

Conflict Resolution Training for Student Employees in an Academic Library

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<https://sites.google.com/view/conflict-resolution-training/home>

Abstract: Many college students who are hired to work at the University of Hawai'i - West O'ahu (UHWO) library often have little to no prior working experience. These student employees are often tasked with basic library duties such as shelving items or helping patrons locate information. Too frequently, student employees end up trying to help particularly difficult patrons or co-workers who are unaccepting of their help—situations that may result in unwanted interpersonal conflicts. Unfortunately, there is currently no formal training aimed at teaching them how to handle conflict using communication skills. To address this need, this project aimed to design and evaluate an online instructional module about conflict resolution. To design the instruction, research regarding library student employees, job motivation, and conflict resolution in the workplace were referenced. Keller's (2016) ARCS-V model and Mayer's (2005) Cognitive Theory of Multimedia Learning guided the project in terms of understanding how multimedia can be used to motivate and stimulate learners both cognitively and affectively. The project was evaluated through a usability study with three adults ($n = 3$), and a learning assessment with 17 adults ($n = 17$). The results indicated the module was organized into appropriate sections and most participants found the scenario-based videos engaging and relevant. Recommendations for future research include adding additional resources for future learning and expanding on the content for certain sections of the online module.

Introduction

An academic library is a library connected to a higher education institution that includes various colleges and universities. Many of these colleges and universities offer on-campus jobs for students currently seeking a degree through their institution. According to Adeogun (2016), some campus jobs include working in a library. College students who work a part-time job position on campus are often referred to as student employees.

Upon being hired by a library staff member who also serves as their supervisor, student employees are trained and shown how to do tasks such as shelving items according to their call numbers or searching for an item on the library website. In general, student employees are taught skills specific to the academic library environment. However, there are additional skills that

require a little more effort and may not be considered job-specific. Take for example an interaction with an impatient patron. The patron is looking for a book but is also in a hurry to get to class. The student employee is trying their best to look for the item and to see if it is available. At the same time, the patron is visibly anxious and says, "Can you hurry up? Do you even know how to do your job?" The student employee apologizes but the patron ends up angrily walking out.

In such situations, student employees may be left confused because they were just doing what they were taught to do but didn't expect to interact with an impatient patron. This is just one of many scenarios that are likely to occur when servicing patrons in the library. Unfortunately, there are too many times where student employees do not have enough experience or training to handle these types of situations professionally. According to Adeogun (2016), supervisors can teach student employees tasks, but not every task has a single solution. When it comes to customer service and interacting with others, supervisors can only teach their student employees so many skills to prepare them for the various scenarios they may encounter. Oftentimes, it is up to the student employee to figure out what actions to take, which can result in not knowing how to approach a situation appropriately.

Problem Statement

According to Westbrook and Cox (2020), student employees have skills that can be separated into two categories. The first category is basic skills, which are job specific skills taught on the job. The second category is advanced skills which are supplemental skills one may obtain through their experiences working in the library. Based on the author's experience as a supervisor for student employees at the UHWO library, the author observed that when student employees begin working at the library, they have a firm grasp of basic skills such as shelving books or checking out items. However, they are still developing their advanced skills. Specifically, many student employees lack communication skills and are unsure how to handle conflict with others appropriately.

According to Albrecht and Albrecht (2015), a library patron is often, "challenging you to do your job in front of them" (p. 9). From an employee's perspective, they are trying their best to help the patron as much as possible. From the patron's side, however, they might not accept or appreciate the employee's initial help and response and will question the employee until they get the answer they want. It is important to note that the patron is not purposely trying to make it difficult for the other party. The reason why a person may react differently is because conflict is learned and based on what we have observed in the world around us. In general, people implicitly believe that everyone has seen the same actions they have, and they should have learned the same lessons they have (Raines, 2013). Library student employees who are also college students, may be working a part-time job for the first time. Since this is their first time working, they may lack experience with customer service and understanding of conflict. They may think that a library

patron should be more understanding as they are providing a service to them; however, they must understand that the patron may not be coming from the same place of understanding.

In libraries, conflict doesn't always occur in situations of customer service. Conflict can also occur in the workplace between co-workers. Sometimes, it's difficult for student employees to work on a team collaboratively. They may not get along with a particular coworker which causes them distress. According to Trudel and Reio (2011), workplace incivility is when a person behaves in a way where they may be acting without any consideration or concern for others. Studies on workplace problems have shown that incivility may cause lost work time due to people being worried and trying to avoid instigators. If the problem is not managed properly, it can increase stress and reduce job performance. In worse case scenarios, it can also lead to antisocial behaviors, retaliation, and violence. It's not healthy for any conflict to grow into a bigger problem and at some point, the issue must be addressed. In library settings, employees may not be able to control other people's behaviors, but they can control how they perceive others, how they respond to them, and how they treat them (Albrecht & Albrecht, 2015).

Overall, library student employees have a basic understanding of their main job responsibilities, but they often struggle to understand the advanced skills mentioned previously, which includes customer service and working as a team while on the job.

Audience Analysis

The target audience for this project are student employees who work at the UHWO library. These student employees are college students currently enrolled in classes within the University of Hawai'i system. They have applied and accepted a position in the library knowing that they will have to learn new job skills and help library patrons. Most student employees are 18 years of age or older. Additionally, most student employees are already accustomed to the culture of the college or educational environment and can interact with other classmates and instructors. In addition, they may have participated in on-campus activities and other student organizations. They should also have basic communication skills such as being able to politely address and serve patrons in the library, as well as being able to work as a team amongst other library student employees. Figure 1 further describes some of the characteristics of this project's target audience: student employees working at the UHWO library.

Figure 1*Characteristics of UHWO library student employees*

Cognitive	Physiological
<ul style="list-style-type: none"> ● Interested in developing advanced skills ● Understands basic manners ● Has a basic understanding of their job responsibilities ● Able to identify basic emotions 	<ul style="list-style-type: none"> ● Ages 18 and up ● Physically able to use a computer and phone ● Able to express self through body language and facial expressions
Affective	Social
<ul style="list-style-type: none"> ● Motivated to learn job skills by earning income ● Open-minded and has a positive attitude ● Able to work on a team ● May have experienced conflict with another party 	<ul style="list-style-type: none"> ● Able to communicate with others verbally and non-verbally ● Familiar with a college and educational environment ● Comfortable communicating with others

Regarding their affective characteristics, library student employees may be motivated to learn new job skills because they want to earn an income. Student employees who are on payroll may remain in their job position if they exemplify good work behavior. This would include coming into work on time, completing their assigned job tasks, and abiding by both student employment and library policies given by their supervisor. They should also have some familiarity or prior knowledge and experience with basic manners, emotions, and educational environments.

Cognitively, library student employees should be able to apply what they learned and use these skills to prepare them for situations of conflict. It's hard to predict what kind of people they will interact with and when those interactions will occur, so it is important they have some advanced skills on hand.

The academic library is a good place to start learning conflict resolution skills. As mentioned previously, many campus jobs including those in the library, are entry-level positions so learning conflict resolution skills might be considered valuable and transferable for students. The library setting provides the opportunity for student employees to learn conflict resolution skills because they can practice their customer service skills while learning to work on a team. Student employees may also take what they learn and the corresponding experience to their next job position. If conflict resolution skills are not addressed or incorporated into student employee training, many students will continue not knowing how to appropriately handle difficult situations in the future. This is problematic because conflict can grow if it is not addressed, and it

can create an uncomfortable environment for the student employees, the patrons, and any other parties involved.

Instructional Goal Statement

After completion of the module, library student employees will evaluate and perform appropriate conflict resolution methods to use when interacting with co-workers and patrons in the library.

Formative Evaluation Statement

The goal of the project's formative evaluation is to ensure the module is usable and effective in achieving its intended goal to teach conflict resolution skills to student employees working at the UHWO library.

Literature Review

Overview

The following literature review was conducted to understand academic library student employees, job motivation, and finally how conflict resolution skills can be incorporated into job training at the library.

Library Student Employees

According to Adeogun (2016), academic libraries are one of the major employers for campus jobs, yet little literature has been written about them. An advantage to working in an academic library as a student is that they have a dual role; they are a student but also part of the library staff. In a way, they have more leverage over the regular staff because they have better insight into student needs (Adeogun, 2016). Another perk student employees have is that they are able to strengthen their information literacy skills, increase their awareness of library resources and services and overall, able to use what they have learned in their own academic studies (Westbrock & Cox, 2020).

Libraries haven't always employed students to help with operations. Experiments using students or nonlibrarians at the reference desk began in the late 1960s. The result of these experiments showed that having students working through basic clerical questions worked better for library services (Westbrock & Cox, 2020). Students were able to sort through queries before referring them to the librarian if needed. Library students should be trained to determine what is being asked by the patron, how to find that information, and when they should refer the question to someone else (Westbrock & Cox, 2020). Aside from being able to answer or direct questions to other staff members or librarians, student employees are tasked with small tasks such as shelving or organizing books. However, in today's academic library, student employees have been given more responsibilities. For example, they might be asked to lead social media management, engagement, and outreach assistance for librarians. By incorporating more student input into decision making, students can have an engaging experience that makes them feel that their voice

matters (Beckett & Murphy, 2020). Additionally, these experiences provide students the opportunity to work on their communication skills, which can be transferred to their next job or career.

Academic libraries provide the opportunity for student employees to interact with their peers on campus. They partake in student engagement as both a student and employee. For some library student employees, being involved with library operations makes them feel engaged and important. In some studies, library student employees reported that they have found transferable skills and gained work experience in the library that have been valuable to them if they pursued a career in a library (Westbrock & Cox, 2020). Through this work experience and interactions with others, they can practice their social skills. In a study by Adeogun (2016), researchers observed that student employees who worked at a library circulation desk at the California Polytechnic State University, had the most interactions with patrons. Student employees who were studied, ranked interpersonal skills as the most valuable skill they learned while working at the library (Adeogun, 2016). Overall, library student employees who have a good understanding of how to use their interpersonal skills, have the potential and capability to perform conflict resolution skills.

Job Motivation

One of the biggest issues with student employment positions is that they are short-term. Once students graduate, they can no longer work on campus. For supervisors, a lot of time and energy is put into training student employees only to have them leave after graduation (McKenna, 2020). As mentioned previously, many campus jobs are entry-level positions, and many supervisors try their best to teach and train their student employees in ways that make their skills transferable. Secondly, student employee training isn't always perfect. Depending on the amount of effort a supervisor puts into training as well as the possibility of limited staffing, there may be a lack of training provided by the supervisor. When little time and effort is spent on training, student employees may develop a negative attitude towards their job and job performance. Quality training by the supervisor is necessary and should always be evaluated and updated depending on changes in the library (Westbrock & Cox, 2020). Additionally, student employees may perceive their position at the library as being job specific. In other words, they may feel that the tasks and skills they are taught can only be applied to working in a library setting (Westbrock & Cox, 2020). Sometimes, student employees may not consider how other skills such as how they communicate on the phone to library patrons can also be applied to other settings. In short, student employees' attitudes may depend on the quantity and quality of the training they receive from their supervisor.

Not all learned skills can be applied to one specific job position. When employers are clear about their expectations and can explain to student employees how their job duties contribute to the library, the student may be able to understand how their work fits into the library's mission and

become more engaged in their work (Westbrock & Cox, 2020). Employers may also want to consider incorporating input from student employees into decision making processes. This would empower students to express and think about how their experiences are meaningful while working in the library (Beckett & Murphy, 2020).

Finding meaningful job skills is important when transferring those skills to the next job. According to Adeogun (2016), “Entrepreneurs today value graduates who are not only equipped with technical skills (hard skills) but also have acquired adaptability and soft skills such as personal abilities” (p. 5). These personal abilities may include communication, critical thinking, problem solving, teamwork, professionalism, and leadership. Additionally, communication skills and stress are prerequisites for applying hard skills. That is why for library student employees, it is important that they develop a clear understanding of various skills and job duties, so that they can focus their attention on their learned experiences and recognize how their personal skills are valuable (Adeogun, 2016).

Conflict Resolution in the Workplace

Before being able to resolve conflict, it is important to define what conflict is and how conflict begins. Conflict is defined as a process where an individual feels that the other party has negatively affected something that matters to them (Trudel & Reio, 2011). Conflict can happen in any type of setting or situation, not just in the workplace. However, for the purpose of this project, the focus was on conflict in the workplace.

In the workplace setting, conflicts such as those with co-workers may occur due to various competing position levels and units (Katz & Flynn, 2013). In an external setting, there may be conflict due to differing perspectives and opinions between the employee and customer. In some situations, employees may need to use high-risk communication skills such as, calling over another colleague, bringing in a supervisor, or if being threatened, calling security or police (Albrecht & Albrecht, 2015). Additionally, workplaces tend to face challenges such as cultural differences, new technologies, differing employee and customer needs and values, and the demand for efficiency (Rana, 2015). With constant changes happening within the workplace and the demand for meeting customers' needs, there are various reasons that could lead to potential conflict.

When involved in a conflict, people have the option to either try to find a solution or, they may avoid dealing with the issue depending on the severity of the problem. In some cases, people may try to find a solution by taking conflict into their own hands. Wanting to compromise or accommodate the other party may be a good solution based on severity. However, managing conflict depends on two factors, the importance of the problem and the importance of the relationship (Albardiaz, 2009). This means each party should consider what they value most before figuring out the best approach to conflict. According to Raines (2013), there are five main

conflict styles people typically use to approach conflict. These five conflict styles include: the avoidant style, accommodative style, collaborative style, compromising style, and competition style. Additionally, a person's preferred conflict style likely depends on the culture in which the person was raised in and the way their family deals with conflict. For instance, individualistic cultures who are used to strong verbal communication may prefer a collaborative, compromising, or competitive style. In comparison, communal cultures, who tend to emphasize satisfying the needs of others and avoiding conflict to prevent embarrassment, may use accommodating, avoiding, or compromising styles (Waithaka et al, 2015).

If a person decides to get themselves involved with conflict, it is important to note that sometimes, trying to control someone else's behavior can lead to conflict escalation because of one person wanting to dominate the other (Waithaka et al., 2015). In such cases, it is not easy to reach a compromise, nor will there always be a solution. Sometimes, the way conflict is managed can create even more conflict and some people tend to engage in the same type of conflict repeatedly (Trudel & Reio, 2011). In such cases, the individual must try their best to understand and resolve the situation. Conflict itself is neither inherently positive nor negative. Instead, there is an implied negative connotation (Raines, 2013). A positive way to view conflict is that it helps individuals to understand themselves, enhances their awareness for helping others, increases change, and motivates them to become better problem solvers (Waithaka et al., 2015). When a person is involved in a conflict, they should try to consider how the other party feels instead of assuming the worst. Consider looking at the situation as an opportunity to understand the other person or party.

Summary

In summary, the literature review provided an overview of library student employees and the importance of their role in the library. Currently, no literature about conflict resolution training specifically for library student employees exists. Each library and supervisor may have a different approach to training and some libraries may not be aware of the performance gap existing in their own library. Some libraries may assume the staff is striving for good customer service while not providing clear guidance on how to make that happen (Ax-Fultz et al., 2016). Lastly, students who can manage conflict effectively are perceived as more skilled in communication and better suited for leadership roles (Trudel & Reio, 2011). Conflict resolution skills should also be taught as part of entry jobs, that way, it is more likely to be valued and transferred when students find higher paying positions after graduating from college.

Methodology

Project Design

Overview

The goal of this project's instruction was for library student employees to evaluate and perform an appropriate conflict resolution method to use when interacting with co-workers and patrons in the library. The project's methodology focused on an instructional analysis of the content of an online module, followed by the design objectives, criterion-referenced tests and surveys that tied into the module. Next, the project's instructional strategy was described by addressing how two learning theories tied into the project's instruction. The project development was explained, which described the chosen technology format and tools and lastly, the project evaluation summarized the project's participants, instruments, procedures, and data analysis plan.

Instructional Analysis

The project's instruction was created based on key points provided in the literature review. The content was first organized in a hierarchical chart (Appendix A). The bottom of the chart included entry level skills that led into discriminations, followed by concepts, and rules, all of which eventually led to the terminal objectives. Based on these listed behaviors in the hierarchy chart, the author created an objective for each behavior (Appendix B). The author also divided the behaviors into clusters based on their topics (Appendix C). Module One and Module Two were definition focused. Module One focused on defining conflict and Module Two focused on defining each of the five different conflict styles. Module Three and Module Four were aimed at real-world applications of conflict with difficult patrons and co-workers. Module Three focused on applying conflict resolution skills in customer service settings and Module Four was focused on workplace incivility. Lastly, Module Five included the terminal objectives. Each module took about 15 minutes to complete (Appendix C). Upon the completion of the overall module, learners should have a better understanding of conflict resolution skills and how to apply them in the workplace.

Design Objectives

For this project, learning objectives were created regarding the cognitive and affective domains. Regarding the cognitive domain, the focus was on how to stimulate the learners and analyze how they process content. During the creation of the objectives and instructional content, the author included real-world examples. The purpose of including real-world examples was to enable learners to apply what they were reading, seeing, and hearing to their own lives. For the affective domain, the focus was on motivation and keeping learners interested in the material. To accomplish objectives in both the cognitive and affective domain, the author used the ARCS-V model by Keller (2016). The ARCS-V model focused on five main motivational strategies: attention, relevance, confidence, satisfaction, and lastly, volition. Volition is how learners

overcome obstacles and persevere (Angelo, 2017). In addition, the author used Mayer's (2005) Cognitive Theory of Multimedia Learning (CTML) as another guide. In this theory, Mayer (2005), examined three main factors in multimedia learning. Multimedia learning is described as how people process information into auditory and visual channels, why there is a limited capacity for learning, and how learning is an active process of filtering, selecting, organizing, and integrating information. With all of this in mind and as a potential solution, the author made sure to implement visuals such as images and scenario-based videos into the online module to keep the learner engaged and motivated.

Criterion-Referenced Test and/or Surveys

To ensure the instruction achieved cognitive learning outcomes, and to understand if learners were attentive and found the content relevant, pre-tests were given at the beginning of each module section and post-tests were given at the end of each module section. The pre-tests and post-tests were created using Google Forms. For modules one through four, there were a total of three definition questions and seven multiple-choice questions on the pre-tests and post-tests. For Module five, there were two scenario-based questions that required open-ended responses based on what was learned in modules one through four. Definition questions were worth two to three points, multiple-choice questions were worth one point, and open-ended response questions were worth five points. Attention and relevance were assessed based on how many questions were answered correctly between pre-tests and post-tests.

To ensure the instruction achieved affective learning outcomes in addition to confidence, satisfaction, and volition, pre-surveys (Appendix H and Appendix K) and post-surveys (Appendix J and Appendix L) were created and completed using Google Forms. Surveys included questions that used a five-point Likert scale as well as open-ended questions that allowed learners to reflect on their experience. By incorporating a reflection into both types of surveys, participants would be able to rate and discuss their confidence and satisfaction in learning and discuss how they would apply conflict resolution skills to real world settings. In addition, they would be able to reflect on how their willingness or volition would help them feel confident when approaching conflict.

Instructional Strategy

The two guiding theories used throughout the project included Keller's (2016) ARCS-V model and Mayer's (2005) CTML. The ARCS-V model was used to understand aspects of the design and how the module's format would help motivate the learners. The CTML was used to help stimulate the learner by incorporating multimedia and analyzing how visual and auditory information was processed by learners. Additionally, Mayer (2014), who created the CTML, explained how motivation can be incorporated into multimedia learning. Mayer (2014) stated that when designing visual instruction, it can be approached in three ways: less is more, more is more, and focused more is more. An example of less is more is segmenting content into digestible sections. For this approach, the author separated the overall online module into five

modules based on the topic. When considering segmentation, the author also incorporated confidence, satisfaction, and volition aspects of the ARCS-V model. An example of more is more is implementing appealing graphics and modeled scenarios. For this approach, the author created and used scenario-based videos and images and incorporated both forms of media to get learners' attention. To obtain relevancy, the scenario-based videos were designed specifically for the library setting. Lastly, an example of focused more is more is using specific design components to create an emotional design. The author created a consistent overall theme, such as using similar colors throughout the overall module as well as consistent characters in all the scenario-based videos. This approach also incorporated attention and relevance as previously mentioned.

When creating video-based training, the overall length of videos can impact student retention of information. Sometimes, the length of a video creates a cognitive overload for students (Afify, 2020). Cognitive overload can occur when a video is watched from beginning to end without pausing or stopping. These non-interactive aspects to video can leave the viewer bored (Afify, 2020). To keep students engaged and ensure the transfer of information, interactive videos were used. Interactive videos may include on-screen text, an overview of information, voiceover narration, and video models that show a correct performance and an incorrect performance (Erath et al., 2021). For this project, the author created interactive videos by including examples and non-examples of good behaviors and bad behaviors in the library. Summarizing the main objectives or text summaries, at the end of each segment can also help learners retain and recall information of a task performance (Van der Meij et al., 2018). Not only do interactive videos allow people to control how they are viewing the content, but they force them to engage with the information, which can lead to better retention. The author incorporated short on-screen text summaries in certain videos and allowed video pausing. This would help prevent cognitive overload and allow time for the learners to reflect on the content.

Project Development

The format of the instruction was an online module. The online module was self-paced and designed to be completed within one sitting. The module was in the format of a website that was made using Google Sites. A website was selected because the author wanted learners to be able to complete the module asynchronously, on their own time, using technology that was familiar and easily accessed. The overall module consisted of five separate modules. Each module included two pages. Each module was broken up into two pages to ensure that the learner completed the module in order and completed all pre-tests and post-tests before moving on. The first page included a pre-test. Then the next page included the module's content. Text, images, and scenario-based videos were included in the content section of each module. At first, the author used images that depicted conflict, from free stock photo websites. The author replaced stock photos with their own photos, using the same actors from the scenario-based videos (Appendix P). For the scenario-based videos and photos, the same cast of characters were used. The videos were approximately one to two minutes long. The author wrote and drew a

storyboard and script for each character in each video. Then, each video and photo were shot using two digital cameras, (e.g., Sony a5100 and Sony a6400). A tripod was used as well to shoot still shots. Audio was recorded separately on an iPhone 12 and edited using Audacity. Lastly, all footage was edited using iMovie. The author wanted to create their own scenario-based videos because they wanted to portray real situations that happen in an academic library. This would help learners relate to the visuals. Lastly, a post-test was presented at the bottom of each content page followed by a progress bar to show learners how much more of the online module they had to complete.

Project Evaluation

Overview

The goal of the project's formative evaluation was to ensure the module was usable and effective in achieving its intended goal, which was to teach conflict resolution skills to student employees working at the UHWO library. The project evaluation describes the participants, how they were recruited, the instruments used for data collection, and an overall timeline and procedure. This will help readers understand what participants were expected to do and how long each task took.

Participants

For the evaluation of the instructional design, former and current UHWO library student employees were recruited. In addition, adults who have previously or currently worked in a library position were asked to participate. A total of 25 adults were invited to participate; three participants were asked to partake in the usability study and 22 participants were asked to partake in the learning assessment portion. All potential volunteers were approached to participate informally through text messaging first. Although the author attempted to recruit a total of 25 participants, some were not able to or willing to participate due to conflicts with scheduling. Once there were 20 adults that informally agreed to participate, the author sent each participant a formal email (Appendix F) that briefly explained what the project was and what to expect. A consent form (Appendix G) was also attached in the email.

Instruments

Online pre-instruction surveys using Google Forms were used to collect information about each participant's initial perspective on conflict and conflict resolution. Additional demographic information was also collected for learning assessment participants to compare possible differences such as their position in the library and age. Online post-surveys using Google Forms were used to allow the participant to reflect on their experience and share any feedback that could help the author improve the online module.

For the usability study, a usability protocol (Appendix I) was used to determine the instruction's ease of navigation. This portion of the evaluation required participants to complete three tasks. Additionally, participants were asked to do a "think aloud." This allowed the author to observe

how long participants took to navigate through the module to complete each task. Attention and relevance were assessed in the study based on features that stood out the most to participants. The overall usability study was used to evaluate the usefulness of the project.

For the learning assessment, pre-tests were given at the beginning of each module. The pre-test was administered through Google Forms and embedded into the beginning of the module. Post-tests, that were also embedded, were given at the end of each module. The pre-tests and post-tests for modules one through four, included a total of three definition questions and seven multiple-choice questions. Module five, consisted of two scenario-based questions that required open-ended responses based on what was learned in modules one through four. Pre-tests and post-tests helped the author compare how much knowledge of the content was gained at the end of each module. The overall learning assessment was used to evaluate the effectiveness of the project by comparing and measuring the pre-tests and post-tests

Procedure

The author started by recruiting participants through email (Appendix F). For each participant who responded and agreed, the author sent another email with a consent form (Appendix G). The consent form explained that all personal identifying information such as names or emails, obtained in connection with this project would remain confidential. When the results were reported, the author used an assigned 3-digit number for each participant as a way to protect each participant's privacy. For usability study participants, it was explained that the one-on-one sessions over Zoom would be recorded. Once the session was over, the recording was transcribed and then erased. Visuals and audio were not shared. Next, the author contacted each of the three usability study participants and scheduled a time to complete the one-on-one virtual usability study over Zoom. They were given dates from the current week and following week to select from. On the morning of the scheduled session, a pre-survey was emailed to the participant and completed before beginning the usability study. During the usability study, a usability protocol (Appendix I) was used to instruct the participant what to do and what to expect during the study. Each usability study took approximately one hour to complete. Immediately after the study was concluded, a post-survey was sent out to the participant. The participant completed the post-survey after the session ended.

Based on the usability study and feedback from the post-survey, the author revised the content and visual design of the online module. Once revisions were made, the author sent out a pre-survey to the learning assessment participants who completed the consent form. Demographic information as well as information about personal experiences was collected. This helped introduce the learner to the topic before beginning the online module. When the pre-survey was received, the participant was emailed the link to the online module. Each participant was instructed to complete each of the five modules during one sitting. They had one week to complete the learning assessment and were told it would take approximately one hour to complete. A pre-test and post-test were completed upon the completion of each of the five

modules. However, there was no pre-test for module five which involved the terminal objectives, because the participant had to write two open-ended responses based on everything they learned from modules one through four. Lastly, a post-survey was sent to collect feedback about the overall online module. In addition, participants also had the chance to reflect on their experience as well. They were each given one week to complete both the pre-survey, post-survey, and learning assessment.

Data Analysis Plan

The project's qualitative data mostly came from the usability study, as well as open-ended questions from the pre- and post-surveys. In the usability study, data was collected based on the one-on-one sessions and survey responses. To analyze this data, the author conducted a thematic analysis and looked at specific quotes that represented key findings and coded quotes to interpret key points.

Additionally, the usability study was recorded so that the author could analyze the data after the one-on-one sessions. To protect the privacy of participants, the author transcribed the video recordings after each session was completed. Then, video recordings were completely erased.

The project's quantitative data mostly came from the pre-tests and post-tests administered as part of the learning assessment. Multiple choice questions were graded and compared based on how many questions were answered correctly for each module. Open-ended response questions from the learning assessment were graded based on how many keywords were used to create a definition or, how many steps were included and were not included to resolve a conflict. Quantitative data also came from survey questions that used a five-point Likert scale to rate a task or event. To analyze this data, the author used tables and graphs to highlight the numerical data and patterns.

Results

Participants in the usability study included three adults (Appendix N). Two of the three participants (67%) currently work in a library position. One of the participants (33%) formerly worked as a library student employee. Two participants (67%) currently work in a customer service setting and one participant (33%) does not. All usability participants had not previously participated in a conflict resolution training or workshop.

Participants in the learning assessment included 17 adults (Appendix N). Eight participants (47%) currently work as student employees at the UHWO library. The remaining nine participants (53%) previously worked as a student employee at the UHWO library. Fifteen participants (88%) currently work in a customer service setting and two participants (12%) do not. When asked if they previously participated in a conflict resolution training or workshop, 15 participants (88%) responded "No," and two participants (12%) responded "Yes."

Usability

The usability study aimed to evaluate navigation, content, and visual design in the online module. In total, participants shared 28 comments relating to the usability of the online module (Table 1). Fourteen (50%) of those comments were positive in sentiment and fourteen (50%) were negative. Of the fourteen positive comments, seven (25%) were related to visual design, six (22%) were related to content, and one (4%) was related to navigation. Of the fourteen negative comments, six (21%) were related to navigation, five (18%) were related to content, and three (11%) were related to visual design. Most of the negative comments were regarding navigation. Two participants expressed confusion related to the button taking users to the homepage. For example, one participant commented, “On the other pages/modules it is easy to figure out it is a homepage button. But on the homepage, itself, it was rather confusing to see it labeled as "Conflict Resolution" while staring at the title of the site named as the same thing.” The author made changes and renamed the homepage button to “Home” before beginning the learning assessment portion of the project. For specific comments made about the usability of the online module, please see Table 8 in Appendix O.

Table 1

Participant Comments by Usability Category and Sentiment (n = 3)

Category	Total		Positive		Negative	
	#	%	#	%	#	%
Navigation	7	25%	1	4%	6	21%
Content	11	40%	6	22%	5	18%
Visual Design	10	36%	7	25%	3	11%
Total	28	100%	14	50%	14	50%

Note. Comments from three participants came from the usability study and post-test.

To address navigation and content components, the author conducted a synchronous usability test over Zoom, in which participants completed three tasks. Task one required the participant to find an example of how to approach a difficult patron. Task two required the participant to find information about a specific conflict style based on the given scenario. Task three required the participant to look for advice on how to deal with a difficult co-worker. Based on a five-point Likert scale (1 = very difficult; 5 = very easy), all three participants rated each task between a 3.00 and 5.00 rating (Table 2). Task one had an average score of 4.33 ($SD = 0.45$), task two had an average score of 4.76 ($SD = 0.38$), and task three had an average of 4.00 ($SD = 1.00$). Task

three had the lowest rating of the three tasks. Two of the three participants expressed (67%) difficulty completing task three during the usability testing. All three participants were able to navigate to the correct module which was module four. However, one participant felt unsure if they were in the correct section and another participant commented that the wording of the task scenario was confusing and didn't translate to a particular section. The author made changes to the wording in module four before moving on to the learning assessment.

Table 2

Participant's Ease of Navigation Rating (n=3)

Task	<i>M</i>	<i>SD</i>	Min.	Max.
1. Find an example of how to approach a difficult patron	4.33	0.58	4.00	5.00
2. Find information about a specific conflict style	4.67	0.58	4.00	5.00
3. Look for advice on how to deal with a difficult co-worker	4.00	1.00	3.00	5.00

Note. Three participants answered questions based on a 5-point Likert scale anchored by very difficult (1) and very easy (5).

Learning Assessment

The learning assessment aimed to evaluate the effectiveness of the online module. Particularly, UHWO library student employees were tested to choose and perform an appropriate conflict resolution method based on what they learned. The online module consisted of four modules followed by a fifth module that consisted of two open-ended response questions. These questions were based on the knowledge the participant gained from modules one through four. Modules one through four included a pre-test before the instructional content and a post-test at the end of each module. Table 3 represents the average score percentages between pre-tests and post-tests. The average pre-test score for module one was 61% (*SD* = 0.92) and the post-test score was 73% (*SD* = 1.05). For the second module the average pre-test score was 67% (*SD* = 0.87) and the post-test score was 100% (*SD* = 0.00). Participants significantly improved their scores by 33% for module two. For the third module, the average score for the pre-test was 86% (*SD* = 0.59) and the post-test score was 83% (*SD* = 0.44). The scores went down 3% between pre-test and post-test due to confusion over the multiple-choice options. For the fourth module, the average pre-test score was 74% (*SD* = 0.75) and the post-test score was 75% (*SD* = 0.79). The total for modules one through four had an average of 68% (*SD* = 1.70) for the pre-test and an average of 81% (*SD* = 1.27) for the post-test (Figure 2). Between the pre-test and post-test, scores improved by 13%. Additionally, module five was out of 10 points and had an average score of 94%. Based

on these overall average scores, it seems participants gained knowledge between the pre-tests and post-tests.

Table 3

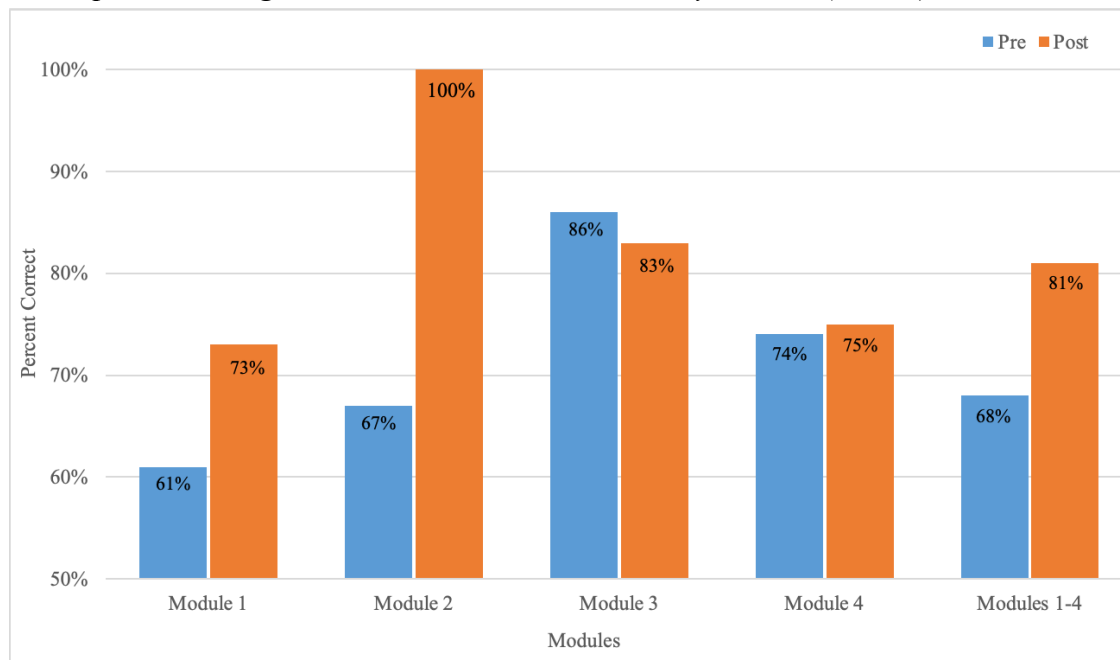
Participant’s Average Pre-Test and Post-Test Score by Module (n = 17)

Module	Pre-test	Post-test	Δ
Module 1: Defining Conflict	61%	73%	+12%
Module 2: Understanding Conflict Styles	67%	100%	+33%
Module 3: Common Behaviors in Customer Service	86%	83%	-3%
Module 4: Workplace Incivility	74%	75%	+1%
Total	68%	81%	+13%

Note. Modules one through four were out of 16 points for both pre-test and post-test. Δ represents the change in average between pre-tests and post-tests.

Figure 2

Participant’s Average Pre-Test and Post-Test Score by Module (n = 17)



Note. Modules one through four were out of 16 points for both pre-test and post-test.

As mentioned, the author created their own scenario-based videos at the UHWO library to connect to the target audience. This was an attempt to incorporate relevant scenarios and visuals. At the end of the module, participants were given a post-survey and rated the usage of the videos (Table 4) and overall online module (Table 5). Based on a five-point Likert scale (1 = strongly disagree; 5 = strongly agree), all participants rated the following statements listed in Table 4 between 4.00 and 5.00. The overall average rating of the videos was 4.67 ($SD = 0.21$). Many strongly agreed with the statement, “The videos were interesting and relevant to the content,” and had the highest rating average of 4.88 ($SD = 0.33$). One participant commented, “I really like how relatable the content is and how I’ve been in situations similar to the examples provided. I also like how the videos complement the content and explanation.”

Table 4

Participant’s Rating of Videos (n = 17)

Statements	<i>M</i>	<i>SD</i>	Min.	Max.
The videos were interesting and relevant to the content	4.88	0.33	4.00	5.00
The videos helped me better understand the content	4.47	0.47	4.00	5.00
The videos include relatable examples and scenarios	4.65	0.49	4.00	5.00
Overall	4.67	0.21	4.00	5.00

Note. Scores based on a five-point Likert scale (1= strongly disagree; 5 = strongly agree).

Lastly, participants were asked to rate the following statements about the overall online module represented in Table 5. Based on a five-point Likert scale, all participants rated the following statements between 3.00 and 5.00. The overall average rating was 4.68 ($SD = 0.27$). Statements that related to segmentation and the amount of time to complete, had a high average rating of 4.94 ($SD = 0.24$). The statement “I feel confident confronting conflict,” had the lowest rating with an average of 4.18 ($SD = 0.73$). Overall, both statements related to the videos and online module had similar ratings with many rated statements neutral or higher.

Table 5*Participant's Rating of Online Module (n = 17)*

Statements	<i>M</i>	<i>SD</i>	Min.	Max.
The content was relevant and applicable to the real-world	4.71	0.47	4.00	5.00
I have a better understanding of conflict and what it is	4.59	0.51	4.00	5.00
I have a better understanding of conflict resolution	4.59	0.51	4.00	5.00
I feel more confident confronting conflict	4.18	0.73	3.00	5.00
The online module was segmented into appropriate categories	4.94	0.24	4.00	5.00
The amount of time to complete this module was reasonable	4.94	0.24	4.00	5.00
I would recommend to other library student employees at other campuses	4.53	0.62	3.00	5.00
Having conflict resolution skills are important	4.94	0.24	4.00	5.00
Overall	4.68	0.27	3.00	5.00

Note. Scores based on a five-point Likert scale (1= strongly disagree; 5 = strongly agree).

Discussion

The purpose of creating a conflict resolution online module was to help UHWO library student employees in understanding how to evaluate and perform appropriate conflict resolution methods in their work environment. The usability portion of this project was aimed at evaluating the usefulness of the online module. Based on the usability study's results, participants thought the content in each module was separated into manageable sections. Comments made about organization and segmentation were mostly positive. Based on this feedback, the author concluded that there was little to no cognitive overload in their instructional design. There was also positive feedback about the project's visual design. Most of the participants felt that the layout of each webpage was clear and organized. There was an equal amount of text, images, and

videos that made it easy to follow. One participant commented, “From looking at the pictures, I had a good idea on what the topic was going to be about, and it cued me in on what I should expect.” The success of appropriate segmentation and visual design can be attributed to Mayer’s (2014) CTML, less is more approach. The overall module was visually divided into appropriate sections. Images helped introduce learners to the written content and videos included visual examples of the written content.

One issue of confusion that all usability study participants encountered was the navigation. All participants commented that they had difficulties completing tasks because they had to keep going back to the homepage and then clicking each page until they were able to get to the desired module. The original intent was for the online module to be presented in a logical order so users couldn’t skip around to a specified section. However, participants expressed frustration while clicking through each page and felt the process took too long. The author realized that the module’s logical order may have been useful when completing the pre-tests and post-tests, but it was not useful for those wanting to skip to view a specific section for reference. Before the author launched the learning assessment, images in the Overview of Modules section on the homepage were made clickable in case participants wanted to see a specific page (Appendix P).

The learning assessment aimed to evaluate the effectiveness of the online module. Based on the learning assessment results, most of the participants enjoyed the videos and thought it was relevant to the content. One participant commented, “I liked the humor inside of the videos since it made the modules more interesting while being informative on examples about the lesson.” The author’s goal was to make sure that the videos were engaging by using Mayer’s (2005) CTML as a guiding theory. To do this, the scenarios that were created were based on real-life examples that have occurred in the library. The author also made sure to keep each video short and humorous yet able to deliver a clear message to keep learners interested. When asked about how the author could improve the videos, some participants commented that the videos could use more captions or text summaries at the end. This additional information would better explain how the scenario was relevant to the topic. The author also edited videos in different styles. For instance, one video had a narrative voiceover, some had a dialogue script, and others included text to explain what was going on. Based on participant feedback, some wanted the videos to be more consistent.

One issue that some of the learning participants commented on was the content provided in each section of the online module. Some participants found certain module sections more challenging than others. This was evident in the pre-test and post-test results. For example, all participants were able to improve their scores and answered all questions on the Module Two post-test correctly. Whereas many participants struggled answering questions correctly in Module Three and Module Four. There was a 3% decrease between pre-tests and post-tests in Module Three and a 1% improvement between the Module Four pre-test and post-test. The first seven

participants (41%) who completed the online module commented how the questions in Module Three were confusing and unclear. Most of these participants also had low scores as a result. To address this issue, the author made the questions in Module Three more specific and saw an improvement in scores for the last ten participants (59%). The author came to the realization that more information should have been included for each module section or subtopic and the test questions needed to be more specific.

Although some topics were more challenging than others, participants gained new knowledge and expressed how certain modules or sections stood out to them. One participant commented, “The most interesting section for me was Module 4 when it discussed workplace incivility. As someone who has experienced this before, it was reassuring to be reminded about how we don't need to take the burden on by ourselves or suffer alone.” The author believed that the module was successful in teaching conflict resolution skills because knowledge was gained, and some participants were able to connect these methods and scenarios with their own past experiences. Overall, participants were stimulated and motivated by the relevancy of the examples given throughout the online module. Participants were able to make personal connections to some of the topics and scenario-based video examples which can be associated with both Keller’s (2016) ARCS-V model and Mayer’s (2005) CTML, as well as the instructional strategies used.

Conclusion

This project’s online conflict resolution module for UHWO library student employees provided participants a better understanding of conflict and conflict resolution methods. By creating an online module, the author was able to bridge the gap between basic skills such as specified work tasks, and advanced skills such as communication and problem solving for library student employees. Using multimedia such as images and videos to complement instructional text, helped participants get a better visual understanding of the content. Additionally, using real-world examples and scenarios helped participants make connections to the concepts and practices demonstrated in the text and videos.

In addition to the module’s successes, there were a few complications such as confusion over the content. Not every description and scenario made sense to the participants, and few noted that there were grammatical errors in the written content. If more time was allowed, the author would consider revising certain videos and examples so that it was clearer to student employees working in the library. The author would also add a page with additional outside resources learners could refer to if they wanted more information about conflict resolution methods. For instance, some situations may be more serious than others and require the assistance of a school Psychologist or the compliance office. Lastly, the author would consider expanding conflict resolution training to other departments on campus who employ student employees. In conclusion, an online training module that used multimedia to stimulate and motivate learners

was proven to be usable and effective in reaching the instructional goal. Not only were participants motivated and able to apply their learned methods into their present or former work environment, but many were also able to make the connection that these methods are universal and could be used in almost any workplace or situation.

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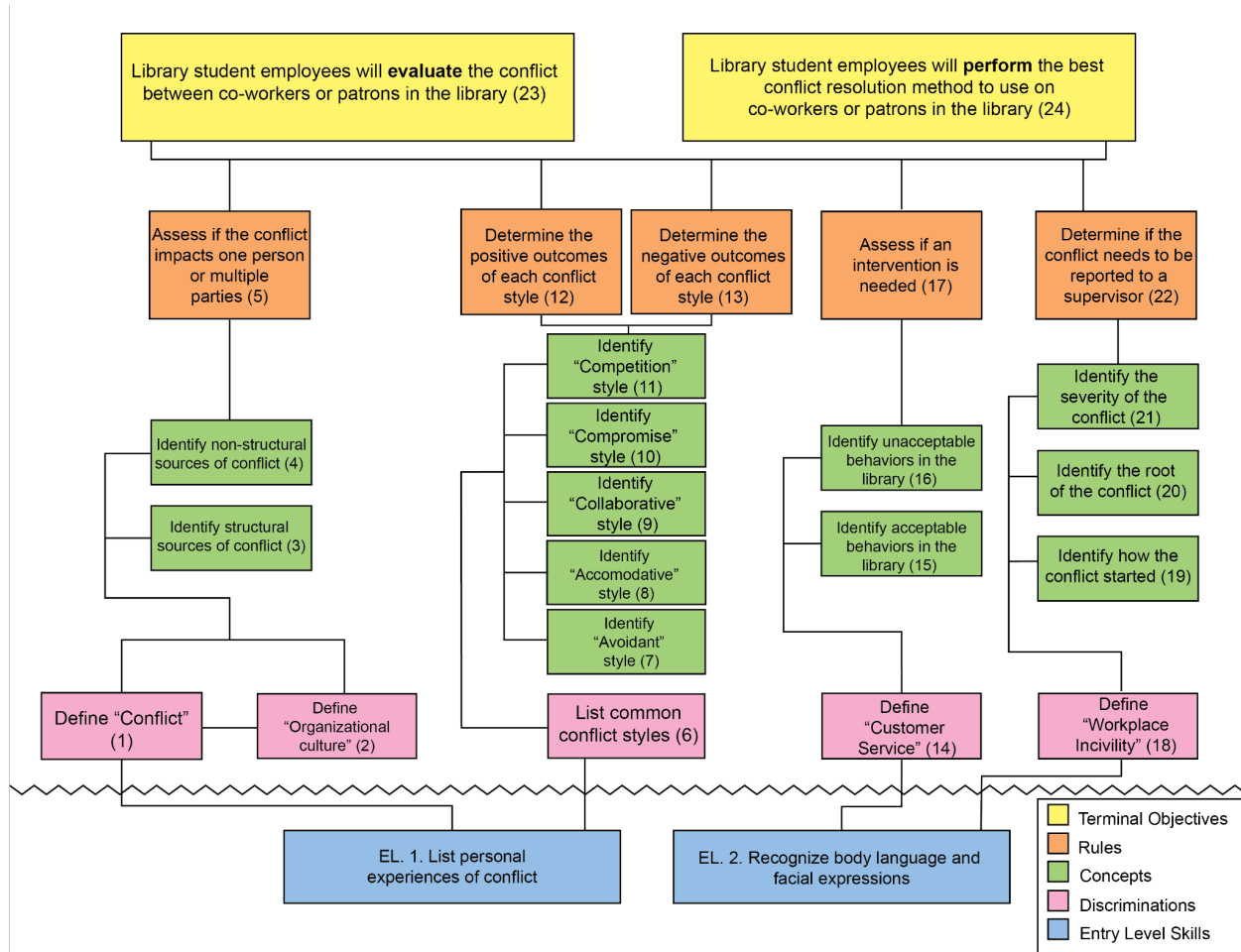
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Appendix A

Instructional Hierarchy Chart



Appendix B

Performance Objectives

Objective No.	Behavior	Objective
Entry Level Skills		
EL. 1.	List personal experiences of conflict	The learner will list 2 personal experiences of conflict and briefly describe each experience in 2-3 sentences.
EL. 2.	Recognize body language and facial expressions	Given 4 images, the learner will be able to recognize and match the correct emotion to each image.
Module 1		
1	Define “conflict”	Given the term, the learner will write a one-sentence definition to define the term. The definition should include key terms such as disagreement, opposition, and parties
2	Define “organizational culture”	Given the term, the learner will write a one-sentence definition to define the term. The definition should include key terms such as structure, shared values, expectations.
3	Identify structural sources of conflict	Given a list of structural sources of conflict, the learner will identify which example is correct.
4	Identify non-structural sources of conflict	Given a list of non-structural sources of conflict, the learner will identify which example is correct.
5	Assess if the conflict impacts one person or multiple parties	Given a scenario, the learner will correctly assess if the conflict involves one person or multiple parties
Module 2		
6	List common conflict styles	Given a description of how people

		typically handle conflict, the learner will list 5 of the most common conflict styles.
7	Identify “Avoidant” style	Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
8	Identify “Accommodative” style	Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
9	Identify “Collaborative” style	Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
10	Identify “Compromise” style	Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
11	Identify “Competition” style	Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
12	Determine the positive outcomes of each conflict style	Given a scenario after identifying the conflict style, the learner will determine how it created a positive outcome.
13	Determine the negative outcomes of each conflict style	Given a scenario after identifying the conflict style, the learner will determine how it created a negative outcome.
Module 3		
14	Define “customer service”	Given a list of 4 possible choices, the learner will select the correct definition.
15	Identify acceptable behaviors in the library	Given a list of 4 possible choices, the learner will identify the scenarios that reflect acceptable behaviors.
16	Identify unacceptable behaviors in the library	Given a list of 4 possible choices, the learner will identify the scenarios that reflect unacceptable behaviors.
17	Assess if an intervention is needed	Given a scenario that describes a library patron displaying unacceptable behaviors, the learner will assess if it is necessary for

		someone to intervene and speak to the patron about their behavior.
Module 4		
18	Define “workplace incivility”	Given the term, the learner will write a one-sentence definition to define the term. The definition should include key terms such as behavior, deviance, distress.
19	Identify how the conflict started	Given a scenario and a list of 4 possible choices, the learner will identify how the conflict started.
20	Identify the root of the conflict	Given a scenario and a list of 4 possible choices, the learner will identify the root of the conflict.
21	Identify the severity of the conflict	Given a scenario and a list of 4 possible choices, the learner will identify the severity of the conflict.
22	Determine if the conflict needs to be reported to a supervisor	Given a scenario that describes workplace incivility between two co-workers and the severity of the conflict, the learner will determine if it will need to be reported to a supervisor.
Module 5: Terminal Objectives		
23	Evaluate the conflict between co-workers or patrons in the library	Given a scenario that describes a conflict, the learner will evaluate the cause of the problem, the severity of the problem, and why both parties are upset.
24	Perform the best conflict resolution method to use on co-workers or patrons in the library	Given a scenario that describes a conflict, the learner will perform the best conflict resolution method to resolve the situation.

Appendix C

Cluster of Target Behaviors

Cluster	Behavior	Time
1 Defining Conflict	<ol style="list-style-type: none"> 1. Define “conflict” 2. Define “organizational culture” 3. Identify structural sources of conflict 4. Identify non-structural sources of conflict 5. Assess if the conflict impacts one person or multiple parties 	15 minutes
2 Understanding Conflict Styles	<ol style="list-style-type: none"> 6. List common conflict styles 7. Identify “Avoidant” style 8. Identify “Accommodative” style 9. Identify “Collaborative” style 10. Identify “Compromise” style 11. Identify “Competition” style 12. Determine the positive outcomes of each conflict style 13. Determine the negative outcomes of each conflict style 	15 minutes
3 Common Behaviors in Customer Service	<ol style="list-style-type: none"> 14. Define “customer service” 15. Identify acceptable behaviors in the library 16. Identify unacceptable behaviors in the library 17. Assess if an intervention is needed 	15 minutes
4 Workplace Incivility	<ol style="list-style-type: none"> 18. Define “workplace incivility” 19. Identify how the conflict started 20. Identify the root of the conflict 21. Identify the severity of the conflict 22. Determine if the conflict needs to be reported to a supervisor 	15 minutes
5 Terminal Objectives	<ol style="list-style-type: none"> 23. Evaluate the conflict between co-workers or patrons in the library 24. Perform the best conflict resolution method to use on co-workers or patrons in the library 	15 minutes

Appendix D

Content Presentation and Test Items

SKILL #1: Define “conflict”
OBJECTIVE: Given the term, the learner will write a one-sentence definition to define the term. The definition should include key terms such as disagreement and opposition.
CONTENT PRESENTATION
Pre-test: Write a one-sentence definition of the term “conflict.” The definition should include key terms such as disagreement and opposition.
Post-test: Write a one-sentence definition of the term “conflict.” The definition should include key terms such as disagreement and opposition.
SKILL #2: Define “organizational culture”
OBJECTIVE: Given the term, the learner will write a one-sentence definition to define the term. The definition should include key terms such as structure, shared values, expectations.
CONTENT PRESENTATION
Pre-test: Write a one-sentence definition of the term “organizational culture.” The definition should include key terms such as structure, shared values, expectations.
Post-test: Write a one-sentence definition of the term “organizational culture.” The definition should include key terms such as structure, shared values, expectations.
SKILL #3: Identify structural sources of conflict
OBJECTIVE: Given a list of structural sources of conflict, the learner will identify which example is correct.
CONTENT PRESENTATION
<p>Pre-test: Which of the following is an example of a structural source of conflict?</p> <p>A. You and your co-worker started working at the library at the same time. However, your co-worker was offered more hours and able to get a raise after 5 months while you still receive the same starting pay. You find it unfair that they were able to get a raise only because they were offered more hours to work.</p> <p>B. A patron comes into the library confused about the check-in procedure. They completed their COVID-19 LumiSight daily check-in but questions and challenges you about why they also need to scan in their student ID and do a temperature check upon entering the library.</p> <p>C. You constantly come 10 minutes late to work, and your supervisor decides that all</p>

student employees need to come in 15 minutes before their shift so that there is no excuse for anyone being late.

- D. A patron spills their smoothie on the brand-new carpet in the library and the library director decides that no eating and drinking is allowed in the library from now on.

Post-test: Which of the following is an example of a structural source of conflict?

- A. Your co-worker is constantly on their phone, looking at social media. Your supervisor notices and enforces that all student workers need to turn in their phones at the beginning of each shift to prevent unnecessary phone usage.
- B. A patron criticizes how you check out an item. They argue that you are always supposed to desensitize the book before you scan the item.
- C. Your friend, who is also a student employee, works in the admissions office. You find out that they make \$3.00 more hourly than you. They tell you that the only task they do is to check that everyone did their LumiSight daily check-in and that is it. They have a lot of downtime whereas you have a variety of tasks that constantly keep you busy.
- D. A student comes into the library and tells you that they are a recent graduate of UHWO and was recently hired as a full-time faculty member. They demand that you update their library record right now because they need books ASAP.

SKILL #4: Identify non-structural sources of conflict

OBJECTIVE: Given a list of non-structural sources of conflict, the learner will identify which example is correct.

CONTENT PRESENTATION

Pre-test:

Post-test:

SKILL #5: Assess if the conflict impacts one person or multiple parties

OBJECTIVE: Given a scenario, the learner will correctly assess if the conflict involves one person or multiple parties

CONTENT PRESENTATION

Pre-test:

Post-test:

SKILL #6: List common conflict styles

OBJECTIVE: Given a description of how people typically handle conflict, the learner will list 5 of the most common conflict styles.

CONTENT PRESENTATION

Pre-test:

Post-test:
SKILL #7: Identify “Avoidant” style
OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
CONTENT PRESENTATION
<p>Examples:</p> <ul style="list-style-type: none"> ● Avoid reporting your co-worker for not completing their assigned tasks because you are afraid of upsetting them. ● Avoid confronting a patron for eating at a computer and breaking the food policy in the library
<p>Non-examples:</p> <ul style="list-style-type: none"> ● Avoiding doing a task and making your co-worker do it instead ● Avoid returning a call back to a student because you get nervous making phone calls
<p>Pre-test: A patron is snoring very loudly in the library. Another patron makes a noise complaint to the student employee working at the desk. The student employee notices that the person snoring is their professor. The student employee feels that it is odd to confront a faculty member yet alone, their own Professor. So, he asks his supervisor if he could wake up the Professor.</p> <p>What conflict style is being portrayed by the student employee in this scenario?</p> <ul style="list-style-type: none"> A. Competition style B. Compromise style C. Collaborative style D. Avoidant style
<p>Post-test: Two employees work on the same shift but do not get along to the point they refuse to speak to each other. Other co-workers have noticed this tension and they report it to their supervisor. The supervisor wants to resolve the issue but realizes that she is already short-staffed and cannot afford to change the work schedule. The supervisor believes that the situation will resolve on its own since there is only 2 months left before the semester and work schedule ends.</p> <p>What conflict style is being portrayed by the supervisor in this scenario?</p> <ul style="list-style-type: none"> A. Compromise style B. Avoidant style C. Accommodative style D. Collaborative style
SKILL #8: Identify “Accommodative” style
OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify the

correct conflict style.
CONTENT PRESENTATION
Examples:
Non-examples:
<p>Pre-test: Student A tends to call out of work frequently, especially during finals week. Student A and Student B are working on the same shift when Student A asks Student B if they could cover her shift next week. However, Student B already covered for them the previous week and the week before that. Student B thinks Student A is a great co-worker, but they call out frequently. Student B doesn't want to cause any issues between them and agrees to cover their shift.</p> <p>What conflict style is being portrayed by student B in this scenario?</p> <ul style="list-style-type: none"> A. Collaborative style B. Avoidant style C. Accommodative style D. Compromise style
<p>Post-test: One day at the beginning of the semester, a student tells you that he needs to print his paper, but he doesn't have any cash on him. According to the copy card and printing policy, it is cash only with no exceptions. However, this student is a TA for one of your classes and you feel bad to deny him service, so you pay for the copy card for him in secret.</p> <p>What conflict style is being portrayed by the supervisor in this scenario?</p> <ul style="list-style-type: none"> A. Compromise style B. Avoidant style C. Competition style D. Accommodative style
SKILL #9: Identify "Collaborative" style
OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
CONTENT PRESENTATION
Examples:
Non-examples:
Pre-test:
Post-test:
SKILL #10: Identify "Compromise" style

OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
CONTENT PRESENTATION
Examples:
Non-examples:
Pre-test:
Post-test:
SKILL #11: Identify “Competition” style
OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify the correct conflict style.
CONTENT PRESENTATION
Examples:
Non-examples:
<p>Pre-test: Your supervisor praises your co-worker for processing books so quickly, but you think she took that compliment as a challenge. You notice that there are never any books to process on your shift because your co-worker completed it all. Other co-workers noticed too and complained that there is barely any work to do because this co-worker does everything. You ask this co-worker if they can leave you some books to process tomorrow but they respond with, “No, that is your loss.”</p> <p>What conflict style is being portrayed in this scenario?</p> <ul style="list-style-type: none"> A. Compromise style B. Avoidant style C. Accommodative style D. Competition style
<p>Post-test: Your supervisor announces that they will be recommending someone on your staff for the “student employee of the semester” award. Your supervisor says that they will be observing and evaluating each person for the next two weeks. You notice a different pace at work. Your co-workers are suddenly working harder at the desk. They make sure all tasks have been completed and help every patron. But it has gotten out of hand where your co-workers are arguing about who gets to help who and who gets to complete each task.</p> <p>What conflict style is being portrayed in this scenario?</p> <ul style="list-style-type: none"> A. Compromise style B. Competition style C. Accommodative style

D. Collaborative style
SKILL #12: Determine the positive outcomes of each conflict style
OBJECTIVE: Given a scenario after identifying the conflict style, the learner will determine how it created a positive outcome.
CONTENT PRESENTATION
Pre-test:
Post-test:
SKILL #13: Determine the negative outcomes of each conflict style
OBJECTIVE: Given a scenario after identifying the conflict style, the learner will determine how it created a negative outcome.
CONTENT PRESENTATION
Pre-test:
Post-test:
SKILL #14: Define “customer service”
OBJECTIVE: Given a list of 4 possible choices, the learner will select the correct definition.
CONTENT PRESENTATION
Pre-test:
Post-test:
SKILL #15: Identify acceptable behaviors in the library
OBJECTIVE: Given a list of 4 possible choices, the learner will identify the scenarios that reflect acceptable behaviors.
CONTENT PRESENTATION
Pre-test: Which of the following is an example of acceptable behavior that should be enforced in the library? A. A student turns in an item they found, and you put it in the lost and found B. A patron who constantly falls asleep in the library and snores very loudly C. Your co-worker is awarded “student employee of the semester” D. A student walks up the Circulation desk with their mask on and makes sure they are standing behind the plexiglass when they speak to you
Post-test: Which of the following is an example of acceptable behavior that should be

<p>enforced in the library?</p> <ul style="list-style-type: none"> A. A student compliments your outfit during your work shift B. Everyone that is currently in the building has their mask on and wearing it appropriately C. A student trying to eat while sitting at one of the computers in the library D. A co-worker who opens the door for you
<p>SKILL #16: Identify unacceptable behaviors in the library</p>
<p>OBJECTIVE: Given a list of 4 possible choices, the learner will identify the scenarios that reflect unacceptable behaviors.</p>
<p>CONTENT PRESENTATION</p>
<p>Pre-test: Which of the following is an example of unacceptable behavior that requires confrontation in the library?</p> <ul style="list-style-type: none"> A. A patron who picks their nose and leaves their booger underneath the table B. A patron who gets angry and refuses to leave after being told multiple times that they need to eat their plate lunch outside of the library C. A patron who sighs a lot while working at the desk D. A student complains to you that the wooden chairs are uncomfortable
<p>Post-test: Which of the following is an example of unacceptable behavior in the library?</p> <ul style="list-style-type: none"> A. A student begs you to let them stay a little longer to print five minutes before closing B. A patron who rolls their eyes at you when you tell them that we only accept cash to purchase a copy card C. A co-worker complains to you about finding gum underneath the table D. A patron speaking loudly on speaker phone while another patron makes a noise complaint about them
<p>SKILL #17: Assess if an intervention is needed</p>
<p>OBJECTIVE: Given a scenario that describes a library patron displaying unacceptable behaviors, the learner will assess if it is necessary for someone to intervene and speak to the patron about their behavior.</p>
<p>CONTENT PRESENTATION</p>
<p>Pre-test:</p>
<p>Post-test:</p>
<p>SKILL #18: Define “workplace incivility”</p>
<p>OBJECTIVE: Given the term, the learner will write a one-sentence definition to define the term. The definition should include key terms such as behavior, deviance, uncivil.</p>
<p>CONTENT PRESENTATION</p>

Pre-test: Write a one-sentence definition of the term “workplace incivility.” The definition should include key terms such as behavior, deviance, uncivil.

Post-test: Write a one-sentence definition of the term “workplace incivility.” The definition should include key terms such as behavior, deviance, uncivil.

SKILL #19: Identify how the conflict started

OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify how the conflict started.

CONTENT PRESENTATION

Pre-test: There are two workers. One has worked at the library for over 3 years while the other worker is new and has only worked for 2 months. Every time they work together on the same shift, the more experienced worker purposely makes sure to do all of the tasks and answer all patron inquiries before the other worker can. The new worker is never given a chance to complete tasks or help patrons whenever they work with this person. The new worker is getting fed up but doesn’t want to report anything to their supervisor because they don’t want to get the other person in trouble.

How did the conflict start?

- A. When the new worker started working
- B. When the new worker decided not to report the issue
- C. When the new worker realized they picked the wrong job
- D. When the new worker realized the experienced worker wasn’t giving them the chance to actually work**

Post-test: A community user who regularly comes into the library asks you for “that free copy card.” You are not sure what they mean so you ask your co-worker. Your co-worker explains that they have been giving the community user one of the used copy cards from the lost and found box. Your co-worker felt bad that they never had any cash, so he’s been letting the community user use a card every time they come in. Your supervisor overhears this interaction and scolds your co-worker for giving cards away without permission. But your co-worker argues that there are over 40 lost and found cards that were never claimed. They have more than enough cards to give away for free. Your supervisor is speechless and angrily walks away.

How did the conflict start?

- A. When the community user first came in
- B. When your supervisor overheard the conversation
- C. When your co-worker admitted in front of your supervisor that he has been giving away copy cards from the lost and found box**
- D. When your co-worker argued and went against your supervisor

SKILL #20: Identify the root of the conflict

OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify the root of the conflict.
CONTENT PRESENTATION
Pre-test:
Post-test:
SKILL #21: Identify the severity of the conflict
OBJECTIVE: Given a scenario and a list of 4 possible choices, the learner will identify the severity of the conflict.
CONTENT PRESENTATION
Pre-test:
Post-test:
SKILL #22: Determine if the conflict needs to be reported to a supervisor
OBJECTIVE: Given a scenario that describes workplace incivility between two co-workers and the severity of the conflict, the learner will determine if it will need to be reported to a supervisor.
CONTENT PRESENTATION
Pre-test:
Post-test:
SKILL #23: Evaluate the conflict between co-workers or patrons in the library
OBJECTIVE: Given a scenario that describes a conflict, the learner will evaluate the cause of the problem, the severity of the problem, and why both parties are upset.
CONTENT PRESENTATION
Pre-test: -
Post-test: Scenario: At the library, a woman comes in with her service dog. The woman and her service dog decide to sit at one of the computers. 20 minutes later, two students sit next to the student and her service dog. Without noticing the harness labeled “Service dog” the two students become excited when they notice the dog lying down on the floor and start petting the dog. The woman pulls her dog away immediately and screams at the students to stop petting the dog because he is a service dog. The two students apologize and explain that they didn’t see his harness. But the woman is furious and comes up to the desk and demands that you kick them out of the library immediately. The two students try to explain that they didn’t mean to

cause any trouble and that they can't leave the library because they have an arranged meeting with others for a group project. What do you do to calm both parties down and resolve the issue?

Evaluate the scenario by examining the following:

- 1) Identify the parties involved
- 2) Identify why each party is upset
- 3) Identify if a supervisor is needed for the situation
- 4) Explain which conflict style you would use and why
- 5) Briefly explain a potential outcome given your chosen conflict style.

SKILL #24: Perform the best conflict resolution method to use on co-workers or patrons in the library

OBJECTIVE: Given a scenario that describes a conflict, the learner will perform the best conflict resolution method to be used to resolve the situation.

CONTENT PRESENTATION

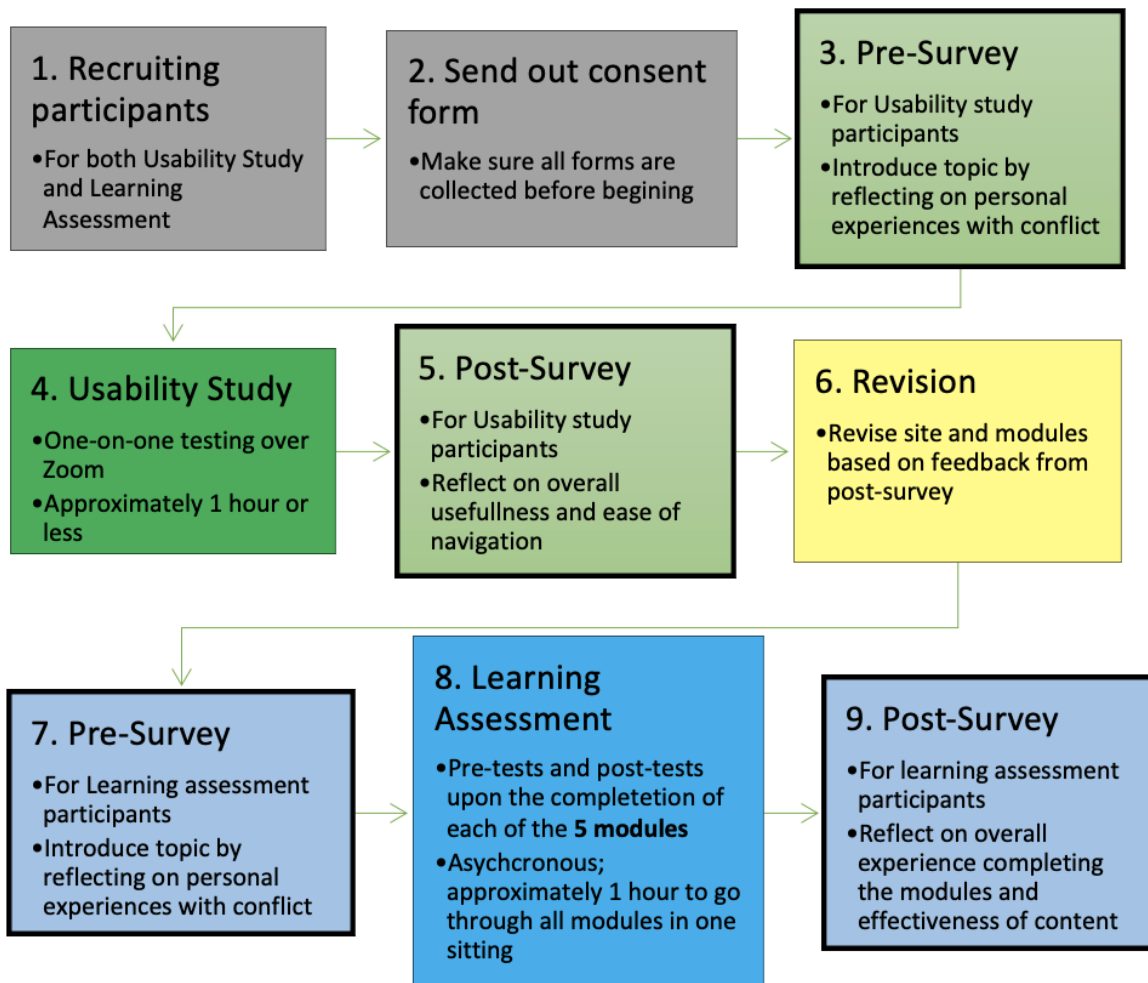
Pre-test: -

Post-test: Scenario: You have two co-workers who used to be friends at the beginning of the semester but started drifting apart to the point they don't acknowledge each other. When you check the work schedule for next week, you notice your supervisor has scheduled you with both on the same shifts. It's just the three of you working together and you begin to worry knowing that they do not get along. The new week begins, and they are both nice to you like they normally are but every time a task needs to be completed on one-side, they tell you to tell the other person what to do. In other words, they communicate by speaking through you. You are the middle person in the situation, and it is becoming frustrating talking for both sides. You look at the work schedule for the following week and notice you are scheduled with both again! What are you going to do?

In one paragraph, explain step-by-step how you would resolve the situation. Please remember to explain a conflict style you would use to approach the situation. Then, explain a potential outcome given your chosen conflict style.

Appendix E

Procedure Flowchart



Appendix F

Recruitment Email Messages

Usability Study

Hi [Participant's Name],

I am currently in my final year of the Learning Design and Technology Master's program at the University of Hawai'i at Mānoa. I am reaching out to you to ask if you would be interested in participating in my research project. The purpose of the research project is to evaluate the usefulness and effectiveness of a conflict resolution module that I designed for library student employees at the University of Hawai'i - West O'ahu. I am specifically looking for former and current student employees who currently work or have previously worked at the UHWO library, as well as anyone who previously or currently holds a position in a library.

I am requesting your participation in the usability study portion of the project, which will include an online meeting using Zoom, an online video conferencing program, and an online pre-survey and post-survey that can be completed on Google Forms. The usability study will take approximately one hour to complete. This study is completely voluntary. If you are interested in participating, please contact me back as soon as you are able to so that we can schedule our one-on-one meeting first with both of our schedules. If you have any questions concerning the usability study, please feel free to let me know.

Thank you,
Chelby

Learning Assessment

Hi [Participant's Name],

I am currently in my final year of the Learning Design and Technology Master's program at the University of Hawai'i at Mānoa. I am reaching out to you to ask if you would be interested in participating in my research project. The purpose of the research project is to evaluate the usefulness and effectiveness of a conflict resolution module that I designed for library student employees at the University of Hawai'i - West O'ahu. I am specifically looking for former and current student employees who currently work or have previously worked at the UHWO library, as well as anyone who previously or currently holds a position in a library.

I am requesting your participation in the learning assessment portion of the project, which will include a pre-survey and post-survey that can be completed on Google Forms. The learning assessment will be done asynchronous on your own time and will take approximately one hour to complete. This assessment is completely voluntary. If you are interested in participating, please contact me back as soon as you can so that I can send you further instructions and materials you will need to fill out. If you have any questions concerning the learning assessment, please feel free to let me know.

Thank you,
Chelby

Appendix G

Consent Form

Hello! My name is Chelby Onaga and I am a graduate student at the University of Hawai'i at Mānoa in the Department of Learning Design and Technology. I am doing an evaluation project as part of the requirements for earning my Master's degree.

What am I being asked to do?

If you would like to partake in this project, you will be asked to:

- a) Participate in a one-on-one usability study that will be held over Zoom
OR
- b) Participate in a learning assessment where you will complete an online module asynchronously, that consists of 5 sections

Taking part in this study is your choice.

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

Why is this study being done?

The purpose of my project is to evaluate and ensure that the module is useful and effective in achieving its intended goal to teach conflict resolution skills to student employees working at the University of Hawai'i - West O'ahu (UHWO) library. I am inviting you to participate in my project because you have either previously worked in a library setting or currently work in a library setting.

What will happen if I decide to take part in this study?

****For usability study participants only***

Before beginning the usability study, we will first discuss a time and date that works for you to meet virtually for the study. You will also be asked to complete a pre-survey on Google forms. The usability study will be one-on-one and will only include you and I in the session. During the usability study, you will be given a list of tasks to complete while navigating through the online module. You will be stating your thoughts out loud as you navigate. This session should take less than 1 hour to complete over Zoom. With your permission, I will be recording the usability study session so that I can later transcribe the interview and analyze the responses. Afterwards, a post-survey on Google forms will be given to you to complete.

****For learning assessment participants only***

Before beginning the learning, you will be asked to complete a pre-survey on Google forms. Then, you will be given the link to the online module after completing the survey. You have 1 week to complete the overall module, pre-tests, post-tests. There are a total of 5 modules that you will need to complete. Each module includes a pre-test at the beginning, and a post-test at the end. The overall module must be completed in one sitting and should take approximately 1 hour to complete. Afterwards, a post-survey on Google forms will be given to you to complete.

What are the risks and benefits of taking part in this study?

I believe there is little risk to you in participating in this research project. You may become stressed or uncomfortable answering any of the questions or discussing topics during the focus group. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop participating at any time.

Privacy and Confidentiality: All personal identifying information obtained in connection with this project will remain confidential and will be disclosed only with your permission as required by law. Only my University of Hawai‘i advisor and I will have access to the information.

**For usability study participants only*

After I write a copy of the interviews, I will erase or destroy the recordings.

When I report the results of my project, I will NOT use your name. I will not use any other personal identifying information that can identify you. I will be using an assigned 3-digit number for each participant and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Questions:

If you have any questions about this study, please email me at chelbyo@hawaii.edu. You may also contact my advisor, Dr. Dan Hoffman, at hoffman2@hawaii.edu

If you agree to participate in this project, please sign and date the following signature page and return it to: chelbyo@hawaii.edu

Keep a copy of the informed consent for your records and reference.

Signature(s) for Consent:

I give permission to join the research project titled, “*Conflict Resolution for Student Employees in an Academic Library.*”

**For usability study participants only*

Please initial next to either “Yes” or “No” to the following:

_____ Yes _____ No I consent to be recorded for the interview portion of this project.

Name of Participant (Print): _____

Participant’s Signature: _____

Date: _____

Appendix H

Pre-Survey for Usability Study

Pre-Survey

Thank you for taking time out of your schedule to participate in this usability study. The goal of this survey is to understand your perspective on conflict and conflict resolution.

Your personal information will be kept confidential and will only be used to align responses with the post survey.

Thank you again!
Chelby

* Required

1. Do you currently work in a library position? *

Mark only one oval.

- Yes
- No

2. If no, what was your previous position at the library?

3. If yes, what is your job title at the library?

4. Do you currently work in a customer service setting where you actively interact with and communicate with customers? *

Mark only one oval.

- Yes
- No

Experience with Conflict

5. In your own words, please describe what you think conflict is. *

6. In 2-3 sentences, please briefly describe a conflict you personally with another person or group of people (in any context). *

7. Listing 2 or 3 words, describe how this situation made you feel: *

Conflict Resolution

8. On a scale of 1 to 5, do you think having conflict resolution skills are important? *

Mark only one oval.

- 1 2 3 4 5
- Strongly Disagree Strongly Agree

9. In 2-3 sentences, please briefly explain your answer *

10. Have you ever participated in a conflict resolution training or workshop? *

Mark only one oval.

- Yes
- No

11. If yes, did you find the content applicable? Please explain why or why not.

Appendix I

Usability Protocol

Modified from *Rocket Surgery Made Easy: The Do-It Yourself Guide to Finding and Fixing Usability Problems* (Krug, 2010)

Facilitator Script

Hi [insert participants assigned 3-digit number]. My name is Chelby, and I'm going to be walking you through this session today. Before we begin, I have some information for you, and I'm going to read it to make sure that I cover everything. You probably already have a good idea of why I asked you here but let me go over it again briefly. I am asking people to try using a website that I am working on so I can see whether it works as intended. The session should take about an hour. The first thing I want to make clear is that I am testing the site, not you. You can't do anything wrong here. In fact, this is probably the one place today where you don't have to worry about making mistakes. As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help to me. Also, please don't worry about hurting my feelings. I am doing this to improve the site, so I need to hear your honest reactions.

If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I am interested in how people do when they don't have someone sitting next to them to help. But if you still have any questions when we're done, I'll try to answer them then. And if you need to take a break at any point, just let me know.

Do you have any questions so far? OK, great. We're done with the questions, and we can start looking at things.

[I will send out the link in the chat to access the site's home page.]

First, I'm going to ask you to look at this page and tell me what you make of it: what strikes you about it, whose site you think it is, what you can do here, and what it's for. Just look around and do a little narrative. You can scroll if you want to, but don't click on anything yet.

[Allow this to continue for three or four minutes, at most.]

Thanks. Now I'm going to ask you to try doing some specific tasks. I'm going to read each one out loud. I have also sent you the list of tasks in the chat. I'm also going to ask you to do these tasks without using Search. I'll learn a lot more about how well the site works that way. And again, as much as possible, it will help me if you can try to think out loud as you go along.

[Sends list of tasks in the chat, and reads each one out loud]

1. Here is the first scenario, you want to find an example of how to approach a difficult patron in the library.
2. The next scenario is you are a supervisor who is trying to find information about common conflict styles. Specifically, you want to find more information about people who try to use negotiating methods to solve a conflict.
3. For your final task and scenario, you have a co-worker who makes you feel inferior. Every time they watch you helping a student, they criticize and mock how you act and what you say. It makes you feel insecure and uncomfortable around them. You are not sure what to do and need some advice to resolve the issue.

[Allow the user to proceed until you don't feel like it's producing any value, or the user becomes very frustrated.]

[Repeat for each task or until time runs out.]

Thanks, that was very helpful.

Do you have any questions for me before we finish?

[Stop the screen recorder and save the file.]

Thank you so much for your participation and time! This concludes our usability test. You may now exit this meeting.

Appendix J

Post-Survey for Usability Study

Post-Survey

Thank you again for taking time out of your schedule to participate in this usability study. Your feedback is greatly appreciated and will be used to help me revise my online module.

Thank you,
Chelby

* Required

Navigation

1. How would you rate the ease of navigation for task 1? *

Mark only one oval.

1 2 3 4 5
Very Difficult Very Easy

2. How would you rate the ease of navigation for task 2? *

Mark only one oval.

1 2 3 4 5
Very Difficult Very Easy

3. How would you rate the ease of navigation for task 3? *

Mark only one oval.

1 2 3 4 5
Very Difficult Very Easy

4. The content was organized in a logical order *

Mark only one oval.

1 2 3 4 5
Strongly Disagree Strongly Agree

5. The content was presented in interesting ways *

Mark only one oval.

1 2 3 4 5
Strongly Disagree Strongly Agree

6. Do you have any suggestions to make navigation easier for the learner?

Content

7. How would you rate the overall amount of content in each module? *

Mark only one oval.

1 2 3 4 5
Too little Too much

8. Please elaborate on your answer for the question above *

9. Were there any visual features you found distracting? *

10. What stood out to you the most overall when navigating through the online module? *

11. Do you have any other feedback or suggestions for me? *

Appendix K

Pre-Survey for Learning Assessment

Pre-Survey

Thank you for taking time out of your schedule to participate in my online module learning assessment. The goal of this survey is to collect participant demographics and understand your perspective on conflict and conflict resolution.

Your personal information will be kept confidential and will only be used to align responses with the post survey.

Thank you again!
Chelby

* Required

Demographic Questionnaire

1. Gender *

Mark only one oval.

- Male
- Female
- Prefer not to say
- Other: _____

2. Age *

Mark only one oval.

- 18-20
- 21-23
- 24-26
- 27-29
- 30 and above

3. Do you currently work as a student employee at the UHWO library? *

Mark only one oval.

- Yes
- No

4. If no, what month and year did you last work at the UHWO library?

5. Do you currently work in a customer service setting where you actively interact with and communicate with customers? *

Mark only one oval.

- Yes
- No

Experience with Conflict

6. In your own words, please describe what you think conflict is. *

7. In 2-3 sentences, please briefly describe a conflict you personally had with another person or group of people (in any context). *

8. List 2 or 3 words that describe how conflict makes you feel. *

Conflict Resolution

9. On a scale of 1 to 5, do you think having conflict resolution skills are important? *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. In 2-3 sentences, please briefly explain your answer *

11. Have you ever participated in a conflict resolution training or workshop? *

Mark only one oval.

Yes
 No

12. If yes, did you find the content applicable? Please explain why or why not.

Appendix L

Post-Survey for Learning Assessment

Post-Survey

Thank you again for taking time out of your schedule to participate in this online module learning assessment. Please answer the following survey question and provide any feedback module.

Thank you,
Chelby

* Required

1. The videos were interesting and relevant to the written content *

Mark only one oval.

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

2. The videos helped me better understand the content *

Mark only one oval.

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. Please explain what you liked or didn't like about the videos *

4. What could I do to improve the videos (e.g., format, length, organization, etc.) *

5. The online module included content that was relevant and applicable to the real-world *

Mark only one oval.

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

6. The videos included relatable examples and scenarios *

Mark only one oval.

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. After completing the online module, I feel I have a better understanding of conflict and what it is. *

Mark only one oval.

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. After completing the online module, I feel I have a better understanding of conflict resolution. *

Mark only one oval.

1 2 3 4 5
Strongly Disagree Strongly Agree

9. After completing the online module, I feel more confident confronting conflict *

Mark only one oval.

1 2 3 4 5
Strongly Disagree Strongly Agree

10. The online module was segmented into appropriate categories. *

Mark only one oval.

1 2 3 4 5
Strongly Disagree Strongly Agree

11. The amount of time to complete this online module was reasonable. *

Mark only one oval.

1 2 3 4 5
Strongly Disagree Strongly Agree

12. If you felt it took too long to complete or, it was too short, please explain your answer. *

13. Do you feel that the content learned in this online module is applicable to your current workplace? *

Mark only one oval.

No
 Yes

14. I would recommend this online module to other library student employees at other campuses or institutions. *

Mark only one oval.

1 2 3 4 5
Strongly Disagree Strongly Agree

Reflection

15. What are two things that surprised you when learning about conflict and conflict resolution? *

16. What was the most interesting topic or section for you? Please briefly explain your answer. *

17. Having conflict resolution skills are important. *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

18. In 2-3 sentences, please briefly explain your answer *

19. Do you have any feedback on how I could improve this online module?

Appendix M

Wireframe

Figure 3

Homepage

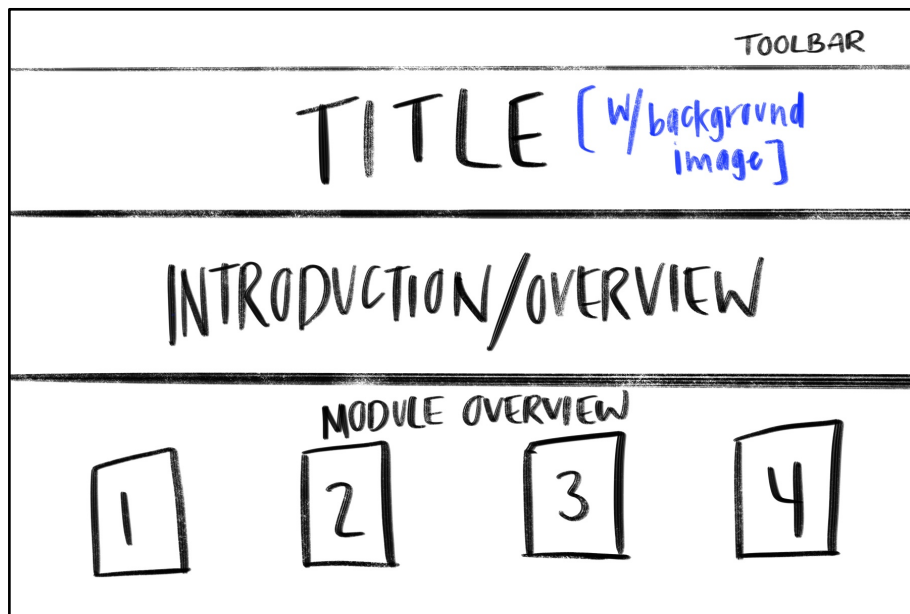


Figure 4

Module 1 Title and Pre-Test

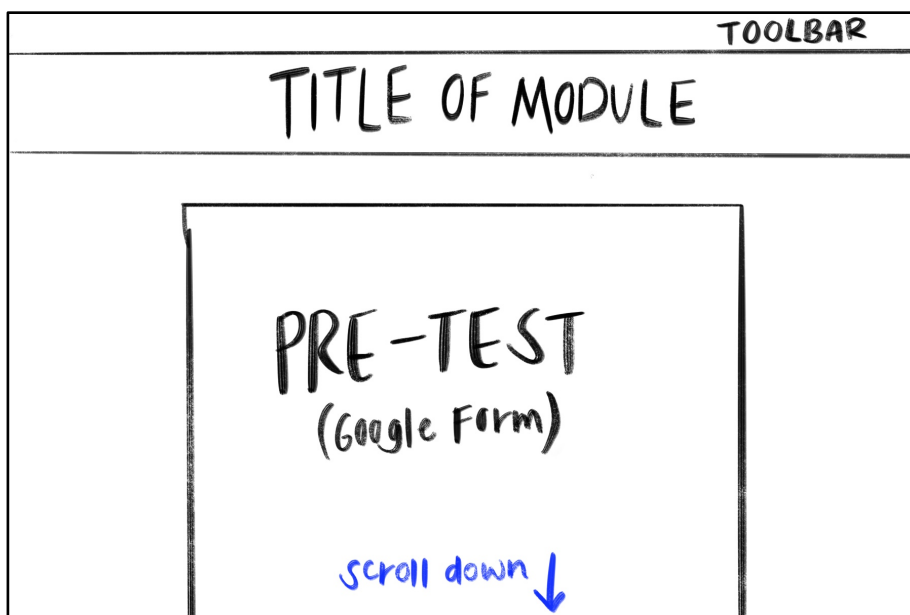


Figure 5

Module 1 Content

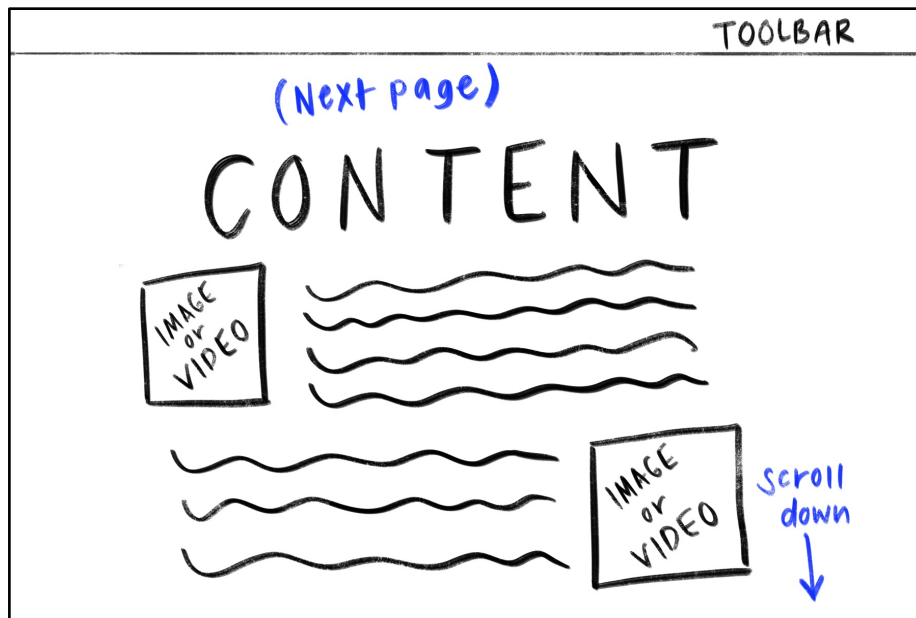
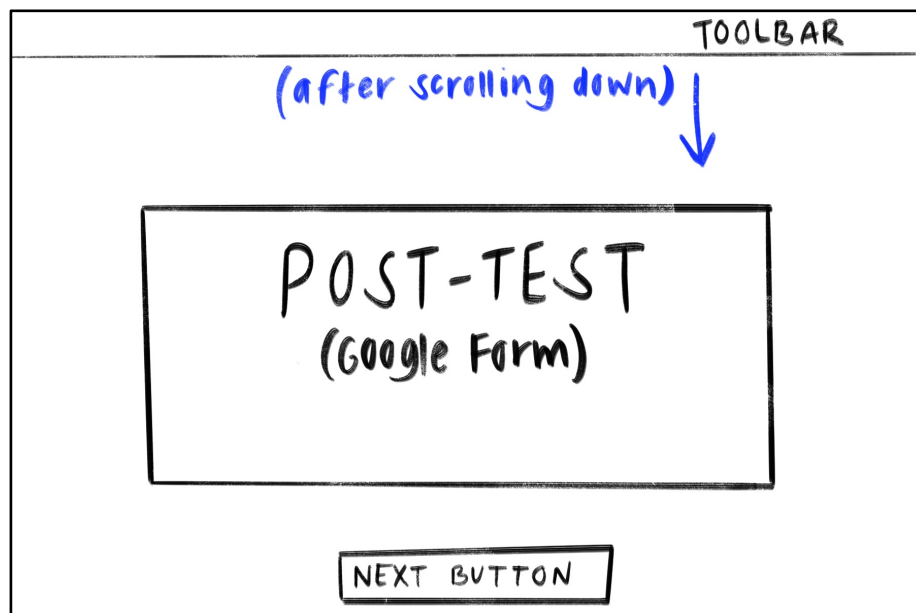


Figure 6

Module 1 Video Content and Post-Test



Appendix N

Demographic Data

Table 6*Usability Study Participant Characteristics (n = 3)*

Characteristic	#	%
Gender		
Male	1	33%
Female	2	67%
Library position		
Current	2	67%
Former	1	33%
Currently working in a customer service setting		
Yes	2	67%
No	1	33%
Participated in a Conflict Resolution Training or Workshop		
Yes	0	0%
No	3	100%

Table 7*Learning Assessment Participant Characteristics (n = 17)*

Characteristic	Count	Percentage
Gender		
Male	7	41%
Female	10	59%
Age		
18-20	1	6%
21-23	7	41%
24-26	5	29%
27-29	3	18%
30 and up	1	6%
UHWO Library Student Employee		
Current	8	47%
Former	9	53%
Currently working in a customer service setting		
Yes	15	88%
No	2	12%
Participated in a Conflict Resolution Training or Workshop		
Yes	2	12%
No	15	88%

Appendix O

Usability Study Participant Comments

Table 8

Participant Comments by Usability Category and Sentiment (n = 28)

Category	Sentiment	Specific Topic
Navigation	+	<ul style="list-style-type: none"> ● Felt it was easy once you got the hang of it.
	-	<ul style="list-style-type: none"> ● Expressed difficult going back to previous modules (x2) ● “Conflict Resolution” button is confusing, suggests changing it to “Home” instead (x2) ● Wording in task 3 was confusing (x2)
Content	+	<ul style="list-style-type: none"> ● Manageable chunks of content per section (x2) ● Valuable resource (x2) ● Videos were a good length ● Enjoyed background music in videos
	-	<ul style="list-style-type: none"> ● Doesn’t understand purpose of Module 5 ● The link to each button is unnecessary ● Questioned why the learning assessment post-survey collected emails ● Wording in module 2 is confusing ● Wording in module 4 is confusing
Visual Design	+	<ul style="list-style-type: none"> ● Good use of thin lines to separate sections ● Different colors used to represent a specific section ● Complimented progress bar (x2) ● Liked how the post test was placed at the end of the content page ● Pictures caught my attention and cued me for what to expect in each section ● Liked overall layout design
	-	<ul style="list-style-type: none"> ● Photos and captions could be more aligned with each other ● Title of modules were confusing, suggests title to include: Module # and title of topic at the very beginning of each module ● Adjust alignment of text for each module

Note. Comments from three participants came from the usability study and post-test.

Appendix P

Screenshots of Prototype

Figure 7

Home page version 1



Introduction

Welcome! This online module consists of 5 parts and will take approximately 1 hour to complete asynchronously. You may take breaks in-between if you need to. Below is an overview of the first 4 modules. When you reach module 5, you will write 2 open-ended responses based on what you have learned from modules 1-4.

Instructions: At the beginning of each module, you will take a pre-test. The pre-test will help me understand your current knowledge of the content so do not worry if you are unsure how to answer any questions. Next, you will read through the content and watch a video. Feel free to take notes and pause videos if needed. Lastly, you will complete the post-test at the end of each module. Remember, you will NOT be able to move on to the next module until you have

⓪

Figure 8

Home page version 2



Introduction

Welcome! This online module consists of 5 parts and will take approximately 1 hour to complete asynchronously. You may take breaks in-between if you need to. Below is an overview of the first 4 modules. When you reach module 5, you will write 2 open-ended responses based on what you have learned from modules 1-4.

Instructions: At the beginning of each module, you will take a pre-test. The pre-test will help me understand your current knowledge of the content so do not worry if you are unsure how to answer a question. Next, you will read through the content and watch some videos. Feel free to take notes and pause videos if needed. Lastly, you will complete the post-test at the end of each module. Remember, you will NOT be able to move on to the next module until you have completed the previous module! After completing the final module, you will be given a post-survey to complete. Thank you!

Figure 9

Home page version 1, overview of modules

Overview of Modules



Module 1

Defining Conflict

In module 1, you will learn about what conflict is and why it often occurs in the workplace due to how it is structured.



Module 2

Understanding Conflict Styles

Each of us handle conflict differently. In module 2, you will learn that each person may use a particular conflict style to deal



Module 3

Common Behaviors in Customer Service

Customer service is about providing and meeting the customer's needs. In module 3,



Module 4

Workplace Incivility

In most jobs, you will have to work with others as a team. In module 4, you will learn how some behaviors in the workplace

Figure 10

Home page version 2, overview of modules

Overview of Modules



Module 1

Defining Conflict

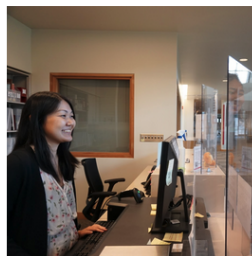
In module 1, you will learn about what conflict is, how it begins, and why it may occur in a workplace setting.



Module 2

Understanding Conflict Styles

Each person handles conflict differently. In module 2, you will learn about the five most common conflict styles.



Module 3

Common Behaviors in Customer Service

In module 3, you will learn how to respond appropriately to difficult patrons and difficult situations of conflict.



Module 4

Workplace Incivility

Most jobs will require you to work with others as a team. In module 4, you will learn about toxic work behaviors and what to do.

Figure 11

Module 1, Pre-Test

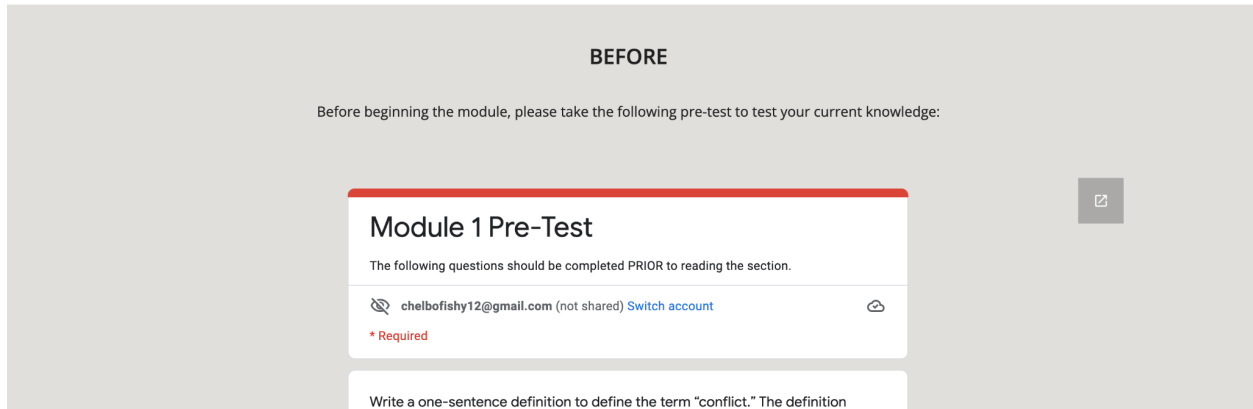


Figure 12

Module 1, Image and text content

Module 1: Defining Conflict



What is Conflict?

What are the first words that come to mind when you think about conflict? You might describe it as fighting or maybe a disagreement between two parties. Typically, we think of conflict as being something negative. According to Trudel & Reio (2011), conflict can be defined as a process where one individual perceives that the other has negatively affected something that matters to him or her. Nobody enjoys conflict but it is often inevitable when you are surrounded by others with opposing opinions and perspectives. Instead of viewing conflict as negative, what if we viewed it in a positive light? According to Raines (2013), conflict gives us an opportunity to create positive change, deepen relationships, and problem solve. We as individuals have the power to decide how we want to react and how to resolve the situation. In this module, you will learn about why conflict happens, and why it may occur in the workplace.

Figure 13

Module 1, Text and video content

Structural Sources of Conflict

Structural sources of conflict are unfair or unclear policies and procedures that repeatedly causes disputes, whether it be between two employees, or the employee and customer (Raines, 2013). The employee or customer is left unsatisfied due to unclear policies made by leaders of a group or organization. For example, every main office on campus is told that they need to check for everyone's COVID-19 LumiSight daily check-in upon entry. However, not every office is thoroughly checking for LumiSight. Although there is a policy in place, it is not equally enforced.

Here is another example of a structural source of conflict:

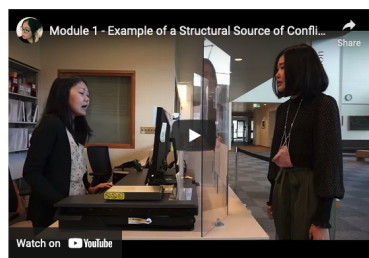


Figure 14

Module 1, Post-Test

Post-Test

Module 1 Post-Test

The following questions should be completed before you proceed to Module 2

chelbofishy12@gmail.com (not shared) [Switch account](#)

* Required

Write a one-sentence definition to define the term "conflict." The definition should include key terms such as disagreement and opposition. *

Your answer

Write a one-sentence definition to define the term "organizational culture." The definition should include key terms such as structure, shared values, expectations. *

Figure 15

Module 1, Post-Test, Module 2 button, and Progress Bar

are supposed to desensitize the book before you scan the item and you did the opposite.

Your friend who is also a student employee but works in the admissions offices makes \$3.00 more hourly than you. She tells you that the only task she has at her job is to check that everyone did their LumiSight check-in. You have a lot more required job tasks but get paid less and question how this is possible.

A student comes into the library and tells you that they graduated from UHWO but was hired as a full-time staff member and they need their library record updated today because they need to request books immediately.

Submit Clear form

Never submit passwords through Google Forms.

GoogleForms This form was created inside of University of Hawaii. ⋮

Module 2

10%