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CONFLICT MANAGEMENT VIDEO TRAINING
FOR RETAIL ASSOCIATES

by

Tisch Cistrunk-Parmelee

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts Specialization:
Strategic Communication
(Individualized)

REGIS UNIVERSITY
December, 2021

CONFLICT MANAGEMENT VIDEO TRAINING
FOR RETAIL ASSOCIATES

by

Tisch Cistrunk-Parmelee

has been approved

December, 2021

APPROVED:

_____, Faculty Facilitator

_____, Faculty Advisor

Abstract

Conflict Management Video Training for Retail Associates

Retail associates are encountering customer conflict at an ever-increasing rate. Mistreatment by customers includes insults, name-calling, threats, and violence. Job satisfaction for associates is on the decline as a result. This Capstone project proposes retail associates are not trained in managing customer conflict. Forty-six retail associates completed a 22-question survey and watched five embedded video microlessons (lessons between one and three minutes). The video showed retail associates how to recognize, assess, and manage customer conflict through self-awareness and mindful engagement. Through grounded theory and qualitative research methods, this study confirms that retail associates' job satisfaction can improve with conflict management training as well as using video as a sufficient means of training. These findings provide an actionable alternative to the "tips and tricks" of dealing with customers that will improve the well-being of associates at work and beyond.

KEYWORDS: Conflict management training, service workers, retail associates, retail workers, employee video training, customer conflict, job satisfaction, retail training, customer mistreatment.

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Chapter 1

Introduction

According to the Bureau of Labor and Statistics (2021), there were 133,000 retail job openings in June of 2021. Retail employers are struggling to hire and keep new employees, especially during the COVID-19 pandemic. Social media is laden with videos of customers abusing retail employees, often over the smallest asks. Retail associates are subject to ever-increasing abuse by customers such as insults, yelling, threats, and physical violence. Very little is done to ensure the safety of retail associates against customer conflict. Ideally, retailers should instill zero tolerance policies to protect their associates. A secondary approach to ensuring safety should be training associates. Hu et al. (2018) theorize that a company's Human Resources department should provide service workers with the tools to buffer customer mistreatment (p. 52). One such tool a retailer can provide floor-level associates is training to manage customer conflict. Therefore, the following Capstone project was a study to determine if conflict management training by video will improve job satisfaction.

Two research questions were explored in this study: 1) can retail associates' job satisfaction increase with conflict management training; and 2) is video an appropriate medium for conflict management training. This Capstone used grounded theory and qualitative data to answer these questions. For the purpose of this study, "retail associates" included (but are not limited to) entry-level individuals employed by grocery stores, big box retailers, clothing stores, and home improvement stores.

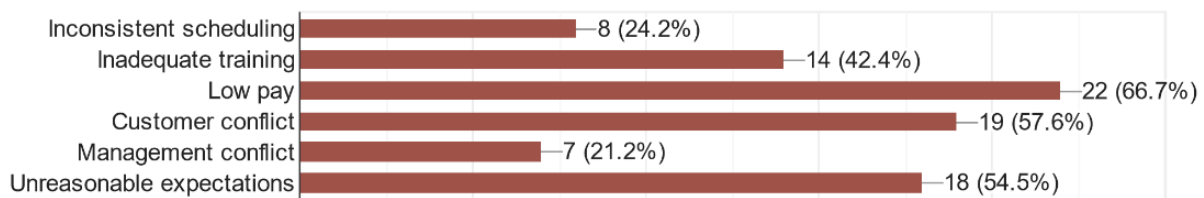
Growing customer conflict

Instances of customer mistreatment, the low-quality behaviors and actions toward service workers (Hu et al., 2018, p. 49) are rising as the COVID-19 pandemic continues. The National Retail Association, an Australian non-profit organization, received over 89,000 reports of customer abuse by retail associates in a 6-month period (Davis, 2021). Cistrunk-Parmelee (2021) found that customer conflict was the second highest frustration of working retail behind low pay (Image 1).

Image 1. Retail associates' top frustrations.

What are your top three frustrations working in retail?

33 responses



Conflict between customers and associates can range from verbal exchanges over an item being out of stock to physical assault from being asked to wear a mask. Regardless of the conflict level, associates “are expected to maintain high-quality service delivery despite customer mistreatment (Amarnani et al., 2019, p. 285). Customer mistreatment arises when associates are treated with disrespect, impoliteness, subjected to verbal abuse (Chi et al., 2018, p. 58). One-third of retail workers said they encounter customer conflict a few times a week with 18.2% having been frightened by a customer at least once (Cistrunk-Parmelee, 2021).

At the time of this writing, there is no foreseeable decrease in customer mistreatment. The Retail, Wholesale and Department Store Union (2021) issued a holiday shopping statement in November 2021 “urging holiday shoppers to treat workers with dignity and respect as they return to shopping in stores.”

Declining job satisfaction

This Capstone examines the limits of retail associates' capabilities of managing customer conflict and how it effects job satisfaction. Two interrelated dimensions of job satisfaction are employee motivation and role stress (Babin & Boles, 1996, p. 58). Role stress, also known as role overload, happens when the expectations exceed the individual's capabilities (Moorhead & Griffin, 2008, p. 187). Ongoing mistreatment by customers lowers motivation and raises role stress. Role stress leads to anxiety, anger, absenteeism, and ultimately job abandonment.

The Retail, Wholesale, and Department Store Union, also known as the RWDSU (2021) announced that they are worried about the physical and mental well-being of their workers as a result of harassment and violence. Chi et al. (2018) posit that negative emotions borne of customer conflict leads workers to "indirectly avoid the stressful situations" (p. 58). Avoidant behaviors, such as calling off work, and taking longer breaks are common behaviors in the face of mistreatment.

Cost of doing business. From a business perspective, mistreated associates reduce revenue. Retailers are aware of the high turnover rate of the industry, which is just above 60% as of July 2021 (Wells, 2021). That high turnover totals "more than 230 million days of lost productivity and \$19 billion in costs associated with recruiting, hiring, and training" (Wells, 2021).

Slaikeu & Hasson (2012) acknowledge the high costs of unresolved conflict. In addition to retail's high turnover, mismanaged conflict also "kills business relationships" (p. 4). In retail, this can result in unhappy customers posting complaints on social media and leaving scathing online reviews. Many conflicts reported are predictable and easily handled if the associates are properly trained to manage them. The authors note that predictable conflicts arise in all

organizations, such as communities, families, and workplaces (p. 5). Predictable conflicts in retail range from out-of-stock items, return policies, price discrepancies, to failure to adhere to safety protocols. Teaching retail associates to manage predictable conflicts provides a solid foundation in customer relations.

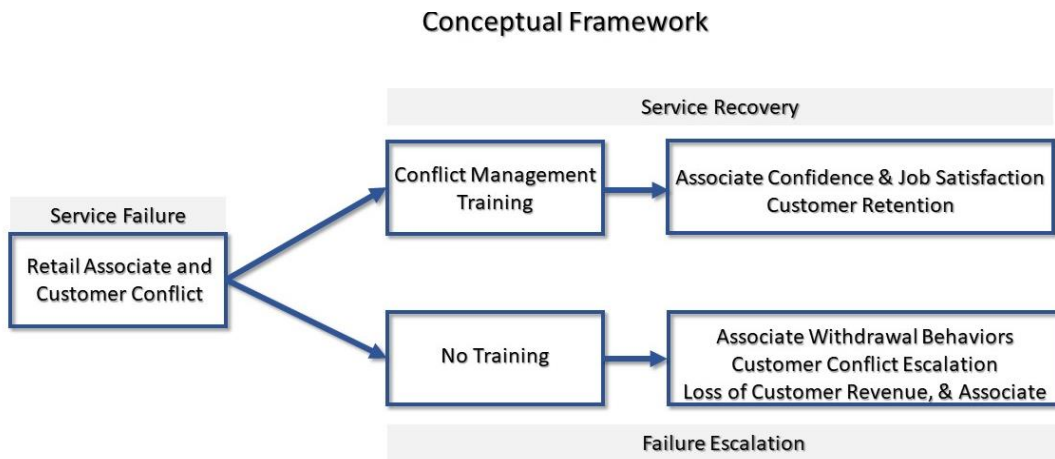
This study also revealed that conflict management training from the bottom up may improve retail companies' bottom line. Future studies may show that associates' conflict management training provides a necessary soft skill in order to advance within the company or retail industry.

Actionable solution to manage customer conflict

While numerous studies have investigated the effects of customer mistreatment, solutions for managing such mistreatment have largely been overlooked. Cistrunk-Parmelee (2021) found that retail associates were mainly given tips to manage conflict, such as remaining calm, being polite, and getting a manager if the situation escalates. Overall, entry level associates are untrained in recognizing and managing customer conflict.

Further findings revealed that the extent of retail associate training happens mainly on their first day as part of the onboarding process (Cistrunk-Parmelee, 2021). Such training includes short videos that teach associates about company policies, safety procedures, and how to stock and zone inventory (Cvilexx, 2021). Incorporating conflict management training as part of onboarding and ongoing employee education can increase job satisfaction. This study speaks to the necessity of associates learning and recognizing which conflict management style to employ in order to effect service recovery, "the integrative actions a company takes to re-establish customer satisfaction and loyalty after a service failure" (Michel et al., 2009, p. 253). Figure 1 depicts the initial concept for this study.

Figure 1. Conceptual framework of associate conflict management training.




Retail associates are unaware there are methods to managing conflict before it escalates. Conflict management training introduces options and methods to better handle customer issues. Jung and Yoon (2018) conducted a survey to determine conflict management style out of five (Image 2) worked best among hospitality employees in South Korea (p. 501). The five styles examined were competing, compromising, collaborating, avoiding, and compromising. The South Korean collectivist culture – society in which people base their identities on the group or organization (Moorhead & Griffin, 2008, p. 36) – showed that being accommodating was most successful. With regard to the United States’ individualistic culture – people in a culture who primarily define themselves as individuals separate from an organization (Moorhead & Griffin, 2008, p. 36), all five styles are required to effectively manage customer conflict.

Image 2. Five styles of conflict management, based on the TKI.




Customers and retail associates exhibit two primary conflict themes. Beverland et al. (2010) suggest the two themes are task and personal-based (p. 620). The video developed for this study juxtaposed two similar personality types – the fixer and the storyteller (Image 3). These personality types were profiled as associates, as customers, and how the types and manage and mismanage conflict. For example, the dynamics between a fixer associate and a storyteller customer can potentially escalate conflict. Video content will also teach associates to evaluate their own beliefs about conflict along with encouraging accountability.

Image 3. Associate personality types.



Are you a...

Task Master or Storyteller?



- ✓ Focused on fixing.
- ✓ Wants to know what the customer needs.
- ✓ Will take steps to fix the issue before apologizing
- ✓ First instinct – Action.

- ✓ Interested in how a problem occurs.
- ✓ Wants to know what happened.
- ✓ Will apologize before asking how to make it right.
- ✓ First instinct – Listen.

Customer conflict can arise quickly in retail settings, however. The training content developed for retail associates was further condensed into two conflict management types. The influx of customers' individual personalities that visit retail stores necessitates a quicker method of managing conflict. Reducing the conflict management framework from five down to two types increased retail associates' probability of learning, retaining, and employing the techniques.

Summary

This study proposes that training retail associates to recognize, assess, and manage conflict will increase job satisfaction. The knowledge gained will lessen instances of customer mistreatment, self-sabotaging withdrawal behaviors, and overall negative emotions.

Chapter 2

Review of Literature

The literature review for this Capstone gives insight in similar studies and provides supporting evidence of the connection between workplace bullying and job satisfaction, how organizational support increases job satisfaction, actionable methods as a result of employee attitude surveys, self-awareness and mindfulness as a mediator to customer conflict, the framing and frequency of customer conflict, and video as a medium for training service workers.

Researchers theorize that organizations which provide service employees with resources to manage customer mistreatment will show higher percentages of job satisfaction. Hu et al. (2018) examined the effects of two human resource management practices – training and employee engagement – for the purpose of giving service employees the ability “to adaptively react to customer mistreatment” (p. 53). The conflict management training video in this Capstone educated retail workers to be proactive in assessing customers’ communication styles before conflict escalated into customer mistreatment and bullying.

Workplace bullying and job satisfaction

In retail settings, workplace bullying includes mistreatment by customers. Workplace bullying directly affects employee engagement – “the degree to which employees invest their cognitive, emotional, and behavioral energies toward positive organizational outcomes” (Kitto, 2019). This Capstone examines the initial reactions to conflict on emotional, behavioral, and physical levels. Einarsen et al. (2018) found that conflict management training moderated the link between employee engagement and workplace bullying, adding that “organizational measures may not only prevent bullying, but may also affect how employees react when

subjected to bullying” (p. 1). Conflict management training for retail associates engages them in their own well-being at work. This study found that associates engaged with the survey and video content, with a majority of respondents interested in learning more about conflict management.

Babin and Boles (1996) share that there is a positive relationship between a supportive work environment and job satisfaction, even in boring or less-than glamorous occupations (p. 59). Retail workplaces, such as grocery stores, are rarely glamorous spaces to work in. Associates support of coworkers and management outshine the locale. The Capstone survey measured the managerial support of retail associates and found it lacking. A workforce lacking in employee resources such as training and equipment is also indicative of regular conflict (p. 60). Babin and Boles (1996) further suggested studies of job satisfaction on an industry-based analysis (p. 71), which this study covered in examining the experiences of retail associates.

Actionable methods of employee attitude research

Saari and Judge (2004) suggested actionable ways to bridge the divide between research and using the findings for practical application (p. 403). For instance, the researchers suggest HR departments expand the department’s role beyond policies and procedures and regularly measure employee attitudes (p. 403). Other steps for HR professionals to take are reading and assessing scientific literature to understand the results of their employee surveys. They state, “the need to measure, understand, and improve employee attitudes is essential for organizations of today” (p. 403). The literature also added insight into developing actionable solutions. This Capstone measures employee attitudes as they relate to job satisfaction, initial responses to customer conflict, and brief introduction to managing conflict with customers via video instruction.

A future direction for employee attitude research is “to better understand the interplay between the person and the situation and the various internal and external factors that influence employee attitudes” (Saari & Judge, 2004, p. 404). The video content in this Capstone examines situations and scenarios relevant to retail associates.

An example of such interplay is shown in Image 4 (below), a screen shot from the survey video entitled *Three Scenarios*. It depicts the interplay between a Task Master Associate and a Storyteller customer. The script from the video reads:

“This customer is flustered looking for a specific moisturizer, but also wants to talk about her skincare routine and using it with a serum. She asks an associate walking by where it is. He hands it to her and walks away without saying a word. The associate did not ask if she needed anything else or had any questions. The customer now feels ignored. The customer here wants to tell her story in addition to finding the moisturizer, but the associate just handed her what she needed. Although he took steps to fix what was needed, he could have followed-up to see if she needed anything else. The customer took felt as though he couldn’t be bothered to stop and interact.”

Image 4. Video screen shot of Scenario 2.



Self-awareness and mindfulness in conflict

The conflict management video within the survey, *Introduction to Managing Conflict with Customers*, reframes conflict into an opportunity to learn and exercise empathy. Kay and Skarlicki’s (2020) research is in line with this Capstone’s approach - cultivating a conflict-

positive work environment through mindfulness (p. 1). Greater Good (2021) defines mindfulness as “maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment.” The researchers posit that mindfulness brings about positive responses to conflict – physiologically and socially. Physiologically, lower cortisol levels and a reduction in cardiovascular stress have been reported. Mindfulness promotes “prosocial attitudes and behaviors” – perspective taking, empathy, and compassion, to name a few (Kay & Skarlicki, 2020, p. 2). Teaching incoming retail associates mindful techniques to manage conflict will build self-confidence and foster connectedness with their team.

Many researchers and facilitators advocate learning the five conflict management styles – competing, compromising, collaborating, avoiding, and accommodating – then taking a self-assessment to determine which style is most dominant. Most notable of this approach is the *Thomas-Kilmann Conflict Mode Instrument (TKI)*, that assesses an individual’s behavior when in conflict (Thomas, 2008, p. 2). Two dimensions assessed within the TKI are assertiveness and cooperativeness (Image 5).

Kay and Skarlicki (2020) researched what organizations could do “to cultivate more constructive attitudes and behaviors around workplace conflict” (p. 1). The goal with their study was research and practice – actionable methods to take after results were gathered. Kay and Skarlicki (2020) divided conflict into two mindsets – *concern for self* and *concern for others* (p. 2) along the two axes of Thomas’ (2008) TKI. The video lessons of this Capstone followed a similar path, teaching retail associates how to manage conflict with customers in a mindful but strategic manner. The Taskmaster and Storyteller personae used in the survey video were developed based on those dimensions of conflict. The objective of the video was to exercise self-

awareness, mindfulness, and ultimately match the customer’s style of communication when appropriate.

Framing and frequency of customer conflict

In researching conflict between customers and associates, it is important to gain insight into how customers frame conflict. Beverland et al. (2010) “examine how consumers approach and deal with conflict in their service relationships” (p. 618). Understanding how customers frame conflict is key in learning how to manage it and effect service recovery – the process of regaining customer loyalty after a failure in service.

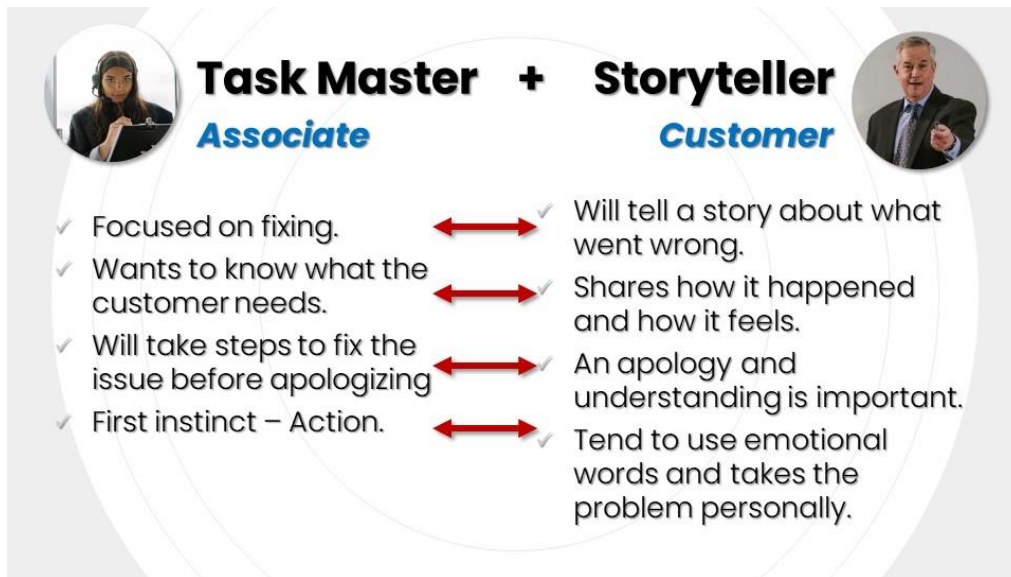
Image 5. Conflict management styles with personal and task dimensions.



Where Kay and Skarlicki (2020) measured two dimensions of conflict, cooperative and assertive (Image 5), Beverland et al. (2010) discovered two central conflict themes, task and personal (p. 620). Customers with task-based conflict “tended to focus on the particular events that led to the failure” (Beverland et al., 2010, p. 620). Customers using this conflict style sought practical resolutions. Personal-based conflict, however, showed customers “focused on reasserting their sense of self through more aggressive actions.” Customers experiencing personal-based conflict seek to reassert themselves through aggression (Beverland et al., 2010, p.

620). To the customer, the service failure is perceived as personal, which lessens the potential for resolution and recovery.

Image 6. Video screenshot of associate & customer pairing.



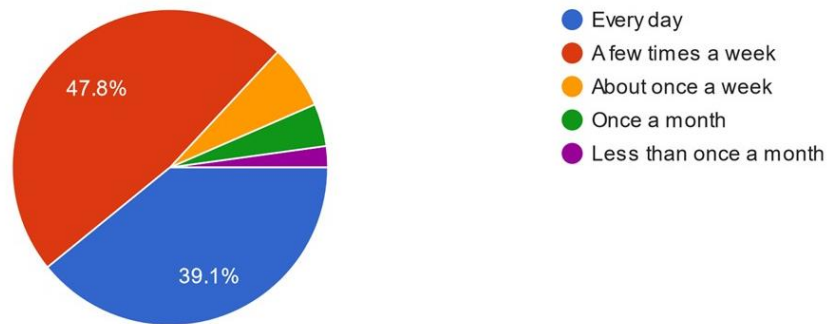
The Capstone survey video presents two conflict personality types – the Task Master and Storyteller. The characteristics of each type are profiled as associates and as customers. The types are then paired and compared, showing how conflict can occur (Image 6).

Beverland et al.’s (2010) findings compared to the findings of this Capstone show a marked increase in customer conflict among retail associates – from up to 15 percent in 2010 to 39.1 percent as of November of 2021 (Figure 2). This study speaks to the necessity of associates learning and recognizing which conflict management style to employ in order to effect service recovery. These two conflict themes (task-based and personal-based) are in line with this Capstone project.

Figure 2. Frequency of customer conflict.

How often do you encounter conflict with customers?

46 responses



The findings of Beverland et al.'s (2010) study “demonstrate the importance of adopting a customer orientation underpinned by ongoing investments in service quality and recovery” (p. 632). Results also show that customers experience and process conflict in various ways, showing the need for retail associates to successfully identify and manage conflict appropriately.

Video training

This Capstone project uses video to reframe customer conflict. Rather than a “tips and tricks” style of conflict management, associates learn to assess themselves and customers based on two personality types. The personality types are also examined in common conflict scenarios. Training videos are a regular part of retail associate onboarding, teaching safety procedures and company policies, for example. There are countless studies on the effectiveness of conflict management videos in interpersonal relationships, including professional workplaces. Chua and Jin (2020) used video to code and operationalize 225 dyads of *task conflict* (p. 911), conflict involving the expectations and goals of work (Moorhead & Griffin, 2008, p. 405).

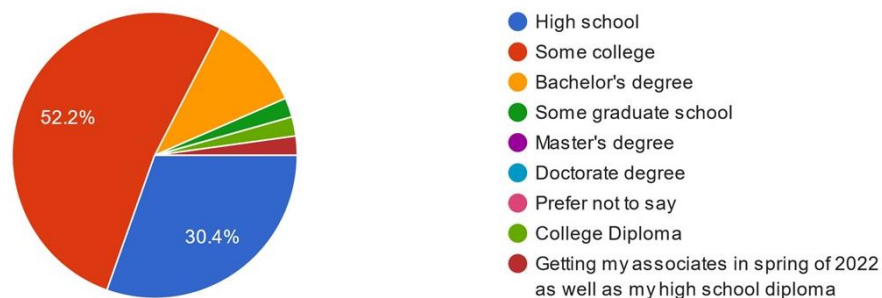
Macurik et al. (2008) demonstrate that video learning is sufficient in teaching support staff intervention techniques for people with severe disabilities and challenging behaviors (p. 161). The researchers share that, “unless such personnel are appropriately trained to carry out intervention procedures, there is minimal likelihood that the interventions will have their

intended effect on reducing challenging behavior” (p. 143). A similar rationale is applied to this Capstone, considering the increasing instances of conflict between retail associates and customers. Cistrunk-Parmelee (2021) found that retail associates’ current interventions included remaining polite and getting a manager if a customer becomes unruly.

Macurik et al. (2008) also compared how efficient the videos were versus live instruction. Results showed that there are benefits to both in certain contexts. Video training proved effective and beneficial where time spent learning was concerned (p. 161). In retail establishments, however, live instructional courses involve strategic scheduling of associates. Video content, such as the survey video lessons of this Capstone, can be uploaded to company servers or sent via external link for viewing on-demand.

Figure 3. Associate level of education.

Highest level of education completed:
46 responses



A remarkable aspect of Macurik et al.’s (2008) study is that the support staff required “individual behavior plans” in order to overcome problem behavior (p. 146). This aspect speaks to the Capstone because retail associates encounter customers of varying behaviors which require the knowledge and ability to apply appropriate measures to manage conflict. Additionally, Macurik et al. (2008) found that the support staff had no formal training prior to working with people with severe disabilities and possessed a high school education (p. 146). The findings of

this Capstone showed the majority of retail associates – 82.6 percent – have a high school diploma or some college (Figure 3).

The supporting evidence for this Capstone was shown in the preceding literature review by making the connection between job satisfaction and workplace bullying, using the data from employee surveys to create actionable methods of improvements, encouraging self-awareness and mindfulness to mediate customer conflict, exploring how the framing of customer conflict can affect the frequency, and how the video medium is used to train service workers.

The literature additionally formed the choice of grounded theory method used in this study, which will be examined at length in the upcoming chapter.

Chapter 3

Method

To determine if conflict management training via video will positively impact retail associates' conflict responses, the chosen method for this study was grounded theory. A phenomenological approach was considered for this study, due to the phenomenon of retail workers regularly experiencing customer conflict. However, the focus of this study was not on the collection of individual stories (Suddaby, 2006, p. 635) but the instances of the phenomenon. The study assesses the associates' responses toward conflict before viewing a conflict management training video and after.

Beverland et al. (2010) shares that the use of grounded theory in research “is appropriate when examining the implications of transferring an existing construct to a new context, where knowledge is lacking, and/or where previous research has not recognized all the facilitators of a construct” (p. 618). Similar to their research, this study meets all three criteria.

Transferring an existing construct to a new context

This study examines the implications of transferring conflict management training to frontline retail workers. The existing construct of conflict management training has proved beneficial in the service industry, such as health care, education, and hospitality. Jung and Yoon (2018) verified that at the frontline level, conflict management training in the hospitality industry “significantly affects ... levels of engagement and innovative behavior” (p. 498). Where the majority of service training videos teach perfunctory duties, Macurik et al. (2008) studied the effects of training a support staff in intervention techniques for challenging behavior by video. Their research involved the support staff viewing the video at a specified time and place

(Macurik et al., 2008, p. 150). The new context for this Capstone allows respondents to view conflict management video modules remotely (via mobile devices) as their schedules allowed.

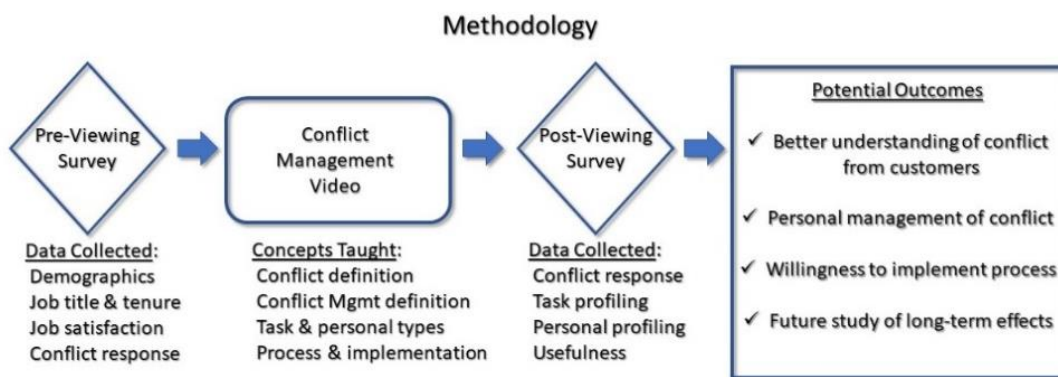
Lack of knowledge

As of this writing, no studies have been performed by way of an actionable solution to the customer conflict experienced by retail associates. For instance, Hu et al. (2018) found that customer service training could buffer the negative impact of customer mistreatment (p. 49). The training was suggested as an HRM practice but no actual training exercises were conducted in their study.

Recognizing potential outcomes

Hu et al.’s (2018) study collected data from service industry workers (call center representatives) at differing points before and after training (p. 54). The data was collected three months apart by their team leaders and the team leaders received the training. With this study, the associates assessed themselves, received the video training, and reassessed afterward. Figure 4 demonstrates how all the elements mentioned above coalesced into this Capstone.

Figure 4. Capstone methodology.



Prior research has recognized the importance of employees’ personality types and cultural proclivities and how it effects job satisfaction. Saari and Judge (2004) shared four cross-cultural dimensions: individualism/collectivism, avoidance versus risk-taking, power imbalances,

and achievement orientation. The data found that certain cultural traits were predictors of high job satisfaction in certain roles. According to Saari and Judge (2004), using such methods will yield good employee/job matches and “ensure people are selected and placed into jobs most appropriate for them, which... will enhance their job satisfaction” (p. 397).

While these measures prove that employees can be matched by their cultural proclivities, they do not recognize the construct of individuals needing to work and employers needing workers. Floor-level associates do not have the luxury of requesting where they would like to work, as employers need to fill positions as they become open. Ideal matches cannot always be made. This study profiled two personality types – task-oriented and storyteller – then showed learners how effectively communicate with them both during conflict. As associates learn to manage conflict regardless of their proclivities and regardless of the customers’ proclivities, job satisfaction can improve.

Data Collection

This study surveyed 46 associates from various retail establishments such as grocery stores, clothing retail, convenience stores, and home improvement stores. Respondents were given assurance their participation was anonymous, the results were used solely for academic analysis, and not shared or sold to any business entity. The survey consisted of 12 questions addressing four categories: demographic, job position & tenure, job satisfaction, and conflict response.

Demographic data consisted of three questions, asking for age, gender, and education level. Jung and Yoon (2018) share that such demographics play important roles in predicting employees’ attitude toward their job (p. 501). The second category, job position and tenure, asked for respondents’ job title and how long they have worked for the company.

Job satisfaction is important to gauge in this survey before and after viewing the video. Job satisfaction, according to Locke (1976), is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1304). The pre-viewing survey questions will measure job satisfaction with seven questions of engagement (*My managers listen to my work issues.*), empowerment (*I am encouraged to make suggestions that will help our team/store succeed.*), and work behaviors (*I like helping my team succeed.*).

The fourth portion of the survey measured associates’ initial responses to their encounters with angry customers (Table 2). It was important for associates to acknowledge their responses to conflict during the pre-viewing survey, as their responses self-awareness was addressed during the video. Respondents may find that conflict frightens them, are energized by it, or view conflict as a normal part of relationships. While those internal beliefs cannot be easily changed, acknowledgement of “specific attitudes and behaviors and in key situations can be managed more effectively” (Webne-Behrman, 1998, p. 72).

Table 1. Initial response to conflict survey questions

Response	Question
<u>Behavioral</u>	When faced with an angry customer, I <u>immediately</u> want to... <ul style="list-style-type: none"> ○ run away to protect myself ○ argue, defend myself, pace back and forth ○ let out an exasperated sigh ○ listen, calm them down, help
<u>Emotional</u>	When faced with an angry customer, I <u>immediately</u> feel... <ul style="list-style-type: none"> ○ anxious, ready to flee, afraid ○ angry, ready to fight, disrespected ○ annoyed, interrupted ○ concerned for the customer, ready to help
<u>Cognitive</u>	When faced with an angry customer, my <u>first</u> thought is... <ul style="list-style-type: none"> ○ "This is too much for me. If I'm quiet, maybe they'll go away." ○ "If this customer is looking for a fight, they came to the right place." ○ "Who do they think they are talking to me like this? They don't deserve my help." ○ "Something is really wrong for them to be this angry. I'll do my best to help."
<u>Physical</u>	When faced with an angry customer, my body... <ul style="list-style-type: none"> ○ feels anxious (trembling, sweaty palms, nausea) ○ tenses up (balled fist, clenched jaw, squared shoulders) ○ increases heart rate (rapid breathing, panting, ears ringing) ○ remains calm (no physical changes)

The video *Introduction to Managing Conflict with Customers* was divided into five microlessons, short videos between one and three minutes each with a follow-up question after each video. The video topics were: 1) *Understanding Conflict*; 2) *The Task Master and Storyteller*; 3) *Pairing Associates and Customers*; 4) *Three Scenarios*; and 5) *Self-evaluation and Reflection*. The microlessons taught associates the degrees of conflict, task-oriented and storytelling conflict responses, how to recognize them, and respond to them. Conflict resolution training via video has proved successful in other service sectors such as telecommunications, education, and healthcare (Olson-Buchanan et al., 1998, pp. 10-11). Video was chosen as the medium for learning in order to visually and audibly portray realistic and common conflict scenarios. Olson-Buchanan et al. (1998) posit that video offers a way to “present simulations of conflict situations that are standardized” (p. 2). In other words, predictable conflict.

The final four questions asked associates about learning more about conflict management and about the usefulness of the content learned.

Purposive sampling. Grounded theory research begins with purposive sampling, which is a predetermined group of individuals chosen to sample. The purposive sample of this study began with non-management retail associates. This methodology allows for potential variables, leaving the possibility open for theoretical sampling. Theoretical sampling would commence if it was discovered that a certain age group finds the video content irrelevant to their job experience. From there, that age group would be surveyed to address missed issues needed to successfully manage customer conflict.

Chapter 4

Results

In order to determine the benefits of conflict management training to retail associates, a 22-question survey with five embedded training videos was developed (Appendix A). Each video was one to three minutes in length, with a total watch time of 10 minutes, 47 seconds. A short video learning format (microlearning) was selected due to the time constraints and unpredictable scheduling of retail associates. Microlearning conveys information about a particular topic in a compact manner (Dolasinski & Reynolds, 2020, p. 552).

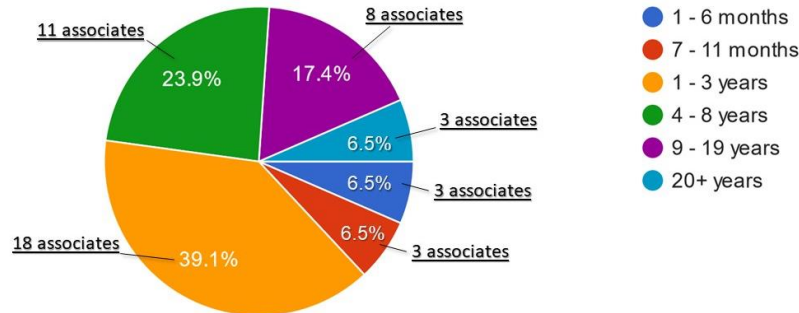
A total of 47 retail associates participated in the survey. One participant did not complete the survey and was removed from the study. Out of 46 complete responses, there were 26 females (56.5%), 12 males (26.1%), one transgender (2.2%), five non-binary (10.9%), and two that preferred not to answer the question (4.3%). The largest age group of retail associates to respond were in the 18 to 25 years category and totaled 21 respondents (45.7%). The next highest were ten associates, aged 36 to 45 years old (21.7%). Six were under 18 (13%), six were aged 26 to 35 (13%), two were over 65 (4.3%), and one was between 56 and 65 years of age (2.2%). Over half of the participants have attended college (52.2%), 14 (30.4%) with a high school diploma, and five associates (10.9%) with a bachelor's degree.

The respondents work in a variety of retail establishments, such as grocery stores (28.3%), big box department stores (19.6%), clothing retail, and home improvement (each 15.2%). Associates that have been in their positions between one and three years had the highest participation, where the shortest and longest tenures had the lowest number of respondents (Figure 5).

Figure 5. Length of time in retail.

How long have you worked in retail?

46 responses



Job satisfaction

Associates’ job satisfaction was measured prior to watching the first video. The HR Research Institute (2020) believes “most employees want to feel they belong and are inspired at work” (p. 13). The question, *When I’m at work I feel...* was followed by the seven areas of job satisfaction asked of managers in a study conducted by the HR Research Institute. The retail associates rated the frequency on a five-point Likert scale from *never* to *always* (Table 3). Findings showed that six respondents (13.04%) never had a sense of belonging, and twelve (26.09%) were never inspired.

Half of the respondents (50.13%) never or rarely felt their contributions were valued, half never or rarely felt recognized for their accomplishments, and only eight (17.39%) felt they could always or often express their honest opinions.

Table 2. Question 7 Results.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
<i>Sense of belonging</i>	6	10	17	11	2
<i>Inspired by their work</i>	12	13	14	7	n/a
<i>Contributions are valued</i>	10	13	17	6	n/a
<i>Recognized for accomplishments</i>	12	11	15	8	n/a
<i>Express honest opinions</i>	12	13	13	6	2
<i>Empowered to make decisions</i>	3	11	16	16	n/a
<i>Supported by manager</i>	8	8	15	12	3

Frequency of customer conflict

Figure 2 shows the frequency associates encounter customer conflict. Twenty-two associates (47.8%) reported encountering customer conflict a few times a week and 18 (39.1%) encountered conflict daily. The percentage of associates that encounter customer conflict a few times a week is a significant increase from eleven years prior with Beverland et al.’s (2010) findings of 10 to 15 percent (p. 617).

Infrequent outliers. Three associates encountered customer conflict once a week, and the remaining three associates encountered customer conflict once a month or less. Future research will collect email addresses to conduct follow-up interviews with outliers. The three female associates who encountered customer conflict once a month or less were mostly neutral about understanding conflict better after watching the first microlesson. (Table 4).

Table 3. Infrequent outliers.

<i>Associate ID</i>	<i>Gender & age group</i>	<i>Time on job</i>	<i>Frequency of customer conflict</i>	<i>Understood conflict better</i>
A8	Female, 26-35	4-8 years	Once a month	Neutral
A16	Female, 18-25	4-8 years	Once a month	Neutral
A35	Female, 65+	9-19 years	Less than once a month	Agree

Initial responses to customer conflict

Questions 9 through 12 measured associates' initial responses to customer conflict (Table 1). Responses to angry customers were measured using Webne-Behrman's (1998) four categories of responses to conflict situations– behavioral (actions in response to conflict); emotional (which relate to feelings in conflict); cognitive (immediate thoughts when conflict occurs); and physical (bodily responses to conflict) (p. 72-3). The opening statement, "When a customer is angry..." was followed by statements that reflected each category and four choices.

Behavioral. The statement *When a customer is angry, I immediately want to...* focused on behaviors that respondents want to do, but not actually do. More than half of the respondents answered they wanted to *sigh* (39.1%) or *listen and help* (28.3%). Eight associates (17.4%) answered *argue, defend myself* and the remaining seven (15.2%) answered *run away to protect myself*.

Emotional. The statement *When a customer is angry, I immediately feel...* measured associates' initial emotional reactions. Nineteen (41.3%) reported they were *annoyed/irritated*, 17 (37%) were *anxious/afraid*, six (13%) were *concerned/ready to help*, and four (8.7%) felt *angry/disrespected*.

Cognitive. The statement *When a customer is angry, my first thought is...* measured the respondents' immediate thoughts upon encountering conflict. Overwhelmingly, 38 (82.6%) associates answered, *"Talking to me like I'm an idiot makes me not want to help them."* The remaining eight (8.7% each) evenly answered *"Something is really wrong for them to be this angry."* and *"This is too much for me."*

Physical. The statement *When a customer is angry, my body physically...* determined how the associates physically react to conflict. Responses were nearly even across the four

choices. Fourteen associates (30.4%) said they tensed up, 12 (26.1%) experienced increased heart rate, ten (21.7%) reported anxious sweating/trembling, and ten (21.7%) experienced no change in physical state when a customer became angry.

The ten associates that physically remained the same had several common characteristics (Table 5). Six associates of this sub-group are older, 36 years of age and above. This finding is in line with Amarnani et al. (2019) who found that “age heightens the experience of self-esteem threat, but nevertheless, dampens the reactions to self-esteem threat” (p. 285). Although they do not physically react to conflict, the overall frequency of conflict in this sub-group is high. It is worth further exploration why these associates, who initially want to help the customer, encounter frequent customer conflict.

Table 4. Associates who experienced no physical change in conflict.

Associate ID	Gender & age group	Frequency of customer conflict	Behavioral reaction to conflict	Emotional reaction to conflict	Physical Reaction to conflict
A10	Male, 18-25	A few times a week	Exasperated sigh	Concerned, ready to help	No physical change
A14	Non-binary, 36-45	Every day	Exasperated sigh	Concerned, ready to help	No physical change
A15	Female, 18-25	A few times a week	Exasperated sigh	Annoyed, irritated	No physical change
A24	Male, 56-65	A few times a week	Listen and help	Anxious, afraid	No physical change
A25	Male, 36-45	About once a week	Listen and help	Concerned, ready to help	No physical change
A27	Male, 65+	A few times a week	Listen and help	Concerned, ready to help	No physical change
A29	Male, 36-45	A few times a week	Run away to protect myself	Annoyed, irritated	No physical change
A30	Female, 18-25	Every day	Listen and help	Annoyed, irritated	No physical change
A35	Female, 65+	Less than once a month	Listen and help	Concerned, ready to help	No physical change
A36	Female, 18-25	A few times a week	Exasperated sigh	Angry, disrespected	No physical change

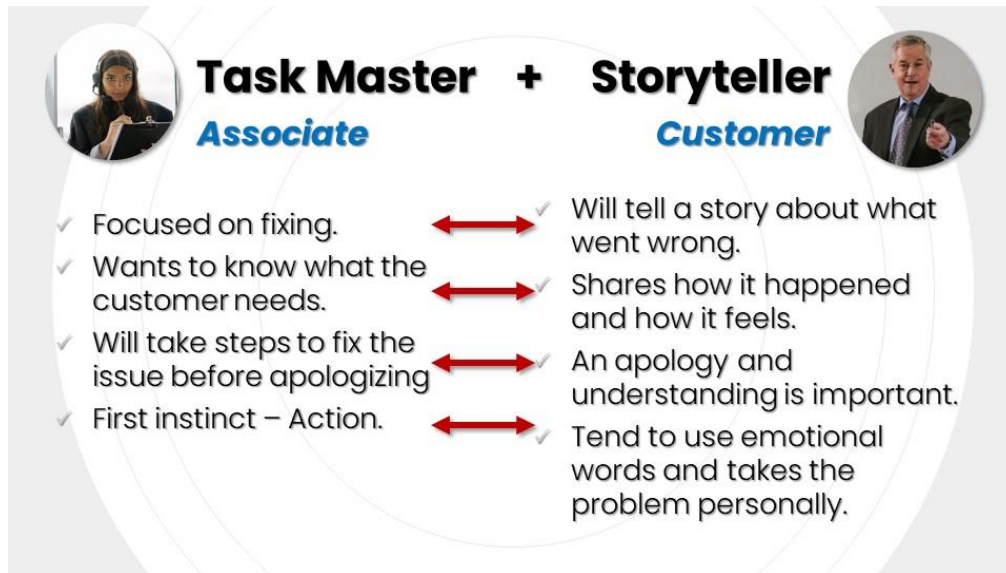
Conflict management video microlessons

Five video microlessons were shown to the respondents with a question or statement after each video. The first video, *Understanding Conflict*, was a 90-second video that defined conflict, the different levels of conflict, and defined conflict management. In the follow-up question, nineteen associates (41.3%) agreed that the video helped them understand conflict better, 15 (32.6%) answered neutral, and 12 (26.1%) felt the video did not help them understand conflict better. It is worth repeating that following up with outliers, such as respondents who did not feel the video helped them better, may yield aspects of conflict not previously considered.

The second video, *Task Master and Storyteller Associates*, was a 2 minute, 5 second video introducing the two personality types in conflict as associates. Choi (2013) shares that an individual's style of conflict management in the workplace can positively or negatively influence outcomes (p. 687). The follow-up question asked them to identify themselves and coworkers on a five-point Likert scale from *strongly disagree* to *strongly agree*. The task master type described 26 (56.52%) associates and the storyteller described 17 (36.96%) associates. Thirty (65.22%) associates said they have coworkers that are task masters and the same (65.22%) was reported for storyteller coworkers.

Pairing Associates and Customers was the next video, 3 minutes, 32 seconds in length. The video profiles the personality types as customers, then paired during conflict. For instance, the task master associate and storyteller customer would have a higher level of conflict than two identical types (Image 2). The follow-up question polled which customer type associates with whom they get along best. Only 15 (32.6%) said they get along best with storyteller associates and 31 (67.4%) preferred task master customers.

Image 7. Traits of Task Master associates & Storyteller customers



The fourth video, *Three Scenarios*, was 2 minutes, 5 seconds. This video used the information from the two previous videos and applied them in three common conflict scenarios between customers. Associates were asked if they could relate to the scenarios presented and 40 (87%) answered *Yes*.

Self-evaluation and Reflection was the fifth video, lasting 95 seconds. This final video invited associates to think about themselves, friends, and loved ones during conflict. The follow-up question asked associates which personality type they most identified with as an associate. Nearly three-fourths of the respondents (73.9%) identified as task masters, with the remaining 26.1% as storytellers.

To close out the video portion of the survey, respondents were asked if the video content was easy to understand. Twenty-seven (58.7%) answered *yes*, 18 (39.1%) answered *somewhat*, and one associate answered *no*. This one associate is one of the “infrequent outliers” profiled in Table 4.

Future conflict management training

The majority of associates expressed the desire to learn more about managing conflict. Retail associates report only being given “tips and suggestions” for dealing with angry customers, such as remaining calm, polite, and getting a manager if the customer gets unruly (Cistrunk-Parmelee, 2021). Twenty-eight associates (60.9%) were interested in learning more about recognizing and de-escalating threatening behavior in customers. Twenty-nine associates (63%) wanted to learn different aspects of conflict management, such as conflict between coworkers and management.

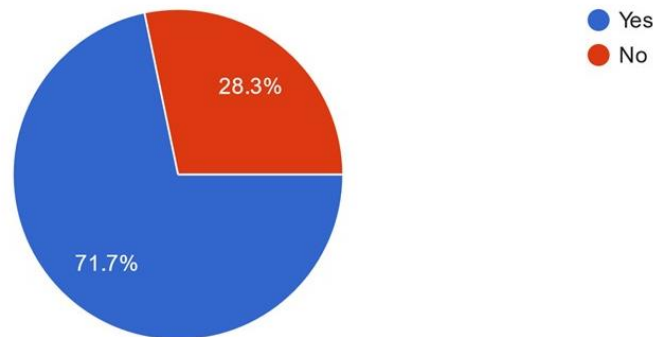
The remaining associates that did not want to learn more about conflict management shared issues beyond conflict. Customer cruelty, giving in to customer demands, coworkers’ attendance, and banning unruly customers were among the issues stated.

Thirty-three associates (71.7%) felt their job would be less stressful with conflict management training. This finding confirms that associates’ job satisfaction would improve with conflict management training. Companies that collaborate with workers to address conflict in a cooperative manner report higher job satisfaction rates and decreased turnover rates (Choi, p. 688).

Figure 6. Survey question 21. Less job stress with conflict management training.

I feel conflict management training would make my job less stressful.

46 responses



The final question *What specific issues would you like to see addressed in conflict management courses?* was open-ended and garnered similar responses, such as calming down irate customers (de-escalation), inappropriate customers, and more (Table 6). Aside from training, associates primarily want customers to be respectful and courteous toward them, even when in conflict. An additional source of customer conflict is associates being followed, stared at, or flirted with by lurking customers. Such predatory behaviors frighten, traumatize, and intimidate associates.

Table 5. Additional suggestions for conflict management.

<i>Additional issues</i>	<i>Number of associates</i>
Inappropriate customers (lurking, leering, stalking)	4
De-escalating angry abusive customers (name-calling, yelling, cursing, threatening)	5
Toxic customers who target associates to abuse	5
Not conceding or giving in to customers	3
Teach customers to be respectful toward associates	7

Cistrunk-Parmelee (2021) suggests, “Training the employee to effectively manage conflict will empower them to problem-solve, react in appropriate ways, and engage meaningfully with customers.” The results of this Capstone suggests that associates are interested conflict management training in order to reduce job stress.

Chapter 5

Discussion

Customer service training has been shown to have a buffering effect on employees by equipping them with the skills to properly handle conflict with customers (Chi et al., 2018, p. 61). This Capstone project studied the effect of conflict management training via video for retail associates as it relates to job satisfaction. The results indicate that conflict management training has a positive effect on retail associates' job satisfaction. Prior to watching the video, respondents reported reduced job satisfaction and heightened initial reactions to customer conflict. Findings additionally revealed a higher than normal frequency of customer conflict. After watching the video, respondents showed heightened interest in learning more about conflict management with customers, additional interest in managing conflict with coworkers and managers, and de-escalation techniques.

Conflict management training as a catalyst for job satisfaction

Results showed that of the five respondents (13.04%) that never felt a sense of belonging, three were female with a tenure of just under 20 years. The same three females also said they were never inspired by their work. The associates that never or rarely felt their contributions were valued (51%) represented every demographic (gender, age, education, and tenure). The lack of belonging and non-acceptance of contributions could be attributed to the employer's demands. Coupled with customer demands, associates experience role conflict. Amid customer conflict, retail associates must regularly choose whether to please the customer or their employer. Chung and Schneider (2002) suggest that discrepant messages between what customers want and what

management rewards them for yields increased role conflict (p. 74), increased customer conflict, and reduced job satisfaction.

The final aspect that measured job satisfaction – manager support – was not widely experienced by respondents. Only 15 associates felt their managers supported them. During and after customer conflict, the majority of associates are not supported by their managers. The result of negative emotions experienced at work – especially repressed emotions – are often expressed at home, increasing family conflict. The emotions wrought by customer conflict (i.e. anxiety, irritation, and anger) last long enough “to transfer the negative experience to... work-family conflict” (Chi et al., 2018, p. 66). A conflict management culture of collaboration has a positive effect on job satisfaction (Choi, 2013, p. 687). An example of such culture would be managers taking associates off the floor after conflict with a customer to process and recover from the encounter.

Employees are crucial to the success of organizations (Saari & Judge, 2004, p. 395), yet there seems to be a disconnect with empowering and educating said employees. Research has shown that HR departments that invest in employees’ safety and well-being has a higher rate of job satisfaction and organizational performance (p. 395). This Capstone project confirms that conflict management training for retail associates can have a catalytic effect on job satisfaction.

Behavioral implications of frequent customer conflict

Forty respondents encountered conflict daily or a few times per week, with 18 experiencing conflict daily. Nine associates that experience daily customer conflict are newer employees with less than three years’ tenure. Chung and Schneider (2002) conducted a focus group of 21 service industry workers where the participants identified 89 unique customer

expectations and needs (p. 76). Newer employees are unlikely to have learned such a wide array of customer needs and expectations, which can lead to more frequent customer conflict.

All of the respondents aged 18-25 experienced conflict more frequently than older associates. Amarnani et al. (2019), however, found that as people age, they “respond less negatively to social rejection... and unpleasant social interaction” (p. 287). The discrepancy could be attributed to younger associates’ reactions to customer mistreatment and inexperience with emotional regulation.

Significant findings in this study also revealed strong initial reactions (behavioral, emotional, cognitive, and physical) to customer conflict which could contribute to daily conflict. Behaviorally, eight associates had an immediate desire to argue or defend themselves, four of which also reported daily customer conflict. On an emotional level, 17 associates immediately felt anxiety/fear when faced with conflict. All seventeen experienced daily or frequent conflict. Twelve associates physically experienced increased heart rate when approached by angry customers, eleven of which experience frequent conflict.

Conflict management microlearning videos

The video content was an introduction to conflict management and customer engagement. The first level of engagement was to distinguish how customers convey their needs. With the time constraints of associates and the speed at which conflict can occur, it was best to use content that only used two overall personality types.

The video, *Introduction to Managing Conflict with Customers* was shown in five, one- to three-minute segments each followed by a question. The five video microlessons in the survey provided associates with proactive measures to manage customer conflict. The question following the first video, *Understanding Conflict*, asked if they understood conflict better.

Results showed that the majority of associates agreed or were neutral in understanding conflict better. Seven of the twelve that reported not understanding conflict better were between the ages of 25 and 36. The outdated approach to conflict, according to Jung and Yoon (2018) is that conflict is destructive and should be avoided (p. 499). Future studies could include an open-ended survey of associates' unique understanding of conflict.

The second video introduced the Task Master and Storyteller associates. Half of the associates were able to describe themselves and coworkers between the two types. It was not asked if the associates considered "coworkers" as their work friends or mere colleagues, nor if they felt they were a combination of the two, which may account for the neutral answers.

The third video profiled Task Master and Storyteller customers, then paired them with the associates to examine the differences. Regardless of their personality type as associates, most respondents preferred Task master customers. Considering the complexity of retail service work, associates are aware that time spent interacting with customers can affect other duties required of them. Storyteller customers require more time and can lead to customer conflict with Task Master associates. Storytelling customers are more likely to take offense to the straightforward nature of the Task Master associate, misinterpreting it as confrontational. Felleeson and Salomonson (2020) posit that "employees with a high level of service orientation are less prone to use confrontational strategies" during conflict (p. 2). Associates overwhelmingly related to the scenarios presented in the fourth video. The survey did not ask how the associates personally handled each scenario. The final video asked associates to be mindful of themselves, friends, and loved ones during conflict and ascertain which type they might embody. Associates again related mostly to the Task Master type.

Respondents were then asked if the video content was easy to understand. Twenty-seven answered *yes*, 18 said *somewhat*, and one person said *no*. Revisiting Jung and Yoon (2018), perhaps the reason could be due to the traditional views of conflict which must be avoided (p. 499). The video content reframed conflict into an expected occurrence.

Desire for conflict management training

The majority of respondents answered “Yes” to wanting to learn more about managing conflict with customers, different aspects of conflict management (coworkers and management), and such training would make their job less stressful. In line with the hypothesis, appropriate conflict management has a positive effect on productivity, interpersonal relationships (Jung & Yoon, 2018, p. 499), and overall job satisfaction. Chi et al. (2018) found that customer service training “buffered the detrimental effects of customer mistreatment on negative emotions and behavioral outcomes” (p. 66).

The final question *What specific issues would you like to see addressed in conflict management courses?* was open-ended and garnered similar responses, such as calming down irate customers, dealing with inappropriate customers (foul language, sexual harassment), removing oneself from uncomfortable or unsafe situations, not conceding to unreasonable customer demands, and teaching customers to be more respectful toward retail staff.

The study provides new insight into the relationship between training retail associates in conflict management and the level of job satisfaction. Findings also overwhelmingly show that retail associates want and need conflict management training in order to deal with customers, coworkers and management.

Limitations and future implications

A noticeable limitation of this study was that only one aspect of conflict experienced by associates was studied. This study only addressed predictable customer conflict, such as out-of-stock items and misunderstandings about return policies. Retail associates have a unique challenge of fulfilling the expectations of their managers, navigating the personalities of their co-workers, and fulfilling the needs of customers. Having to respond to customer demands as well as management makes the service worker's job complex (Chung & Schneider, 2002, p. 71). While this study did not address role conflict between management and associates, the results can of this Capstone be used in considering the institution of conflict management training specifically tailored for retail associates.

Recommendations for further research could include best formats and practices for educating retail associates in conflict management. Further research is required to establish whether the age of the associates plays a role in the frequency in which they encounter customer conflict. Other research avenues could include an open-ended survey of associates' unique understanding of conflict, and in-depth studies of how long-time employees (over nine years) respond to customer conflict.

Practical outcomes of this study could be to implement conflict management videos for retail associates that address their needs. Additionally, instituting a conflict management plan for retail associates can drastically improve job satisfaction. For instance, ongoing video training, creating certain announcement codes that signal an associate feels unsafe, and a zero-tolerance policy for customer mistreatment.

Conclusion

Misunderstandings and frustrations are commonplace, especially alongside the COVID-19 pandemic. Customer conflict in retail workplace is unavoidable, but it should not be so unchecked that customers are allowed to traumatize and abuse associates. This Capstone demonstrated a need and a way to mitigate customer mistreatment of associates. Two research questions were asked in this study have been answered in the affirmative. Video has proven an effective medium for conflict management training, and retail associates' job satisfaction can increase with conflict management training.

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APPENDIX
Survey Questions

Greetings All!!! I am conducting graduate-level research of retail store associates about the link between job satisfaction and customer conflict. If you are currently working in retail and have 15 minutes total to answer 20 questions (5 with short videos), I'd be so grateful. My research plans are to introduce ongoing conflict management training to retail associates. Feel free to share this survey, the more responses I get, the better.

DISCLAIMER: Survey responses are anonymous. Results and responses are for academic purposes and may collectively be published in academic journals.

*P.S. The techniques in the video shorts are effective during *predictable* conflicts with customers. In other words, these are INTRODUCTORY techniques for conflict management. Customers who yell, intimidate, and threaten call for de-escalation techniques which will be taught in a different video.*

1. Gender:

- Male
- Female
- Transgender
- Non-binary/Non-conforming
- Prefer not to say

2. Age:

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 65+

3. Highest level of education completed:

- High school
- Some college
- Bachelor's degree
- Some graduate school
- Master's degree
- Doctorate degree
- Prefer not to say

4. Which area of retail do you work in?

- Grocery store
- Big box department store (Wal-Mart, Target, etc.)
- Convenience store
- Clothing retail

- Home furnishing
- Home improvement
- Auto retail
- Shopping mall anchor (Dillards, Macy’s Nordstrom, etc)
- Other

5. How long have you worked in retail?

- 1 – 6 months
- 7 – 11 months
- 1 – 3 years
- 4 – 8 years
- 9 – 19 years
- 20+ years

6. At any point in your life, have you ever received/attended customer service training?

- Yes
- No

7. When I’m at work, I feel:

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
<i>A sense of belonging</i>					
<i>Inspired by my work</i>					
<i>That my contributions are valued</i>					
<i>Recognized for my accomplishments</i>					
<i>I can express my honest opinions</i>					
<i>Empowered to make decisions</i>					
<i>Supported by my manager</i>					

8. How often do you encounter conflict with customers?

- Every day
- A few times a week
- About once a week
- Once a month
- Less than once a month

CUSTOMER CONFLICT & YOU

Even though we’ve all experienced a range of the following emotions, please choose the answer that represents you most of the time. Also, the answers are not what you necessarily do, just your first instincts, feelings, and reactions.

9. When a customer is angry, I immediately want to...
- run away to protect myself
 - argue, defend myself
 - let out an exasperated sigh
 - listen and help
10. When a customer is angry, I immediately feel...
- anxious, afraid
 - angry, disrespected
 - annoyed, irritated
 - concerned, ready to help
11. When a customer is angry, my first thought is...
- “This is too much for me. I’ll just be quiet and let them yell.”
 - “If this customer is looking for a fight, they came to the right place.”
 - “Talking to me like I’m an idiot makes me not want to help them.”
 - “Something is really wrong for them to be this angry.”
12. When a customer is angry, my body physically...
- gets anxious (sweating, trembling, nausea)
 - tenses up (clenched jaw, squared shoulders)
 - increases heart rate (breathe faster, hear ringing)
 - remains the same (no physical changes)

VIDEO SHORTS: Introduction to Managing Conflict with Customers

Please review the following short videos and answer the questions accordingly.

VIDEO SHORT (1 min, 30 secs): Understanding Conflict. Please review the following short video and answer the questions.



13. This video helped me understand conflict better.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree

- Strongly Agree

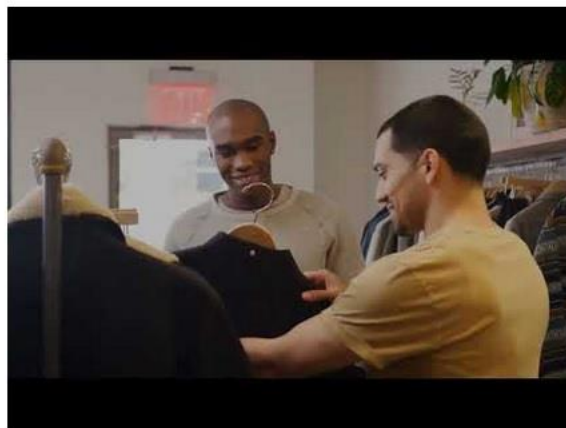
VIDEO SHORT (2 mins, 5 secs): Task Master and Storyteller



14. Please answer the following:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>The Task Master describes my personality</i>					
<i>I have coworkers that are Task Masters</i>					
<i>The Storyteller describes my personality</i>					
<i>I have coworkers that are Storytellers</i>					

VIDEO SHORT (3 mins, 32 secs): Pairing Associates and Customers



15. The customers I get along with best are:

- Task Masters

- Storytellers

VIDEO SHORT (2 mins, 5 secs): Three Scenarios



16. I can relate to these or similar scenarios.

- Yes
- No

VIDEO SHORT (1 min, 35 secs): Self-Evaluation & Reflection



17. The personality type I most identify with as an associate is:

- The Task Master
- The Storyteller

18. Was the video content easy to understand?

- Yes
- Somewhat
- No

19. I want to learn more about managing conflict with customers, such as recognizing and de-escalating threatening behavior.
- Yes
 - No
20. I want to learn different aspects of conflict management, such as conflict with coworkers and management.
- Yes
 - No
21. I feel conflict management training would make my job less stressful.
- Yes
 - No
22. What specific issues would you like to see addressed in conflict management courses?
(write your answer here)