & Christian, 2009). There are however limitations to using

electronic surveys such as low response rates and technical challenges that respondent

sometimes experience (Dillman et al., 2009). The following paragraphs describe the

survey administration that was used.

All participants completed the survey online. The Dillman et al.'s (2009) Tailored Design Method was followed. Permission to carry out the study was received from the Florida International University's Graduate School and Institutional Review Board (IRB-16-0121). Once permission was received, two human resource development experts were asked to review the survey for content validity. Changes were made on the basis of their recommendations. An ethnicity question was added, and choices for employment status increased (adding unable to work as an option). Once the changes were made, a pilot study with eight working adults was completed. There were no significant changes made using feedback from the pilot sample.

Once the final survey instrument was ready for administration, the Dillman et al. (2009) Tailored Design Method was used. An email explaining the research study was sent to the current president of each organization (The Florida Education Association, NYSNA, Jamaica Nurses' Association of Florida, The Caribbean American Business Association, African American/Caribbean Education Association, American Friends of Jamaica and the Caribbean American Medical & Scientific Association) asking for the survey to distributed to their members. The email invitation included a description of the study, the purpose of the study, invitation for members to participate, and information on how to access the survey.

To maximize the number of responses, two days later a reminder email was sent to participants following the procedures outlined above. Five days later another email was sent to each main contact from the selected organizations asking them to remind members to complete the survey. The final email sent also served as a thank you to participants who had already completed the survey.

Qualtrics was used to administer the web-based survey. Qualtrics uses a secure server to distribute the survey, and this allowed participant data to be protected. Qualtrics is inexpensive, user-friendly and offers a secure-socket-layer, which prevents individuals from tampering with the data. Qualtrics is also available free for students at Florida International University to conduct their research. Data will be kept for three years from completion of the study and then destroyed. Using Qualtrics, made it easier for the data to be downloaded and imported into SPSS 23 for analysis.

Data analysis. Quantitative data were examined in two stages using SPSS 23. In the first stage, descriptive statistics were used. Second, a moderated regression analysis and a linear regression were done.

(H_1) There is a positive relationship between the job satisfaction and job performance of U.S. Jamaican immigrants.

(H_2) The cultural beliefs of a U.S. Jamaican immigrant will significantly predict their conflict management styles.

To test H_1 and H_2 a regression model was conducted when a statistical significance was found between variables (*cultural beliefs, job satisfaction, job performance and conflict management styles*) during the correlational analysis (Hinkle et al., 2003).

(H_3) For U.S. Jamaican immigrants, conflict management styles will moderate the relationship between job satisfaction and job performance such that this association will be stronger when compromising or integrating conflict management style is used and weaker when avoiding, dominating or obliging conflict management styles are used.

Specifically, moderated multiple regression analyses were done to determine if the relationship between *Job Satisfaction* and *Job Performance* was moderated by each *Conflict Management Style* (Hinkle et al., 2003).

Publication submission and formatting. The final study of the collected papers was submitted to *Human Resource Development International (HRDI)* on March 26, 2017.

Implications of Collected Papers Research

The information gathered from this study adds to conflict management theory and provides information to HRD professionals, that may inform training for employees in conflict management specifically related to job satisfaction and job performance. The training could help employees utilize conflict management styles that have a positive relationship with job satisfaction and job performance. The study also provides invaluable information to leaders so they can increase their ability to deal with conflict in their organizations or teams. It may also and to help employees use effective conflict management styles that may lead to increased job satisfaction and job performance. Universities may also be interested in this study in order to facilitate improvements to improve students' preparation for the global workforce by identifying ways they can effectively manage conflict in the workplace.

Structure of Collected Papers Dissertation

This doctoral dissertation has followed the College of Arts, Sciences and Education for the "Collected Papers" dissertation format. It consists of this introductory chapter and a closing chapter written solely for the dissertation, as well as the two related

studies outlined above. One study has been submitted to a peer-reviewed journal.   The

collected papers dissertation chapters are as follows:

Chapter I: Introduction, related literature review, research rationale.

Chapter II: Structured Literature Review of the Relationship between conflict

management styles and perceived job satisfaction and job performance.

Chapter III: Investigating the Relationship Between U.S. Jamaican Immigrants' Cultural

Beliefs and Conflict Management Style as These Correlations Are Related to Perceived

Job Satisfaction and Job Performance.

Chapter IV: Findings, implications, suggestions for future research.

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CHAPTER II

STUDY #1

STRUCTURED LITERATURE REVIEW OF THE RELATIONSHIP

BETWEEN CONFLICT MANAGEMENT STYLES AND PERCEIVED JOB

SATISFACTION AND JOB PERFORMANCE.

"A happy worker is a productive worker" is a common notion in the workplace.

However, happy workers do not always have happy experiences in the workplace.

Sometimes they experience conflict in the workplace, and that conflict can relate to their

levels of job satisfaction and job performance. Conflict is what happens when an

individual or group gets what they want, and the other party does not (Pruitt & Kim,

2004). Conflict usually occurs because of incompatibilities, disagreements or differences

(Rahim, 2010). In the workplace conflict happens because of a difference or perceived

difference about resources, interests, beliefs, values, or practices that matter to an

individual.

Conflict is unavoidable in the workplace, and it needs to be managed by the

individuals involved, so employees remain satisfied and productive at work (Shih &

Susanto, 2010).   Ignoring conflict in the workplace can affect employee relationships,

the goal achievement of employees, as well as employee job satisfaction and job

performance (Kunaviktikul, Nuntasupawat, Srisuphan, & Booth, 2000; Mobley, Horner,

& Hollingsworth, 1978; Rahim, 2011). By ignoring conflict employees also experience

higher levels of occupational stress and low job morale (Trudel & Reio, 2011). If conflict

remains unresolved, there can be an adverse effect on job satisfaction and job

performance (Chusmir & Mills, 1989; Kunaviktikul et al., 2000).

Job satisfaction is an individual's overall attitude toward all aspects of the job (Brayfield & Rothe, 1951; Ironson, Smith, Brannick, Gibson, & Paul, 1989; Stanton, Bachiochi, Robie, Perez, & Smith, 2002). Job satisfaction is "an evaluative judgment about one's job that partly, but not entirely, results from emotional experiences at work" (Weiss & Cropanzano, 1996, p. 2). Job satisfaction is positively related to job performance and as such employees who are not satisfied in their jobs may not perform well and are more likely to leave the organization (Judge, Thoresen, Bono, & Patton, 2001; Lam & Chen, 2012). Job performance is defined as "behaviors or actions that are relevant to the goals of the organization in question" (McCloy, Campbell, & Cudeck, 1994, p. 493). The link between job satisfaction and job performance was first highlighted in Kornhauser and Sharp (1932).

Since 1932 many researchers have linked an employee's job satisfaction with job performance (Iaffaldano & Muchinsky, 1985; Judge et al., 2001; Riketta, 2008; Taras, Kirkman, & Steel, 2010; Wright, Cropanzano, & Bonett, 2007). Job satisfaction decreases when an employee has unresolved conflicts in the workplace (Kunaviktikul et al., 2000). To help employees, manage conflicts so that they are resolved and ultimately increase job satisfaction, there is a need to understand the strategies that they use to manage conflict in the workplace.

When individuals manage conflict, they do so on the basis of having a high or low concern for themselves (Pruitt & Kim, 2004). The specific patterns of behaviors that individuals have when handling conflict are called conflict management styles (CMS). Blake and Mouton (1964) first identified five patterns as being either by force, withdrawal, smoothing, compromise, and confrontation.

Using dual concern theory: concern for self and concern for other, Rahim (1983) identified five styles that persons use when managing interpersonal conflict with superiors, subordinates, and peers. These were *avoiding*, *compromising, dominating*, *integrating*, and *obliging* (Rahim, 1983). Everyone has what's referred to as a dominant conflict management style; that he or she typically use one of these styles when faced with a conflict.

Employees who *dominate* during a conflict have a high concern for self and low concern for others and are focused on their interests, tending to have little regard for the other person's needs (Rahim, 1983). In *obliging* (also known as accommodating), the employee has a low concern for self and high concern for others and often neglect what they need in the conflict, becoming more concerned with the other person's needs and making sure that others get what they need (Rahim, 2011).

Individuals who *integrate* (also known as problem-solving) have a high concern for self and for others. These individuals are usually cooperative and attempt to obtain a solution in which both parties are winners. They do this while using open communication, clearing up misunderstandings, and analyzing the underlying causes of conflict (Rahim, 2011).

Individuals who *avoid* conflict have a low concern for self and for others. They tend to walk away from the conflict situation and limit direct interaction with the person or persons with whom they might be in conflict; in some cases, they might suppress the conflict (Meyer, 2004) which fails to satisfy the needs of either party involved (Rahim, 2010). Individuals who utilize the *compromising* conflict management style usually have intermediate concern for self and others (Rahim, 2011).

The dominant conflict management style used has been associated with an employee's job satisfaction and job performance. Helping individuals use specific conflict management styles can lead to increased job performance in the workplace (Chen, 2009). A*voiding* CMS is negatively related to job performance and collaborating increases job performance.

While there have been several research studies completed on the relationship between an employee's job satisfaction and job performance (Iaffaldano & Muchinsky, 1985; Judge et al., 2001; Riketta, 2008; Taras, Kirkman, & Steel, 2010; Wright, Cropanzano, & Bonett, 2007), research on the relationship of all five conflict management styles correlated to job performance and job satisfaction is limited. Rahim (2010) called specifically for more research on the relationship of all four conflict management styles on job performance and job satisfaction. Subsequently, this call from Rahim (2010) was followed by a call from Posthuma (2011) for more research looking at conflict management and job performance outcomes.

Before Rahim's (2010), Liu, Magjuka, and Lee (2008) looked specifically at two types of conflict management styles (*competitive* and *collaborative*) used by team members when working in a team related to trust and team members' satisfaction with the teamwork process. They did not, however, investigate the five conflict management styles and their relationship between job satisfaction and job performance. Somech (2008) assessed school teams conflict management style (*integrating* vs. *dominating*) regarding their relationship with team and school team effectiveness (team performance), but did not look at job satisfaction. The research findings on the relationship between conflict management styles and job performance of employees have been inconsistent

(Shih & Susanto, 2010), and as a result, this present research aims to help address some of the inconsistencies that have been presented in the research over time.

Purpose and Research Question

The purpose of this structured literature was to systematically examine the literature on the relationship between an individual's dominant "conflict management style" and perceived "job satisfaction" and "job performance" in the workplace. This review was guided by the research question: *How does conflict management style relate to perceived job satisfaction and job performance in the literature?*

Method

To perform a structured literature review, the steps illustrated by Rocco, Stein, and Lee (2003) were followed for data collection. Data collection was divided into three phases, the first phase involved research database selection and search which included establishing article selection criteria (Phase I) and followed by the selection of articles and establishing a database (Phase II). There was one additional phase added to the steps used by Rocco et al. (2003). The additional phase, Phase III, included the use of Google Scholar's "Cited by" feature to see who had cited the articles identified in Phase II. Phase IV, V, and VI encompassed steps in the analysis of the articles.

The narrative that follows describe in detail, the data collection, data analysis and concludes with a summary of the sample that was used for this study.

Data Collection

Data collection occurred in three related phases. The paragraphs that follow describe each phase in detail.

Phase I: Research database selection and search. After meeting with a Librarian at Florida International University, and reviewing the purpose of the research study, it was decided on the keywords to be used for a research database search. During the meeting, it was also decided on the research databases that would be searched. A search was done March 25 and March 26, 2016, using the keywords "job satisfaction" and "job performance" and "conflict management" or "conflict style" or "conflict management style." "Conflict management" or "conflict management style" were chosen as keywords to get studies that investigated different types of conflict. There were nine electronic full-text databases searched: *ABI/INFORM*, *Academic One File*, *Academic Search Complete, Business Source Complete, EBSCOhost Education Source*, *Emerald Insight*, *ERIC(PROQUEST), JSTOR*, *PsycINFO*, and *Science Direct*.

Articles were selected based on four criteria:

- **Criterion 1:** Articles had to have been published after 2010 in response to a challenge that Rahim (2010) made for more research to understand the relationship between conflict management styles, job performance, and satisfaction.

- **Criterion 2:** The keywords "*Job Satisfaction*" and "*Job Performance*" and "*Conflict Management*" or "*Conflict Style*" or "*Conflict Management Styles*" all had to appear in the abstract of the article.

- **Criterion 3:** Articles had to appear in peer-reviewed journals.

- **Criterion 4:** Articles had to be written in English.

As each research database search was completed, the results were downloaded and imported into the reference management software, EndNote. In EndNote, they were

saved in groups, depending on the research database results. Rocco et al. (2003) used 'tables' and 'sheets' in excel to store, and group database results from their search, but this was done in EndNote using the folder feature for this research study.

The information downloaded, included the abstract of each publication, citation, and keywords. The search yielded **621** articles with results sumarized in Table 2. Each group was then reviewed to make sure there were no duplicates and that articles were in English.

Table 2.

Results of the Search

Database	Number of Articles found
ABI/INFORM	126
Academic Onefile	0
Business Source Complete	43
EBSCOhost Education Source	1
Emerald Insight	135
ERIC(Proquest)	2
JSTOR	40
Proquest Central	5
ProQuest Social Sciences Premium Collection	0
PsycINFO	50
ScienceDirect	219
Total of Articles Found	621

Phase II: Selection of articles. The abstract of each article was read for fit with the criteria. Articles that were not directly related to the research topic were removed from their respective database grouping and stored in another group in EndNote. There were 596 articles excluded across the 11 groups. Examples of publications eliminated at this stage include Avgar, Kyung Lee, and Chung (2014), which investigated the relationship between employee stress and turnover intentions. Examples of publications eliminated at this stage, using Criterion 4 included Chiang Vega and Ojeda Hidalgo

(2013) and Mingo-Gómez, Navas-Cámara, Bayona-Marzo, Pérez-Gallardo, and

Fernández-Pérez (2012). Articles were excluded because they were not directly related

to conflict management in the workplace and its relationship to employee job satisfaction

and job performance.

The 25 remaining articles were then copied into one group (in EndNote), and a

check for duplicates was done using the check for duplicates feature in EndNote. The

full-text document for each remaining reference was then downloaded. After reviewing

the downloaded articles, 16 articles were removed from further analysis. These 16 articles

did not examine the relationship between conflict management style and their job

satisfaction and job performance in a workplace setting.

Phase III: Google Scholar "Cited by." Given the low number of articles that

were selected after the completion of Phase II, a third phase was added. In Google

Scholar when an article is searched for, there is an option under the article called "Cited

by.". The "Cited by" function in allows researchers to find newer articles that have cited

the article under review. Each of the nine articles remaining was individually searched for

in Google and the "Cited by" function used to see which articles had cited any of the

articles since it had been published. Also, Google Scholar allows the search results to be

narrowed down to showing only articles in the search results. Selecting the option to only

return articles in the search results, was used to narrow the results to only show articles in

the search results that had cited any of the nine articles. Google Scholar also allows users

to connect their search results directly to an online library of their choice, which can be

used to locate full-text versions of articles in the results. For this research, the Library at

Florida International University was used.

Articles in this phase were selected for further analysis if they met the four criteria. One of the articles (Zhang, Chen, & Sun, 2015) selected in this stage was the same article that was identified in Phase II. There were two additional articles identified, but after phase II they were eliminated. Nakatsugawa and Takai's (2013) article was not included because it used Japanese students as participants and not employees. Vollmer (2015) was not included because it focused on innovation within organizations.

Table 3.

Final Articles by First Author Name, Type of Study and Participant Locations.

Articles selected	Type of study	Participants Locations
Auh, S., S. Spyropoulou, B. Menguc and A. Uslu	Quantitative	Turkey
Bai, Y., P. Harms, G. Han and W. Cheng	Quantitative	China
Bisseling, D. and F. Sobral	Quantitative	Netherlands and Brazil
Chen, A. S.-y., Y.-h. Hou and I. h. Wu	Quantitative	China
Choi, Hyun Jung. and Y. T. Kim	Quantitative	Korea
Coggburn, J. D., R. P. Battaglio, Jr. and M. D. Bradbury	Quantitative	U.S.
Jen, C. T.	Quantitative	China
Xiao-Hong, C., K. Zhao, X. Liu and W. Desheng Dash	Quantitative	China
Zhang, S. J., Chen, Y. Q., & Sun, H.	Quantitative	China

The sample. The final sample included nine articles, which are identified alphabetically by first author name in Table 3 above, along with the type of study and participant locations for each study. All studies of the studies were quantitative studies.

There were five studies completed with participants from China, one with participants from Turkey, one study that included participants from the Netherlands and Brazil, one whose participants were from the United States of America and finally one study that was completed using participants from Korea.

Data Analysis

I used Boyatzis's (1998) steps for completing a content analysis to identify and analyze patterns that were seen and then report on the themes identified. Content analysis was conducted in four phases that overlapped to some extent. In Phase IV, I read each of the articles to get an understanding of what information existed on the topic. The next three phases (V, VI, and VII) included deductive content analysis (that is coding identified patterns), followed by latent content analysis (that is analyzing the patterns) and finally a thematic analysis, the development of themes (Boyatzis, 1998).

First, the nine selected articles were imported into the computer-aided qualitative software, NVIVO. NIVIVO was used by the researcher to store and manage the selected articles. The name of the first author was used to identify each article. Content analysis involved identifying, analyzing patterns and reporting on themes that were uncovered from the data (Boyatzis, 1998).

During Phase V, deductive content analysis was completed (Boyatzis, 1998). In Phase V, the documents were read, quotes were selected and nodes assigned. Assigning nodes is a process in NVIVO that mimics the coding process. Coding is the process of systematically reading and organizing data. Using deductive content analysis implications for practice were identified, and information relevant to answering the research question (Boyatzis, 1998). During deductive content analysis, phrases, sentences, and paragraphs that were related to the topic were identified as nodes in NVIVO. Assigning nodes before interpreting the finding (Boyatzis, 1998) was a vital step in the thematic analysis as this allowed me to code all the data systematically. There were 28 nodes identified in this phase.

In Phase VI, latent content analysis was completed. In this phase, the nodes were reviewed and organized into themes that answered the research questions (Boyatzis, 1998). To help with the nodes that were generated in this phase, a frequency analysis was also completed in NVIVO, and a word cloud created using the items coded. Word trees were also used to help with deciding the nodes to be used. The process of using the word cloud and the word trees are described below.

The word cloud allowed the researcher to find the most frequently occurring

Figure 1 Word Frequency Word Cloud Based on Nodes.

words or concepts based on the nodes identified. Word size corresponds to how frequently a word was mentioned in the nodes (i.e., the larger the word is more frequent it appeared in the nodes). This word cloud is presented in Figure 1.

Once the word cloud was created, the researcher also created word trees (see Figures 1-4 below) to help with looking at coded data. The word trees were created using the keywords from the Phase I and the top words that were identified from the word cloud as having the highest frequency of occurrence. They are the most prominent words seen in Figure 1 above.

The words used were "job performance," "conflict management" and "job satisfaction.". Using these keywords allowed the researcher to visually look at the data coded and help with generating the themes. The word trees, were very helpful because they gave a visual representation of how the words, phrases or ideas that were coded as nodes could be connected. Using word trees, also helped with beginning the process of refining and collapsing nodes that were possible connected.

After refining the codes and collapsing codes that expanded or needed to be added as sub-codes, 12 nodes remained, and they are identified in Table 4 below. For example, the node *Related to job performance* was originally used to capture ideas related to things that influenced job performance, but as sources were read, three subcodes developed *lower job performance*, *increased job performance* and *effects of conflict on performance.* These were eventually coded as *CMS, Job Satisfaction and Job Performance* to reference anything related to how conflict management related to job satisfaction and job performance.

In the final phase (Phase VII), thematic analysis was completed as themes were developed based on patterns that evolved from the coded data (Boyatzis, 1998). The word cloud and word trees were helpful in creating the themes. Looking at the words in

the word cloud (see Figures 1-4 below) helped the researcher identify key ideas that

existed within the codes identified.

Table 4.

List of Codes Identified That Were Represented as Nodes in NVIVO

Node	Number of sources	Number of times referenced
What is conflict?	3	3
Types of conflict and their effects	6	16
Team conflict	4	20
Task conflict	1	1
Results of conflict	2	9
Conflict Management Styles (CMS)	2	6
Organization Responsibility	8	33
CMS, Job Satisfaction and Job Performance		
Included sub-nodes:		
- Lower job satisfaction		
- Increase job satisfaction		
- Lower job performance		
- Increase job performance	7	49
Job Satisfaction	1	3
Job Performance	1	2
Emotional Intelligence and Conflict Management Styles	2	6
Cultural difference in handling conflict	5	23

Table 5 below presents the themes and the nodes that were used to create the themes that

evolved.

Findings

Analysis revealed four themes, and these are presented below.

Conflict management styles relationship with job satisfaction and job performance

It was found in the reviewed articles that effective conflict management begins

with first understanding the problem and coming up with alternative solutions to the
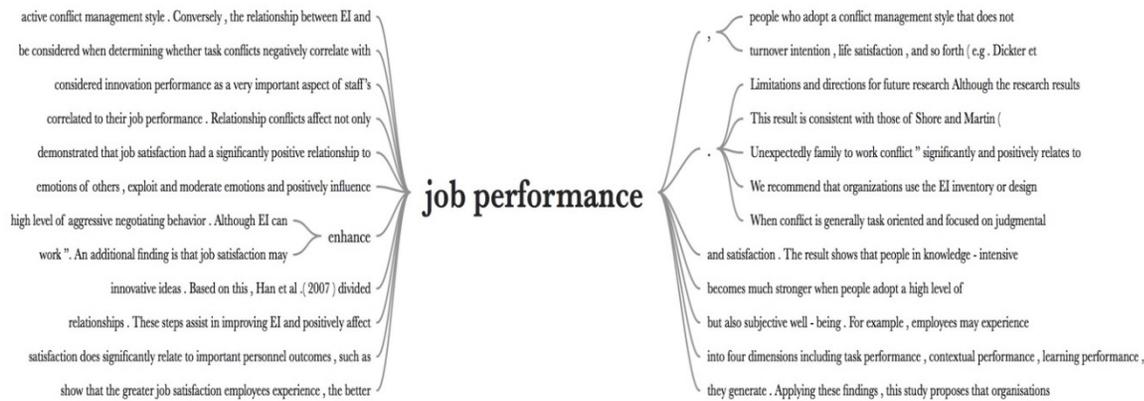
Figure 2 Word Tree from Nodes Using the Key Word "Job Performance"

Figure 3 Word Tree from Nodes Using the Key Word "Conflict Management"
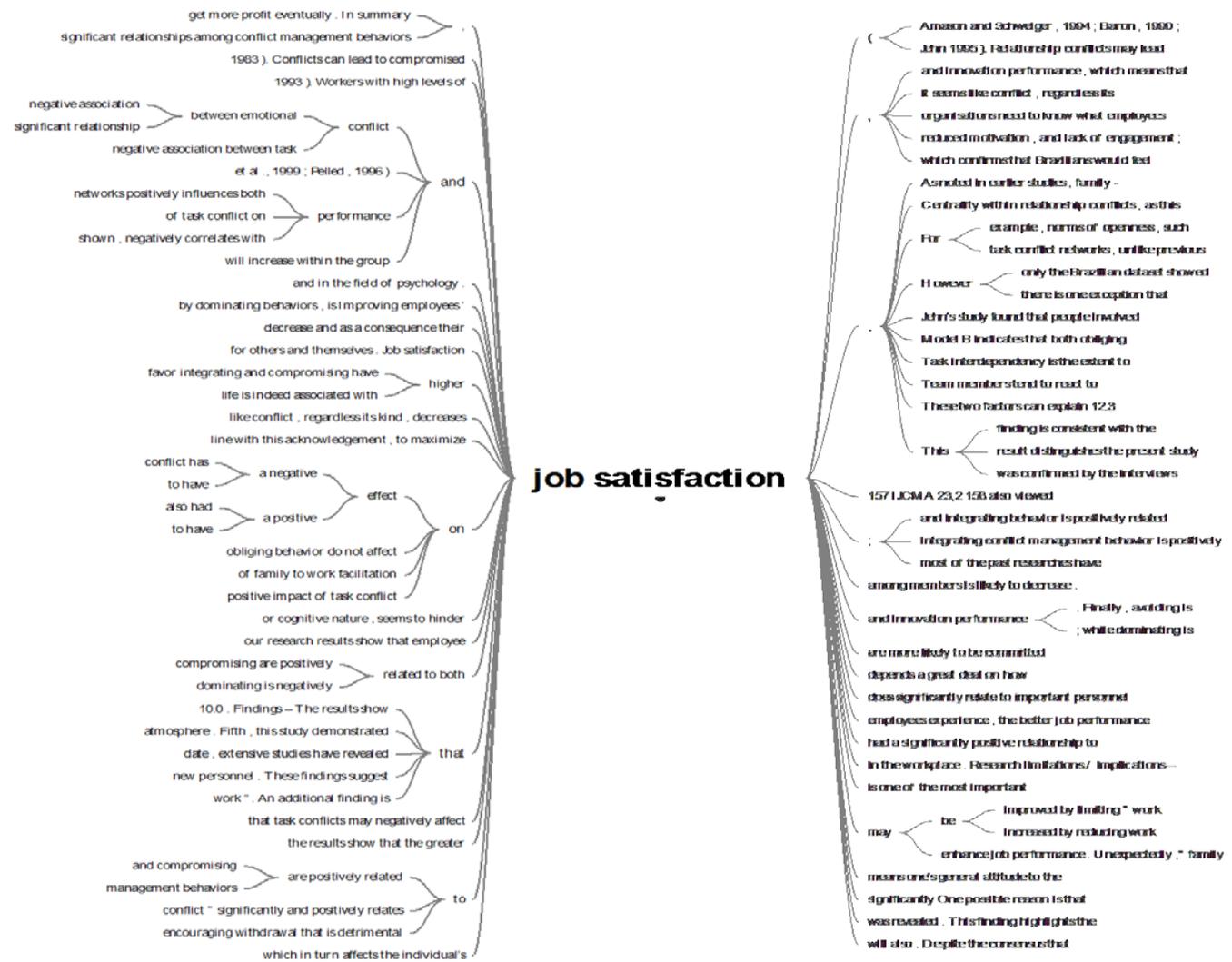
Figure 4 Word Tree From Nodes Using the Key Word "Job Satisfaction"

problem (Jen, 2013).   The use of different conflict management styles is associated with

varying levels of employee job satisfaction and job performance (Zhang et al., 2015). The

existence of a conflict between employees is associated with lower levels of job

satisfaction (Bisseling & Sobral, 2011). Coggburn et al. (2014) found that employees

who had been involved in a serious conflict in the workplace had lower job satisfaction

and performed lower than those who had not been involved in a serious conflict. Choi

and Kim (2012) found that when employees had lower levels of job satisfaction, they also

had lower levels of job performance.

Table 5.

Listing Identified and the Nodes that Were Used to Create Each Theme.

Theme	Nodes Used
1. Cultural Differences in managing conflict	*- effects of culture on handling conflict* *- cultural differences in handling conflict*
2. Conflict management styles relationship with job satisfaction and job performance.	*- CMS, Job Satisfaction and Job Performance* *- increasing job satisfaction* *- increasing job performance*
3. Managing conflict with emotional intelligence	*-emotional intelligence and CMS* *- emotional intelligence*
4. Organization Responsibility	*- organization responsibility* *- next steps for organizations* *- leaders and handling conflict* *- HRD*

Integrating and *compromising* conflict management styles were found to be

positively related to the job satisfaction and innovation performance of employees (Xiao-

Hong, Zhao, Liu, & Desheng Dash, 2012; Zhang et al., 2015). Innovation performance

has to do with staff being creative and thinking of new ideas on their own (Xiao-Hong et

al., 2012; Zhang et al., 2015). Zhang et al. (2015) found that *integrating* and

compromising conflict management styles were positively related to innovation

performance. On the other hand, when employees used *avoiding* conflict management

style the results are lower levels of innovation performance from employees (Xiao-Hong

et al., 2012).

Employees who are competitive tend to use *dominating* conflict management

style when handling conflict (Xiao-Hong et al., 2012). When avoiding conflict

management style was used by employees dealing with conflict, they would avoid

discussions which in the end results in it being difficult for new ideas to be generated in

organizations (Xiao-Hong et al., 2012). The use of *dominating, avoiding and obliging*

conflict management style was not found to be significantly related to job satisfaction

(Xiao-Hong et al., 2012).

It was noted that for organizations, when their employees had higher levels of job

satisfaction they were more committed to the organization (Xiao-Hong et al., 2012). But

when the had lower levels of job satisfaction they would also have lower levels of

motivation, be disengaged and lower levels of job performance (Xiao-Hong et al., 2012).

Cultural differences in managing conflict

There are cultural differences in the patterns of behaviors that individual use when

managing conflict (Xiao-Hong et al., 2012). The same conflict situation is handled

differently by individuals involved. This is attributed to things like different cultural

backgrounds, ideologies (Bai, Harms, Han, & Cheng, 2015; Bisseling & Sobral, 2011),

culture and values (Xiao-Hong et al., 2012).

People from collective societies handle conflict different from individuals from

individualistic societies (Auh, Spyropoulou, Menguc, & Uslu, 2014; Xiao-Hong et al.,

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2012). People from collective societies tend to use *avoiding* conflict managed styles

(Xiao-Hong et al., 2012). Those from individualistic societies like the U.S. tend to use

dominating conflict management styles. The Chinese usually use *integrating,*

collaborating or *compromising* conflict management styles (Bai et al., 2015). Xiao-Hong

et al., (2012) found that Chinese managers in their study tended to use *avoiding* conflict

management styles.

　　　There was only one study of the nine selected that was done in the United States

(Coggburn, Battaglio, & Bradbury, 2014). One of the challenges identified across the

studies was that most of the instruments that researchers had to use were written in

English and as such needed to be translated before they were used in the studies. Most of

the surveys also had not been validated across different cultural groups, and as such

needed to be validated by the researchers (Chen, Hou, & Wu, 2016). The validity

estimates for the surveys used in the studies were acceptable.

Managing conflict with emotional intelligence

　　　Emotional intelligence (EI) refers to the ability of individuals when building

relationships with others to take into consideration their emotions as well as those around

them. When faced with conflict individuals with high emotional intelligence, tried to find

solutions that resulted in both parties winning. Zhang et al. (2015) investigated the

relationship between emotional intelligence, conflict management styles and innovation

performance and found that emotional intelligence was positively and significantly

related to *integrating*, *compromising* and *dominating* conflict management styles.

Organizational responsibility

This theme was used to describe what the authors of the reviewed pieces indicated

that organizations should do to help their employees manage conflict. Xiao-Hong et al.

(2012) strongly encourages executives within organizations to pay attention to the

patterns that employees use to manage conflict. Auh et al. (2014) refers to this as leaders

in organizations being proactive, which would be advantageous to organizations. It was

also suggested by Auh et al. (2014) that managers should pay attention to the team

members they were selecting to minimize conflict between team members. Zhang et al.

(2015) suggested the hiring of employees with high emotional intelligence and providing

emotional intelligence training to employees. Employees' with high EI would be able to

manage their emotions as well as the emotions of others (Chen et al., 2016).

Other things that organizations could do include, providing conflict management

training designed specifically to teach employees to use *integrating* conflict management

style (Zhang et al., 2015). Also, teaching cross-cultural programs that teach employees

about different cultures and training employees on how to communicate with their

colleagues (Xiao-Hong et al., 2012). Additionally, providing training to staff based on

their positions in organizations and team specific training sessions (Xiao-Hong et al.,

2012) would be beneficial to organizations. Auh et al. (2014) also, suggested creating

forums for employees so they could use them to express their disagreements with their

team members. This forum should be set up in such a way that employees could not

receive "retribution" for the participation in the forum (Auh et al., 2014).

To create and sustain, work environments that support high levels of job

performance, it was found that employing employees with high emotional intelligence

(EI) would be good for organizations (Chen et al., 2016). This would, in turn, increase team effectiveness and create higher performing teams within organizations that were better able to manage conflict using conflict management styles that are positively related to job satisfaction and job performance.

In support of creating high performing teams, organizations can also provide employees with EI training so they can manage their emotions in the workplace. Based on theory this strategy would ultimately yield increased job performance rates among staff and teams (Chen et al., 2016).

Discussion

Employees spend a significant amount of their time while on the job managing conflict. The reasons for the conflict can include things like unresolved differences with supervisors, disagreements between team members, decisions made within the organizations. There are different styles for managing conflict, and they vary by individual preference and the findings, also present very clearly the idea that dominant conflict management styles vary across cultural groups cultural group membership (Xiao-Hong et al., 2012). They are based on an individual's socialization (Hofstede, 1980; Kaushal & Kwantes, 2006; Ting-Toomey et al., 2000).

The findings of this study provide some insight into what the literature says about the relationship between conflict management styles, perceived job satisfaction, and job performance. Specifically, the conflict management styles that have been effective (leading to increased job satisfaction and job performance) with managing conflict are *integrating* and *compromising* conflict management style (Zhang et al., 2015).

Other positive outcomes from managing conflict effectively in the workplace, include an association with employees being more innovative (Xiao-Hong et al., 2012). Innovation in the workplace has to do with an employee coming up with new ideas and implementing them. Having higher levels of innovation from employees in the organization has been associated with gains in organizations, such as increased overall organization productivity (Chen et al., 2016).

An employee who is satisfied in the job tends to perform better on the job, and this is associated with the employee also being more innovative (Xiao-Hong et al., 2012; Zhang et al., 2015). This finding is consistent with previous studies investigating the relationship between the job satisfaction and job performance (Posthuma, 2011). Thus, if employees can be trained to utilize more *integrating* or *compromising* styles of handling conflict, employees may be more satisfied with the job and perform better.

A person's dominant conflict management style is an antecedent of both job satisfaction and job performance. Employees who use more *integrating* or *compromising* styles of handling conflict style see higher levels of job satisfaction which has been associated with increased job performance (Xiao-Hong et al., 2012; Zhang et al., 2015). The studies referenced herein, consistently supported that there was a direct relationship between employee job satisfaction and job performance (Xiao-Hong et al., 2012).

One of the major outcomes of employees who experience unresolved conflict in the workplace is that they leave the job. Employees leaving organizations is associated with lower organization productivity and high employee turnover, which lead to increased costs for organizations. These costs continue to rise if the conflict remains unresolved. Unresolved conflict or negative conflict in the workplace can lower

employee performance, increase employee absenteeism and may lead to less engaged employees in the workplace (Xiao-Hong et al., 2012).

Adverse effects conflict is associated with greater absenteeism and staff turnover. As such it is important for leaders to set the tone in their organizations to create environments in which positive outcomes of conflict between team members prevail in turn increasing organization productivity. When there is unresolved conflict among team members, even when employees use collaborative conflict management they will more than likely experience that the conflict continues to escalate and remain unresolved. This will eventually affect team performance (Auh et al., 2014).

Implications for HRD Professionals

This research extends and enriches the understanding of the relationship between conflict management styles, job satisfaction, and job performance. An employee's ability to manage conflict effectively in the workplace does have a relationship to the employee's job satisfaction (Posthuma, 2011) and job performance (Zhang et al., 2015) in the workplace. The findings suggest that *integrating* and *compromising* conflict management styles positively relate to job satisfaction (Xiao-Hong et al., 2012) and as such are the two are preferred ways of handling conflict in the workplace that yields increased job satisfaction and in turn job performance.   Skilled Human Resource Development (HRD) professionals can train employees on how to manage conflict in the workplace (Xiao-Hong et al., 2012) and how to successfully use *integrating* and *compromising* conflict management styles, so they enjoy higher levels of job satisfaction and job performance.

Leaders in organizations play a vital role in setting the tone for how employees manage conflict in the workplace. Access for leaders to receive cross-cultural training, so they are better able to work with and supervise people from cultures different from themselves is essential. Leaders can support and encourage their employees to participate in conflict management training provided by their human resource development team (HRDT). The conflict management training provided by the HRDT can provide strategies for employees to use that help them manage conflict in the workplace. This training can also include information on the different types of conflict (Jen, 2013).

Finally, organizations should be focused on hiring employees with high emotional intelligence and providing emotional intelligence training to employees (Zhang et al., 2015). HRD professionals can help employees by providing them with emotional intelligence assessments and then meet with them to understand their results. Using this information an employee can use their emotional intelligence to help them manage conflict using integrating conflict management style.

Recommendations for Future Directions

There are three main recommendations based on the findings from this study. First, it is recommended that there be more research done focused on the antecedents of conflict management, and job performance and satisfaction. Specifically, this research should look at emotional intelligence (Zhang et al., 2015). This recommendation is also supported by Xiao-Hong et al. (2012).

Second, while five of the nine studies came from China, there was only one that was completed in the United States (Coggburn et al., 2014). It is recommended that more

studies be performed in the U.S and across different cultural groups in the U.S. More

cross-cultural studies, which investigate the relationship between conflict management

styles, job satisfaction, and job performance is needed.

And finally, more research is needed in various industries (e.g., the tech industry

and other high-stress industries) to see how the results differ to help inform decisions

within organizations or industries (Chen et al., 2016) about how to help their employees

manage conflict effectively using *integrating* and *compromising* conflict management

styles.

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CHAPTER III

STUDY #2

**INVESTIGATING THE RELATIONSHIP BETWEEN U.S. JAMAICAN
IMMIGRANTS' CULTURAL BELIEFS AND CONFLICT MANAGEMENT
STYLE AS THESE CORRELATIONS ARE RELATED TO PERCEIVED JOB
SATISFACTION AND JOB PERFORMANCE.**

Introduction

In a world where dire environmental contingencies arise often without warning,
organizations must be adept at creatively handling the rapid change these contingencies
engender (Wang, Anne, and McLean, 2016). One of the current major contingencies for
nations is both the acute and ongoing pressures associated with dealing effectively and
fairly with the influx of immigrant populations. In the communities where they settle,
immigrants too often have little sense about how to fit in with their new culture, despite
their best intentions, resulting in all-too-predictable interpersonal conflict among
themselves and with "natives." Likewise, in workplace settings, immigrant or foreign
workers are often faced with daunting new customs, rules, procedures, and ways of
"acceptably" behaving with not only coworkers in teams and cross-functional
workgroups, but also supervisors, and others outside the organization (e.g., vendors).
This state of affairs sets the stage for the miscommunications and misunderstandings that
undergird workplace conflict (Rahim, 2011). Conflict and the individual style in which it
is managed (i.e., conflict management style), in turn, should be of great concern to
organizations because each is associated with negative employee outcomes that
contribute little to an organization's efforts to attain and sustain competitive advantage.

Such outcomes include poorer employee job satisfaction and job performance, and greater turnover intent (Reio and Trudel, 2013).

Human Resource Development (HRD) researchers and scholar-practitioners, through their learning and development activities designed to improve interpersonal and intercultural competencies, can play an important role in promoting a workplace that eschews conflict and its negative workplace outcomes (Reio and Trudel, 2013). For example, HRD professionals could provide individuals with the information and knowledge needed to foster better understandings of diverse conflict management styles and how they can be influenced by cultural beliefs (De Dreu and Beersma, 2005). This new knowledge and understanding could provide individuals with the competencies needed to deal effectively with differing cultural beliefs and conflict management styles that might reduce the likelihood of unnecessary conflict. We must remember that poorly managed workplace conflict is the precursor to future conflict (Trudel and Reio, 2011). Unfortunately, there is insufficient research to guide HRD professionals when it comes to understanding the links between cultural beliefs and conflict management styles and negative organizational outcomes, especially among those from different immigrant groups (Rahim, 2011). Consequently, the purpose of this study was to investigate the relationships between cultural beliefs and conflict management styles, and their associations with two important organizational outcomes, that is, job satisfaction and job performance. We carry forward this research by focusing on Jamaican immigrants, an understudied group that has relatively large populations in the U.S., Canada and U.K. (Hall, 2010).

Background Literature

Although there are large populations of Jamaicans in Canada, the U.K. and the Caribbean overall, we focus on the U.S. immigrant population. We focus our efforts in the U.S. because so little psychological, sociological, or HRD research has been done on Jamaican immigrants in the U.S., despite housing one of the largest groups of Jamaicans outside Jamaica (Ferguson, Bornstein, and Pottinger, 2012).

The 2010 American Community Survey (2011) indicated there are 309.3 million persons living in the United States (U.S.), including 40.0 million immigrants. The number of immigrants living in the U.S. has increased by 8.8 million in the last ten years, and immigrants now account for 13% of the U.S. population. Of the 40 million immigrants in the U.S., 21.2 million come from Latin America and the Caribbean, which is a little over half of the immigrant population. U.S. Jamaican immigrants, most whom are voluntary choice immigrants, account for 61% of the U.S. Caribbean immigrant population (U.S. Census, 2011). Like other voluntary immigrants (Ogbu, 1993), the move to the U.S. for many Jamaican immigrants allows them more economic stability, social mobility, opportunities for economic prosperity, improved educational prospects, and greater political freedom (Alfred, 2003; Hall, 2010; Jones, 2005).

Cultural beliefs

Very little research exists on this population, and more studies are needed to understand their experiences working in the U.S. workforce. As Jamaican immigrants enter the U.S. workforce, they carry with them their culture and distinct cultural beliefs that may differ from their U.S. counterparts. Cultural beliefs are the "basic premises that people endorse and use to guide their behavior in different situations" (Leung, Bond, de

Carrasquel, Muñoz, et al. 2002a, p. 289). These are not based on scientific validations, but on the personal experiences and socialization of individuals (Leung et al., 2002a). Cultural groups have their own cultural beliefs or social axioms that they use to guide their behaviors. The term social axioms will be used interchangeably with cultural beliefs.

Social axioms introduced by Leung et al. (2002a) break individual beliefs into five dimensions. The five dimensions include: (a) *control by fate*: a belief in predetermined life outcomes, which can be altered by people; (b) *reward for application*: a belief that if one works hard, one will be rewarded; (c) *social flexibility*: the belief that human behavior is unpredictable and cannot be restricted by rigid rules; (d) *social cynicism*: the overall belief that people and institutions cannot be trusted; and (e) *spirituality*: the belief in religion and/or a higher power. These dimensions include characterizing beliefs that relate to social behaviors across contexts, actors, targets and time (Leung et al., 2002a). Further, beliefs have an impact on how people behave in a conflict, which is influenced by access to resources and how those resources are used.

Cultural beliefs can have a direct effect on how individuals handle and experience conflict. In organizations, individuals get into conflict with others when their perceptions and the reality of their relationships with other employees are not the same, and when they, for instance, disagree with the distribution and allocation of resources (De Dreu & Beersma, 2005). Conflict is what happens when an individual or group gets what they want and the other party does not, based on differences or perceived differences about resources, interests, beliefs, values, or practices that matter to an individual (Pruitt and Kim, 2004; Rahim, 2010). There are distinct patterns with how individuals manage

conflict and these are referred to as conflict management styles (Kaushal and Kwantes, 2006).

Conflict management styles

There are different conflict management styles. They vary by individual preference and cultural group membership and are based on an individual's socialization (Hofstede, 1980; Kaushal and Kwantes, 2006; Ting-Toomey et al., 2000). Rahim (1983) identified five different styles that people use when managing interpersonal conflict with superiors, subordinates, and peers. These are *integrating*, *obliging*, *dominating*, *avoiding*, and *compromising*.

Employees who *dominate* during a conflict have a high concern for self and low concern for others, and are focused on their own interests, tending to have little regard for the others' needs (Rahim, 1983a). In *obliging* (also known as accommodating), the employee has a low concern for self and high concern for others and neglects what they need in the conflict, becoming more concerned with the other person's needs and making sure that they get what they need (Rahim, 2011).

Individuals who engage in an *integrate* conflict management style (engage in problem solving) have a high concern for self and others. These individuals are usually cooperative and attempt to obtain a solution in which both parties are winners. They do this while using open communication, clearing up misunderstandings, and analyzing the underlying causes of conflict (Rahim, 2011).

Individuals who employ an *avoid* style tend to avoid conflict and have a low concern for self and others. They tend to walk away from the conflict situation and limit direct interaction with the person or persons with whom they might be in conflict; in

some cases, they might suppress the conflict (Meyer, 2004) which fails to satisfy the needs of either party involved (Rahim, 2010). Individuals who utilize the *compromising* conflict management style usually have an intermediate concern for self and others (Rahim, 2011). *Integrating* is often the preferred conflict management style when dealing with interpersonal conflict.

The type of conflict management style an individual uses to manage a conflict has been linked to whether the outcome is positive or negative (Chan, Huang, and Ng, 2008; successfully Rahim, Antonioni, and Psenicka, 2001). A negative outcome of not resolving a workplace conflict includes lower organization productivity (Chan et al., 2008), which can dampen employee relationships, goal achievement, job performance, job satisfaction (Mobley, Horner, and Hollingsworth, 1978; Rahim, 2011), and employee learning (Staw, 1980). Positive outcomes from successfully resolving a conflict include improved individual and group performance, and employees becoming more innovative and better at problem solving (Kunaviktikul, Nuntasupawat, Srisuphan, and Booth, 2000). *Integrating* conflict management style has been identified as being more effective at successfully handling conflict (Burke, 1970), meaning yielding positive outcomes. On the other hand, *dominating* and *avoiding* conflict management styles have been associated with ineffective conflict management styles (Burke, 1970).

An *integrating* conflict management style has been associated with increased levels of job satisfaction of employees (Xiao-Hong, Zhao, Liu, and Desheng Dash, 2012). Job satisfaction consists of an individual's over-all attitude toward all aspects of the job (Stanton, Bachiochi, Robie, Perez, and Smith, 2002) and 'an evaluative judgment about one's job that partly, but not entirely, results from emotional experiences at work' (Weiss

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and Cropanzano 1996, 2). Increased job satisfaction is known to be linked to lower

levels of employee stress, prevent staff shortages and cut costs in the organization (Van

Saane, Sluiter, Verbeek, and Frings-Dresen, 2003); specifically related to, for example,

conflict management training (Staw, 1980).

On the other hand, *dominating* and *obliging* conflict management styles have been

associated with lower job performance among employees (Rahim, Antonioni, and

Psenicka, 2001). Job performance is defined as 'behaviors or actions that are relevant to

the goals of the organization in question' (McCloy, Campbell, and Cudeck 1994, p. 493).

Somech (2008) found that there was a positive relationship found between integrating

conflict management style and team performance and a negative relation between

dominating conflict management style and team performance. The stress level of

employees has also been found to influence employee job performance (Chen, 2009).

Purpose

The purpose of this cross-sectional, explanatory study was to examine the relationship

between the cultural beliefs and conflict management styles of U.S. Jamaican

immigrants, and their job satisfaction and job performance in the workplace. The three

research hypotheses tested were:

(H_1) There is a positive relationship between the job satisfaction and job

performance of U.S. Jamaican immigrants.

(H_2) The cultural beliefs of a U.S. Jamaican immigrant will significantly predict

their conflict management styles.

(H_3) For U.S. Jamaican immigrants, conflict management styles will moderate the

relationship between job satisfaction and job performance such that this association will

be stronger when compromising or integrating conflict management style is used and weaker when avoiding, dominating or obliging conflict management styles are used.

Method

A cross-sectional, explanatory design where a relatively large amount of data could be collected in a short amount of time at little cost was used in this research. This type of quantitative research design is consistent with the bulk of research being conducted currently in organizations throughout the world where theoretically relevant variables are used to predict organizational outcomes (Vogt and Johnson, 2015). The data collected from employing this design will also afford comparisons with prior research exploring this study's three main research variables.

Population and Sample

In the U.S., there are approximately 965,355 (46.6% male and 53.4% female) Jamaican immigrants, with 246,478 Jamaican immigrants living in Florida and 305,285 living in New York (U.S. Census, 2011). Based on Cohen's (1988) recommendations, a minimum of 85 participants would be needed to detect a medium effect size using a standard α-level of .05: power was set at 0.8.

Participants were sought from professional organizations in New York and Florida (the two largest concentrations of Jamaicans living in the U.S.; U.S. Census, 2011): The Florida Education Association, New York State Nursing Association (NYSNA), Jamaica Nurses' Association of Florida, The Caribbean American Business Association, African American/Caribbean Education Association, American Friends of Jamaica and the Caribbean American Medical & Scientific Association. Social media (Twitter, Facebook, LinkedIn) was also used to secure participants.

Of the 135 participants ($N = 133$), there were 104 (77.0%) female and 31 (23.0%) male participants. When it came to declaring participant ethnicity, 74.8% ($n = 101$) indicated that they would use Jamaican to describe themselves. Other words selected to describe their ethnicity included, Indian Jamaican/Indo-Jamaican, White Jamaican, Black, African American, Chinese Jamaican and Other. A frequency analysis of age indicated that 21.55% ($n = 29$) of the participants belonged to the 25 – 34 age group, 51.1% ($n = 69$) to the 35-44 group, 21.5% ($n = 29$) to the 45-54 group and 5.9% ($n = 8$).

When queried about the highest degree or level of school completed, 36.1% ($n = 51$) of the participants were enrolled in or had a Master's degree, 31.9% ($n = 43$) were enrolled in or had a Bachelor's degree, 11.9% ($n = 16$) were enrolled in or had an Associate's degree, 8.1% ($n = 11$) were enrolled in or had some college credit, 5.2% ($n = 7$) were enrolled in or had a Doctorate degree, 3% ($n = 4$) were enrolled in or had a High school diploma or the equivalent (e.g., : GED) and 2.2% ($n = 3$) were enrolled in or had received Trade/technical/vocational training.

The participants' employment status was as follows: 82% ($n = 109$) were employed for wages, 13.5% ($n = 18$) were self-employed and 3% ($n = 3$) were students. Approximately 2.0% ($n = 2$) had data missing for this question.

Research Measures

The survey consisted of five separate parts: (1) demographics (2) cultural beliefs, (3) conflict management styles, (4) job satisfaction and (5) job performance. A summary of the variables of interest, measures and measurement subscales is included in Table 6.

Table 6.

Summary of Variables, Measures and Measure Subscales

Variables	Measures	Measure Subscales
Independent		
Job Satisfaction	Job Descriptive Index	Satisfaction with:
		Work on Present Job
		Pay
		Opportunities for Promotion
		Supervision
		People on Present Job
	Job in General Scale	Job Satisfaction
Cultural Belief	Social Axioms Survey	
Dependent		
Conflict Management Style	Rahim Organizational Conflict Inventory – II	Conflict Management Styles:
		Collaborating (Integrating)
		Accommodating (Obliging)
		Competing (Dominating)
		Avoiding
		Compromising
Job Performance	Job Performance Scale	Task Performance
		Contextual Performance
		Overall Performance

Demographics. Questions 1 through 4 collected information on the participant's gender, ethnicity, age, and location. Questions 5 through 7 included items to obtain information about participant educational attainment, marital status, employment status, and work industry.

Cultural Beliefs. Cultural belief was measured using the 40-item short version of the Social Axioms Survey (SAS) that measures an individual's social beliefs along five dimensions (Leung et al., 2002b). The five dimensions are: *control by fate, reward for application, social flexibility*, *social cynicism,* and *spirituality*. Participants using a 5-point Likert scale responded to the 40 statements and rated the degree to which they believed each of the statements to be true. Responses ranged from 'strongly disbelieve' to 'strongly believe.' Each additive subscale consisted of eight items.

To measure Control by Fate, a sample statements included, '*Good luck follows if one survives a disaster*'. To measure reward for application, a sample statement included, '*Every problem has a solution.*' A sample statement measuring social flexibility was '*A modest person can make a good impression on people.*' An example of a social cynicism item was '*Power and status make people arrogant.*' To measure spirituality, an example was '*Belief in a religion helps one understand the meaning of life.*'

The 40-item survey was developed based on testing the survey with several diverse countries (Brazil, China, Germany, Ghana, Israel, Malaysia, Mexico, Norway, Russia, South Africa, United States) and the current version used is believed by its authors to be 'culturally comprehensive' (Leung et al. 2012, p. 5). Prior research has identified Cronbach's alphas for the subscales ranging from .54 - .76 (Singelis, Hubbard, Her, and An, 2003). In particular, the control by fate, reward for application, and social flexibility alphas are arguably weak by conventional standards (Tabachnick & Fidell, 1989), but were employed for this research study to better afford comparisons with previous research. For the current study, the Cronbach's alphas were .71, .81, .78, .84 and .73, respectively, which are all above the minimum alpha recommend by Tabachnick & Fidell (1989) for research measures.

Conflict Management Style. The 28-item self-report instrument, The Rahim Organizational Conflict Inventory – II (ROCI – II) was used to measure conflict management style (Rahim, 1983b). ROCI – II uses participant responses to a 5-point Likert-type scale ranging from 'strongly disagree' to 'strongly agree' to measure the five styles of handling interpersonal conflict with superiors, subordinates, and peers (Rahim, 2010). Responses to items are added to create subscale scores, with a higher score

indicating a greater amount of conflict or greater use of one of the five conflict management styles: collaborating (integrating), accommodating (obliging), competing (dominating), avoiding and compromising.

A sample statement for measuring collaborating style was '*I try to investigate an issue with my supervisor to find a solution acceptable to us*.' To measure accommodating style, a sample statement included, *'I generally try to satisfy the needs of my supervisor.'* A sample competing style item was *'I use my influence to get my ideas accepted.'* For measuring avoiding style, a sample statements included, *'I try to stay away from disagreement with my supervisor.'* Finally, a sample item of compromising style was '*I try to find a middle course to resolve an impasse*.' Prior research (Rahim, 2010) revealed that the Cronbach alphas for each subscale ranged between .61 and .87. For the current study, the Cronbach's α were as follows: collaborating = .84, accommodating = .83, competing = .78, avoiding = .72, and compromising = .65. Each subscale had a varying number of items; collaborating had seven items; accommodating included six items; competing had five items; avoiding had six items; and, compromising had four items.

Job Satisfaction. The *Job in General Scale* (JIG) and the *Job Descriptive Index* (JDI) (Smith et al., 1987) were used to measure job satisfaction. All scale scores were additive. For responding to the items on the JIG subscale (18 items), participants were asked to think about their job in general, what it is like most of the time, and describe it using sample phrases or words that included '*pleasant*,' '*worthwhile*' and '*poor*.' Negatively worded items on the JIG included '*bad*,' '*rotten*' and '*disagreeable*.' The JIG's authors reported a .91 internal consistency reliability estimate across six samples (*N*

= 3,707); this test, therefore, has a high reliability (Smith et al., 1987). For the current

study, the Cronbach's alpha was α = .93 and is captured below in Table 7.

The JDI using five subscales (with varying number of items) measured the

participant's short-term satisfaction within five facets of their job: People on your present

job had 18 items (COWORKER), Work on Present Job had 18 items

(WORKONPRESENTJOB), Pay had 9 items (PAY), Opportunities for Promotion had 9

items (OPPORTUNITIESFORPROMOTION) and Supervision had 18 items

(SUPERVISION). Individuals responded to whether a series of adjectives or brief

phrases described his or her job. In completing the instrument, respondents replied '(Y)

Yes,' 'Not Sure (?)' or 'No (N).' Some items for the subscale measuring job satisfaction

on the both the JDI and JIG contained negatively worded items and were reverse-scored.

The negatively worded items on the JDI, for example, included the items measuring

WORK like "*routine,*" "*dull*" and "*uninteresting.*" Sample items on the JDI measuring

WORKONPRESENTJOB, asked the respondent how the phrases '*exciting,*' '*creative,*' or

'*boring*' described their current work. The JDI was reported to have a .88 internal

consistency reliability estimate across six samples (N = 1,219); this test, therefore, has a

high reliability and has been administered in more than 400 research publications

examining job satisfaction (Smith et al., 1987). For the current study, the Cronbach's

alphas for the subscales ranged from .90 to .94 and are presented below in Table 2.

Job Performance. The additive, 11-item self-report questionnaire developed by

Kidd (2006) was used to measure job performance. Job performance was measured

along two dimensions: contextual performance (6 items) and task performance (5 items).

Overall Job Performance was the sum of the all the 11 items.

Table 7.

Cronbach's Alphas of Job Satisfaction Subscales

Subscale	α	N
JOBINGENERAL	.93	108
PAY	.90	100
COWORKER	.92	108
OPPORTUNITIESFORPROMOTION	.94	106
SUPERVISION	.91	106
WORKONPRESENTJOB	.91	100

Participants using a 5-point Likert scale indicated how they perceived themselves in the workplace in comparison to other individuals in their organization. Responses ranged from 'not at all likely' to 'extremely likely.' To measure task performance, participants responded to each statement about their job, workplace, or office in which they were presently involved. Sample statements included *'Plan your work'* and *'Look for challenging assignment/task.'* For measuring contextual performance, participants compared themselves to other individuals in their organization and indicated how likely it was that they would for example *'Support and encourage a coworker with a problem'* and *'Work well with others.'*

Kidd (2006) reported the Cronbach's alphas for task performance and contextual performance were $\alpha = .71$ and $\alpha = .71$, respectively. For the current study, the Cronbach's alphas for task, contextual, and overall performance were .86, .77, and .88, respectively.

Procedures

Dillman, Smyth, and Christian's (2009) Tailored Design Method was used in the administration of the survey, as it has been shown to be a reliable means of maximizing

response rates in both paper-and-pencil and internet-based survey studies. The process that was used is summarized in Table 8.

To initiate the study, a panel of two human resource development experts were asked to review the survey for content validity. As a result of their recommendations, the ethnicity question was added and the choices for employment status increased (adding unable to work as an option).

Table 8.

Description of Survey Administration: Based on Dillman et al.'s (2009) Tailored Design Method

Step	Week	Description of Activity
1.	1	Identified two experts in the field of Human Resource Development with significant research related to culture, job performance and job satisfaction to review the survey for appropriateness.
2.	1-2	Conducted a pilot study with 8 participants to evaluate the survey for flow and the length of time it took to complete the survey.
3.	1	Selected Sample
4.	2	Contacted organizations and emailed information about the study for them to share with their members. Also, posted information about the study and survey link in professional groups on social media sites.
5.	3	After 1 – week followed up organizations via email and reposted in professional groups on social media sites.
6.	4	After 1 – week followed up with emails and posts to social media sites, to recruit additional participants.
7.	5	Final email follow-up and posts on social media.

The initial pilot study was completed with 8 participants. This group included an expert in survey design, U.S. Jamaican immigrants, U.S. Citizens and a Jamaican national still residing in Jamaica. Participants were asked to respond to the following questions and to provide examples:

1. How long did it take to complete the survey?

2. Were the survey instructions clear?

3. Were the survey questions clear?

4. Did you hesitate with any questions?

5. Did the sequence of the questions either encourage or discourage your desire to continue with the survey?

6. How did you complete the survey? (e.g. phone [iPhone or Android], laptop [PC or MAC])

There were no significant changes made to the survey following the pilot study. The data from the pilot study was discarded. Once the pilot test was completed, email surveys were sent to the six aforementioned professional organizations and simultaneously posts were made on Twitter, Facebook, and LinkedIn to recruit participants. On Facebook, invitations were circulated via private messages to potential participants who were known to the lead researcher, and they were invited to participate, as well as post to their "wall" and professional groups on Facebook to recruit other participants. The lead researcher also posted the survey on the professional group walls (Facebook and LinkedIn) of which she was a member. Potential participants in professional groups were also asked to share with other U.S. Jamaican immigrants.

After one week, a follow-up email was sent to the organizations as well as posted on the group's pages on social media encouraging members to complete the survey. There was another follow-up following the same procedure at the end of week 2. At the end of week 4, there was a final follow up to organizations and professional groups on social media. At the end of the data collection period, the survey was closed and data downloaded from Qualtrics, the data collection platform, for analysis. As is common in

internet-based survey studies like this research, there was no way to determine how many prospective participants were contacted and therefore response rates were impossible to calculate (Dillman et al., 2009).

Data Analysis

Data was first downloaded from Qualtrics in the form of a SPSS ready electronic data file. Once in SPSS the data was reviewed for accuracy, the demographic data was analyzed first using descriptive statistics. Correlation and regression analyses were completed to investigate the relationship between conflict management styles and cultural beliefs and job satisfaction and job performance.

Results

The following two sections represent the descriptive statistics related to job satisfaction and job performance.

Job Satisfaction

Stanton and Crossley (2000) indicated that mean scores around 23 - 27 would suggest that respondents were "neither satisfied or dissatisfied" with their jobs, while scores well above 27 would indicate that participants were satisfied with their current job. (see Table 9) By these evaluative criteria, participants in this study reported that they had a relatively high level of overall job satisfaction (as reported by JIG scores, which had a mean of 41.33). When it came to four of the other five facets of job satisfaction (COWORKER, PAY, SUPERVISION, and WORK), these means were also well over 27. On the other hand, PROMOTION (opportunities for promotion), demonstrated an appreciably lower mean score of 25.13. This indicates that participants were neither dissatisfied or satisfied with opportunities for promotion on their current jobs.

Table 9.

Descriptive Statics – Study Variables

Variable	N	Mean	Median	SD
CONTROLBYFATE	130	13.33	13.00	4.20
REWARDFORAPPPLICATION	130	25.35	26.00	4.25
SOCIALCYNICISM	123	33.50	34.00	8.20
SOCIALFLEXIBILITY	123	30.20	30.00	2.95
SPIRITUALITY	123	32.50	32.00	5.87
COWORKER	108	41.21	46.00	13.83
PAY	106	32.83	36.00	18.70
PROMOTION	106	25.13	21.00	20.95
SUPERVISION	106	41.06	47.00	13.79
WORK	106	38.03	42.00	14.01
JIG	108	41.33	47.00	13.86
ACCOMMODATING	114	3.55	3.66	.65
AVOIDING	114	3.27	3.33	.76
COLLABORATING	114	4.17	4.14	.54
COMPETING	114	3.08	3.10	.79
COMPROMISING	114	3.99	4.00	.53
CONTEXTUAL	104	25.16	25.00	3.71
TASK	104	19.45	20.00	4.51
TOTALJP	104	44.62	45.00	7.58

Participants were very satisfied with the supervision they were receiving

(SUPERVISION mean score of 41.06); and less satisfied with the work (WORK; mean

score of 38.03) they were performing on their current jobs. However, when it came to

the pay (PAY; mean score of 32.83) that they were receiving for their current job,

participants were somewhat less satisfied as compared to all but the PROMOTION

variable.

Job Performance

When it came to job performance, participants were asked to compare themselves

to others in their current jobs. The mean score of measuring contextual performance

(CONTEXTUAL) was 25.16 (SD = 3.71); TASK performance had a mean score of 19.45

(SD = 4.51). Further, Total or Overall Job Performance had a mean score of 44.62 (SD =

7.58).

Data analyses

The following sections describe the statistical analyses that were completed. Preliminary correlational analyses were followed by the multiple regressions to test the hypotheses.

Testing the Research Hypotheses

The following hypotheses were tested and examined for meaning below. For each of the research variables, the actual number of participants varied because of incomplete data. As directed by Tabachnick and Fidell (1989), the listwise deletion procedure can be used for incomplete variables, although statistical procedures can be used to replace missing data with scale means. As expected with internet-based surveys (Dillman et al., 2009), scale completion rates declined over the course of completing the survey, going from 135 completing the demographics (first part of survey), to cultural beliefs (ns = 123-130; second part), satisfaction (ns = 106-108; third part), conflict management style (ns = 114; fourth part), and job performance (ns = 104, final part). These findings support the importance of pilot testing to determine the time required to complete such a survey battery to reduce the likelihood of participant fatigue effects. The pilot study in this research revealed that completion times ranged from 9-12 minutes, however, well below the recommended maximum of 15 minutes (Dillman et al., 2009). In the correlational analyses, pairwise comparisons were used, while listwise deletion was used for the regression analyses.

H_1: There is a positive relationship between the perceived job satisfaction and perceived job performance of U.S. Jamaican immigrants.

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First, to investigate the relationship between the job satisfaction and job performance variables preliminarily, a correlation (r) among the variables was completed. The Pearson's Product-Moment correlation (r) between JIG overall satisfaction, the six facets of the JDI, and TASK and CONTEXTUAL performance are presented in Table 10. The JIG scores were positively and significantly correlated with COWORKERS ($r = .688, p < .01$), WORK ($r = .643, p < .01$), PAY ($r = .431, p < .01$), and SUPERVISION satisfaction scores ($r = .693, p < .01$).

The Pearson's Product-Moment correlation (r) among the JIG and JDI facets and TASK, CONTEXTUAL and overall job performance (TOTALJP) are presented in Table 11. JIG satisfaction scores were positively and significantly related to CONTEXTUAL performance ($r = .269, p < .01$), TASK performance ($r = .327, p < .001$) and TOTALJP scores ($r = .326, p < .01$). TASK performance scores were positively and significantly correlated with COWORKER ($r = .207, p < .01$), WORK ($r = .427, p < .001$) and SUPERVISION satisfaction scores ($r = .265, p < .01$). CONTEXTUAL performance scores were positively and significantly correlated with WORK satisfaction ($r = .352, p < .001$). TOTALJP was positively and significantly correlated to WORK satisfaction ($r = .426, p < .05$). Interestingly, the PAY and PROMOTION satisfaction variables did not correlate significantly with any of the job performance scales. Thus, overall, these results suggest modest to strong correlations among a number of this study's satisfaction and performance variables, preliminarily supporting the first hypothesis.

To test H_1, a multiple regression analysis was conducted to test the degree job satisfaction predicted job performance. The JOBPERFORMANCE scale included two subscales, TASK and CONTEXTUAL. Job Satisfaction's scale as mentioned earlier

included six subscales, JIG, PAY, PROMOTION, COWORKER, WORK and

SUPERVISION. The effect sizes (R^2) for both regression equations were moderate

(Cohen 1988).

In the case of predicting TASK performance, $R^2 = .207$, $R^2_{adj} = .157$, $F(6, 97) =$

4.207, $p < .005$; WORK satisfaction was the sole significant predictor of TASK $F(6, 97)$

$= 4.207$, $p < .005$. Thus, none of the other five job satisfaction predictors (JIG, PAY,

PROMOTION, COWORKER, and SUPERVISION) added significance incremental

variance to the regression equation (all ps $> .05$). Likewise, for CONTEXTUAL

performance $R^2 = .164$, $R^2_{adj} = .113$, $F(6, 97) = 3.180$, $p < .005$; WORK satisfaction alone

also significantly predicted the dependent variable $F(6, 97) = 3.180$, $p < .005$, whereas

the other five predictors (JIG, PAY, PROMOTION, COWORKER, WORK and

SUPERVISION) did not (all ps $> .05$). Based on the regression analysis results, therefore,

the first hypothesis was partially supported. Consequently, both the correlational and

regression analyses revealed that satisfaction and performance scores were positively and

significantly related.

H2: The cultural beliefs of U.S. Jamaican immigrants will predict their conflict

management styles.

The correlational analyses first revealed that the relationships among the research

variables, preliminarily supporting hypothesis 2, were statistically significant and in the

direction as indicated by prior research (see Table 12). For instance, the associations

between social flexibility cultural beliefs and the compromising management style ($r =$

.26, $p < .01$), spirituality cultural beliefs and accommodating conflict management style

($r = .26$, $p < .01$), and reward for application cultural beliefs and collaborating conflict

Table 10.

Pearson's Product-Moment Correlation (r) among *the JIG/JDI Facet Scores and their Corresponding Cronbach's Alphas*

JDI Facets	Cronbach's coefficient alpha (α)	WORK (r)	PAY (r)	PROMOTION (r)	SUPERVISION (r)	COWORKERS (r)	JOBINGENERAL (r)
WORK	.91	1.00					
PAY	.90	.440	1.00				
PROMOTION	.94	.559	.429	1.00			
SUPERVISION	.91	.582	.357	.497	1.00		
COWORKERS	.92	.520	.414	.345	.639	1.00	
JOBINGENERAL	.93	.643	.431	.456	.693	.688	1.00

All correlations are significant at the .01 level

Table 11.

Pearson's Product-Moment Correlation (r) among *the JIG/JDI Facets and Task, Contextual and Overall Job Performance*

	TASK (r)	CONTEXTUAL (r)	TOTALJP (r)
JOBINGENERAL	.327***	.269*	.326*
COWORKERS	.207*	.091	.168
WORK	.427***	.352***	.426*
PAY	.156	.107	.145
PROMOTION	.147	.118	.145
SUPERVISION	.265*	.183	.248
TASK	1.00	.699***	.937*
CONTEXTUAL	.699***	1.00	.905
TOTALJP	.937	.905	1.00

*Correlation is significant at the 0.01 level (2-tailed)
**Correlation is significant at the 0.05 level (2-tailed)
***Correlation is significant at the 0.001 level (2-tailed)

Table 12.

Correlation Conflict Management Styles and Cultural Beliefs Pearson's Product-Moment Correlation (r) Among Conflict

Management Styles and Cultural Beliefs.

	1	2	3	4	5	6	7	8	9	10
1.CONTROLBYFATE	1.00	.112	-.045	.170	.125	-.156	.013	.343**	.185*	.066
2.REWARDFORAPPLICATION	.112	1.00	.188*	.168	.338**	.228*	.250**	.122	.086	.179*
3.SOCIALFLEXIBILITY	-.045	.188*	1.00	.168	.296**	.214*	.012	-.041	.004	.260**
4.SOCIALCYNICISM	.170	.168	.168	1.00	.314**	-.143	.204*	.170*	.316**	.058
5.SPIRITUALITY	.125	.338**	.296**	.314**	1.00	.182*	.263**	.152*	.108	.134
6.COLLABORATING	-.156	.228*	.214*	-.143	.182*	1.00	.358**	-.132	-.222*	.582**
7.ACCOMMODATING	.013	.250**	0.12	.204*	.263**	.358**	1.00	.106	.300**	.264**
8.COMPETING	.343**	.122	-0.41	.170*	.152*	-.132	.106	1.00	-.005	-.012
9.AVOIDNING	.185*	.086	.004	.316**	.108	-.222*	.300**	-.005	1.00	-.131
10.COMPROMISING	.066	.179*	.260**	.058	.134	.582**	.264**	.012	-.131	1.00

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

management style ($r = .23$, $p < .05$) were as expected. Second, because at least two of the five cultural belief scale scores were significant predictors for each of the five dependent variables (conflict management styles), the second hypothesis was preliminarily supported as well.

To test H_2, a multiple regression analysis was completed to test the relation between the five subscale scores that measure cultural beliefs (CONTROLBYFATE; REWARDFORAPPLICATION; SOCIALCYNICISM; SOCIALFLEXIBILITY; and SPIRITUALITY) and each of the five conflict management styles (*Accommodating, Avoiding*, *Collaborating*, *Competing*, and *Compromising*).

REWARDFORAPPLICATION ($\beta = .193$) and SPIRITUALITY ($\beta = .202$) were found to be significant positive predictors of *Accommodating* style $R^2 = .129$, $R^2_{adj} = .089$, $F(5,108) = 3.194$, $p < .05$.

While REWARDFORAPPLICATION ($\beta = .199$) was found to be a significant positive predictor for *Collaborating* style $R^2 = .157$, $R^2_{adj} = .118$, $F(5,108) = 4.033$, $p < .005$, SOCIALCYNICISM ($\beta = -.215$) was found to be a significant negative predictor for *Collaborating* style $R^2 = .157$, $R^2_{adj} = .118$, $F(5,108) = 4.033$, $p < .005$. Further, CONTROLBYFATE ($\beta = .309$) was found to be a significant positive predictor of *Competing* style $R^2 = .150$, $R^2_{adj} = .110$, $F(5,108) = 3.803$, $p < .005$.

SOCIALCYNICISM ($\beta = 3.07$), was found to be significant positive predictor of *Avoiding* style $R^2 = .122$, $R^2_{adj} = .081$, $F(5,108) = 2.995$, $p < .05$] And finally, when the regression analysis was completed for *Compromising* style, $R^2 = .090$, $R^2_{adj} = .1048$, $F(5,108) = 3.803$, $p > .005$, SOCIALFLEXIBILITY ($\beta = 2.41$) was found to be a significant positive predictor.

Thus, the correlational and regression analysis results revealed partial support for the second hypothesis, meaning that cultural beliefs do significantly predict conflict management styles.

H₃: For U.S. Jamaican immigrants, conflict management styles will moderate the relationship between perceived job satisfaction and perceived job performance such that this association will be stronger when compromising or collaborating (integrating) is used and weaker when avoiding, competing (dominating) or accommodating (obliging) conflict management styles are used.

To test H₃, moderated multiple regression analyses were conducted to determine if the relationship between *Job Satisfaction* (i.e., subscales –Work Satisfaction and JIG) and *Job Performance* (i.e., subscales – Task Performance, Contextual Performance and Overall Job Performance) was moderated by each *Conflict Management Style* (Collaborating, Accommodating, Competing, Avoiding and Compromising). The subscales *Work Satisfaction* (short-term satisfaction) and *JIG* (general overall satisfaction) were selected to further examine the moderating effect of *Conflict Management Styles* on *Job Satisfaction* and *Job Performance* because they were found to have the largest correlations with task, contextual and overall job performance (see Table 12 above).

As a means to reduce the likelihood of multicollinearity, all the predictor variables were centered by subtracting the mean value of all scores on each predictor variable from each score on that predictor (Bang, Ross, and Reio, 2013). An interaction term was subsequently computed as a cross-product of the centered predictors; in this case, Work Satisfaction and each conflict management style (i.e., Work *Satisfaction* X

Collaborating, *Work Satisfaction* X *Accommodating*, *Work Satisfaction* X *Competing*, *Work Satisfaction* X *Avoiding* and *Work Satisfaction* X *Compromising*). An interaction term was also computed as a cross-product of JIG and each of the conflict management styles (i.e., *JIG* X *Collaborating*, *JIG* X *Accommodating*, *JIG* X *Competing*, *JIG* X *Avoiding* and *JIG* X *Compromising*). The results are presented in Tables 13 – 18.

For the moderated multiple regression where the criterion variable was *Task Performance*, each *Conflict Management Style* and the subscale *Work Satisfaction* as predictors were entered as a first block in the regression equation, and then each of the five interaction terms were included in the second model. Table 13 presents the results of this *moderated* multiple regression. None of the conflict management styles moderated the effect of *Work Satisfaction* on *Task Performance*, as evidenced by an increase in total variation explained of 2.0%, which was not statistically significant ($F(5,92) = .828$, $p = .533$).

The moderated multiple regression where the criterion variable was *Contextual Performance*, each *Conflict Management Style* and the subscale *Work Satisfaction* as predictors were entered as a first block, and then each of the five interaction terms were included in the second model. Table 14 presents the results of this moderated multiple regression. None of the conflict management styles moderated the effect of *Work Satisfaction* on *Contextual Performance*, as evidenced by an increase in total variation explained of 4.2%, which was not statistically significant ($F(5,92) = 1.129$, $p = .35$).

With the moderated multiple regression where the criterion variable was *Overall Job Performance*, each *Conflict Management Style* and the subscale *Work Satisfaction* as predictors were entered first, and then each of the five interaction terms were included in

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the second model. Table 15 presents the results of this moderated multiple regression. None of the conflict management styles moderated the effect of *Work Satisfaction* on *Overall Job Performance,* as evidenced by an increase in total variation explained of 7.08%, which was not statistically significant ($F(5,92) = .025$, $p = .619$).

For the moderated multiple regression where the criterion variable was *Task Performance,* each *Conflict Management Style* and the subscale *JIG* as predictors were entered in the first block, and then each of the five interaction terms were included in the second model. Table 16 presents the results of this moderated multiple regression. None of the conflict management styles moderated the effect of *JIG* on *Task Performance,* as evidenced by an increase in total variation explained of .4%, which was not statistically significant ($F(5,92) = .09$, $p = .994$).

The moderated multiple regression where the criterion variable was *Contextual Performance,* each *Conflict Management Style* and the subscale *JIG* as predictors were entered in the first block, and then each of the five interaction terms were included in the second model. Table 17 presents the results of this moderated multiple regression. The *Compromising Conflict Management Style*, moderated the effect of *JIG* on *Contextual Performance,* as evidenced by an increase in total variation explained of 9.6%, ($F(5,92) = 2.65$, $p < .05$). This means that the relation between job satisfaction and contextual performance was enhanced when using the compromising conflict management style.

Finally, for the moderated multiple regression where the criterion variable was *Overall Job Performance,* each *Conflict Management Style* and the subscale *JIG* as predictors were entered first, and then each of the five interaction terms were included in the second model. Table 18 presents the results of this moderated multiple regression.

The *Conflict Management Style*, *Compromising,* moderated the effect of *JIG* on *Overall Job Performance,* as evidenced by an increase in total variation explained of 3.0%, ($F(5,92) = 0.78, p < .05$). Thus, the association between job satisfaction and overall job performance was strengthened when using the compromising conflict management style.

Inasmuch as the compromising conflict management style positively moderated the association between job satisfaction and both contextual and overall job performance, this hypothesis was partially supported. What this means is that using a compromising conflict management style by the Jamaicans in this research, the positive relationship between job satisfaction and job performance was strengthened significantly. In other words, the participants' job satisfaction would be a stronger predictor of contextual and overall performance in the presence of a compromising conflict management style.

Discussion

The narrative that follows discusses the findings as they relate to the three hypotheses that guided this research. The first hypothesis looked at the degree job satisfaction predicted job performance among the sample of U.S. Jamaican immigrants. The empirical findings suggested that job satisfaction indeed positively predicted task, contextual and overall performance, suggesting that the U.S. Jamaican immigrants in this study who were satisfied in their jobs were more likely to perform better at their job. The findings were consistent with other research when it came to the relationship between job satisfaction and job performance (e.g., Choi and Kim, 2012; Wright and Companzano, 2007). Overall, the job satisfaction of U.S. Jamaican immigrants was specifically related to how productively they worked with their coworkers, how well they were performing their job duties, and to their overall job performance. The overall job satisfaction of U.S.

Table 13.

Moderated Hierarchical Regression Results on Moderation Effects of Conflict Management Style Variables on Relationship

between Work Satisfaction and Task Performance.

Variables Entered	R^2	F	df	R^2 change	Beta	SE	t
Model 1	0.30	6.64***	6,97	0.30***			
(Constant)						4.58	1.35
Collaborating					0.25	0.99	2.43*
Accommodating					0.19	0.73	2.30*
Competing					0.06	0.50	1.00
Avoiding					-0.11	0.57	-1.14
Compromising					-0.09	0.90	-0.60
WorkSatisfaction					0.317	0.03	3.48***
Model 2	0.32	0.83	5,92	0.02			
(Constant)						17.05	0.50
Collaborating					-0.09	2.63	-0.29
Accommodating					0.47	2.29	1.41
Competing					0.08	1.64	0.252
Avoiding					0.19	2.41	0.47
Compromising					-0.19	2.29	-0.72
WorkSatisfaction					0.09	0.40	0.07
Collaborating × WorkSatisfaction					1.08	0.07	1.16
Accommodating × Work Satisfaction					-0.67	0.06	-0.90
Competing × Work Satisfaction					-0.00	0.40	-0.00
Avoiding × Work Satisfaction					-0.60	0.06	-0.086
Compromising × Work Satisfaction					0.38	0.06	0.46

*Note. *$p < .05$; **$p < .01$; ***$p < .001$

Table 14.

Moderated Hierarchical Regression Results on Moderation Effects of Conflict Management Style Variables on the Relationship between Work Satisfaction and Contextual Performance.

Variables Entered	R^2	F	df	R^2 change	Beta	SE	t
Model 1	0.28	6.26***	6,97	0.28***			
(Constant)						3.80	2.98
Collaborating					0.40	0.81	3.35***
Accommodating					0.11	0.61	1.02
Competing					0.10	0.41	1.13
Avoiding					-0.04	0.47	-0.39
Compromising					-0.10	0.75	-0.95
WorkSatisfaction					0.22	0.02	2.43**
Model 2	0.32	1.12	5,92	0.04			
(Constant)						14.02	2.26
Collaborating					0.27	2.16	0.83
Accommodating					0.34	1.88	1.02
Competing					0.22	1.34	0.74
Avoiding					-0.46	1.98	-1.13
Compromising					-0.68	1.89	-2.54**
WorkSatisfaction					-1.63	0.33	-1.13
Collaborating × WorkSatisfaction					0.17	0.05	0.18
Accommodating × Work Satisfaction					-0.42	0.05	-0.56
Competing × Work Satisfaction					-0.24	0.03	.-0.48
Avoiding × Work Satisfaction					0.65	0.05	0.93
Compromising × Work Satisfaction					1.91	0.05	2.31**

*Note. *p* < .05; **p* < .01; ***p* < .001*

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Table 15.

Moderated Hierarchical Regression Results on Moderation Effects of Conflict Management Style Variables on the Relationship between Work Satisfaction and Overall Job Performance.

Variables Entered	R^2	F	df	R^2 change	Beta	SE	t
Model 1	0.32	7.95***	6,97	0.32			
(Constant)						7.49	2.35**
Collaborating					0.35	1.60	2.99**
Accommodating					0.17	1.20	1.64*
Competing					0.09	0.81	1.01
Avoiding					-0.08	0.93	-0.87
Compromising					-0.10	1.48	-1.01
WorkSatisfaction					0.30	1.94	3.36***
Model 2	0.35	0.70	5,92	0.03			
(Constant)						27.95	1.44
Collaborating					0.08	4.30	0.24
Accommodating					0.44	3.75	1.37
Competing					015	2.68	0.53
Avoiding					-0.11	3.94	-0.28
Compromising					-0.45	3.75	-1.71*
WorkSatisfaction					-0.74	0.65	-0.61
Collaborating × WorkSatisfaction					0.73	0.11	0.80
Accommodating × Work Satisfaction					-0.60	0.09	-0.83
Competing × Work Satisfaction					-0.12	0.06	-0.24
Avoiding × Work Satisfaction					-0.04	0.09	-0.06
Compromising × Work Satisfaction					1.16	0.10	1.44

*Note. *p < .05; **p < .01; ***p < .001*

Table 16.

Moderated Hierarchical Regression Results on Moderation Effects of Conflict

Management Style Variables on the Relationship between Overall Job Satisfaction and

Task Performance.

Variables entered	R^2	F	df	R^2 change	Beta	SE	t
Model 1	0.22	4.70***	6,97	0.225			
(Constant)						4.84	1.43
Collaborating					0.23	1.08	1.75*
Accommodating					0.24	0.75	2.23**
Competing					0.07	0.52	0.84
Avoiding					-0.12	0.60	-1.19
Compromising					-0.08	0.94	-0.71
JIG					0.17	0.03	1.68*
Model 2	0.23	0.09	5,92	.004			
(Constant)						23.58	0.55
Collaborating					0.17	3.40	0.40
Accommodating					0.41	2.89	0.97
Competing					0.10	2.25	0.25
Avoiding					-0.27	3.18	-0.50
Compromising					-0.24	2.60	-0.79
JIG					-0.23	0.50	-0.15
Collaborating × JIG					0.12	0.08	0.11
Accommodating × JIG					-0.33	0.06	-0.39
Competing × JIG					-0.05	0.05	-0.08
Avoiding × JIG					0.23	0.07	0.27
Compromising x JIG					0.50	0.06	0.57

*Note. *p < .05; **p < .01; ***p < .001*

Table 17.

Moderated Hierarchical Regression Results on Moderation Effects of Conflict Management Style Variables on the Relationship between Overall Job Satisfaction and Contextual Performance.

Variables entered	R^2	F	df	R^2 change	Beta	SE	t
Model 1	0.24	5.04***	6,97	0.24			
(Constant)						3.95	2.87
Collaborating					0.42	0.88	3.19***
Accommodating					0.15	0.62	1.37
Competing					0.12	0.43	1.27
Avoiding					-0.05	0.49	-0.46
Compromising					-0.09	0.77	-0.81
JIG					0.06	0.03	0.58
Model 2	0.34	2.65***	5,92	0.10			
(Constant)						18.02	2.85**
Collaborating					0.50	2.60	1.28
Accommodating					-0.05	2.21	-0.12
Competing					-0.35	1.72	-0.95
Avoiding					-0.70	2.43	-1.38
Compromising					-0.88	1.99	-3.14***
JIG					-3.40	0.38	-2.35**
Collaborating × JIG					-0.41	0.06	-0.40
Accommodating × JIG					0.56	0.05	0.71
Competing × JIG					0.67	0.04	1.17
Avoiding × JIG					0.92	0.05	1.17
Compromising x JIG					2.47	0.05	3.09**

Note. $*p < .05$; $**p < .01$; $***p < .001$

Table 18.

Moderated Hierarchical Regression Results on Moderation Effects of Conflict Management Style Variables on the Relationship between Overall Job Satisfaction and Overall Job Performance.

Variables entered	R^2	F	df	R^2 change	Beta	SE	t
Model 1	0.27	5.82***	6,97	0.27			
(Constant)						7.92	2.30**
Collaborating					0.34	1.77	2.66**
Accommodating					0.22	1.23	2.04**
Competing					0.10	0.86	1.14
Avoiding					-0.10	0.98	-0.96
Compromising					-0.09	1.55	-0.84
JIG					0.13	0.05	1.32
Model 2	0.30	1.78*	5,92	0.03			
(Constant)						37.91	1.70*
Collaborating					0.34	5.47	0.86
Accommodating					0.22	4.65	0.55
Competing					-0.11	3.61	-0.30
Avoiding					-0.50	5.11	-0.96
Compromising					-0.57	4.18	-1.98*
JIG					-1.80	0.80	-1.20
Collaborating × JIG					-0.13	0.12	-0.12
Accommodating × JIG					0.08	0.10	010
Competing × JIG					0.30	0.08	0.50
Avoiding × JIG					0.59	0.11	0.72
Compromising x JIG					1.50	0.10	1.82*

Note. $*p < .05$; $**p < .01$; $***p < .001$

Jamaican immigrants was also positively and significantly related to their satisfaction with their relationships with co-workers, the work they were doing, the pay they were receiving and the supervision they were receiving from their supervisors.

Relationships in the workplace appeared to be important to U.S. Jamaican immigrants and as it was no surprise to find their ability to complete tasks or work

assigned was positively and significantly related to the satisfaction they had, with their relationships with their coworkers, the work they were doing and their satisfaction with the supervision they were receiving.

The second hypothesis was used to investigate the relationship between the cultural beliefs of U.S. Jamaican immigrants and their conflict management styles. From the means of the subscales that measured the cultural beliefs of U.S. Jamaican immigrants in this sample (see Table 9), we can see that participants had a relatively strong belief that people or institutions could not be trusted, based on the relatively high mean for social cynicism subscale.

Social Cynicism was a found to be a significant positive predictor for *Avoiding Conflict Management Style* subscale scores. In contrast, *Social Cynicism* was a found to be a significant negative predictor for *Collaborating Conflict Management Style* subscale scores. Thus, U.S. Jamaican immigrants in this group would be less likely to collaborate with their supervisors or coworkers because of a lack of trust; rather, they were more likely to employ an *Avoiding Management Style*.

U.S. Jamaican immigrants overall did not demonstrate high *Control by Fate* scores, and as such believed that for example, their individual characteristics, such as appearances and date of birth would not affect their fate. *Control by Fate* was found to be a positive predictor of the *Competing* conflict management style. This meant that the participants might tend to, in some situations, be more competitive or usually held their ground during conflict situations. Consequently, although the U.S. Jamaican immigrants did not believe necessarily that people had predetermined life outcomes, they would tend

to be competitive when situations in the organization or in relationships with their colleagues that left them feeling that they could not trust the coworker or supervisor.

Interestingly, the participants in this study were more likely to be *collaborative* when handling conflict in the workplace. Moreover, U.S. Jamaican immigrants did not score high on the *competing* conflict management subscale. This finding varies from research conducted in Western settings where individuals are more likely to use the *dominating* conflict management style more when handling conflict in the workplace (Morris et al., 1998). Finally, *Reward for Application* was a positive predictor for *collaborative* conflict management style. This meant that when faced with conflict, in situations where they, for example, thought that they would be rewarded for their hard work, they would be more inclined to integrate their ideas to enable problem solving.

Last, the third hypothesis tested the degree to which conflict management style moderated the relationship between job satisfaction and job performance. The only statistically significant relationship found was with the *compromising* conflict management style. Those U.S. Jamaican immigrants who used this style were more likely to have higher levels of overall job satisfaction and perform better on the job and have better relationships (contextual performance) with their coworkers. Specifically, they would be more likely to compromise in the face of conflict for the purpose of supporting and encouraging their co-workers.

Implications of the Study

Previous literature on the relationship between the cultural beliefs, conflict management styles, job satisfaction, and job performance variables has been sparse. This study covered new ground investigating the cultural beliefs of U.S. Jamaican immigrants in

relation to their conflict management styles and how they were linked to job satisfaction and job performance. This study also extends previous research that investigated the relationship between job satisfaction and job performance as it looked at the moderating effect of conflict management styles on that relationship.

First, this research supported previous research by Choi & Kim (2012) and Xiao-Hong et al. (2012) that there is a relationship between job satisfaction and job performance. Specifically, it was found that employees who were more satisfied with their coworker relationships, the work they were doing, and the pay and supervision they were receiving were more likely to higher levels of job performance.

Second, this research demonstrated that when participants used the *compromising* conflict management style, their job satisfaction more strongly predicted job performance. In addition, the Rahim Organizational Conflict Inventory – II (Rahim, 1983b) demonstrated acceptable reliabilities for each subscale (Tabachnick and Fidell, 1989), supporting its future use in similar studies. Based on these findings, HRD professionals could comfortably have U.S Jamaican immigrant employees complete The Rahim Organizational Conflict Inventory – II (Rahim, 1983b) and take employees through a coaching session based on the results. This coaching session would be focused on helping these employees understand how they are managing conflict in the workplace and how it might be related to their current job satisfaction and job performance. Using this information, HRD professionals could also design and provide training to employees to help them use *compromising* conflict management styles, ultimately increasing the job satisfaction and job performance of employees.

Another implication of the study is that it linked the cultural beliefs of U.S. Jamaican immigrants with their dominant conflict management styles. The dominant conflict management style of U.S. Jamaican immigrants in this study was *collaborating* and not *dominating,* which is typically not the dominant conflict management style in the Western world (Morris et al., 1998). Finally, the subscales scores of the cultural belief instrument that positively predicted *collaborating* conflict management style were *Reward for Application*, *Spirituality* and *Social Flexibility.*

Implications for Practice

Although this is a correlational study and recommendations for practice must be done tenatively (Tabachnick and Fidell, 1989), HRD professionals still might use the information gained from this research to inform developing cultural sensitivity trainings that help employees understand the cultural beliefs of U.S. Jamaican immigrants. This training might also be beneficial to those supervising U.S. Jamaican immigrants. The HRD professional might also use this information to design training to help U.S. Jamaican immigrants use more *compromising* conflict management styles when encountering workplace conflict. *Compromising* conflict management style styles positively relate to job satisfaction (Xiao-Hong et al., 2012) and as such, by creating this type of training, organizations might see increasing levels of job satisfaction and ultimately job performance of their employees.

In an aim to increase the overall job satisfaction of their employees and their satisfaction with short-term facets such as coworker relationships, pay, work, supervision and opportunities for promotion within the organization, organizations may want to administer the *Job in General Scale* and the *Job Descriptive Index* survey combined

(Smith et al., 1987). By using the data from both measures, organizations might be able to then look for ways to meet the needs of their employees and ultimately increase their job satisfaction and job performance.

HRD professionals looking to improve current employee satisfaction may also collect this information through an e-survey with staff leaving the organization. By gathering data on why employees are leaving the organization, HRD professionals can use the information collected to create strategies to improve the job satisfaction of their employees.

Limitations and Recommendations for Future Research

While this study looked at U.S. Jamaican immigrants, it did not investigate the differences between native-born Jamaican immigrants, and second generation immigrants of Jamaican decent, with regard to the research variables. Their cultural beliefs, for example, may be inherently different, and as such, a study that examines either group, or one that compares the two might provide insightful new information for HRD researchers and scholar-practitioners about the possible nuances of Jamaican cultural beliefs and their association with important organizational outcomes.

Like many nonexperimental, organizational studies, the data was based on employee self-reports and did not include more objective data from supervisors or colleagues about conflict management styles and job performance. Future research studies could incorporate into their design the other more objective data sources to help to increase the generalizability of the study's findings. Further, although this research design was consistent with prior internet-based studies, future research should be designed where response rates can be calculated to enable testing for possible bias issues.

Data from previously conducted research using JDI/JIG questionnaire (Smith et

al., 1987) looking at job satisfaction is available from the developers, and it is suggested

that future studies be conducted that compare the scores received from one cultural group

to another cultural group or other relevant comparison groups. It is also suggested that

this study be extended into other countries with relatively large numbers of Jamaican

immigrants; for example, Canada, and the United Kingdom.

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CHAPTER IV

FINDINGS AND IMPLICATIONS

This final chapter is organized into three sections. In the first section, the findings related to the purpose of the collected papers are presented. In the second section, the shared finding is presented. And finally, in the third section, the overall implications of the collected papers are discussed.

Findings Related to Overall Purpose of the Collected Papers

This collected papers dissertation explored the relationship between U.S. Jamaican immigrants' cultural beliefs, and conflict management styles related to perceived job satisfaction and job performance. Both studies completed provided more information on the role that an individual's cultural belief is related to their dominant conflict management style; and job satisfaction and job performance.

Study #1, was the structured literature review and its main finding was that there is a relationship between an individual's dominant conflict management style and their job satisfaction and job performance. Specifically, when *integrating* and *compromising* conflict management styles are used by individuals, job satisfaction and ultimately job performance of employees are higher (Zhang, Chen and Sun, 2015). There were three themes that evolved from the structured literature review.

It was brought to light that effective conflict management in the workplace included helping employees use *integrating* and *compromising* conflict management styles to manage conflict in the workplace and providing emotional intelligence training were associated with increasing the job satisfaction and job performance of employees.

There are cultural differences in the patterns of behaviors that individuals use when managing conflict (Xiao-Hong et al., 2012). HRD professionals might want to use this information, to help develop training that introduces them the the cultural differences with managing conflict in the workplace. There is a need for more studies that look at the cultural differences and that make group comparisons.

It was very clear that organizations had a major responsibility in preparing their employees to manage conflict in the workplace (Xiao-Hong et al., 2012). Specifically, the organization should provide training for employees that help that to use *integrating* and *compromising* conflict management style (Zhang et al., 2015) when handing conflict.

Study #2, the cross-sectional explanatory study shed light on the relationship between the job satisfaction and job performance among the study's participants, U.S. Jamaican immigrants. U.S. Jamaican immigrants have a strong belief that people or institutions cannot be trusted. Participants in the study were more likely to use *collaborative* conflict management styles.

U.S. Jamaican immigrants who were satisfied with the work they were doing on their current job, performed better at their job and worked better with their coworkers. The findings were consistent with other research findings related to the relationship between job satisfaction and job performance (Choi and Kim, 2012). This suggests that there was indeed a relationship between the job satisfaction and job performance for the participants in this study.

Specifically, the relationship between job satisfaction and job performance is stronger when employees are satisfied with the work they are doing on their jobs. Overall job satisfaction of participants was directly related to their satisfaction with the work they

were doing, their satisfaction with coworkers and the supervision they were receiving. Findings from this study support the idea that employees who are satisfied with their supervisors, their work and their coworkers are more likely to also be satisfied with their jobs.

The conflict management style for U.S. Jamaican immigrants that moderated the relationship between overall job satisfaction, contextual and overall job performance was *compromising*. *Compromising* conflict management style was also the second most likely using conflict management style by U.S. Jamaican immigrants, which is consistent with U.S. Jamaican immigrants having high levels of overall job satisfaction and job performance.

Shared Finding of the Collected Papers

There was one shared finding across both studies and this is presented below.

Compromising conflict management style is positively related to job satisfaction and job performance.

U.S. Jamaican immigrants dominant conflict management style is *collaborating*. However the only conflict management style that was found to be a significantly positive moderator for the relationship between job satisfaction and job performance was the *compromising* conflict management style. U.S. Jamaican immigrants reported being highly satisfied and indicated that they were performing well on their jobs. This finding is consistent with the finding from Study #1 that employees who use *compromising* conflict management styles were more satisfied and performed and higher levels of job performance.

Implications of the Collected Papers

The findings of study 2 suggest a relationship between the independent (Job Satisfaction and Cultural Beliefs) and dependent variables (Conflict Management Style and Job Performance). In layman terms, this means that an employee's job satisfaction has a relationship with their self-reported level of performance in the workplace. While there are several antecedents of job satisfaction in the workplaces, this study has shown that job satisfaction is related to how conflict management is handled in the workplace.

Implications for Organizations

Employees who are more satisfied in the job will not only perform better but will also stay with the organization longer and result in lower employee turnover rates. Increasing performance of employees will also save organizations money in the long run. This research encourages human resource managers to find ways to ultimately increase the job satisfaction of their employees. One such way is to help employees find better ways to manage conflict in the workplace. Organizations can provide their employees with conflict management training to help them use conflict management styles that positively relate to job satisfaction and job performance. This recommendation is consistent with those given by Shih and Susanto (2010).

The number of immigrants living and working in the U.S. has more than quadrupled in the last 30 years bringing together people from different cultural groups working together. Ultimately organizations aspire to be productive, and retaining satisfied and productive employees is important to meet this goal. Unresolved conflict in organizations can have a direct impact on employee satisfaction and performance and can ultimately be one of the reasons employees decide to leave organizations. This study

offers organizations insights into the need to equip their staff with strategies aimed at helping them manage conflict using *collaborative, integrating* or *compromising* conflict management styles. Using these strategies have been associated with employees being more satisfied with their relationships with their coworkers and supervisors, and ultimately resulting in their increased job performance.

Universities that are preparing students to be successful in the global workforce should also be interested in this study as they prepare students to successfully manage conflict in the global workplace and in the classroom. Universities, play a vital role in preparing individuals for the workforce and if they can begin to educate their students about the cultural beliefs of others and how to manage conflict when they are faced with them, this would make their students would be better prepared to navigate the workforce ultimately being more satisfied with their jobs in general and subsequently having higher levels of performance.

Recommendations for Future Research

There is a need for more qualitative and quantitative research involving the relationship between conflict management styles, job satisfaction, and job performance should address the cultural beliefs of employees. Many previous studies have focused exclusively on the relationship between job satisfaction and job performance but have not investigated how the conflict management styles of employees affect the relationship between job satisfaction and job performance. This study recognizes that cultural beliefs do significantly relate to how employees manage conflict in the workplace, so future research should replicate this study looking at other cultural groups in the U.S.

This study illustrates the need for further consideration of how supervisor-employee relationships relate to employee job satisfaction and job performance. Future studies should investigate this relationship but should also include supervisor and coworker participation. Information from a study that included supervisor and coworker participation would allow for more understanding of how conflict may be linked to team performance.

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APPENDIX

Informed Consent Block

Q1.

ADULT ONLINE CONSENT TO PARTICIPATE IN A RESEARCH STUDY
Exploring the Relationship between Jamaican Immigrants' Cultural Beliefs, and Conflict Management Styles Related to their Perceived Job Satisfaction and Job Performance.

PURPOSE OF THE STUDY
You are being asked to be in a research study. The purpose of this study is to explore the relationship between the cultural beliefs of Jamaican immigrants with their conflict management style as they relate to perceived job satisfaction and job performance.

NUMBER OF STUDY PARTICIPANTS
If you decide to be in this study, you will be one of up to 250 people in this research study.

DURATION OF THE STUDY
Your participation will require up to 15 minutes to complete an online survey.

PROCEDURES
If you agree to be in the study, we will ask you to complete an Internet-based self-report survey.

RISKS AND/DISCOMFORTS
There are no known risks associated with your participation in this study.

BENEFITS
The following benefits may be associated with your participation in this study:

1. To add to conflict management theory and provide information to HRD professionals that may inform training for employees in the area of conflict management specifically related to job satisfaction and job performance.
2. To provide invaluable information to leaders increase their ability to deal with conflict in their organizations or teams, and to help employees use effective conflict

management styles that may lead to increased job satisfaction and job performance.

The benefits to participation may include the opportunity to reflect on your experiences in the workplace.

ALTERNATIVES

There are no known alternatives available to you other than not taking part in this study. Any significant new findings developed during the course of the research which may relate to your willingness to continue participation will be provided to you.

CONFIDENTIALITY

The records of this study will be kept private and will be protected to the fullest extent provided by law. In any sort of report we might publish, we will not include any information that will make it possible to identify you. Research records will be stored securely and only the researcher team will have access to the records. However, your records may be reviewed for audit purposes by authorized University or other agents who will be bound by the same provisions of confidentiality.

COMPENSATION

You will receive no payment for your participation. You will not be responsible for any costs to participate in this study.

RIGHT TO DECLINE OR WITHDRAW

Your participation in this study is voluntary. You are free to participate in the study or withdraw your consent at any time during the study. Your withdrawal or lack of participation will not affect any benefits to which you are otherwise entitled. The investigator reserves the right to remove you without your consent at such time that they feel it is in the best interest.

RESEARCHER CONTACT INFORMATION

If you have any questions about the purpose, procedures, or any other issues relating to this research study you may contact Dr. Tonette Rocco at Department of Leadership and Professional Studies, ZEB 361A, 11200 SW 8th Street, ZEB Building, (305) 348-6151, roccot@fiu.edu or Keisha Grey at khill005@fiu.edu.

IRB CONTACT INFORMATION

If you would like to talk with someone about your rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

PARTICIPANT AGREEMENT

I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me.

Q2.

By clicking *Yes* below, I am providing my informed consent.

○ Yes - I consent to participate

○ No

Demographics

Q3.

Section 1: General Information

Directions: Please select an option for each of the questions that follow.

Q4. **What is your gender?**

○ Male

○ Female

Q5. **Which term do you use to describe yourself?**

○ African American

○ Asian Jamaican

○ Black

○ Chinese Jamaican

○ European Jamaican

○ Jamaican

○ Indian Jamaican/Indo Jamaican

○ White Jamaican

○ Other [   ]

Q6. **What is your age?**

○ 12-17 years old

○ 18-24 years old

○ 25-34 years old

○ 35-44 years old

○ 45-54 years old

○ 55-64 years old

○ 65-74 years old

○ 75 years or older

Q7. In which country do you work?

[▼]

Q8. Please select the state and county that you currently work in:

State: [▼]

County: [▼]

Q9. **Education:** What is the highest degree or level of school you have completed?
If currently enrolled, highest degree received.

○ 7th grade or less

○ Some high school, no diploma

○ High school graduate, diploma or the equivalent (for example: GED)

○ Some college credit

○ Trade/technical/vocational training

○ Associate Degree

○ Bachelor's degree

○ Master's degree

○ Doctorate degree

Q10. **Marital Status:** What is your marital status?

○ Single, never married

○ Married or domestic partnership

○ Widowed

○ Divorced

○ Seperated

Q11. **Employment Status:** Are you currently...?

○ Self-employed

○ Employed for wages

○ Unemployed

○ A homemaker

○ A student

○ Military

○ Retired

○ Unable to work

Q12. In which industry are you currently employed?

[▼]

Cultural Beliefs

Q13.

SECTION 2: CULTURAL BELIEFS

Using the scale below rate the degree to which you believe each statement to be true:

Q14. **Control by Fate:** the belief in predetermined life outcomes

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
Good luck follows if one survives a disaster.	O	O	O	O	O
Individual characteristics, such as appearance and date of birth, affect one's fate.	O	O	O	O	O
There are certain ways to help us improve our luck and avoid unlucky things.	O	O	O	O	O
	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
There are many ways for people to predict what will happen in the future.	O	O	O	O	O
Fate determines one's successes and failures.	O	O	O	O	O
	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe

Q15. **Reward for Application:** the belief if one works hard, one will be rewarded.

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
Knowledge is necessary for success.	O	O	O	O	O

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	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
Every problem has a solution.	O	O	O	O	O
Honesty is a pre-requisite for a happy life.	O	O	O	O	O

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
One will succeed if he/she really tries.	O	O	O	O	O
A harmonious family life leads to career success.	O	O	O	O	O
Hard working people will achieve more in the end.	O	O	O	O	O
	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe

Q16. **Social Flexibility:** the belief that human behavior is unpredictable and cannot be restricted by rigid rules.

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
A modest person can make a good impression on people.	O	O	O	O	O
Human behavior changes the social context.	O	O	O	O	O
People may have opposite behaviors on different occasions.	O	O	O	O	O
True partnership can only exist when there is mutual respect.	O	O	O	O	O
	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe

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	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
One has to deal with matters according to the specific circumstances.	O	O	O	O	O
One's behaviors may be contrary to his or her true feelings.	O	O	O	O	O
A pleasant interpersonal environment and a sense of well-being lead to better performance.	O	O	O	O	O
	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe

Q17. **Social Cynicism:** the overall belief that people, institutions, etc. cannot be trusted.

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
Young people are impulsive and unreliable.	O	O	O	O	O
Too much money ruins one's character.	O	O	O	O	O
It is rare to see a happy ending in real life.	O	O	O	O	O
Old people are usually stubborn and biased.	O	O	O	O	O
Power and status make people arrogant.	O	O	O	O	O
	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
It is hard to make friends with people who have different opinions from yourself.	O	O	O	O	O
Powerful people tend to exploit others.	O	O	O	O	O

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	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
People will stop working hard after they secure a comfortable life.	O	O	O	O	O
Kind-hearted people usually suffer loss.	O	O	O	O	O
Kind-hearted people are easily bullied.	O	O	O	O	O

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
People deeply in love are usually blind.	O	O	O	O	O
If one belongs to a marginal group, it is difficult to gain acceptance from the majority group.	O	O	O	O	O
Caring about societal affairs only brings trouble for yourself.	O	O	O	O	O

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe

Q18. **Spirituality:** the belief in religion and/or a higher power.

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
Religious faith contributes to good mental health.	O	O	O	O	O
Religion makes people escape from reality.	O	O	O	O	O
Religious people are more likely to maintain moral standards.	O	O	O	O	O
There is a supreme being controlling the universe.	O	O	O	O	O

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	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
One feels safer in the world through a belief in a supreme being.	O	O	O	O	O

	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe
All things in the universe have been determined.	O	O	O	O	O
Belief in a religion helps one understand the meaning of life.	O	O	O	O	O
After life on earth, one carries on an existence in another form.	O	O	O	O	O
Belief in a religion makes people good citizens.	O	O	O	O	O
	Strongly Disbelieve	Disbelieve	Have no opinion	Believe	Strongly Believe

Conflict Management Styles

Q19.

SECTION 3: CONFLICT MANAGEMENT STYLES

Directions: For each statement below, select the scale that best represents your level of agreement. The scales range from Extremely Unlikely to Extremely Likely.

When I have had conflicts at work, I respond **most frequently** in the following way:

	Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely
I try to investigate an issue with my supervisor/subordinates/peers to find a solution acceptable to us.	O	O	O	O	O

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	Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely
I generally try to satisfy the needs of my supervisor.	O	O	O	O	O
I attempt to avoid being "put on the spot" and try to keep my conflict with my supervisor to myself.	O	O	O	O	O
I try to integrate my ideas with those of my supervisor to come up with a decision jointly.	O	O	O	O	O
I try to work with my supervisor to find solution to a problem which satisfy our expectations.	O	O	O	O	O
I usually avoid open discussion of my difference with my supervisor.	O	O	O	O	O
I try to find a middle course to resolve an impasse.	O	O	O	O	O

	Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely
I use my influence to get my ideas accepted.	O	O	O	O	O
I use my authority to make a decision in my favor.	O	O	O	O	O
I usually accommodate the wishes of my supervisor.	O	O	O	O	O
I give in to the wishes of my supervisor.	O	O	O	O	O
I exchange accurate information with my supervisor to solve a problem together.	O	O	O	O	O
I usually allow concessions to my supervisor.	O	O	O	O	O
I usually propose a middle ground for breaking deadlocks.	O	O	O	O	O

	Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely

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	Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely
I negotiate with my supervisor so that a compromise can be reached.	O	O	O	O	O
I try to stay away from disagreement with my supervisor.	O	O	O	O	O
I avoid an encounter with my supervisor.	O	O	O	O	O
I use my expertise to make a decision in my favor.	O	O	O	O	O
I often go along with the suggestion of my supervisor.	O	O	O	O	O
I use 'give and take' so that a compromise can be made.	O	O	O	O	O
I am generally firm in pursuing my side of the issue.	O	O	O	O	O

	Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely
I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.	O	O	O	O	O
I collaborate with my supervisor to come up with decisions acceptable to us.	O	O	O	O	O
I try to satisfy my supervisor.	O	O	O	O	O
I sometimes use my power to win a competitive situation.	O	O	O	O	O
I try to keep my disagreement with my supervisor to myself in order to avoid hard feelings.	O	O	O	O	O
I try to avoid unpleasant exchanges with my supervisor.	O	O	O	O	O
I try to work with my supervisor for a proper understanding of a problem.	O	O	O	O	O

	Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely

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Job Satisfaction

Q20.

SECTION 4: JOB SATISFACTION

Q21. **People on Your Present Job**

Think of the majority of the people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people?

Select:
Yes if it describes the people with whom you work
No if it does not describe them
? if you cannot decide

	Yes	No	? - Cannot Decide
Stimulating	O	O	O
Boring	O	O	O
Slow	O	O	O
Helpful	O	O	O
Stupid	O	O	O
Responsible	O	O	O
Likeable	O	O	O
Intelligent	O	O	O
Easy to make enemies	O	O	O
Rude	O	O	O
Smart	O	O	O
Lazy	O	O	O
	Yes	No	? - Cannot Decide
Unpleasant	O	O	O

	Yes	No	? - Cannot Decide
Supportive	O	O	O
Active	O	O	O
Narrow interests	O	O	O
Frustrating	O	O	O
Stubborn	O	O	O
	Yes	No	? - Cannot Decide

Q22.
Job in General

Think of your job in general. All in all, what is it like most of the time?

Select:
Yes if it describes your job
No if it does not describe it
? if you cannot decide

	Yes	No	? - Cannot Decide
Pleasant	O	O	O
Bad	O	O	O
Great	O	O	O
Waste of time	O	O	O
Good	O	O	O
Undesireable	O	O	O
Worthwhile	O	O	O
Worse than most	O	O	O
Acceptable	O	O	O
Superior	O	O	O
Better than most	O	O	O
Disagreeable	O	O	O
	Yes	No	? - Cannot Decide

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	Yes	No	? - Cannot Decide
Makes me content	O	O	O
Inadequate	O	O	O
Excellent	O	O	O
Rotten	O	O	O
Enjoyable	O	O	O
Poor	O	O	O
	Yes	No	? - Cannot Decide

Q23. **Work on Present Job**

Think of the work you do at present. How well does each of the following words or phrases describe your work?

Select:
Yes if it describes your work
No if it does not describe it
? if you cannot decide

	Yes	No	? - Cannot Decide
Facinating	O	O	O
Routine	O	O	O
Satisfying	O	O	O
Boring	O	O	O
Good	O	O	O
Gives sense of accomplishment	O	O	O
Respected	O	O	O
Exciting	O	O	O
Rewarding	O	O	O
Useful	O	O	O
Challenging	O	O	O
Simple	O	O	O

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	Yes	No	? - Cannot Decide
	Yes	No	? - Cannot Decide
Repetitive	O	O	O
Creative	O	O	O
Dull	O	O	O
Uninteresting	O	O	O
Can see results	O	O	O
Uses my abilities	O	O	O
	Yes	No	? - Cannot Decide

Q24. Pay

Think of the pay you get now. How well does each of the following words or phrases describe your present pay?

Select:
Yes if it describes your pay
No if it does not describe it
? if you cannot decide

	Yes	No	? - Cannot Decide
Income adequate for normal expenses	O	O	O
Fair	O	O	O
Barely live on income	O	O	O
Bad	O	O	O
Comfortable	O	O	O
	Yes	No	? - Cannot Decide
Less than I deserve	O	O	O
Well paid	O	O	O
Enough to live on	O	O	O
Underpaid	O	O	O

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	Yes	No	? - Cannot Decide
	Yes	No	? - Cannot Decide

Q25. **Opportunities for Promotion**

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these?

Select:
Yes if it describes your opportunities for promotion
No if it does not describe them
? if you cannot decide

	Yes	No	? - Cannot Decide
Good opportunities for promotion	O	O	O
Opportunities somewhat limited	O	O	O
Promotion on ability	O	O	O
Dead-end job	O	O	O
Good chance for promotion	O	O	O
	Yes	No	? - Cannot Decide
Very limited	O	O	O
Infrequent promotions	O	O	O
Regular promotions	O	O	O
Fairly good chance for promotion	O	O	O
	Yes	No	? - Cannot Decide

Q26. **Supervision**

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this?

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Select:

Yes if it describes the supervision you get on the job

No if it does not describe it

? if you cannot decide

	Yes	No	? - Cannot Decide
Supportive	O	O	O
Hard to please	O	O	O
Impolite	O	O	O
Praises good work	O	O	O
Tactful	O	O	O
Influential	O	O	O
Up-to-date	O	O	O
Unkind	O	O	O
Has favorites	O	O	O
Tells me where I stand	O	O	O
Annoying	O	O	O
Stubborn	O	O	O
	Yes	No	? - Cannot Decide
Knows job well	O	O	O
Bad	O	O	O
Intelligent	O	O	O
Poor planner	O	O	O
Around when needed	O	O	O
Lazy	O	O	O
	Yes	No	? - Cannot Decide

Job Performance

Q27.

SECTION 5: JOB PERFORMANCE

Directions: For each statement below, select the scale that best represents your level of agreement. The scales range from Not at all likely to Extremely likely.

In responding to each statement, think about your job, workplace, or office in which you are **presently** involved.

	Not at all likely	Somewhat likely	Likely	Very likely	Extremely likely
Use problem solving skills.	O	O	O	O	O
Perform administrative tasks.	O	O	O	O	O
Have a good overall technical performance.	O	O	O	O	O
Plan your work.	O	O	O	O	O
	Not at all likely	Somewhat likely	Likely	Very likely	Extremely likely
Organize your work.	O	O	O	O	O
Cooperate with others in a team.	O	O	O	O	O
Persist in overcoming obstacles to complete a task.	O	O	O	O	O
Look for a challenging assignment/task.	O	O	O	O	O
	Not at all likely	Somewhat likely	Likely	Very likely	Extremely likely

Q28. **Directions:** For each statement below, select the scale that best represents your level of agreement. The scales range from Not at all likely to Extremely likely.

In comparison to other individuals in your organization, how likely is it that you:

	Not at all likely	Somewhat Likely	Unlikely	Very likely	Extremely likely

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Pay attention to important details.	○	○	○	○	○
Support and encourage a coworker with a problem.	○	○	○	○	○
Work well with others.	○	○	○	○	○

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