

## Piyawan Charoensap-Kelly Research Statement

I firmly believe in the power of research to impact lives and change the world. As an applied communication scholar, my primary research goal is to produce new knowledge that can extend our theoretical understanding as well as inform our communication practices. My research focuses on the intersection of organizational communication, interpersonal communication, and intercultural communication. My topic areas include conflict negotiation, identity management, training and development, and humor.

My dissertation focused on **conflict negotiation**. Through a quasi-experiment, I found that the more accommodative managers are to their employees' core concerns (i.e., basic human wants in a relationship), the more likely they will increase employees' positive emotion and integrative (win-win) intention, surprisingly even when the managers are overaccommodating. This study also revealed a significant mediating role of manager goodwill and moderating role of manager gender in the relationship between core concerns accommodativeness and positive emotion. Interestingly, the findings of my dissertation partially shed light on strategies female managers could use to negotiate more successfully.

On **identity management**, I explore how workers who identify with a minority religion manage their identity in the workplace using communication privacy management, co-cultural communication, and respectful pluralism as my frameworks. The first manuscript from this research has recently been published in the *Management Communication Quarterly* and the second manuscript is currently under revise-and-resubmit with the *Journal of Communication and Religion*.

My **training and development** research centers on training needs assessment and evaluation as shown in my book chapter contribution to Wallace and Becker's (2018) *Handbook of Communication Training*. Additionally, I led a research team evaluating the effectiveness of a

communication training program at a large hospital in Louisiana (Charoensap-Kelly, Broussard, Lindsly, Troy, 2015). We found that willingness to learn was associated with participants' behavioral change and face-to-face or blended (rather than pure) online learning would be more beneficial for developing communication skills in the workplace. Currently, I am leading a needs assessment team that examines perceived effectiveness of presentations at the National Communication Association conferences, obstacles people face when preparing and presenting their presentations, and how to enhance the overall NCA presentations.

My **humor** research investigates the effects of foreign-born instructor humor on perceived cognitive and affective learning of students in China, Thailand, and the United States. I also wrote an autoethnography reflexively exploring my personal experiences and describing how interracial couples can use humor to transcend their different cultural norms and create their own marital identity.

From this wide range of research projects, my current passion is on emotion, conflict negotiation, and identity in various types of relationships (e.g., supervisor-subordinate, teacher-student, peer to peer), cultural contexts (i.e., intracultural and intercultural), and channels (e.g., face-to-face versus mediated). I am curious about the role of emotion in conflict negotiation and identity negotiation. I am also committed to researching minority populations or individuals with multiple stigmatized identities (e.g., an African-American obese model, a homosexual boxer, or a transgender mother) and how they manage their identities amid the implicit or explicit social oppression. I aim to balance these issues with my investigation on humorous interactions and organizational training and development.

As described thus far, I employ both quantitative and qualitative approaches in my research. I am proficient in experimental, quasi-experimental, and survey designs as well as advanced statistical techniques including structural equation modeling. For qualitative

approaches, I have used open-ended questionnaires, conducted focus group interviews, and written an autoethnography. Although I consider myself a post-positivist, at times I also find an interest in subjective phenomena that can hardly be measured objectively or analyzed statistically. Therefore, I let the nature of the topic and my research goals guide my methodologies. I side with Tracy (2013, p. 47) noting that “moving beyond your comfort zone paradigmatically can expand your repertoire of tools and techniques” to enrich your research.

In short, I strive to bridge theory and practice in my research with the goal of creating more positive human interactions in interpersonal, organizational, and cross-cultural settings. In many ways, my scholarship has enhanced my teaching and I plan to instill in my students a passion for research by sharing with them my relevant research results and involving them in my research program. By continuing my scholarly investigation, collaborating with colleagues, and mentoring students, I hope to continue generating research that will enhance lives and society.

### **References**

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