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A growing emphasis exists in higher education and corporate America on the importance of interpersonal skills, emotional intelligence, and ability to resolve conflict in the workforce. As MBA schools across the country seek to prepare students for prominent business careers, the concern is that the general graduate level curriculum does not include the interpersonal education and awareness needed for graduates to succeed. In recognition of these concerns, this research focuses on the relationship of emotional intelligence and conflict management styles within a sample of MBA students at a small, private university. The results indicate significant relationships between emotional intelligence and conflict management styles that is worthy of additional research.

EXPLORING THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE
AND CONFLICT MANAGEMENT STYLES

by

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To my husband, Grady: as always, you were by my side with unwavering support, faith and encouragement. Without you, this degree would still be a dream.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of
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TABLE OF CONTENTS

	Page
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER	
I. INTRODUCTION	1
Research Problem	1
Purpose of the Study	8
Significance of the Study	8
Definitions	9
Research Questions	10
II. LITERATURE REVIEW	11
Context	11
A Chronological Account	11
Validity	15
Does EQ Exist?	15
Can It Be Measured?	16
Theory	19
Challenges in Higher Education	20
Outside of Education and Career	21
Conflict Management Styles	22
Assessments	25
History and Style	26
Description and Scoring	28
TKI	29
KCSI	29
Issues	30
Behavior	30
Styles and Perceptions	33
The Instrument	33
Empirical Data	35
Development and Impact	35
Leadership	36
Conclusion	37

	Page
III. RESEARCH METHODOLOGY.....	38
Introduction.....	38
Participants.....	38
Instrumentation.....	40
<i>Mayer, Salovey, and Caruso Emotional Intelligence Test</i> (MSCEIT, 2002).....	40
Reliability.....	42
<i>Kraybill Conflict Style Inventory</i> (KCSI, 1984).....	43
Procedures.....	45
Analytic Strategy.....	46
IV. RESULTS.....	48
Introduction.....	48
Descriptive Statistics.....	48
Reliability.....	56
Correlations.....	56
Summary.....	59
V. DISCUSSION AND IMPLICATIONS.....	62
Introduction.....	62
The Findings.....	64
Research Questions One and Two.....	64
Research Questions Three and Four.....	72
Research Question Five.....	76
Limitations.....	79
Length of Survey.....	79
Small Population.....	80
Assessment Tools.....	81
Social Desirability.....	82
Implications.....	83
Implications for Future Research.....	86
Conclusion.....	87
REFERENCES.....	89
APPENDIX A. THE MSCEIT BRANCH 4 INSTRUMENT.....	98
APPENDIX B. THE KSCI INSTRUMENT.....	113

	Page
APPENDIX C. AGENCY LETTER OF SUPPORT	139
APPENDIX D. CONTENT FOR E-MAIL TO MBA STUDENTS.....	140
APPENDIX E. CONSENT TO ACT AS A HUMAN PARTICIPANT	141
APPENDIX F. FORM CONFIRMING PERMISSION TO USE THE MSCEIT BRANCH 4 INSTRUMENT.....	143
APPENDIX G. EMAIL CONFIRMING PERMISSION TO USE THE KSCI INSTRUMENT	144
APPENDIX H. T-TEST RESULTS FOR MSCEIT AND KCSI IN RELATION TO GENDER AND MANAGEMENT EXPERIENCE	145
APPENDIX I. CONFLICT STYLES SEPARATED BY EQ LEVELS.....	153

LIST OF TABLES

	Page
Table 1. Conflict Inventory Style Comparison	27
Table 2. TKI and KCSI Inventory Comparison	34
Table 3. Summary of Research Questions, Hypotheses, and Methods of Analysis.....	39
Table 4. Frequencies and Percentages of the Variables	50
Table 5. Descriptive Statistics for EQ.....	51
Table 6. Conflict Styles Separated by EQ Levels	54
Table 7. Ranges and Standard Deviations for EQ Levels.....	55
Table 8. Ranking Conflict Styles in Relation to EQ Levels*	55
Table 9. Correlations Matrix of MCEIT Branch 4 and Independent Variables.....	57
Table 10. Correlations Matrix of MSCEIT Branch 4 and KCSI Scores.....	59
Table 11. Preferred Conflict Management Styles for Low EQ.....	66

LIST OF FIGURES

	Page
Figure 1. <i>KCSI</i> Sample.....	31
Figure 2. <i>MSCEIT</i> Results.....	51

CHAPTER I

INTRODUCTION

Research Problem

In the past, higher education was based on the “sage on the stage” approach. Faculty prepared and lectured; students took notes and were tested on the content. Recent research indicates that 21st century skills like problem-solving and critical thinking rely on pedagogical practices built upon more than just information transfer (Chickering & Stamm, 2002). Students need to be challenged in a manner that tests their ability to apply the knowledge and think past what is learned in the books. Furthermore, transformative learning is difficult to achieve if learning is solely based on subjects and not looking holistically at the student. In order to provide students with a comprehensive experience, universities must have “multiple lenses or perspectives on development instead of relying on just a single paradigm of development” (Merriam & Caffarella, 1999, p. 13). By offering a holistic education, students will have the opportunity to be impacted academically, professionally, personally, and civically. If this is the goal, the next question is how can higher education approach this need? Two approaches to holistic education that impacts students in all of these facets would be by incorporating emotional intelligence and conflict into curriculum.

Books and scholarly articles indicate that individuals with higher levels of emotional intelligence (EQ) are likely to be more successful in work and in relationships

(Boyatzis, Stubbs, & Taylor, 2002; Bosco, Brackett, & Warner, 2005; De Dreu, Harinck, & Van Vianen, 1999; Goleman, 1998, 2006; Reilly, 2005). Emotional Intelligence is “the ability to monitor one’s own and others’ feelings, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey & Mayer, 1990, p. 189). As a consultant in many different organizations, Goleman (1998) reports that EQ is twice as important as technical skills and intelligence quotient (IQ) for success on the job at all levels, and the importance of EQ increases with higher level jobs. Goleman believes that one’s EQ is a better indicator than one’s IQ when ascertaining success in senior leadership positions. Research indicates that individuals who possess higher levels of EQ tend to be more successful in their careers, have higher levels of general life satisfaction, and are healthier (Grewal, 2005). Furthermore, students possessing high self-knowledge, which is associated with EQ, are more likely to make appropriate career choices and wise decisions in marital partners (Vandervoort, 2006). These types of decisions often lead to career and family satisfaction, which reduce the chance of one becoming depressed, or anxious, or acquiring other health ailments. Studies have shown that lower EQ is related to depression and harmful behaviors such as excessive alcohol consumption and social deviance (Brackett, *et al.*, 2005). Men who score lower on EQ assessments report they engage in more recreational drug use and consume more alcohol (Salovey & Grewal, 2005). These factors may interfere with an individual’s family life and career progression (Goleman, 2006).

In addition to the importance of emotional intelligence, organizations often look for professionals who can handle themselves in the midst of chaos and conflict. Merely

having the academic background in a field of study is no longer adequate (Gardner, 1999). Conflict and violence are a part of our world, both on the microscopic and macroscopic levels, thus making the study of conflict increasingly important (Holt & DeVore, 2005). Employers want employees to join the workforce with the ability to collaborate, work under stress, resolve conflict, and be competent in the job. Research has demonstrated that “while colleges are doing a very competent job of producing students with the requisite cognitive skills, they are not doing a good job of producing graduates with important behavioral and attitudinal skills and competencies demanded by employers” (Gardner, 1999, p. 7).

Students must be at a developmental stage to be able to absorb the information being taught and incorporate it into their daily lives. The “law of readiness” states that if a person is ready to make the connection, learning is enhanced; otherwise, otherwise learning is inhibited (Ormrod, 1995). If employees are at a cognitive level to be ready to understand and appreciate what they are learning, emotional intelligence training could be one possible solution to the needs of the workforce. Studies show that, emotional intelligence can be increased and is also strongly correlated to academic performance (Jaeger, 2003).

Whether or not an individual has EQ skills can greatly impact the individual’s career or personal life. One skill that is greatly impacted by one’s level of EQ is the individual’s ability to resolve or manage conflict. By definition, conflict management is the approach individuals use to resolve conflict (Van de Vliert, 1997). The objective of conflict management is for an individual to find the appropriate method to resolve the

conflict in a more constructive manner (Blake & Mouton, 1964; Lipsky, Seeber & Fincher, 2003).

Managers spend approximately 25% of their time dealing with conflict (Lang, 2009). With conflict being so prevalent, one would surmise that conflict management would be engrained in business classes across the nation. Unfortunately, this is usually not the case. A recent study conducted with 124 top tier business schools indicated that only 44 had conflict management built into the courses and only 18 of those 44 had classes that were dedicated solely to the subject (Lang, 2009). Therefore, the general population in corporate America is not likely to have any formal training in conflict management. If this is true for managers running businesses, who are more apt to have business degrees, it is likely to be more prevalent in a university setting. University staff may be more likely than faculty to have this skill set due to their more diverse work experience and having worked in offices that function more like traditional businesses. However, it is highly unlikely that non-business faculty have this training, as their focus is on being experts in their respective fields, not in management.

According to a recent study conducted by the National Association of Colleges and Employers (NACE), the top four sought-after dimensions were “soft” career skills, including interpersonal skills, ethics and integrity, leadership, and perseverance, followed by actual knowledge (Shivpuri & Kim, 2004). Corporations are professing the connection between emotional intelligence and job performance, job satisfaction, and commitment to the organization (Abraham, 1999). However, neither EQ nor conflict management are consistently taught in higher education. Colleges and universities have not embraced the

use of emotions to develop the skills necessary to interact with others in ambiguous and unstable situations (Jaeger, 2003).

Gaining these skills would allow benefits to be reaped by students throughout college, not just post-graduation. In addition to the positive effect of emotional intelligence on school performance, EQ is beneficial for students entering the workforce. Supervisors rate employees with higher EQs as being more interpersonally sensitive, more tolerant of stress, having greater potential for leadership, and find they are more apt to earn higher salaries and receive more promotions (Salovey & Grewal, 2005). Teaching students about emotional intelligence and conflict may be impressive to potential employers who spend millions of dollars on properly training unprepared graduates whom they hire. Although the idea of providing students with a “holistic” education, such as adding emotional intelligence training, has not been widely adopted into the curriculum or by the administration in higher education, it is beginning to appear in graduate programs (Morrison, 2008). Several professional schools have started to integrate emotional intelligence into the curriculum (Latif, 2004). For example, the Dunn School of Pharmacy at Shenandoah University in Winchester, Virginia introduced the concept into a management skill course by having students do role-playing exercises. The outcome was dramatic with students showing significant improvement in their ability to communicate, empathize, an overall increase in their management ability, and significant improvement in their emotional intelligence (Latif, 2004). Law schools and business administration programs are also starting to adopt this philosophy (Reilly, 2005). In one study, law students learned the value of making their clients feel safe and comfortable,

due to students' awareness of clients' feelings. This enabled students to establish a good rapport and build trust with the client. It also addressed the "win-at-all-cost" mindset that often pervades negotiations (Reilly, 2005).

Research indicates one is more likely to have a successful career with a higher EQ (Goleman, 1995). However, whether an individual with a higher EQ is able to effectively manage conflict is not addressed in education or business literature. Today, organizations are often forced to do less with more. Downsizing is prevalent and the stress level of employees is high. This undoubtedly affects the organization and its people. According to Amason, Thompson, Hochwarter, and Harrison (1995), how well a team handles conflict in the workplace is a critical factor in the overall performance of the team. Research indicates that conflict and conflict management have a great impact on individual, group, and organizational effectiveness, and employees' well-being, based on a rising number of health complaints and doctor visits (Harinck, De Dreu, & Van Vianen, 2000). This could potentially create higher medical claims with insurance companies, increase the number of sick days an employee takes thus reducing productivity, and may lead to employees having chronic health problems. All this assumes that employees will continue working for an organization and not leave due to the conflict. While some attrition may be positive, high levels of turnover promote different challenges. When employees decide to resign organizations are faced with the financial cost and opportunity associated with new employees, the impact attrition has on overall team effectiveness, all while in the midst of whatever initially led to the need for change.

Organizations need to be aware of the impact of change on their employees' mental, emotional, and physical health. To avoid these health issues and other potential outcomes, leaders need to be properly prepared to deal with change. Because change and conflict are encountered in all facets of one's life, these skills can help one navigate the "minefield of life" much more effectively. Furthermore, conflict management skills are a necessity for one who aspires to manage a team of professionals, as a manager's ability to resolve conflict impacts the effectiveness of individuals, teams, and entire organizations (Tjosvold, 1998). Depending on the culture of the organization, often it is the leader's responsibility to mediate situations in a manner that allows teams to remain a cohesive unit. Therefore, learning about how EQ connects to conflict management skills could be invaluable to employees, spouses, parents, and anyone who engages those around them.

Managing a cohesive group of people when business is good and everyone works as a team can be done by anyone. The real challenge is how one handles the stress when sales decrease, conflict arises in the team, personal issues are interfering with work and a myriad of other challenges managers face on a regular basis. If MBA schools are simply focusing on accounting, finance, and other business topics, the students graduating from these programs may be ill-prepared for the reality they will face when dealing with the aforementioned problems in the workforce. One way to prepare students in a more holistic manner is to educate them and create an awareness of the concept of emotional intelligence. However, one cannot assume that a student who scores higher on the EQ assessment is automatically adept at conflict management.

Purpose of the Study

The purpose of this study was to explore the relationship between emotional intelligence and conflict management. The research is important because these constructs have not been previously connected in the research literature in business or in higher education. The objective of this research was to learn if individuals with higher levels of emotional intelligence are likely to use similar conflict management techniques. As opposed to previous research (Rahim & Psenicka, 2002), this study did not compare emotional intelligence and conflict management studies from a cultural standpoint, but rather focused on the existence of a relationship between EQ and conflict management styles, and if so in what manner and to what degree. The scores from the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) and Kraybill Conflict Style Inventory (KCSI) were compared to determine participants' conflict management styles, the frequency of use of each style, and the correlation between varying levels of EQ and styles.

Significance of the Study

People face conflict personally, professionally, and socially on a regular basis. Therefore, one's conflict management skills have the potential to greatly impact an individual's success in each of these areas. If it can be determined that high EQ MBA students use certain techniques to successfully deal with conflict, perhaps EQ and conflict management skills can be taught to students to increase their overall success in resolving conflict and working with other people. First, an understanding of what higher emotional intelligence means in relation to conflict management styles needs to be

determined. Considering the challenges professionals face, including economic and relational, possessing coping skills and the ability to deal with conflict in a productive manner is an essential tool. Failure to learn effective ways to deal with conflict can result in the loss of a job, dysfunctional relationships, and a plethora of other challenges.

Definitions

Due to varying uses for the terms used in this research, the following provides operationally defined terms used throughout this study.

Conflict Style—This term refers to the way an individual chooses to manage conflict to satisfy one's self or others (Womack, 1988).

Emotional Intelligence—There are multiple definitions of emotional intelligence, as the concept has been in literature since the 1700's, from Binet to Wechsler, to Gardner and Payne to Mayer, Salovey and Goleman. This study used the definition of emotional intelligence as one's ability to be cognizant of one's own feelings, be cognizant of the feelings of others, to differentiate between the two and to use this information to guide one's thinking and behavior (Salovey & Mayer, 1990).

Intelligence—This term is defined as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environments” (Wechsler, 1958, p. 7).

Millennial Generation—A student from this generation, born between 1980-1995, identified as being confident, technologically advanced compared to previous generations, sheltered, anxious, and entitled (Atkinson, 2004; Howe & Strauss, 2000).

Social Intelligence—This term is defined as an individual’s ability to understand and manage to act wisely in human relations” (Thorndike, 1920).

Research Questions

The specific research questions for this study were as follows:

1. Do individuals who are assessed with higher EQ use multiple conflict management styles?
2. Do individuals with lower levels of EQ employ multiple conflict management styles?
3. Is one conflict management style used more frequently with individuals who are assessed with higher levels of EQ?
4. Is one conflict management style used more frequently with individuals who are assessed with lower levels of EQ?
5. Are there any differences regarding EQ scores and conflict management styles depending on the sex or management experience of the student?

CHAPTER II

LITERATURE REVIEW

Context

This literature review will address the history of emotional intelligence, provide a clear definition of the concept, compare and evaluate various viewpoints on the validity of the concept, and discuss the implications of the studies. It also will share information regarding conflict management styles and how they connect to emotional intelligence. Finally, it will examine why emotional intelligence should be addressed in MBA programs and discuss how research indicates that EQ competencies can be development in MBA students (Boyatzis et al., 2002).

A Chronological Account

The words intelligence and intelligent have been used by authors since the 15th century, with the word emotion coming into use in the 17th century. Combining the two words to form “emotional intelligence” did not occur until late in the 20th century. The study of EQ has its roots in the work of psychometric pioneers such as Binet, Thorndike, and Wechsler in the early 1900s (Fancher, 1985). These researchers were the first to look beyond the cognitive aspects of intelligence, such as memory and problem-solving. Instead, they began to focus on the non-cognitive aspects, including intrapersonal and interpersonal skills, internal motivation, managing emotions, and collaboration. Thorndike (1920) started writing about social intelligence, which has a much broader

scope than emotional intelligence and is defined as “the ability to understand and manage men and women, boys and girls to act wisely in human relations” (p. 228). Wechsler (1958), who is best known for his intelligence tests, defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environments” (p. 7). In the 1940s, he later began using phrases such as “non-intellective and intellective elements,” which referred to personal and social factors (Wechsler, 1958). These researchers were some of the first to acknowledge that these skills were vital in predicting one’s ability to be successful in life.

Gardner (1983) resurrected this broader view of intelligence by forging ahead with the concept of non-cognitive aspects of intelligence. Integrating ideas from others previously listed, he expanded upon the idea of alternative intelligence by integrating cognitive and non-cognitive intelligences. He coined the term “multiple intelligences,” which included visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. Gardner (1983) described multiple intelligences as consisting of adaptive skills, whereby a person has a deep awareness of his or her emotions and the ability to label and draw upon those emotions as a resource to guide behavior. The definition of intelligence, which had been limited to cognitive functions, was broadening to a more holistic approach.

The term “emotional intelligence” originally appeared in a dissertation by Wayne Payne in 1985. For the following five years, the term was dormant. It reappeared in 1990 when two professors, Peter Salovey and John Mayer, published their first article. Salovey and Mayer (1990) proposed a formal definition of emotional intelligence as “the ability to

monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action" (p. 189). These scholars continued to conduct research and expounded upon their original concept. They refined the definition and separated it into four "branches" of emotional intelligence: perceiving emotions, using emotions, understanding emotions, and managing emotions. The branches increase in complexity beginning with branch one being the simplest form and ending with branch four being the most complex.

The first branch, perceiving emotions, is one's ability to identify and interpret different emotions, whether it be nonverbal cues, tone of voice, in pictures, or cultural artifacts (Salovey & Grewal, 2005). This branch also includes the ability to recognize and manage one's own emotions.

The second branch is one's ability to use emotions. It is more cognitively based as it deals with one's ability to control emotions in order to facilitate cognitive activities, such as thinking and problem solving (Salovey & Grewal, 2005). Both positive and negative emotions can be beneficial to an individual when used properly. Positive emotions and negative emotions can entice and motivate one to work or try harder.

The third branch, understanding emotions, deals more with relationships and one's ability to comprehend emotion language and to interpret complicated relationships among emotions (Salovey & Grewal, 2005). This allows one to understand and appreciate the differences between levels of emotions and how emotions can change over time. An example would be the stages of grief and how a person moves from one stage to the next, but may also retreat to an earlier stage.

The final and most complex stage is managing emotions. It is the ability to regulate emotions in both one's self and in others (Salovey & Grewal, 2005). This stage allows a person to not only control his or her own emotions, but he or she can also facilitate in the management of the emotions of others. This stage requires a person to be able to harness emotions and, if needed, to achieve an objective. It is worthy to note that people at this stage can also abuse this ability by manipulating someone with a lower level of emotional intelligence. Emotional intelligence is not necessarily always a positive skill; it can be used in a detrimental manner.

Because Salovey and Mayer worked in the academic realm writing scholarly articles, they are often not credited for coining emotional intelligence. Recognition is often given to the psychologist and author of a 1995 best-selling book, *Emotional Intelligence*, Daniel Goleman. Since that time, Goleman has published several books and articles about emotional intelligence and its application to business. He believes that emotional intelligence is a person's ability to understand and interpret his or her feelings and the ability to control them (Goleman, 1995). An individual with higher emotional intelligence is able to motivate himself to perform tasks, be creative, and perform at a high level of efficiency. Goleman believes emotional intelligence allows one to sense what others are feeling; with this insight one is able to handle personal and professional relationships more effectively (Dulewicz & Higgs, 2000). Goleman has developed two models of emotional intelligence. The ability model states the importance of emotional information and sees emotional intelligence as a set of abilities that allow an individual to reason well. The second model is a mixed model that focuses on social competencies,

traits, and behaviors (Cobb & Mayer, 2000). The second model is more popular and is the one that Goleman believes assures success in life because it frames EQ as a skill more than an attribute. Goleman not only claims that emotional intelligence leads to success, but he also believes that the most IQ contributes to success in life is about 20 percent (Goleman, 1995), leading us to believe the remaining 80% is due to emotional intelligence. Claims such as this have led to much skepticism due to the lack of empirical justification.

Validity

Does EQ Exist?

Although cynicism regarding emotional intelligence existed for many years prior to Goleman's books, it was heightened after the aforementioned claim. Arguments opposing his view became abundant, as did articles in favor of the concept. Some researchers believe EQ is an extension of IQ and is more cognitive in nature (e.g., Mayer & Salovey, 2000). Bradberry and Greaves (2005) believe EQ is a skill that is able to be measured. Others (e.g., Schutte, Malouff, Simunek, McKenley, & Hollander, 2002) hypothesize that EQ is a combination of perceived abilities and traits. The general consensus is that the notion is good but it lacks predictive validity and is merely an undefined, unsupported speculation (Davis, Stankov, & Roberts, 1998; Mayer & Cobb, 2000). Psychologists across the nation are interested in studying the concept, as many agree there is not enough data to predict success of people with a higher level of this intelligence. Non-cognitive programs, such as socio-emotional and emotional intelligence programs, are being implemented with hope that they will have beneficial effects,

produce independent scientific findings, and establish a newly defined part of personality that will be referred to as emotional intelligence (Mayer & Cobb, 2000). Mayer, Caruso, and Salovey (2000) believe that instead of proving emotional intelligence is more powerful than IQ, researchers should focus on broadening the current view of human abilities. Other researchers agree that there are major conceptual, psychometric, and applied problems that need to be overcome before EQ can be considered a genuine, scientifically validated construct with real life practical significance (Matthews, Roberts, & Zeidner, 2004). Lam and Kirby (2002) agree with others in that the development and application is well documented, but believe there is a lack of independent, systematic analysis of the claims that emotional intelligence leads to success.

It is clear that credibility and validity is lacking in the concept of emotional intelligence. In order to create a measurable and testable construct, more research must be conducted and the research must include a reliable and ability based test. This testing and research will help develop support for its central hypothesis that emotional intelligence exists (Mayer & Cobb, 2000).

Can It Be Measured?

Realizing the void of necessary research, many psychologists and researchers have attempted to respond. People are born with a fixed, potential intelligence and it can be measured. Intelligence Quotient (IQ) is the “single most effective predictor known of individual performance at school and on the job” (Gottfredson, 1997, p. 24). Testing and measuring emotional intelligence is proving not to be quite as simple. There are a variety of tests that claim to be able to predict emotional intelligence. The most common critique

of the majority of these tests is that the use of self-report scales, such as the Bar-on Emotional Quotient Inventory (EQ-i), compromises objectivity. The Mayer-Salovey-Caruso Emotional Intelligence Tests (MSCEITs) is an ability based test that was created to assess one's ability to perceive, understand, use, and regulate emotions. The test consists of 141 items that are divided into eight tasks (Brackett, Warner, & Bosco, 2005). Mayer, Salovey, and Caruso (1997) ensured that the test's psychometric properties were sound. The test met several of the standards for intelligence tests. It is operationalized as a set of four abilities, and has a factor structure that is congruent with the theoretical model. Scores are determined by consensus or expert scoring; test scores correlate with existing intelligences, yet still show a unique variance in that scores increase with age. Mayer, Salovey, and Caruso (2003) associate two tasks with each branch:

1. Branch one, perceiving emotions, is measured through participants viewing faces and pictures where they are asked to identify emotions.
2. Branch two, using emotions, challenges participants to compare emotions to different tactile and sensory stimuli, then to identify the emotions that fit best with this type of thinking.
3. Branch three, understanding emotions, tests the participant's ability to increase or decrease emotional intensity depending on different stimuli, and tests how the participant's emotion changes from one situation to the next.
4. Branch four, managing emotions, is the most complex branch. In this portion of the test participants are given different hypothetical scenarios and asked what type of emotional response would be exhibited. They would also be

asked how they manage the feelings of others so their desired outcome was achieved.

By conducting the test in this manner it becomes an ability test instead of a self-reporting test, as it evaluates participants based on a criterion instead of their own self-report. This is a critical component to a valid test as it allows the participant to demonstrate their emotional intelligence, instead of giving merely a subjective assessment.

Although the test meets many of the psychometric standards and demonstrates good reliability, many researchers are skeptical about its effectiveness. One common complaint is that even if the test results state a person has higher emotional intelligence, such a score does not guarantee that the person chooses to behave or respond intelligently. A future study could examine the relation between EQ scores and how a person responds when asked to perform various tasks or attentional processes (Gohm, 2004). Others are still resistant to the concept stating that there is no clear, conceptual evidence, nor any empirical data beyond what may be latent traits of EI. Brody (2004) believes EQ lacks the foundation required to test in applied settings, or the evidence indicating that the test measures an important dimension of individual differences.

Although the concept of EQ has its naysayers, several authors believe that the concept of EQ is simply in the early stages and needs more research (Matthews et al., 2004). This position reinforces the need for my study. Clearly there is still work to be done to create a sound and valid test. Once this is accomplished the impact could be substantial, especially to higher education and the issues it is facing today.

Theory

Emotional intelligence could be easily incorporated into several theories and concepts used in higher education. By definition, emotional intelligence is “the ability to monitor one’s own and others’ feelings, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey & Mayer, 1990, p. 189). This concept blends very well with the American College Personnel Association (ACPA) and the National Association of Student Personal Administrators’ (NASPA) (2004) *Learning Reconsidered*, which refers to four dimensions of learning: cognitive competence, intrapersonal competence, interpersonal competence, and practical competence.

EQ also aligns well with Arthur Chickering’s (Chickering & Reisser, 1993) Seven Vectors, which include: developing competence, managing emotions, moving through autonomy toward interdependence, developing more mature relationships, establishing identity, developing purpose, and developing integrity. Students who are guided through the “branches” of EQ will simultaneously advance through several levels of the seven vectors. EQ can essentially be used as a mechanism that allows these concepts and theories become a reality in the lives of our students.

The essence of EQ is that the knowledge gained by educating students will impact the students well beyond their education and career. Learning and employing emotional intelligence can affect one’s personal life, family members, and friends. Students scoring high on managing emotions report a higher level of happiness, interest, and respect than those with lower scores.

Challenges in Higher Education

The American College Personnel Association (ACPA) and the National Association of Student Personal Administrators (NASPA) (2004) *Learning Reconsidered* refers to four dimensions of learning: cognitive competence, intrapersonal competence, interpersonal competence, and practical competence. To provide students with a holistic experience, the university must have “multiple lenses or perspectives on development instead of relying on just a single paradigm of development” (Merriam & Caffarella, 1999, p. 13). Although these theories are much broader, they do have many similarities to theories of emotional intelligence. One of the big differences is emotional intelligence uses common terminology that can be useful outside of the academic realm.

Students will be able to speak more easily about their experience, and gain and understanding and appreciation for emotional intelligence. Data has demonstrated that “while colleges are doing a very competent job of producing students with the requisite cognitive skills, they are not doing a good job of producing graduates with important behavioral and attitudinal skills and competencies demanded by employers” (Gardner, 1999, p. 7). With the increasing cost of tuition, and higher expectations from employers and students, educators must evolve to meet these demands. By teaching students about emotional intelligence it may also be impressive to potential employers who spend millions of dollars on properly training unprepared graduates that are hired. Employers praise the outcome of training by EQ consultant experts. Supervisors rate employees with higher EQ as being more interpersonally sensitive, more tolerant of stress, having greater potential for leadership, and find they are more apt to make a higher salary and receive

more promotions (Salovey & Grewal, 2005). Jaegar (2003) indicates that graduates are often seen as lacking the ability to manage emotions, adapt to change and work effectively in a group. In a recent study conducted with students in a general management course, Jaegar (2003) found that emotional competence can be increased and is strongly correlated to student academic performance. Learning these skills would allow students reap the rewards throughout college, not just post-graduation. In addition to emotional intelligence having a positive effect on school performance, it is preparatory for students entering the workforce. If the research is stating the genetic traits are less important to an effective worker than the employee's emotional intelligence (Abraham, 2000; Ashforth & Humphrey; Goleman, 1995), we are remiss in ignoring this valuable piece of education for students.

Outside of Education and Career

The majority of this review has been focused on how emotional intelligence can impact one's education and career. This is not the only impact emotional intelligence can have on one's life. Another facet is how EQ can affect one's personal life, including relationships with spouses, children, other family members and friends. Students scoring high on managing emotions report a higher level of happiness, interest, and respect than those with lower scores. Emotional intelligence may also strengthen interpersonal relationships with partners and spouses (Grewal, 2005). Researchers have shown that positive emotions, emotional stability, self-esteem, and secure attachment style all correlate with partners' reports of happiness. If a couple consists of at least one person with a high emotional intelligence, the relationship is likely to be happier and healthier. It

is important to note that women typically have higher EQ scores, but both genders should be educated and constantly working to improve their level of EQ (Brackett et al., 2005).

The effects of emotional intelligence extend beyond one's personal and professional life. In a study conducted by Mayer and Cobb (2000), they concluded that emotional intelligence was readily observable and accessible in students and that good citizenship was also correlated with higher EI. Students are able to think beyond themselves and incorporate their ability to motivate and understand others in a positive manner. An additional study showed that individuals who score high in EQ scored high in self-reported leadership experiences (Kobe, Reiter-Palmon & Rickers, 2001). These are both great examples of how one can use EQ in an ethical manner that is for the good of both themselves and others.

Conflict Management Styles

Effective conflict management occurs when both parties' needs are being met (Corcoran & Mallinckrodt, 2000). However, with a culture that lends itself to busier lifestyles and less time for one's self and those around us, individuals face a precarious balance between work, family, and all other responsibilities (Kaushal & Kwantes, 2006). This lack of time and opportunity to reflect, and simply being overburdened is likely to lead to more conflict, as patience and time can be decreased. In the midst of the cultural challenges, individuals are faced with responding to the different conflict. The questions are how one determines a mode of conflict management and why.

According to Rahim (1983), individuals tend to employ the same types of conflict styles in similar settings and circumstances which indicates that individuals tend to have

a predisposition to one type of style due to a number of factors including life experience and relationships, cultural background, and personality traits. This gravitation towards habitual use of conflict management styles suggests that conflict may be related to a general orientation to close relationships. There is growing evidence that one's level of attachment to role models during earlier developmental years impact conflict styles (Corcoran & Mallinckrodt, 2000). For instance, if one did not form solid attachments as a child, the individual may be more likely to have aggressive tendencies. Lack of attachment may also influence an individual's relationships and effectiveness at work. According to a study conducted by Holt & DeVore (2005), employees are more likely to use more withdrawing styles with peers and superiors and more aggressive, attacking styles with subordinates. This difference in reaction indicates power is a contributing factor to one's response to conflict and therefore an understanding and application of appropriate skills may be needed to avoid power-based interactions which result in power struggles, poor management and decreased employee performance and engagement. While aggressive behavior may be linked to control and power, one's attachment and relationships as a child may also impact their conflict styles at work as well as at home.

Conflict levels can range from intergroup and interpersonal, but also from social to personal levels. Whether a person is more passive, assertive, or aggressive, is inevitably influenced by the type of interpersonal interaction (Kaushal & Kwantes, 2006). Additionally, previous research has established that an individual's cultural values and beliefs impact conflict style (Kaushal & Kwantes, 2006). These values are likely to have a strong influence on how one responds to a situation. Another factor in this decision

making process is one's natural personality. This leads back to EQ and how personality and the ability to self-monitor, may impact an individual's choices when managing conflict.

Conflict management is multifaceted; all of these factors impact how one responds to a conflict. Even if a person knows his or her typical response, that does not mean that he or she handles conflict using the same style at all times. While one may have preferred styles, the style chosen typically depends on the situation, the relationships, emotion, and power. How a person responds when emotion is set aside, when he or she is in a "calm" state, may be very different than a response when he or she is in the midst of anger, in a "storm" state (Blake & Mouton, 1964). One's ability to understand the best way to resolve conflict can be hindered by emotion or it can be supported by interventions (such as mediation) that facilitate emotional dynamics and lead to better emotional understanding such as "allowing for a controlled ventilation of anger" and "acknowledging, summarizing, and reframing feelings" (Bickerdike & Littlefield, 2000, p. 195). The cognitive ability to resolve conflict does not necessarily mean a person will respond the same in different circumstances, but designing educational experiences and interventions that promote emotional understanding can improve an individual's capacity.

If one feels strongly about the outcome of a conflict he or she is may be more likely to be on the assertive side of the grid; however, if it is an issue that is not as important, that same person may be much more cooperative. Depending on the circumstance an individual can modify his or her behavior, moving them from one style

to another. Therefore, one's style is not predictive based on the results of the inventories, as it does not consider the situation. When considering perception, 0Branch 1 of the MSCEIT, this includes deciphering social cues, such as relationships and power. It also entails accurately assessing emotional expression (Mayer, Roberts, & Barsade, 2008).

For instance, if "Jane" is in a discussion with a colleague over a topic that does not matter to her, she may be more accommodating/harmonizing. However, if Jane were to have a discussion regarding a different topic about which she is assertive, even with the same colleague, she may shift to collaborating/cooperating or compromising. Furthermore, if Jane is in a heated discussion with her boss who is very intimidating, there is a power differential at hand. Jane may avoid in this situation. Yet, when she returns home after the conflict with her boss, she may employ the competing/directing style with her husband or children. Another consideration is how Jane responds to each conflict. If she responds emotionally to conflict, she is more likely to attend to the crucial aspects in her life; whereas if she is often overwhelmed by minor issues, then she is likely to focus on broader concerns in her life (Parrott, 2002). Therefore, how Jane responds also has to do with how she handles her emotions in general and how important the issue is to her).

Assessments

The market is flooded with instruments on conflict, personality, personal strengths, communication styles, interests and skills, and a myriad of other subjective questionnaires to help one discover a "true self," how one works in a team, or any number of other outcomes. For this study, the researcher examined at the different

conflict management styles or modes of handling conflict. After doing research on a number of conflict style instruments to see which was the best fit for this study, the Thomas-Killman Inventory (TKI) (1974), Blake and Mouton (1964), and the Kraybill KCSI (1984) appeared to be the most appropriate instruments to consider for the purpose of this study. However, because Black and Mouton's assessment is incorporated into the KCSI, the researcher opted to compare the TKI and KCSI.

History and Style

The Thomas-Kilmann Conflict Management of Differences Instrument, also known as "MODE" or "TKI" was created/published by Ken Thomas and Ralph Kilmann in 1974. Approximately a decade later, Ron Kraybill created the Kraybill Conflict Style Inventory Style Matters or "KCSI", which has many similarities to the TKI, but offers a unique contribution to the variety of conflict assessments. The KCSI uses the TKI as a foundation. According to its creator, Ron Kraybill, the instrument has been taken by over 120,000 people, but has not undergone extensive testing. While the KCSI performed well on sample validation, research comparable to the TKI has not been conducted (<http://riverhousepress.com>). This is partly due to the fact that the original intent of this tool was to be used as a training tool, not as a research instrument. It was originally designed to assess conflict management styles in a training environment, rather than a standalone assessment to be interpreted without a knowledgeable facilitator. Even with the limited research, the KCSI still offered the broadest assessment in terms of conflict management styles, and was therefore chosen for this research.

Both inventories classify responses into five styles. A style is the way an individual chooses to manage conflict to satisfy one's self or others (Womack, 1988). The TKI and the KCSI both have 5 styles and use similar definitions for the classification. Table 1 compares the five styles of both conflict inventories, which are nearly identical, but use different names.

Table 1

Conflict Inventory Style Comparison

TKI	DEFINITION	KCSI
COMPETING	High assertiveness and low cooperativeness. The individual is more focused on self at the expense of others.	DIRECTING
ACCOMMODATING	Low assertiveness and high cooperativeness. This is the opposite of competing, as the individual neglects his or her own needs to satisfy the other person.	HARMONIZING
AVOIDING	Low assertiveness and low cooperativeness. Neither the individual, nor the other person has their needs met, as the conflict is not addressed.	AVOIDING
COLLABORATING	High assertiveness and high cooperativeness. A solution is found to meet the needs of both people.	COOPERATING
COMPROMISING	The intermediate between assertiveness and cooperativeness. The individual tries to find a mutually acceptable solution for both parties. It differs from collaborating as each party has to sacrifice.	COMPROMISING

Both inventories take their basic concepts from Robert Blake and Jane Mouton's Managerial Grid (1964). This dual dimension instrument focuses on assertiveness and cooperativeness to assess conflict styles. Assertiveness is a concern for self interests, whereas cooperativeness is a concern for others or the relationship (Volkema and Bergmann, 2001). The factors considered in Blake and Mouton's Managerial Grid includes values, personality, chance, and individual assumptions. Conversely, Thomas and Kilmann (1974) believe styles of conflict behavior are strongly influenced by personality and situational factors and that each of the aforementioned styles can be effective depending on the situation. This is evidenced in the KCSI by the inclusion of a "calm and storm" factor to recognize that people may respond differently to conflict depending on whether or not they are in a calm state or if the intensity of the situation increases. Although this is not stated in the literature, it is inferred that Kraybill concurs with Thomas and Kilmann on this view because of the similarities of the instruments.

Description and Scoring

The inventory was administered by the researcher. Prior to administering either inventory or providing results, individuals should be told that there are "no right answers," and that, high ranges in any of the styles could be positive, negative, or neither. As mentioned earlier, Thomas-Kilmann believed that there was a time and place for all modes to be used. The interpretation section is a critical component to the inventory as it presents the individuals strengths, growth areas, and uses with each style.

TKI

The TKI (1974) consists of 60 statements that are listed in 30 pairs. The individual has to choose which response best describes how they would behave in a certain situation. The inventory is based on behavioral intentions, not communication. It does not indicate how the individual would actually communicate these intentions in the midst of a conflict (Womack, 1988). While the TKI was not developed from a communication framework, it does have the potential of providing insight into how an individual communicates in the midst of conflict. Since the creation of the TKI, other researchers have delved deeper into the five styles from a communication perspective and have provided insight into different tactics and strategies for each mode (Morrison, 2008, Jordan & Troth, 2004, Whitworth, 2008).

KCSI

For the purpose of this study, the researcher will be used the most recent version of KCSI, Style Matters. One distinct difference between the TKI and the KCSI is the type of questions the participant is provided. While both are multiple choice, Kraybill did not agree with Thomas and Kilmann's "forced choice" approach. The KSCI uses a 6-point Likert-type scale from 6 (*very characteristic*) to 1 (*not at all characteristic*). It is a 20-item instrument that aligns with the Susan Gilmore and Patrick Fraleigh Style Profile (1993, 2004) by giving individuals two scores based on "calm" conditions and "storm" conditions. The "calm" setting is when the disagreement first begins. The "storm" refers to the time when conflict is not easily resolved and emotions start to become a big factor.

The inventory provides two sets of scores. The first set is to help determine the participant's different style choice depending on whether the participant is in a "calm" state or a "storm" state.

The second set of scores is based on the general styles. The higher the individual's score on the 6-point Likert scale the more likely he or she is to use this style when responding to conflict. The individual will have five scores once he or she completes the inventory. The highest score is the individual's primary or "preferred" style. This is likely to be the style the individual resorts to most. An individual can have more than one preferred style, whereas the second highest score is referred to as the individual's "back-up" style. A person with more astute communication skills is more apt to vary his or her style according to the circumstance or situation. According to the Kraybill inventory this is referred to as a "flat profile." Table 2 is a sample of the tally sheet for the Kraybill inventory.

Another unique aspect of the KCSI is that different types of relationships are assessed. The inventory classifies the relationships as public and personal. People who are not well known or whom interaction is at a more professional or formal basis would be considered a public relationship; whereas personal relationships include family, close friends, and other people with whom there is a connection and ongoing relationship.

Issues

Behavior

Traditionally, behaviorally based studies have focused on predicting a single act or behavior; however, research on conflict behaviors has shown that given interpersonal

Style Inventory Tally Sheet

When you are finished taking the inventory, write the number you circled for each situation beside the corresponding letter on the tally sheet below. Add each of the 10 columns of the tally chart, writing the total of each in the empty box just below the double line.

A __	K __	B __	L __	C __	M __	D __	N __	E __	O __
G __	S __	H __	Q __	J __	T __	I __	P __	F __	R __
Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm
Collaborating		Forcing		Compromising		Avoiding		Accommodating	

Now list your scores and the style names in order from highest score to lowest in both the calm and storm columns below.

<p>Calm Response when issues/conflicts first arise.</p> <p>Score Style</p>	<p>Storm Response after the issues/conflicts have been unresolved and have grown in intensity.</p> <p>Score Style</p>
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Figure 1. KCSI Sample

conflict one can respond in a myriad of ways, thus using different conflict styles. Because the individual can typically control his or her behaviors and approach conflict in more than one way, the inventories need to offer a multi-intentioned questionnaire (Volkema & Bergmann, 2001). Both of these inventories meet the criteria, but neither of them link the intentions measured by the instruments to behavior. By way of example, if Jane were to have a conversation with the same overbearing boss that was referred to earlier, she may have every intention of avoiding conflict. Then, when she is in the midst of the meeting, he offends her with a comment and her approach is quickly shifted to competing style, as she becomes aggressive. This was clearly not Jane's intention, but intentions do not always overtake the actual behavior. The assessments do not account for ones' emotions in the midst of the conflict. Furthermore, one's cognitive choices that are indicated on such assessments, do not account for one's true behavior when the conflict actually ensues.

The inventories tangentially touch upon the impact of self-efficacy, locus of control, confidence and relationships. All of these are factors that influence one's behavior when responding to conflict (Davis, Capobianco & Kraus, 2004).

Questions on both inventories are written in a general manner not accounting for emotions and perceptions that may accompany the conflict. The inventories fail to provide such depth and vaguely consider intrapersonal or interpersonal factors that impact the question. Responses to the assessment generalize a person's response to conflict and does not account for a person employing more than one conflict style in a given situation (Davis et al., 2004).

Styles and Perceptions

Another consideration is the way an individual perceives the questions or themselves. Both inventories are subjective and people often perceive themselves differently than they are apt to respond. One reason is that we sometimes respond according to how we think we should respond rather than how we would actually respond. Another reason is that we answer the questions in a manner that is most socially acceptable. This is why each assessment indicates the importance of being honest, answering with the initial thought as it is more likely true than the response provided after taking some time to ponder the “correct” response. This is why tools such as these should be used in conjunction with other assessments. An example of this would be a 360 degree feedback assessment. A 360 assessment allows an individual to gain a much deeper knowledge about him or herself, as supervisors, peers, direct reports or customers complete inventories about his or her conflict skills. It is likely that the views of the individual are different than the views of others who complete the inventory. There are many 360 assessments on the market, The Profiler, Seven Habits Profile, Leader Navigator (Morical, 1999). Companies must conduct careful research in order to select the assessment that best suits the needs of the employees.

The Instrument

It is important to note that the KCSI was not created to be a comprehensive instrument; rather it was designed to start a conversation as part of a broader training mechanism. Therefore, these limitations need to be recognized.

For the purpose of this study, an assessment is the best option. In summary, the TKI and the KCSI Style Matters have many similarities and few differences. On the next page, Table 3 is a quick comparison of some of the features of both inventories.

Table 2

TKI and KCSI Inventory Comparison

	TKI	KCSI
Year Created	1974	1980s
Validity/Reliability	Extensive research proving validity and reliability	Lack of research, but performed well on sample validity study
Reputation	Widely known, sold over 5 million copies	Not as well known, but based on TKI providing familiarity
Objectivity of Test	Low- subjective self scoring which allows for rater bias, socially acceptable responses, and is only completed by the individual not a 360.	Low- subjective self scoring which allows for rater bias, socially acceptable responses, and is only completed by the individual not a 360.
Number of Questions	30	20
Types of Questions	Forced Choice	6- Point Likert Scale
Time to Complete	15 minutes	15 minutes
Culturally Sensitive	No	Yes. Individualistic (eg: white, Anglo North American) or collectivistic (eg: black, Hispanic, indigenous) options. differing instructions given accordingly
Connections to Other Models/Inventories	Blake and Mouton Managerial Grid Model	Blake and Mouton Managerial Grid Model, TKI, and Gilmore-Fraleigh Style Profile (calm/storm)
Inventory Cost	\$16/copy (cheaper in bulk)	\$5-9/copy (cheaper in bulk), potentially free for qualified researchers (there is also a special price for downloading the .pdf and printing it yourself)
Interpretation	\$10	Free

Empirical Data

Development and Impact

Empirical research related to higher education and emotional intelligence has become more prevalent in the last several years and has focused on multiple areas of EQ. The first area focuses on whether or not EQ can be developed. An exploratory study was conducted by Jaeger (2003) after educating students on EQ and using (1997) for a pretest and posttest. The results showed that educating students in emotional intelligence could be done in the classroom. Furthermore, the results of the study revealed a strong relationship to EQ and academic performance. Another study used the Multifactor Emotional Intelligence Scale (MEIS; Mayer et al., 1997) that measures three emotional reasoning abilities: perception, understanding, and regulation of emotions. This study also showed that overall emotional intelligence, perception, and regulation explained individuals cognitive-based performance that went above and beyond general intelligence (Lam & Kirby, 2002). Three additional studies showed a that higher EQ was associated with positive mood and higher self-esteem Schutte et al., 2002).

A study conducted by Brackett, Warner, and Bosco (2005) focused on relationships. This research looked at 86 heterosexual couples and determined that couples with low EQ had the lowest scores in support and quality and the highest scores on conflict and negative relationship quality.

One criticism that faces EQ is whether or not it can be distinguished from personality. An additional study conducted indicates that EQ is relatively independent

from personality and was measured to be reliable, which supports the discriminative validity of the EQ construct (Caruso, Mayer, & Salovey, 2002).

Leadership

Another focus in the literature is how EQ compares to social intelligence. Two studies looked at the impact of both intelligences in leadership. A study conducted by Sosik and Megerian (1999) found that emotional intelligence was related to transformational leadership for self-aware leaders. The results also showed that managers with higher levels of EQ were seen as more effective with happier subordinates than managers with lower EQ. Furthermore, the research suggested a connection between emotional and social intelligence. Similar to this research, another study was done that compared leaders' experiences in relation to social and emotional intelligences. This study also used the Bar-On (1997) and assessed 192 students. The regression analysis showed that both social and emotional intelligences played a principal role in leadership (Kobe et al., 2001). Yet another study demonstrated that leaders who exhibit higher levels of EQ significantly correlated to overall job performance and leadership (Dulewicz, Young, & Dulewicz, 2005).

The most important study that was conducted that pertains to the proposed research looked at MBA students and whether or not EQ competencies can be developed. The researchers used a mixed methods approach that consisted of longitudinal data that included assessments and interviews. The results indicated that MBA students can develop emotional intelligence that is considered crucial for effective managers and leaders throughout the MBA program and in the workforce (Boyatzis et al., 2002).

Conclusion

The current body of research regarding emotional intelligence is informative. The connection between emotional intelligence and leadership, and its distinction between other forms of intelligence and personality are well researched and documented. Interestingly, however, the relationship between emotional intelligence and conflict resolution in MBA students, or higher education in general, could not be found in the literature. This gap in the literature is significant, as researchers and employers have indicated how important these skills are to the success of leaders and researchers and practitioners are have not determined how to effectively teach conflict in higher education (Goleman, 1995; Mayer et al., 1997, 2003). As a result of the research deficiency, educators are not equipping MBA students with the necessary skills to be effective in the workplace or in other facets of their life. By decreasing this void in the literature, MBA students will be able to join the workforce with better qualifications, a better understanding of the concepts and how to handle conflict, and higher self-confidence in their knowledge and ability.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

As indicated previously, the research on emotional intelligence has become more prevalent over the past five years. However, there are still many gaps in the literature and, with some researchers, a general skepticism regarding the concept of EQ. The purpose of the study was to examine how emotional intelligence correlates to MBA students' ability to manage conflict. Specifically, the researcher wanted to ascertain whether or not differing levels of EQ are related to how a participant responds to conflict. MBA students were the focus of this study because they were more likely than undergraduate students to have work experience and to have employed different conflict management skills. They also were more likely to want to attain management positions, thus creating more opportunities to deal with conflict. In this chapter the researcher describes the participants, the mode for collecting data, and the data analysis. The specific research questions and hypotheses for the study can be found in Table 3.

Participants

Participants in this study were students enrolled in different types of MBA programs at a small, private university in the Southeast ($N=342$). The programs included students in a full-time day program or in a working professionals programs. Participation in the study was voluntary.

Table 3***Summary of Research Questions, Hypotheses, and Methods of Analysis***

Research Questions	Hypothesis	Data Analysis
Do individuals who are assessed with higher EQ use multiple preferred conflict management styles?	An individual with a higher level of EQ will score above average in 3 or more conflict management styles	Descriptive Analysis, correlations matrix
Do individuals with lower levels of EQ employ multiple preferred conflict management styles?	Individuals with lower levels of EQ only score above average on 2 or less of the five conflict styles	Descriptive statistics, correlations matrix
Is one conflict management style used more frequently with individuals who are assessed with higher levels of EQ?	Cooperating will be a preferred conflict style for individuals who are assessed with higher EQ, as indicated by its score being the highest of the five possible styles.	Correlations matrix
Is one conflict management style used more frequently with individuals who are assessed with lower levels of EQ?	Directing will be a preferred conflict style for individuals who are assessed with lower levels of EQ, as indicated by its score being the highest of the five possible styles.	Correlations matrix
Are there any differences regarding EQ scores and conflict management styles depending on the sex or management experience of the student?	Female students will have higher EQ score than male students. Students with management experience will have higher EQ scores than students without management experience.	Descriptive statistics

Instrumentation

Prior to completing of the assessments, participants were asked to complete a series of demographic questions such as age, gender, and years of work experience. Neither the names of the participants, or any other identifying information, were collected. Academic information, including GPAs, also was considered irrelevant to this study and was not collected. Permission to use the MSCEIT was provided by Multi-Health Systems (MHS). Permission to use the KCSI was provided directly from Ron Kraybill, the creator/author of the instrument.)

The demographic questions and the two assessments were compiled into one online survey. The online method was chosen due to the raw data from the assessments needing to be sent to the respective organizations to be scored. Furthermore, online data collection was more flexible, could be gathered and analyzed more quickly and was less expensive (Lefever, Dal, & Matthíasdóttir, 2007). Because an MBA professor provided the students' e-mail addresses, validity of e-mails was not a concern. This was important as inaccurate or invalid e-mails could have reduced participation rates, as can online surveys in general (Granello & Wheaton, 2004). Because response rates can be lower via online surveys, an initial e-mail, plus a reminder a week after the original, were sent to encourage responses.

Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT, 2002)

The Mayer, Salovey, and Caruso Emotional Intelligence Test was used to measure EQ. The MSCEIT is the oldest and most reputable EQ assessment on the market (see Appendix A) and is recommended for use with participants 17 years of age and

older. The original assessment was based on 141-questions and is scenario based to help ensure it is an ability based test and not a self-reporting test. The assessment measures the four branches from the EQ model created by Mayer, Salovey, and Caruso (2004). The four branches each focused on two tasks:

1. Branch one, perceiving emotions, is measured through participants viewing faces and pictures where they are asked to identify emotions.
2. Branch two, using emotions, challenges participants to compare emotions to different tactile and sensory stimuli, then to identify the emotions that fit best with this type of thinking.
3. Branch three, understanding emotions, tests the participant's ability to increase or decrease emotional intensity depending on different stimuli, and tests how the participant's emotion changes from one situation to the next.
4. Branch four, managing emotions, is the most complex branch. In this portion of the test participants are given different hypothetical scenarios and asked what type of emotional response would be exhibited. They would also be asked how they manage the feelings of others so their desired outcome was achieved.

For the purpose of this research, the researcher chose to use a 41-question online proxy form provided by MHS that focuses on Branch 4, which is the most complex level, because the extensive details provided in the long form were not needed for this particular study. The participants completed an online survey. The researcher then sent

the raw data to MHS, who scored the data and return the composite scores to the researcher.

Reliability. The reliability for the full-scale MSCEIT ($N=2112$), using the general consensus scoring, was reported as .93 (Caruso et al., 2002). The four branch score reliabilities ranged from .79 to .91 (Caruso et al., 2002). Additionally, three-week test-retest reliability ($N=62$) for the full-scale MSCEIT was reported ($r=.86$) (Caruso et al., 2002). Specifically, branch four had a reliability of .83 (Brackett & Mayer, 2001). To assess reliability for this study, the Chronbach alpha was determined. The alpha value for this study was .88. These results were a solid indicator of excellent internal consistent that help provide creditability to this study.

If an assessment appears to measure what it has claimed to measure, it is said to have face validity (Brackett & Mayer, 2001). The MSCEIT has been given to hundreds of thousands of people across the world and continues to have good face validity. Additionally, the MSCEIT has studied the measures within the four branches for over a decade, which included consideration of the conceptual connection of each task to a theory. Because the test has four branches, it was important to consider content validity, which was also assessed as being sound (Mayer et al., 2004). The results of the assessments were then classified into two groups: general and expert participants. When comparing the means of these two groups the general and expert populations correlated between $r=.96$ and $.98$ (Mayer, Salovey, Caruso, & Sitarenios, 2003).

Kraybill Conflict Style Inventory (KCSI, 1984)

Conflict management styles were measured using the *Kraybill Conflict Style Inventory* (KCSI) (Appendix B). The KCSI is a 20-item instrument to which participants respond using a 6-point Likert-type scale from 6 (*very characteristic*) to 1 (*not at all characteristic*). If individuals score extremely high in one style, it may indicate that they are overusing this style. Conversely, if they score extremely low in one style, they may be neglecting the style. Because the context the participant is thinking of determines the most appropriate style, scores in the 50 percent range may indicate the individual has broad skills. However, that does not indicate that the individual is using the appropriate style for the situation.

The KCSI is based on extensive use of the Thomas-Kilmann Inventory (TKI, 1974). Both inventories take their basic concepts from Robert Blake and Jane Mouton's Managerial Grid (1964). This dual dimension instrument focuses on assertiveness and cooperativeness to assess conflict styles. Assertiveness is a concern for self interests, whereas cooperativeness is a concern for others or the relationship (Volkema & Bergmann, 2001). The factors considered in Blake and Mouton's Managerial Grid include values, personality, chance, and individual assumptions. Thomas and Kilmann (1974) believe styles of conflict behavior are strongly influenced by personality and situational factors and that each of the aforementioned styles can be effective depending on the situation. Although this is not stated in the literature, it is inferred that Kraybill concurs with Thomas and Kilmann on this view because of the similarities of the instruments.

The KCSI assessment uses the following five styles of responding to conflict: directing, harmonizing, avoiding, cooperating, and compromising. The highest scores indicate the participant's dominant style. The second set of scores is based on the general styles. The higher the individual's score on the 6-point Likert scale the more likely he or she is to use this style when responding to conflict. The individual will have five scores once he or she completes the inventory. The highest score is the individual's primary or "preferred" style. This is likely to be the style the individual resorts to most. An individual can have more than one preferred style, where the second highest score is referred to as the individual's "back-up" style. A person with more astute communication skills is more apt to vary his or her style according to the circumstance or situation. According to the Kraybill inventory, this is referred to as a "flat profile."

Another differentiator from the TKI is the KCSI's inclusion of the Susan Gilmore and Patrick Fralieggh Style Profile (1993, 2004). The inventory provides two sets of scores. The first set is to help determine the participant's different style choice depending on whether the participant is in a "calm" state or a "storm" state. The "calm" setting is when the disagreement first begins. The "storm" refers to the time when conflict is not easily resolved and emotions start to become a big factor.

Scores are based on a range from zero to twelve. The individual receives a report indicating the overall scores, as well as a bar graph indicating where the individual falls on the percentile scores. For example, if an individual received a raw score of six for competing with a percentile score of 69, this would indicate that they scored higher in this style than 69 percent of the sample on competing. Scores that fall in the top 25

percent are considered high, whereas the scores that fall in the bottom 25 are considered low. Scores that range in the middle 50 percent are styles that are not likely used with frequency, but are used enough that the score did not fall in the bottom 25 percent of use. If one scores extremely high in one style, it may indicate that they are overusing this mode. However, this is situational as well. If the person is in an environment that dictates certain conflict styles, it may be appropriate. The inventory should be used to create an awareness, not to determine which style is right or wrong

The KCSI has been taken by over 120,000 people and has shown consistent face validity and reliability (<http://riverhousepress.com/>). Although it does not have the extensive research like that of the TKI, the more comprehensive assessment led the researcher to choose this tool. This includes the KCSI factoring in cultural sensitivity, providing the Likert Scale instead of the forced choice questions, and including the Patrick Fralieg Style Profile of calm and storm. The fact that this tool was published in the 1980s, along with all of the improvements it has made that surpass the TKI, outweighed the fact that it currently does not have as much empirical evidence. To assess reliability for this study, the Chronbach alpha was determined. The alpha value for this study was .87, which indicates excellent internal consistency.

Procedures

Permission to administer the MSCEIT and the KCSI with the MBA students was provided by the directors of the MBA programs. The directors notified the participants of the study both in class and via e-mail. The content for e-mail correspondence was provided to the directors by the researcher. The script briefly explained the study and

provided links for the combined online assessments. Participants were asked to complete the assessments anonymously. Beyond gender and race, no personal data was requested from the participants. An introductory statement, as seen in Appendix D, was provided to each of the participants via e-mail to acknowledge the purpose of the study and to ensure anonymity. All participants volunteered to participate in the study by completing the aforementioned assessments.

The professors e-mailed students with the introductory statement provided by the researcher. Within the e-mail, students were given a hyperlink to an online survey that they were asked to complete. One week later a second e-mail was sent reminding the students of the survey and their requested participation. The researcher was copied on the e-mail correspondence in order to answer questions and track the e-mails. There was no any incentive offered for the completion of the surveys, nor could students request the results, as names were not associated with the data.

A total of 340 surveys were distributed electronically. The surveys were completed by 191 in the MBA programs. While the total number of responses was 191, 83 surveys were omitted from the analysis as they were in an incomplete form with responses missing to between 25-50% of the questions. Therefore, the total sample size for this research was decreased to 108 for a response rate of 32%.

Analytic Strategy

To answer the proposed research questions about the relationship between emotional intelligence and conflict management styles, the researcher analyzed the data in several ways. Descriptive statistics, including frequencies, means, and standard

deviations, were obtained for ethnicity, age, gender, years of work experience, and years of management experience.

The researcher conducted a variety of correlations to measure the relationship between emotional intelligence and conflict management styles. The first correlation was used to determine if an individual's level of emotional intelligence, as measured by the MSCEIT, was associated with the individual's preferred conflict management style, as measured by the KCSI for the sample of MBA students.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to explore the relationship between emotional intelligence and conflict management styles. The data collected were reviewed on multiple levels. First, the data were tested for reliability. Next, descriptive statistics for the full-time and working professional MBA students were presented. These statistics offered information regarding the students' ages, gender, and management experience. A correlation matrix was created to determine the relationship between EQ and the independent variables.

Descriptive Statistics

A total of 342 surveys were distributed electronically to MBA students at a small, private, nationally ranked southeast university. One hundred ninety one responses were received, but 83 were significantly incomplete (missing between 25-50% of the questions). These were omitted from the analysis. Therefore, the total sample size for this research was decreased to 108 for a response rate of 32%. A power analysis was conducted to determine the minimum sample size needed to accept the outcome of the research with a .05 level of confidence. Based on a population of 342 and a sample size of 108, the power analysis indicated .80. This indicated that there was an 80% chance of detecting a relationship when one does exist.

Of these 108 students, 41(38%) were first year working professionals and 23 (21.3%) were second year working professionals. The working professional surveys were gathered from students who attend both the main university campus and one satellite campus. An additional 29 (26.9%) were full-time MBA students in their first year; another 4 (15%) were in their second year of the full-time program on the main campus. Of the 108 participants, 81 (75%) were male and 26 (24%) female with one student omitting the gender question. While this ratio is biased toward males, it is fairly consistent with the MBA student population at this institution, which is also approximately 75% males. Seventy-eight (72%) of the participants identified themselves as White or Caucasian, compared to 42% of the general population in this MBA program. The next largest ethnic group of 15 (13.9%) participants identified themselves as Asian or Pacific/Islander. The remaining 15 participants identified themselves as Black or African American (7.4%), Hispanic or Latino (4.6%) and Multi-Racial (1.9%). This data were slightly different from the general population which was 15% African American, 5% Asian, and approximately 3% Hispanic or Latino and Multi-Racial combined. Compared to the population, of these students, 77 (71.3%) indicated that they had previous management experience as a direct supervisor or team leader. The remaining 31 (28.7%) indicated they did not have any management experience. See Table 4 for these data, as well as additional data including age and management experience.

Independent-samples *t*-tests were conducted to compare gender and management experience in emotional intelligence and conflict management styles. The tests indicated there was no significant difference in EQ scores for males ($M=93.41$, $SD=10.18$) and

females ($M=93.74$, $SD=11.08$); $t(105)=-.142$, $p=.887$; nor was there any significant difference found when looking at management experience for males ($M=1.28$, $SD=.454$) and females ($M=1.30$, $SD=.471$); $t(105)=.230$, $p=.818$. When looking at the twenty conflict styles in both calm and storm, no differences were found in gender or management styles. The results from these tests can be found in Appendix H.

Table 4

Frequencies and Percentages of the Variables

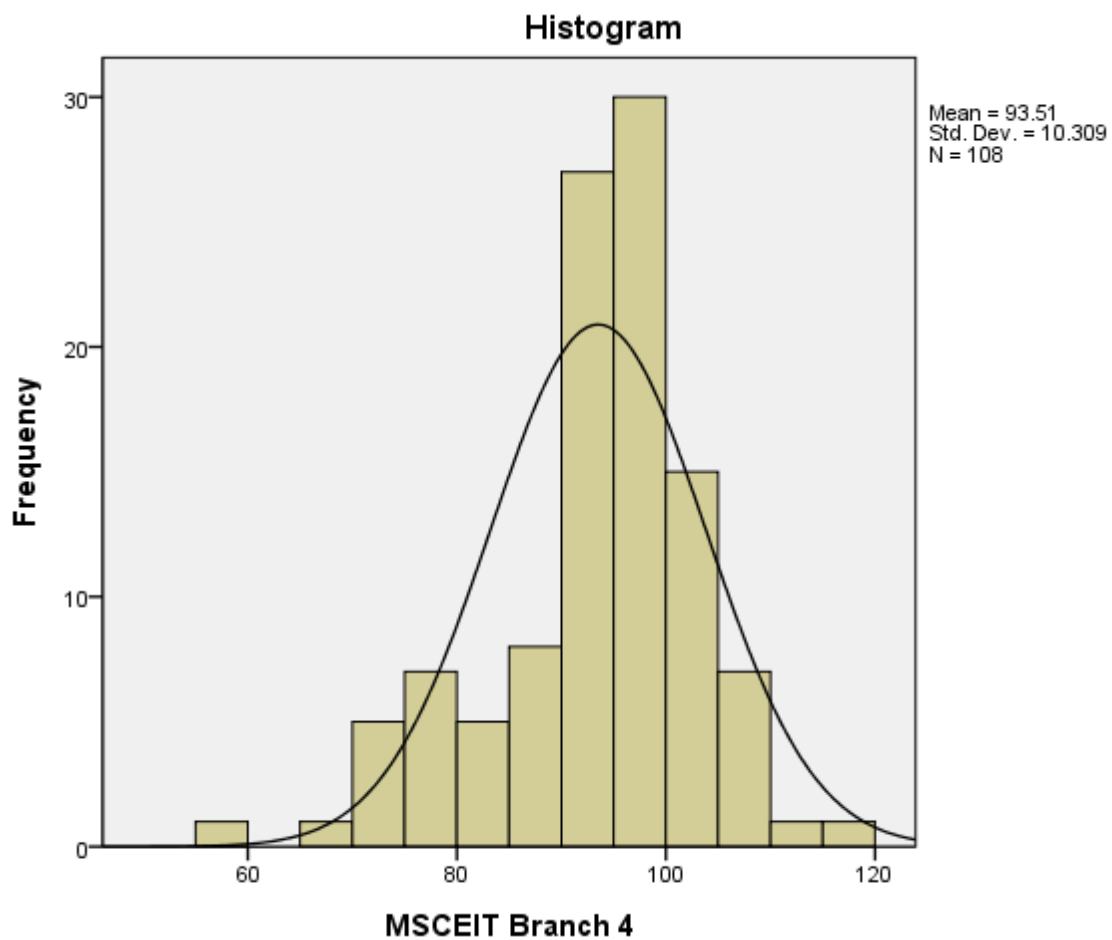
Variables	Frequency	Percent
Gender		
Female	26	24.1
Male	81	75.0
Ethnicity		
White	78	72.2
Asian/Pacific Islander	15	13.9
Black/African American	8	7.4
Hispanic/Latino	5	4.6
Multi-Racial	2	1.9
Status in the MBA Program		
1st Year Working Professional	41	38.0
2nd Year Working Professional	23	21.3
1st Year Full-Time	29	26.9
2nd Year Full-time	15	13.9

Table 5 contains the descriptive statistics for the EQ scores that were assessed using the MSCEIT Branch 4. Figure 1 demonstrates how the scores are distributed on the normal curve.

Table 5

Descriptive Statistics for EQ

	<i>N</i>	Range	Min	Max	<i>M</i>	<i>SD</i>	Variance
MSCEIT Branch 4	108	57	59	115	93.51	10.309	106.284
Low EQ	18	24.35	58.77	83.12	75.4444	6.36829	40.555
Medium EQ	73	19.77	83.36	103.13	94.9201	4.64221	21.550
High EQ	17	12.19	103.20	115.39	106.5853	3.58180	12.829
Valid N (listwise)	0						

Figure 2. *MSCEIT Results*

The scores ranged from 58.77 to 115.39 with a mean of 93.51 and a standard deviation (*SD*) of 10.309. This mean was similar to the mean for the MSCEIT scores according to Census data (Mayer et al., 2003), which had a mean of 100. Therefore, the researcher took the mean of the participants' ($N=108$) MSCEIT scores and used it as the mean to separate the EQ scores into the three distinct levels.

Table 5 shows the MSCEIT Branch 4 scores, which the researcher classified the participant scores as low, medium, and high levels of EQ. High emotional intelligence were scores that were two or more *SDs* above the mean for this study, which included scores between 103.9 and 115.39 ($N=18$). Medium EQ were scores within one *SD* from the mean and included scores between 83.13 and 103.8 ($N=73$). Low EQ were scores that fell two or more *SDs* below the mean, which included scores between 83.12-58.77 ($N=17$).

After reviewing the data on the MSCEIT assessment, the researcher then compared means for the five different conflict styles, in both calm and storm, based on the results for the KSCI. Because the KSCI assesses participants' conflict management styles when the individual is in a calm and storm state, there were ten scores that were provided at the end of the assessment. The researcher separated the participants' scores into three levels of EQ: high, medium, and low. Next, the mean for each of the ten conflict styles was calculated. The means for the scores that fell in the low EQ level were between 6.5 and 7.78 for a difference of 1.28 with a *SD* of .50. For medium EQ showed scores between 4.99 and 8.13 for a difference of 3.14 and a *SD* of 1.09. Lastly, scores for high EQ were between 4.5 and 8.54, with a difference of 4.04 and a *SD* of 1.46. These

differences are noted in the shaded boxes in Table 6 and bolded in Table 7. The researcher also observed that the most frequently used conflict style was cooperating in all EQ levels. However, after cooperating, the remainder of the styles were used in different orders when comparing EQ levels.

Another observation was that, when the researcher looked only at the conflict styles and ranked them from most preferred to least preferred after compiling the data from all participants, the results did not indicate a large difference between the means in the low EQ level. Table 8 shows the ranges for each group with 1.29 for the low EQ, 3.14 for medium EQ, and 4.04 for high EQ. This is important to note, as the ranking of the conflict styles cannot be viewed in isolation from the means.

Regardless of the difference in means, preferred styles were able to be determined. The conflict styles that are in bold and italics indicate the most preferred styles for each level.

Another consideration was whether or not EQ levels were related to participants' use of multiple conflict management styles. Although the researcher initially planned to do a chi square test, this was not possible due to low N 's in each level and due to the high number of conflict styles when looking at both calm and storm. Instead of the chi square, the researcher created formulas in Excel to determine the mean for each of the ten conflict scores. Each participant had ten variables that were created to assess each of the styles. Each variable had a score of 1 or 0 depending on whether the participant's score for that conflict style was above or below the mean.

Table 6***Conflict Styles Separated by EQ Levels***

	<i>N</i>	Min	Max	<i>M</i>
Low EQ	18	58.77	83.12	75.4444
Cooperating Calm	14	5.00	11.00	7.7857
Cooperating Storm	14	3.00	11.00	7.7143
Directing Storm	14	4.00	9.00	7.5714
Directing Calm	14	4.00	10.00	7.2857
Compromising Calm	14	5.00	10.00	7.2143
Compromising Storm	14	4.00	11.00	7.1429
Harmonizing Calm	14	4.00	10.00	6.8571
Harmonizing Storm	14	3.00	9.00	6.5000
Avoiding Calm	14	2.00	9.00	6.5000
Avoiding Storm	14	2.00	10.00	6.5000
Medium EQ	73	83.36	103.13	94.9201
Cooperating Calm	70	.00	12.00	8.1286
Cooperating Storm	70	.00	12.00	7.9286
Compromising Calm	70	.00	12.00	7.7857
Compromising Storm	70	.00	12.00	7.5571
Directing Calm	70	.00	10.00	6.5857
Directing Storm	70	.00	24.00	6.5143
Harmonizing Storm	70	.00	12.00	6.0143
Avoiding Calm	70	.00	10.00	5.9143
Harmonizing Calm	70	.00	9.00	5.5857
Avoiding Storm	70	.00	12.00	4.9857
High EQ	17	103.20	115.39	106.5853
Cooperating Calm	24	.00	12.00	8.5417
Cooperating Storm	24	.00	12.00	8.4583
Compromising Calm	24	.00	12.00	7.5000
Compromising Storm	24	.00	11.00	7.5000
Directing Calm	24	.00	11.00	6.7917
Directing Storm	24	.00	10.00	6.0833
Harmonizing Calm	24	.00	11.00	5.8750
Avoiding Calm	24	.00	9.00	5.0417
Harmonizing Storm	24	.00	10.00	4.9583
Avoiding Storm	24	.00	10.00	4.5000

Table 7***Ranges and Standard Deviations for EQ Levels***

	N	Range	Min	Max	M	SD
Conflict Styles for Low EQ	10	1.29	6.50	7.79	7.1071	0.50085
Conflict Styles for Medium EQ	10	3.14	4.99	8.13	6.7000	1.09439
Conflict Styles for high EQ	10	4.04	4.50	8.54	6.5250	1.45869
Valid N (listwise)	10					

Table 8***Ranking Conflict Styles in Relation to EQ Levels****

Low EQ Calm	Medium EQ Calm	High EQ Calm
1. Cooperating	1. <i>Cooperating</i>	1. <i>Cooperating</i>
2. Directing	2. <i>Compromising</i>	2. <i>Compromising</i>
3. <i>Compromising</i>	3. Directing	3. Directing
4. <i>Harmonizing</i>	4. Avoiding	4. Harmonizing
5. <i>Avoiding</i>	5. Harmonizing	5. Avoiding
Low EQ Storm	Medium EQ Storm	High EQ Storm
1. Cooperating	1. <i>Cooperating</i>	1. <i>Cooperating</i>
2. Directing	2. <i>Compromising</i>	2. <i>Compromising</i>
3. <i>Compromising</i>	3. Directing	3. Directing
4. <i>Harmonizing</i>	4. Harmonizing	4. Harmonizing
5. <i>Avoiding</i>	5. Avoiding	5. Avoiding

* Bold and italics indicate preferred conflict styles for each EQ level.

If a participant's score was above the mean for the group, this indicated that this style was used more frequently than the average of the other participants. Therefore, it was considered a preferred style for that individual and a score of 1 was given for that

style and placed in that variable cell. If the participant scored below the mean, this was not considered a preferred style and the participant was given a score of 0. This was done for all ten of the conflict variables. In the end, each participant had a total score for calm conflict styles, storm conflict styles, and a combined score. The maximum score a participant could receive was five on calm or storm, and a total of ten for the combined score. The table indicates the number of preferred conflict styles was similar between the three levels of EQ, with one exception. The medium and high EQ levels had scores above the mean for two conflict styles, where low EQ participants are above the mean for three conflict styles. When referring back to Table 10, this indicates that, although cooperating was the most preferred style, the second highest style was directing, then collaborating. This was different from the medium and high level EQ scores, which indicated cooperating and collaborating were the most frequently used styles. Appendix I demonstrates these findings.

Reliability

Testing for reliability was important to determine the consistency and stability of the instruments in the study. Cronbach's alpha was used to test the internal consistency of the data for MSCEIT Branch 4 . A score of .70 is generally considered acceptable (Isaac & Michael, 1995). The alpha value for MSCEIT was .88. The alpha value for the KCSI was similar with alpha equal to .87.

Correlations

Bivariate correlations were used to determine what, if any, relationships existed between the participants' level of EQ and conflict management styles. The data used to

run the correlations were the results from the MSCEIT and KCSI. Additionally, the Pearson Correlation framework was used to determine the relationship between EQ levels and five demographic variables. With this analysis a perfect positive relationship is indicated by .1, whereas a perfect inverse relationship is indicated by a -.1.

According to Cohen (1998), a correlation 0.2 to 0.3 is considered small, a correlation of 0.5 is considered medium, and 0.8 to 1.0 is a large correlation. When looking at the five demographic variables in Table 9, no significant relationships were observed in relation to the MSCEIT EQ scores.

Table 9

Correlations Matrix of MSCEIT Branch 4 and Independent Variables

		Gender	Management Experience	Ethnicity	Status in Program	Background
MSCEIT Branch 4	Pearson Correlation	-.014	.084	-.034	-.037	-.104
	Sig. (2-tailed)	.887	.386	.724	.704	.288
Gender	Pearson Correlation		-.022	-.034	.200*	.058
	Sig. (2-tailed)		.818	.728	.038	.552
Management Experience	Pearson Correlation	-.022		.074	.148	-.026
	Sig. (2-tailed)	.818		.446	.127	.794
Ethnicity	Pearson Correlation	-.034	.074		-.028	.576*
	Sig. (2-tailed)	.728	.446		.776	.000
Status in Program	Pearson Correlation	.200*	.148	-.028		.068
	Sig. (2-tailed)	.038	.127	.776		.486

$p < .05$. ** $p < .01$

Because the KCSI classifies and assesses relationships as public and personal, a post hoc analysis was conducted on the different types of conflict style used in personal

and public relationships. Public relationships are typically with people we do not know on a personal level or interact with regularly; whereas personal relationships are people with whom we have deeper relationships (<http://riverhousepress.com/>). Significant relationships were found between MSCEIT Branch 4 and KCSI scores, both in public and personal relationships.

The MSCEIT Branch 4 scores had significant positive relationships with public relationships in the KSCI assessment, which include work acquaintances and other interactions that are less personal (Table 12). Cooperating calm ($r=.208; p < .05$) had a significant positive correlation to MSCEIT scores, whereas avoiding calm ($r=-.292; p < .05$) and avoiding storm had significant inverse relationships ($r=-.247; p < .05$). The inverse relationships indicate that as a participant's level of EQ increased the use of these conflict management styles decreased or as participants' level of EQ went down the use of these styles increased. The correlations for this aspect of the study are considered small due to them being between 0 to .3 or 0 to -.3 range.

The MSCEIT Branch 4 scores had even more significant positive relationships when looking at the KCSI personal relationship scores, as seen in Table 10. Cooperating calm ($r = .189; p < .05$), cooperating storm ($r=.213; p < .05$), compromising calm ($r=.262; p < .01$) and avoiding calm ($r=.260; p < .01$) were observed. There were also significant inverse relationships with directing storm ($r=-.321; p < .01$), avoiding storm ($r=-.323; p < .05$), and harmonizing calm ($r=.203; p < .05$). It was observed that the correlations between the MSCEIT Branch 4 and the KCSI personal relationships also

were considered relatively small, with the exception of the correlations between directing storm and avoiding storm, which were over .3 and considered a medium correlation.

Table 10

Correlations Matrix of MSCEIT Branch 4 and KCSI Scores

		<u>Cooperating</u>		<u>Directing</u>		<u>Compromising</u>		<u>Avoiding</u>		<u>Harmonizing</u>	
		Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm
MSCEIT Branch 4	Pearson Correlation	0.189*	0.213*	-.133	-.0321**	.262**	.144	0.260**	-.0323**	-.0203*	-.078
Personal KCSI	Sig. (2- tailed)	.050	.027	.171	.001	.006	.137	.006	.001	.035	.423
MSCEIT Branch 4	Pearson Correlation	0.208*	.144	-.123	-.059	.027	.162	-.0292**	-.0247**	-.115	-.159
Public KCSI	Sig. (2- tailed)	.031	.137	.205	.541	.778	.093	.002	.010	.234	.099

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

Summary

The first research question was: Do individuals who are assessed with higher EQ use multiple preferred conflict management styles? The results indicated that the participants who scored as having a higher EQ averaged two preferred styles, cooperating and compromising. Participants who scored as having a lower EQ averaged three preferred styles, which were cooperating, followed by directing, then compromising. Additionally, the frequency of use was much higher for all five of the conflict styles for those with lower EQ. Conversely, those with higher EQ used their non-preferred style with much less frequency. In other words, the variance between the top two preferred conflict styles was much larger for those who scored higher on the EQ assessment than those who had lower EQ scores.

The second question was: Do individuals with lower levels of EQ employ multiple preferred conflict management styles? The data indicated that those with lower

levels of EQ use multiple conflict styles. The most frequently used style was cooperating, with directing as the second most frequently used style. Surprisingly, those participants who scored lower on the EQ assessment averaged three or more preferred conflict styles; whereas those who scored medium or high on the EQ assessment averaged two preferred styles.

The third question was: Is one conflict management style used more frequently by individuals who are assessed with higher levels of EQ? Cooperating was the preferred style for individuals who were assessed with high EQ, which was indicated by the KCSI, just as it was with those with low EQ. However, compromising was used only slightly less than cooperating.

The fourth question was: Is one conflict management style used more frequently by individuals who are assessed with lower levels of EQ? Although those individuals who scored lower in the MSCEIT did demonstrate three preferred styles, the variance between all of the styles was much smaller than the variance between those participants scoring medium to high on the MSCEIT. Those with lower scores on the EQ assessment did not score high on any of the conflict styles. While they did have three styles that were above the group mean, which indicated use of these three styles, all scores were very close to the mean.

The fifth question was: are there any differences regarding EQ scores and conflict management styles depending on the sex or management experience of the student? The findings did not indicate any significant relationships between levels of EQ and conflict management styles in regards to sex or management experience.

The number of female participants would need to be higher to understand if gender is related to one's level of EQ or preferred conflict styles. The only relationships that were near significance were management experience with compromising, harmonizing, and avoiding, but they were not at a $p < .05$ level and were therefore not included.

The KSCI is used to assess both public and personal relationships. Although the focus of this research was on MBA students' levels of EQ and conflict styles as it related to their professional or public relationships, due to this data being readily available a secondary analysis was conducted on their personal relationships. Due to the data provided from the KCSI being separated into public and personal relationships, it was easy to analyze the personal relationships in addition to the public relationships. The data indicated that there were several more significant correlations between personal relationships and levels of EQ and conflict styles than there were between public relationships and levels of EQ and conflict styles, as seen previously in Table 10.

CHAPTER V

DISCUSSION AND IMPLICATIONS

Introduction

This study investigated MBA students and the correlation between levels of emotional intelligence and conflict management styles. The purpose of the study was not only to add to the body of research on emotional intelligence and conflict management styles, but also to learn what relationships exist between EQ and conflict management styles. The results of this research were enlightening and were made possible by two reliable and valid instruments.

The Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) short-form or Branch 4 and the Kraybill Conflict Style Inventory (KCSI) were used to assess the MBA students' emotional intelligence (EQ) and their preferred conflict management styles. Students from a small, private, nationally ranked university participated in the study ($N=108$). Several descriptive statistics and two correlation matrices were created to determine the relationship between EQ and conflict management styles. The descriptive statistics helped guide the researcher into further testing. Furthermore, the correlation matrices showed multiple relationships between the variables. The Pearson correlations, which were based on the scores from the MSCEIT and KCSI, did not discover some expected relationships. The following information will highlight what the study showed,

but also assess what was not found, which may lead to potential areas for continued and new research.

The researcher anticipated the MBA population at this particular university would lend itself to highly intelligent students who might be more likely to exhibit average to above average emotional intelligence due to university's rigorous admissions guidelines. The data from the descriptive statistics, however, revealed an even distribution of emotional intelligence. The census data from the MSCEIT (Mayer et al., 2003) had a mean of 100 for a person with average EQ with a standard deviation of 15. The mean for participants in this study was 93 with a standard deviation of 10.30. Therefore, it was similar to the MSCEIT census data; these students did not display higher than average EQ as had been anticipated.

The researcher separated the data into three levels of EQ based on the standard deviations from this study. The levels were low EQ ($N=14$) with scores varying from 58.77-83.12 or one standard deviation or more below the mean; the medium level ($N=70$) were participants who scored above or below one standard deviation from the mean with scores between 83.13-103.13; and the high level ($N=24$) of EQ participants scored one or more standard deviations above the mean with scores of 103.14-115.39.

The five conflict styles according to the KCSI are: compromising, cooperating, directing, avoiding, and harmonizing. According to the guidelines in the KCSI, *compromising* focuses on the participant's own agenda, but the participant also has a medium focus on the relationships. Participants who use this style typically have a sense of urgency, but do not want to jeopardize the relationships. However, if used too

frequently, it can leave those interacting with this style feeling like they never get what they truly want and could view the participant as avoiding the issues. *Cooperating* has a high focus on own agenda and a high focus on the relationship. Participants who use this conflict style focus on building trust, goodwill and creating a mutually beneficial relationship. However, if used too frequently, cooperating can cause fatigue, waste time, and may cause loss of respect from those around the participant because it takes too long to reach a decision. *Directing* is focused on the participant's agenda and has a low focus on relationships. This position is often used by a person in power and is more concerned with decisiveness. Overusing this conflict style could lead to loss of relationships and cooperation. The *avoiding* conflict style has a low focus on agenda and a low focus on the relationship. Participants who use this style often withdraw from the situation, are not likely to get in the middle of insignificant discussions, and may also back away from important ones. The danger of this style is that anger is often pent up and may be released in "explosions." The last conflict style is *harmonizing*, which has a low focus on the participant's own agenda and a high focus on relationship. This participant is likely to agree to foster positive relationships and create a positive environment. However, due to disregarding or not confronting issues, the harmonizer may harbor resentment for those who want to resolve issues and may overlook issues that should be addressed.

The Findings

Research Questions One and Two

The hypotheses associated with the first two research questions were that the participants with higher EQ levels would use multiple conflict styles and would have

three preferred conflict styles and that the participants with lower levels of EQ would have only two or fewer preferred conflict styles. The findings did not support this hypothesis. Those with lower levels of EQ had three preferred styles, whereas those with higher levels of EQ had only two preferred styles. However, when conducting further analyses, the researcher found that the means provided additional valuable information.

Unexpectedly, participants with lower EQ levels had three preferred conflict management styles. The researcher determined these preferred styles by calculating the means of the ten conflict styles, both calm and storm. If the participant scored above the mean, it was considered a preferred conflict style. Hence, the most preferred styles for participants at the lower EQ level were cooperating, followed by directing, and then compromising. This same analysis was conducted on the medium and high EQ levels. In the medium and high EQ levels, unexpectedly, only two preferred conflict styles were determined. The primary conflict style for these two levels was cooperating, with compromising being secondary. The only difference between these two levels (medium EQ and high EQ) was the frequency of use of these conflict styles.

An examination of the means provided additional insight. In the low EQ level, the means of the ten conflict styles, in both calm and storm, varied between a low score of 6.5 and a high score of 7.8. However, the medium EQ level means had a low score of 4.9 and a high score of 8.12 and at the high level of EQ the means were even further apart with a low score of 4.5 and a high score of 8.5. When looking at these scores, the means in the lower EQ level are much more compact than the means at the medium and high EQ levels.

An analysis was conducted on each of the three EQ groups to determine which conflict management styles were preferred. Each style that exceeded the mean was given 1 point. Each style that earned one point was considered a preferred style. The data indicate that three of the styles were preferred over the bottom two, but the scores did not indicate any of the three were used more frequently than the other. Table 11 displays the conflict management styles, highlighting the preferred styles with the high and low mean indicated in gray, for the low EQ.

Table 11

Preferred Conflict Management Styles for Low EQ

Low EQ	18	58.77	83.12	75.4444
Cooperating Calm	14	5.00	11.00	7.7857
Cooperating Storm	14	3.00	11.00	7.7143
Directing Storm	14	4.00	9.00	7.5714
Directing Calm	14	4.00	10.00	7.2857
Compromising Calm	14	5.00	10.00	7.2143
Compromising Storm	14	4.00	11.00	7.1429
Harmonizing Calm	14	4.00	10.00	6.8571
Harmonizing Storm	14	3.00	9.00	6.5000
Avoiding Calm	14	2.00	9.00	6.5000
Avoiding Storm	14	2.00	10.00	6.5000

A second statistical analysis was conducted to determine the preferred styles for each of the three EQ levels. The scores in the lower EQ level did not deviate far from the mean with a SD of .50, where the scores from the higher EQ levels had much more distinct preferred and non-preferred styles with standard deviations of 1.09 for medium EQ and 1.46 for high EQ.

When conducting a test on the ranges of the scores for each group, low EQ scores had a range of 1.29. The medium EQ group range was 3.14 and 4.04 for high EQ. Therefore, the findings did not indicate that there was one conflict management style that was used much more frequently by those with lower EQ. Instead, the scores were very close together, which may indicate that there is no true preferred style or multiple preferred styles, although several scores did appear slightly above the mean. The compact means of all of the conflict resolution styles for the low EQ group could indicate that participants with lower EQ do not appear to have a strong preference among the styles. Because the means for the preferred styles for participants with low EQ indicate only a weak preference for these styles, this may mean that participants with lower EQ vacillate between styles which may or may not be appropriate depending on the circumstances. The small range could indicate that those with lower EQ do not have preferred styles that are as well-developed as those with high EQ; or that they initially attempt the style that works best in our society, but then fall back on what is most comfortable. It is also critical that the person is assessing the situation properly and choosing the right conflict style according to the situation. If a person is not able to accurately assess a situation, he or she may misinterpret the event or the consequences and react inappropriately (Mayer et al., 2008). Whereas, those with high EQ may have learned how to effectively learn how to compromise and collaborate and therefore do not need to use the alternate conflict styles as frequently.

When looking at the participants who scored higher in EQ, the scores for their top two preferences were higher and there was a more pronounced difference between the

means for the preferred styles and the non-preferred styles, as indicated by the larger variation in the means. This may indicate that those with higher EQs have stronger preferred styles. They are likely to use these skills with more frequency than the other three styles with lower means. It may also be an indicator that people with higher EQ are able to read and interpret others while in the midst of conflict more effectively, and therefore use collaborating and compromising conflict styles with more success. The primary focus of EQ is based on the ability to reason about emotions and use this information to enhance thought (Mayer et al., 2008). A person with high EQ is likely to reason much better and therefore able to create a successful, cooperative environment. Another possible reason those with high EQ had fewer preferred styles is because compromising and collaborating truly are preferred styles and the other three styles are only used when they have run out of options with their preferred styles.

However, the data do not indicate whether or not the participants alter their conflict management style based on their level of EQ. In other words, it is not clear from the data when the participants are likely to use each conflict management style and whether that decision is based on assessing the situation from a logical or emotional standpoint, or both.

The key to any of the conflict management styles is the setting in which it is used. For instance, one of the preferred conflict styles of those participants with lower EQ levels was directing. If participants with lower EQ gravitate towards this conflict management style, the person may not be aware of others' emotions or be able to control their emotions, which could lead to the destruction of relationships and loss of

cooperation if used at the inappropriate times. It also may mean that these individuals with low EQ are unpredictable as they do not have a true preferred conflict style. This could potentially lead to problems, especially in the midst of a “storm.” When people use the directing conflict management style, the focus is typically on their agenda, and they lack concern for the relationship. This coupled with low EQ could be worrisome, especially if the participant has a high profile position that requires interacting with several people or if the participant is a manager of people.

Those with lower EQ may be more effective in using various conflict management styles and do not need to rely heavily on only two styles. However, it may also indicate that they use more of a “hit and miss” approach, and lack a true preferred style because they are not stopping to assess the situation. The latter is likely to be true, as people with low EQ are not as likely to be able to describe one’s own or others’ feelings, nor do they have the ability to recognize basic emotions in faces or detect fake emotions (Mayer & Salovey 1997, p. 10). Furthermore, emotional intelligence (EI) is the ability to accurately reason by focusing on emotions and the ability to use those emotions and emotional knowledge to enhance thought (Mayer et al., 2008). Therefore, it is not likely that they are highly effective assessing the situation and determining the best conflict style to use.

The medium EQ level had a broader difference between the conflict style means, whereas the high level of EQ had the largest difference. Both levels preferred cooperating and compromising in both calm and storm. Although all conflict styles may be appropriate at different times, cooperation and compromise typically lend themselves to

building trust and relationships, if they are not overused. If these preferences are overused, respect may be lost because the individual is not seen as decision-maker, or because consensus building takes too long. The preference for using the cooperating and compromising styles in both calm and storm settings could indicate that these styles are used appropriately to build trust and strong relationships. However, it also may indicate that those with these preferred styles may continue to use the cooperation or compromise preferences even though another style, such as directing, would be appropriate. Whether or not those with high levels of EQ, who are likely to perceive, understand, manage, and use emotions more successfully than those with lower EQs, use the appropriate conflict style in a given situation was not able to be ascertained from this study.

If an inappropriate style is chosen, this could be a catalyst for more conflict. Therefore, it is imperative that individuals who are in leadership roles understand how to shift between styles depending on the need by using emotional intelligence.

One cannot assume that an individual with high EQ will choose the most effective conflict management style in a given situation. Those who are assessed with higher levels of EQ tend to perceive, understand, use, and manage emotions better than those with lower EQs. However, their subjective focus could cause them to overlook a more logical choice. Those scoring higher in EQ demonstrated strong preferences on the KCSI towards compromising and cooperating. Because these conflict management styles are more focused on relationships and people, as well as the agenda or task, it may be that these individuals are overly concerned with the relationship and a resolution, when that may not be the best option at that time. For instance, if individuals with high EQs and a

preference for collaborating want to resolve issues, they may not choose to use the avoiding conflict management style because they do not want to risk the relationship or walk away without a resolution. However, the avoiding style may be appropriate when emotions are high. It could provide a chance for the individuals to reflect on the issue and gain clarity. The orientation toward relationships displayed by those with high EQ may prevent or discourage them from using this style even when it would be most appropriate. The large range in the means for those with higher EQ may indicate a discomfort with the conflict management styles that they do not prefer, which in this case are avoiding, harmonizing, and directing. It also could indicate that those with lower EQ are more comfortable using any of these styles. Again, the most appropriate conflict management style is based on the situation.

Finally, it is possible that the findings did not match the hypotheses due to weaknesses in the conflict resolution style instrumentation. Without evidence to support either the reliability or validity of the KCSI, it is possible that the KCSI did not provide reliable or valid results about the participants' conflict management styles (Creswell, 2003). If the instrument is not valid, it is not measuring the construct it purports to measure and, therefore, the researcher cannot draw meaningful inferences from the scores (Creswell, 2003). If an instrument lacks reliability, it may not provide a consistent measurement of the constructs (Creswell, 2003). Although the researcher in the present study chose the KCSI, it is possible that flaws in the instrument caused it not to provide a valid and/or reliable measure of the participants' true conflict resolution style. Further, it could be that a different measure would have performed in a different manner and yielded

results more consistent with the hypotheses. This caveat is true for research questions three and four as well.

Research Questions Three and Four

The third and fourth research questions were regarding the conflict styles that were most frequently used with participants who were assessed with differing levels of EQ. The first hypothesis stated that cooperating would be the preferred conflict style for individuals who were assessed with high EQ with its score being the highest of the five. Therefore, the findings in this research supported the hypothesis that cooperating would be a preferred conflict style. Cooperating was clearly the highest preferred conflict style for participants who were assessed with a high level of EQ. As mentioned above, the data also showed that participants with a high level of EQ preferred compromising as a second preferred conflict style. This indicates that those who were assessed with higher EQs are more likely to gravitate towards conflict management styles that are relationship based as well as achieving their own agenda. They are not interested in severing relationships or walking away without attaining their objective. Individuals in this group are not likely to walk away without anything, or harmonize, avoid the issue, or be directive to get what they want.

The second hypothesis was that directing would be a preferred conflict style for participants who were assessed with lower levels of EQ. The findings supported the hypothesis that directing would be a preferred conflict style for participants who were assessed with a lower level of EQ. The means for directing in both calm and storm were slightly lower than the means for cooperating, but both were proven to be preferred

conflict styles. The lower EQ score coupled with a preferred conflict management style of directing could indicate that these individuals do not control their emotions and, therefore, resort to a directing conflict style to control or even intimidate the other party, or give directives in a forceful manner because they are not concerned about the other party or the relationship at that moment. The focus is on their agenda. With the means for directing and cooperating being very close, it could indicate that individuals with lower EQ scores attempt to cooperate first, but when that does not resolve the conflict they resort to directing. Because a person with low EQ is not likely to process emotional information accurately and efficiently, it is likely that they are not perceiving, using, understanding or managing emotions in an appropriate manner (Mayer et al., 2000). Low EQ is potentially more likely to be a factor when emotions are high in the midst of conflict.

It is interesting to note that all EQ levels had cooperation as a preferred style. This may be due to the fact that the American culture values cooperation. Young children watching *Sesame Street* are taught the value of cooperation. Small children are taught to play nicely with others. As older kids, the focus is on everyone being a “winner” and trying to ensure that everyone is getting along. Therefore, it is not surprising that the most common preferred style is cooperation. Because the test was completed by the participant, it was subjective. Therefore, a participant could have taken the assessment according to social desirability, instead of their true, innate response. With the low EQ group, it may be that they try to acculturate, but their true preference is directing. Another potential reason for this prevalent preferred style is due to the MBA curriculum valuing

cooperation. These are all areas that need to be considered and researched more heavily. However, in the future, it may be worth considering eliminating the cooperation category and focusing on the second preferred style.

The data also show that those with lower EQ are more likely to use all five styles, whereas those with high EQ scores are more likely to use their top two preferred styles and much less likely to use the other three conflict styles. Surprisingly, “calm” or “storm” did not appear to impact one’s conflict style on any of the three levels of EQ. Those who scored high on EQ did not appear to shift between styles as readily as those with lower EQ. Therefore, those with higher EQ scores may be seen as more consistent, because they have more pronounced preferred styles; whereas those with lower EQ could be seen as unpredictable, because they might use any one of the five styles. On the other hand, those with high EQ scores could have limited ability to use all of the styles; whereas those with lower EQ scores could adjust as needed. These results could be interpreted several ways.

One possibility is that those with higher EQ scores may have well-defined conflict styles that they have mastered. These styles may be comfortable and appropriate in most settings. Therefore, the other three styles are not used unless absolutely necessary as they risk damaging relationships or not accomplishing the intended goal. If the situation is very tense and emotions are high, an individual with higher EQ is more likely to understand that this is not the time to use a direct conflict style that may perpetuate and heighten emotion. Instead, the individual with higher EQ may realize that it is better to use an alternative conflict style until the emotions have subsided. Individuals with high

EQ are adept at perceiving emotions and typically work to build relationships. Therefore, they may resort to the two styles that are focused on relationships because it is most innate to them. They may not have not fully developed the other conflict management styles, and therefore do not use them as frequently, even though they may be the most appropriate choice at a given time. This may also mean that someone with high EQ may want to resolve the issue and resort to compromise when they realize they are not going to get everything they desire, when it may be best to use the directive style.

Someone with low EQ, especially as seen in Branch 4, which is focused on managing emotions, is not as likely to manage his or her emotions well, which may lead to lack of insight and awareness. Those with low EQ are often not as pleasant to be around as those with high-EQ, nor are they viewed as empathetic or socially skilled (Brackett, *et al.*, 2005). If this is the case, this could impact how they choose to manage conflict and how easily it is for others to want to resolve conflict with someone with a low EQ. An individual with lower EQ is not as likely to be able to control emotions. If angry, this person may not step back and reflect and think about alternative means to handling the conflict. Instead, the person with low EQ, who has a preferred style of directing, may use the style that is most comfortable that could lead to an escalation of the issue, loss of relationships, and lack of a resolution. An individual with lower EQ and high use of the directive conflict style may come across very aggressive and unapproachable. Furthermore, research also has shown that individuals with low EQ are also likely to overestimate their ability. Instead of asking questions to clarify and engage the other person, this individual is likely to become more authoritative. An individual

with a lower EQ score may be more reckless with conflict management style choices due to making decisions based on emotions that are not controlled.

It is important to reemphasize that without the research on the KCSI's reliability and validity, it is possible that the results regarding conflict management styles, provided from the KCSI, are not reliable or valid (Creswell, 2003).

Research Question Five

The final research question looked at the differences between EQ scores, sex, and management experience and conflict management styles, sex and management experience. The hypotheses were that women students would have higher EQ scores than men and that the students with management experience would have higher EQ scores than those without management experience. Neither hypothesis was supported by the data, as no significant relationships between EQ and these variables were detected. The same was true when the researcher reviewed status in the program and ethnicity. It may be that there simply were not enough women or enough non-White participants in the study to be able to detect a significant difference. The majority of these students were White males. It is hard to generalize to a population when the group is small and lacking a lot of diversity. The same is true for the question regarding gender. It was difficult to find a significant relationship due to 81 (75%) of the participants being male and 26 (24%) being female.

Several statistically significant relationships were found in Pearson correlations when looking at the MSCEIT and KCSI. There were two different types of relationships that were assessed. Public relationships are typically with people one do not know on a

personal level or interact with regularly; whereas personal relationships are people with whom one has deeper relationships.

Although the correlations were small (none over .32), a few correlations were significant for public relationships. Positive correlations were detected between MSCEIT and KCSI with public relationship scores in cooperating calm ($r=.208$; $p < .05$). Additionally, inverse relationships were found between MSCEIT and KCSI with public relationship scores in avoiding, both calm ($r=-.292$; $p < .05$) and storm ($r=-.323$; $p < .01$). This indicates that in public relationships, as EQ levels increase, use of the avoiding conflict style decreases and the cooperating style (in calm) increases. Conversely, as EQ levels decrease, the use of the avoiding conflict style increases and the use of the cooperating conflict style (in calm) decreases. This finding could indicate that when those with a low EQ and the inability or decreased ability to manage emotions interact with individuals whom they may not know well, they may choose to avoid the situation all together. Depending on the circumstance, this may be a positive option. However, if avoidance is frequently used, conflict is not likely to be resolved which could lead to resentment, outbursts of anger, and other negative results. In terms of the cooperating (calm) conflict resolution style, its use increases as EQ increases. Those with higher EQ are more likely to use a cooperating conflict resolution style in calm situations with those whom they do not know well. Such a style has a high focus on one's own agenda and a high focus on the relationship, which helps to build trust, goodwill and a mutually beneficial relationship.

The focus of this research aligns better with the public relationships, however due to the KCSI assessing both public and personal relationships the researcher conducted a secondary analysis to review and compare the results between the two types of relationships. Interestingly, the MSCEIT and personal relationships with the KCSI showed a greater number of statistically significant relationships. The MSCEIT and personal relationships was positively correlated with cooperating, both calm ($r=.189$) and storm ($r=.213$), at the $p < .05$ level, and also had positive correlations with compromising-calm ($r=.262$) and avoiding-clam ($r=.260$) at the $p < .01$. Furthermore, there were inverse relationships between the MSCEIT and personal relationships with harmonizing-calm ($r=-.203$) at the $p < .05$ level, and directing-storm ($r=-.321$) and avoiding storm ($r=-.323$) at the $p < .01$ level. Specifically, in personal relationships, the data indicated there was a relationship between EQ and cooperating and compromising. The inverse relationships indicated that in personal relationships, when an individual's EQ level is higher, his or her ability to harmonize is lower, as is his or her directing and avoiding conflict styles. This could mean that in personal relationships, as EQ increases, individuals are more likely to use compromising and collaborating. One potential reason is that personal relationships are often more meaningful, which could indicate people are more likely to work through the differences to ensure that a reasonable resolution is met. It could also indicate that people with high EQ do not prefer to leave issues unresolved, even if it is a better temporary solution. However, with individuals with lower EQ levels are more likely to choose harmonizing, directing, and avoiding conflict styles when dealing with personal relationships.

Overall, the data indicate that individuals use different conflict styles depending on the type of relationship, and that people respond to conflict differently depending on whether the relationship is public or personal. Knowing that people use different preferred conflict styles depending on the relationship may be why some people tend to have two different personalities when they are at work compared to when they are at home. Individuals are likely to be more vested in personal relationships than they may be with work relationships. Another potential reason is that cultural influences and family systems may cause an individual to react to conflict differently at home than one would in a conflict with someone with whom he or she has a public relationship. The challenge is to learn which conflict styles are more innate and how to enhance the conflict styles that are not as natural to them, but may be equally important.

Limitations

Length of Survey

This study provided value and contributed to the body of research on these topics, however several limitations should be recognized. Although the survey only had 44 independent questions, there were over 100 questions when the sub-questions were included. This is an extremely long survey, especially when there was no incentive for completion. The frustration with the length of the survey was evidenced as there were 108 completed surveys, but an additional 83 surveys were started, but not completed, presumably because respondents tired of the survey before completing it. Participants also may have become irritated at the volume of questions, and the repetitive nature of the KCSI questions, and stopped thinking through the questions. Rather, they may simply

have selected any answer to complete the assessment. Additionally, there may have been substantive differences between the participants who completed the survey and those who did not, such as age, race, gender, and management experience. If half of the 83 participants who opted to leave the survey uncompleted were women or minority students, this could have greatly impacted the results of the data by providing more meaningful data. The same is true for other factors and variables in the study. Another point to consider is what the differences were between the people who completed the survey and the ones who did not, and whether those differences correlated to conflict management styles and EQ. In the least, the power for the entire study would have been higher due to more of the population participating in the study. However, regardless of the number of incomplete surveys, the researcher was fortunate to have good support from the MBA school. Without this support and encouragement from the faculty members, the $n=108$ would likely have been a lot smaller.

Small Population

The study being conducted at only one institution also limited the findings. The MBA students for this study were from a small, private university. Therefore, the population was not as diverse as it might have been had the study been conducted at a larger, public college or university. Therefore, replicating this study at other types of institutions, including public and larger universities, should be done prior to generalizing these results. A larger population may have prevented such a biased sample regarding gender, as there were 81 (75%) men and only 26 (24%) women in this sample. With only 26 women, the analyses by sex were not able to provide much value or significance.

Additionally, more demographic information, such as such as years of experience and age, could have provided more depth into how these conflict styles were used based on these variables.

Another attribute of a larger population and more diverse student body is that it would be more likely to have cultural diversity. The KCSI accounts for cultural diversity, but the sample size did not have enough diversity to show any significance in this study.

Another limitation regarding the population is the difference between experience with the younger students, who are likely in the full-time program, and more experienced students who are likely in the working professionals program. It would be helpful to request more background information on their age and years of experience. Furthermore, it would have been interesting to see if there was a correlation between GPA and EQ levels. Correlations on these variables could not be done, as these questions were not part of the assessment. Any replication of this study should keep these important factors in mind, as they will help generalize to the greater MBA student population.

Assessment Tools

The data were collected by two subjective assessment tools. Although both tools were created with objectivity in mind, some students may have answered according to a desired behavior or may have lacked awareness as to their true behaviors. While the MSCEIT has had extensive reliability and validity research, the KCSI lacks evidence to support its reliability and validity. It is possible that the results yielded from this study may not measure what it purports to measure through the KCSI. However, after extensive research, the researcher remains confident that this conflict management style tool was

the best options for this type of study due to the assessment considering calm and storm states, as well as cultural sensitivity.

Finally, it is possible that the findings did not match the hypotheses due to weaknesses in the conflict resolution style instrumentation. Without evidence to support either the reliability or validity of the KCSI, it is possible that the KCSI did not provide reliable or valid results about the participants' conflict management styles (Creswell, 2003). If the instrument is not valid, it is not measuring the construct it purports to measure and, therefore, the researcher cannot draw meaningful inferences from the scores (Creswell, 2003). If an instrument lacks reliability, it may not provide a consistent measurement of the constructs (Creswell, 2003). Although the researcher in the present study chose the KCSI because its use of calm and storm states and cultural sensitivity, it is possible that flaws in the instrument caused it not to provide a valid and/or reliable measure of the participants' true conflict resolution style. Further, it could be that a different measure would have performed in a different manner and yielded results more consistency with the hypotheses. This caveat is true for research questions three and four as well.

Social Desirability

Even though the survey was anonymous, other students may have been leery of who would see the results and whether the results could impact them academically, if they were to score low on EQ. This is not as probable, but is worth considering, especially since the researcher is affiliated with the university. Another possibility is that students were concerned about "social desirability." With a culture that favors and

supports collaborative interactions, students may have answered the questions the way that they were “supposed” to answer them, even though the assessment strongly encouraged students to answer in a manner that is true to who they are.

The researcher also was informed that some of the MBA population recently had an EQ element in a leadership class. Therefore, those students may have scored higher in the assessment than they would have before the class, which may have biased the results, causing students to have higher EQ scores than they would have otherwise. Because the EQ scores were not exceptionally high, this does not seem likely, but it is a possibility.

Implications

This study is the first of its kind to look at the correlation between EQ and conflict management styles. The results have many implications for higher education, both at the graduate and undergraduate level, as well as theory for practice in organizations outside of education.

The key is to create awareness with students as to what EQ and conflict management styles are and how they can impact different aspects of their lives. The data indicates that there are significant correlations between one’s level of EQ and one’s preferred conflict management styles. Those who were assessed with high EQ had two preferred styles in both personal and public relationships, compromising and collaborating; whereas those with lower EQ had preferred styles of compromising, directing, and collaborating. The challenge for either of these groups is to increase an awareness and knowledge of all types of conflict management styles, as each of them can be beneficial in different circumstances. Since neither group preferred the avoiding and

harmonizing style, it may be beneficial to teach these students when these conflict management styles would be useful and how to use them appropriately. By educating students in this manner, it is probable that the conflict management abilities will increase, as students will learn how to more accurately assess different situations. However, additional research needs to be done to understand how culture, age, and years of professional experience factor into emotional intelligence and conflict management styles. These additional data would assist in determining the most effective approach to implementing these skills.

Administrators, faculty, and staff at academic institutions can begin, or in some cases continue, to think about education in a holistic manner. This study looked at both personal and public relationships. The data indicated that there were differences in conflict management styles depending on the relationship. Therefore, to educate students in a comprehensive manner, we need to consider how types of relationships factor into their conflict management styles. In many cases, there is a distinct difference between personal and public relationships. However, there are potential work environments where employees have personal relationships due to the interconnectedness, such as family owned businesses or companies with employees with many years of service. Relationships such as these need to be considered when conducting future research. Emotional intelligence and conflict management styles can be interwoven into a myriad of classes as a thread, similar to the approach to teaching sustainability and other ubiquitous topics. The class topic does not have to be on EQ and conflict, but these skills

can be applied across disciplines. This will encourage students to think about how these skills impact their relationships professionally and personally.

MBA students need to be taught these skills, as they may not have been exposed to emotional intelligence or conflict management styles before their MBA program. Learning about emotional intelligence and conflict management styles could be an immense help in their academics and preparing for their careers. According to the data collected for this study, if a student has a low EQ, his or her preferred conflict management styles are compromising, directing, and collaborating. If a student resorts to a directive approach when dealing with a faculty member, or even friends, it could be very detrimental. However, if the student approaches the same situation from a collaborative approach, there is an opportunity to build relationships and resolve the issue. Regardless of the issue, students need to learn the importance of understanding emotions and the different conflict management styles. Whether it is handling conflict when working on a group project or confronting a co-worker at an internship, these skills are invaluable. Prior research indicates that conflict management skills are a necessity for one who aspires to manage a team of professionals (Tjosvold, 1998). Educating students on emotional intelligence and conflict management styles could also be invaluable to organizations, which often spend exorbitant amounts of money on organizational development, coaching, and other training.

It is important to recognize that the study created baseline data with one group of MBA students. The correlations were not as strong and prevalent as predicted, nor did those with high EQ levels have more preferred conflict management styles. However, the

relationship is definitely worth delving into more deeply to better understand the connection between EQ and conflict management styles. Specifically, the means of the conflict styles were closer together for those who were assessed with low EQ. This could mean that these individuals do not have strong preferred styles. However, it could also mean that they do not let emotions factor into decisions as much, and therefore use multiple conflict styles with ease. Furthermore, EQ may also help individuals use skills that make the conflict styles “preferred” and functional. Understanding what their conflict management style preferences mean and how these preferences impact their relationships is important, even if the conflict management styles are not directly correlated to one’s EQ level.

Implications for Future Research

This study is just the beginning of research focused on emotional intelligence and conflict management. Additional research could be conducted that focuses on the differences between personal and public conflict styles and levels of EQ. Additionally, it would be interesting to see if there is a relationship between these public and personal relationships and how those relate to EQ.

Another study could replicate this research at other private institutions, as well as larger, public MBA schools in different parts of the United States and compare the data. Furthermore, it would be interesting to look at undergraduate business students to see how the scores on these assessments differed from MBA students who may have more experience.

One additional consideration for future research would be to conduct a qualitative study. The focus of this study could be to interview students and learn about their conflict styles. The researcher could observe and videotape the same participants in the midst of conflict to see how they resolve issues. Next, the researcher could share the videotapes with the individuals to see how they interpret their behavior and to analyze their level of EQ during this processing experiment. The qualitative approach is especially important due to control for social desirability. By conducting the research in this manner, the researcher can observe the interaction and the conflict styles.

Lastly, a 360 evaluation could be conducted. The information collected from this type of method would be helpful in the person gaining an understanding of how others, at a variety of levels, view him or her, what differences there are between their views and the individual's views, and to also to determine growth areas. These types of studies could delve more deeply into when students use the different conflict management styles and whether or not there is a strong correlation with these choices and levels of EQ based on the situations.

Conclusion

Although any of the five conflict styles could be beneficial in different situations, if used at the wrong time the wrong style could be destructive to a team or an organization and could impact relationships. Knowing which conflict management style to use could determine the outcome of the conflict and whether or not it was successfully resolved. The caveat is to learn how an individual decides on a conflict style and what correlation this decision has with an individual's EQ level. Furthermore, once we

ascertain the answer to these questions, the next step is learning how to best educate others on these skills.

This study indicates that there are correlations between emotional intelligence and conflict management styles that need further research. The scope of this study was very limited due to its participants being from one, small, private, nationally ranked institution; however, it did provide insightful information and a starting point for additional research.

With a competitive, global society, students need to be developed academically, professionally, personally, and civically. Two potential topics that broaden the traditional scope of education are focused on emotional intelligence and conflict management. All jobs and relationships have varying degrees of conflict. Therefore, conflict management skills could assist students in multi-facets of their lives. Research suggests that people with higher levels of emotional intelligence are more successful in life (Goldman, 1998). These two topics are worthy of further investigation for potential curriculum development in academic and organizational programs across the country. Not only do the topics themselves warrant research, the correlation between the two is an even more promising notion.

This research has helped us to understand that there is a correlation between emotional intelligence and conflict management styles. Expanding the scope of the study by adding multiple schools with diverse populations will help provide more depth to the research. This is an area of research that has the propensity to impact students and organizations in a very powerful manner, but this is just the beginning.

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APPENDIX A

THE MSCEIT BRANCH 4 INSTRUMENT

Emotional Intelligence and Conflict Management

Page 1 of 8

Consent Form

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
 CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

DESCRIPTION AND EXPLANATION OF PURPOSE AND PROCEDURES:

The purpose of this study is to determine the correlation between levels of emotional intelligence and conflict management styles of MBA students at a small private institution. Participants are asked to provide an online signature by initialing below indicating the researcher has permission to use the data from the survey. The survey includes assessment material from the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT) short-form and the Kraybill Conflict Style Inventory (KCSI) and should take approximately 20 minutes to complete.

POTENTIAL RISKS AND DISCOMFORTS:

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants.

POTENTIAL BENEFITS:

The research will contribute to the body of literature by exploring the relationships between emotional intelligence and conflict management. This research could provide helpful information that may lead institutions to offer courses in emotional intelligence and conflict management. There are no benefits to the individual participants.

All information obtained in this study is strictly confidential unless disclosure is required by law. Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. Your privacy will be protected as you will not be identified by name as a participant in this project. Response data will be kept in a secure file in the Professional Development Center at Wake Forest University for three years following the completion of this study. After three years, all data will be shredded and erased.

If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Andrea C. Ellis who may be contacted at (336) 758-4322. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project.

1. By initialing in the box below you are agreeing that you have read the consent form, or that it has been read to you and you fully understand the contents of this document and are openly willing to consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Andrea C. Ellis.*

Emotional Intelligence and Conflict Management

Page 2 of 8

Demographics

2. What is your status in the MBA program?

- 1st Year Working Professional
- 2nd Year Working Professional
- 1st Year Full-Time MBA Student
- 2nd year Full-Time MBA Student

3. What is your gender?

- Female
- Male

4. Do you currently, or have you in the past, been a direct supervisor or team leader?

- Yes
- No

5. What is your student ID number? (This is strictly for validation purposes only- no names will be acquired and no individual information will be shared with anyone at Wake Forest University Schools of Business.)
The value must be greater than or equal to 00000000.

6. Race/Ethnicity

- White/Caucasian
- Black/African-American
- Asian/Pacific Islander
- Hispanic/Latino
- Native American
- Multiracial
- Other, please specify

Emotional Intelligence and Conflict Management

Page 3 of 8

Emotional Intelligence

7. Use the following scenario for questions 6-9: Mara woke up feeling pretty well. She had slept well, felt well rested, and had no particular cares or concerns. How well would each action help her preserve her mood?
Action 1: Mara got up and enjoyed the rest of the day.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
8. Action 2: Mara enjoyed the feeling and decided to think about and appreciate all the things that were going well for her.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
9. Action 3: Mara decided it was best to ignore the feeling since it wouldn't last anyway.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
10. Action 4: Mara used the positive feeling to call her mother, who had been depressed, and tried to cheer her up.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective

11. Use the following scenario for questions 10-13: Andrew works as hard, if not harder, than one of his colleagues. In fact, his ideas are usually better at getting positive results for the company. His colleague does a mediocre job but engages in office politics so as to get ahead. So, when Andrew's boss announces that the annual merit award is being given to this colleague, Andrew is very angry. How effective would each action be in helping Andrew feel better?

Action 1: Andrew sat down and thought about all of the good things in his life and his work.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

12. Action 2: Andrew made a list of the positive and negative traits of his colleague.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

13. Action 3: Andrew felt terrible that he felt that way, and he told himself that it wasn't right to be so upset over an event not under his control.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

14. Action 4: Andrew decided to tell people what a poor job his colleague had done, and that he did not deserve the merit award. Andrew gathered memos and notes to prove his point, so it wasn't just his word.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

15. Use the following scenario for questions 14-17: Jane did not know when her bills were due, how many more bills would be arriving soon, or if she could pay them. Then her car began making strange noises and her mechanic said it would cost so much to fix that it might not be worth it. Jane can't fall asleep easily, she wakes up several times at night, and she finds herself worrying all the time. How effective would each of the following actions be in reducing her worry?

Action 1: Jane tried to work out what she owed, how much was due, and when it was due.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

16. Action 2: Jane learned deep-relaxation techniques to calm herself down.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
17. Action 3: Jane got the name of a financial planner to help her figure out how to manage her finances properly.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
18. Action 4: Jane decided to look for a job that paid more money.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
19. Use the following scenario for questions 18-21: Nothing seems to be going right for Ed. There just isn't much in Ed's life that he enjoys or that brings him much pleasure. Over the next year, how effective would each of the following actions be at making Ed feel better?
Action 1: Ed started to call friends he hadn't spoken to in a while and made plans to see a few people.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
20. Action 2: Ed started to eat better, to get to bed earlier, and to exercise more.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
21. Action 3: Ed felt that he was bringing people down and decided to stay by himself more until he could work out what was bothering him. He felt he needed time alone.
- Very Effective
 - Somewhat Effective

- Neutral
- Somewhat Ineffective
- Very Ineffective

22. Action 4: Ed found that relaxing in front of the TV at night, with a beer or two, really helped him to feel better.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

23. Use the following scenario for questions 22-25. As Robert drove home from work, a tractor-trailer truck cut him off. He didn't even have time to honk his horn. Robert quickly swerved to the right to avoid getting hit. He was furious. How effective would each of the following actions be in dealing with his anger?

Action 1: Robert taught the truck driver a lesson by cutting him off a few miles down the highway.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

24. Action 2: Robert just accepted that these things happen and drove home.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

25. Action 3: Robert yelled as loud as he could, and cursed and swore at the trucker.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

26. Action 4: Robert vowed never to drive on that highway again.

- Very Effective
- Somewhat Effective
- Neutral
- Somewhat Ineffective
- Very Ineffective

27. Use the following scenario for questions 26-28: John developed a close friend at work over the last year. Today, that friend completely surprised him by saying he had taken a job at another company and would be moving out of the area. He had not mentioned he was looking for other jobs. How effective would John be in maintaining a good relationship, if he chose to respond in each of the following ways?
Response 1: John felt good for him and told his friend that he was glad he got the new job. Over the next few weeks, John made arrangements to ensure they stayed in touch.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
28. Response 2: John felt sad that his friend was leaving, but he considered what happened as an indication that the friend did not much care for him. After all, the friend said nothing about his job search. Given that his friend was leaving anyway, John did not mention it, but instead went looking for other friends at work.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
29. Response 3: John was very angry that his friend hadn't said anything. John showed his disapproval by deciding to ignore his friend until the friend said something about what he had done. John thought that if his friend didn't say anything, it would confirm John's opinion that the friend was not worth talking to.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
30. Use the following scenario for questions 29-31: Roy's teacher has just called Roy's parents to say that Roy is doing poorly in school. The teacher tells Roy's parents that their son isn't paying attention, is being disruptive, and can't sit still. This particular teacher doesn't do well with active boys, and Roy's parents wonder what's really going on. Then the teacher says that their son will be left back unless he improves. The parents feel very angry. How helpful to their son is each of these reactions? Response 1: The parents told the teacher that this was a big shock to them since this was the first time they had ever heard there was a problem. They asked to meet with the teacher and also requested if the principal could attend the meeting.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
31. Response 2: The parents told the teacher that if she continued to threaten to have their son repeat the grade, they would take it up with the principal. They said, "If our son is left back, we will hold you personally responsible. You are the teacher and your job is to teach, not to blame the student."
- Very Effective
 - Somewhat Effective

- Neutral
 - Somewhat Ineffective
 - Very Ineffective
32. Response 3: Roy's parents hung up on the teacher and called the principal. They complained about the teacher's threats and asked that their son be moved to a different classroom.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
33. use the following scenario for questions 32-34: Everything is going well for Liz. While others have been complaining about work, Liz has just gotten a promotion and a decent raise. Her children all are very happy and doing well in school, her marriage is stable and very happy. Liz is starting to feel very self-important and finds herself tempted to brag about her life to her friends. How effective would each of the following responses be for maintaining her relationships?
Response 1: Since everything is so good, it's okay to feel proud of it. But Liz also realized that some people see it as bragging, or may be jealous of her and so she only talked to close friends about her feelings.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
34. Response 2: Liz started to think of all the things that could possibly go wrong in the future so she could gain perspective on her life. She saw that good feelings don't always last.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective
35. Response 3: Liz shared her feelings with her husband that night. Then, she decided that the family should spend time together on the weekend and get involved in several family events just to be together.
- Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective

Emotional Intelligence and Conflict Management

Page 4 of 8

Conflict Management

36. When thinking about your cultural group, which better suits your background:

- Individualistic (e.g. dominant cultures in Europe and North America)
- Collectivist (e.g. Asian, Aboriginal, African)

Back

Next

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Cancel

38. If differences persist and feelings escalate...

1 indicates not at all characteristic and 6 indicates very characteristic.

	1	2	3	4	5	6
I enter more actively into discussion and hold out for ways to meet the needs of others as well as my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put forth greater effort to make sure that the trust as I see it is recognized and less effort to please others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to be reasonable by not asking for my full preferences, but I make sure I get some of what I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I back off and let things rest as they are, even if it means that none of us gets what we really want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set aside my own preferences and focus on keeping the other person happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interact less with others and look for ways to find a safe distance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on the goals that matter to me and don't let myself get distracted by others' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do whatever is necessary to soothe the others' feelings and keep the relationship good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on mutual understanding; I go to great lengths to make sure that I really understand why others are upset and that they understand why I am upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I urge moderation and compromise so we can get on with things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Cancel

40. If differences persist and feelings escalate...

1 indicates not at all characteristic and 6 indicates very characteristic.

	1	2	3	4	5	6
I enter more actively into discussion and hold out for ways to meet the needs of others as well as my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put forth greater effort to make sure that the trust as I see it is recognized and less effort to please others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to be reasonable by not asking for my full preferences, but I make sure I get some of what I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I back off and let things rest as they are, even if it means that none of us gets what we really want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set aside my own preferences and focus on keeping the other person happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interact less with others and look for ways to find a safe distance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on the goals that matter to me and don't let myself get distracted by others' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do whatever is necessary to soothe the others' feelings and keep the relationship good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on mutual understanding; I go to great lengths to make sure that I really understand why others are upset and that they understand why I am upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I urge moderation and compromise so we can get on with things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Next

Save

Cancel

42. If differences persist and feelings escalate...

1 indicates not at all characteristic and 6 indicates very characteristic.

	1	2	3	4	5	6
I enter more actively into discussion and hold out for ways to meet the needs of others as well as my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put forth greater effort to make sure that the trust as I see it is recognized and less effort to please others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to be reasonable by not asking for my full preferences, but I make sure I get some of what I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I back off and let things rest as they are, even if it means that none of us gets what we really want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set aside my own preferences and focus on keeping the other person happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interact less with others and look for ways to find a safe distance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on the goals that matter to me and don't let myself get distracted by others' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do whatever is necessary to soothe the others' feelings and keep the relationship good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on mutual understanding; I go to great lengths to make sure that I really understand why others are upset and that they understand why I am upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I urge moderation and compromise so we can get on with things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Done

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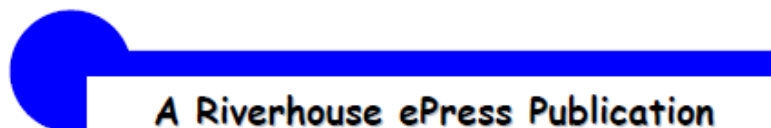
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APPENDIX B
THE KCSI INSTRUMENT

Style Matters

The Kraybill Conflict Style Inventory

- ✓ Adapts to users from diverse cultural backgrounds
- ✓ Shows how your style differs in group settings from interpersonal settings
- ✓ Shows benefits and costs of each style, and how to choose the style that fits the situation.
- ✓ Shows your stress shift; scores you for both "calm" and "storm"
- ✓ "Hot tips" give in-depth, precise strategies for each style
- ✓ Suggestions for group discussion of conflict styles with colleagues and teams



Style Matters

The Kraybill Conflict Style Inventory

By Ron Kraybill

Contents

Getting Started	2
The Inventory	3
Scoring	7
Interpreting Your Scores	9
Graph of the Five Styles	10
Understanding the Conflict Styles	11
Choosing Which Style to Use	14
Hot Tips for Working with Styles of Others	17
Suggestions for Reflection and Discussion	20
Acknowledgements	22

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About the Author

Ron Kraybill, Ph.D., has been a leader in the field of conflict resolution/transformation since 1979. He was founding director of the Mennonite Conciliation Service, Akron, Pennsylvania, 1979-1988. He was director of training and head of special projects at the Centre for Conflict Resolution, Cape Town, South Africa, 1989-1995, and training advisor to the South African National Peace Accord throughout the years of political negotiations in South Africa. Since 1995 he has been a professor in the Center for Justice and Peacebuilding at Eastern Mennonite University, Harrisonburg, Virginia. Author of several books and dozens of essays on peaceful resolution of conflict, he established Riverhouse ePress in 2004. See www.RiverhouseEpress.com for his essays and a blog.

Other Riverhouse publications by the same author

Structuring Dialogue: Cool Tools for Hot Topics
Group Facilitation: Skills to Facilitate Meetings and Training Exercises to Learn Them
Tools to Build Consensus: Facilitate Agreement in Your Group

Getting Started

Nobody gets far in life without encountering painful differences with other people. Perhaps more than any other challenge in life, our ability to work out differences with others affects our ability to live well and be happy. Yet most of us get little thoughtful guidance from parents and teachers on this. We figure out a few things by trial and error, but we are often confused and hurt by what happens in conflicts.

Style Matters: The Kraybill Conflict Style Inventory gives specific, practical help for dealing with differences. In a handful of pages, you will get more help than most of us get in a lifetime of learning. This information can make all the difference between happiness or misery in relationships at home, school, work, and community settings.

So how do you respond to conflict? Most people aren't sure how to answer. It is often easier to describe how others respond than how we ourselves respond.

Style Matters gives you a snapshot of yourself. With that picture in hand, you can make conscious choices in responding to others. You can build on your strengths and improve on your weaknesses. You can assess responses of other people and deal more constructively with them.

The reflection this inventory can create is more important by far than the numbers the tally sheet yields. There are no "right" or "wrong" answers. The score you get is only a sketch of you based on your responses to this inventory today. True, the numbers probably describe patterns of many years. But no test is perfect and nobody is 'set in stone'. Use the results to help you think about what really matters:

How you will respond to conflict tomorrow?
That is the important question it will help you to think about.
Now, go to Page 2, and let's get started.

First Things First

Self-Identify Your Cultural Group

- If you are from an *individualistic* culture (e.g., dominant cultures in Europe and North America)¹, use **Instruction Set A** to complete your assignment.
- If you are from a *collectivist* culture (e.g., Asian, Aboriginal, African), use **Instruction Set B** to complete your assignment.

Instruction Set A: Complete the following questionnaire **twice**.

First, think about a situation in which your wishes differ from those of another person with whom you have a personal relationship. For example, visualize a situation in your family, your marriage, or with close friends. Complete the form with this scenario in mind.

Then, using a different color pen or pencil, complete the form a second time while thinking about a situation in which your wishes differ from those of another person in a more public, less personal setting. For example, visualize yourself in your workplace or your community. Note that statements A-J deal with your **initial** response to disagreement, while statements K-T deal with your response **after the disagreement has gotten stronger**.

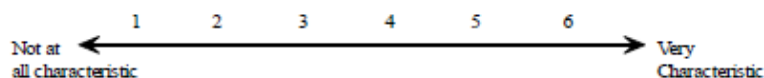
Instruction Set B: Complete the following questionnaire **twice**.

First, think about a situation in which your wishes differ from those of another person who is a member of your own age set or similar to you in "rank" within your community. Complete the form with this scenario in mind.

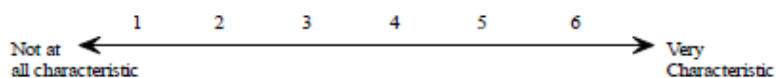
Then, using a different color pen or pencil, complete the form a second time while thinking about a situation in which your wishes differ from those of a person who is older than you or more senior in rank than you within your cultural group. For example, visualize a situation in your family with your parents or individuals from your parents' age set or with a community leader or elder. Note that statements A-J deal with your **initial** response to disagreement, while statements K-T deal with your response **after the disagreement has gotten stronger**.

When I first discover that differences exist . . .

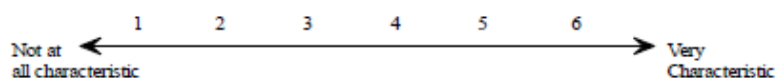
- A. I make sure that all views are out in the open and treated with equal consideration, even if this means quite a bit of disagreement.



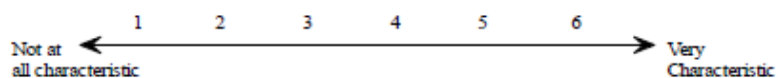
- B. I devote more attention to making sure others understand the logic and benefits of my position than I do to pleasing them.



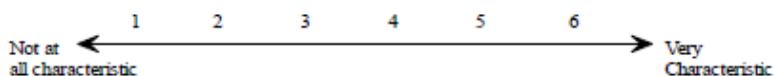
- C. I make my needs known, but I tone them down and look for solutions somewhere in the middle.



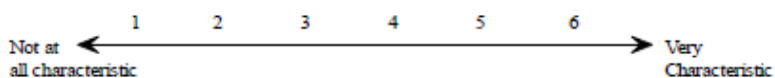
- D. I pull back from discussion to avoid tension.



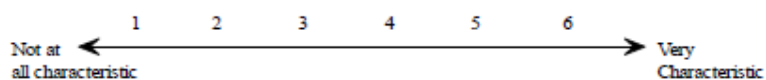
- E. I devote more attention to the feelings of others than to my personal goals.



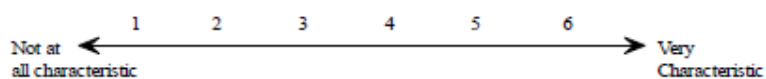
- F. I worry that my preferences, if clearly stated, may get in the way of our relationship.



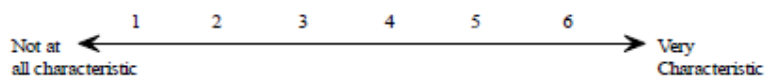
- G. I actively explain my views and needs and just as actively take steps to understand others.



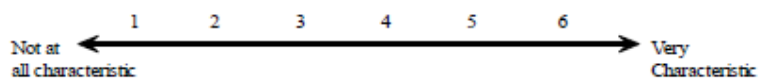
- H. I am more concerned with goals I believe to be important than with how others feel about things.



- I. I decide the differences aren't worth worrying about.



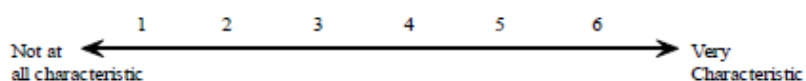
- J. I give up some points in exchange for others.



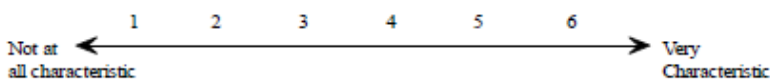
Notes and Questions:

If differences persist and feelings escalate . . .

- K. I enter more actively into discussion and hold out for ways to meet the needs of others as well as my own.



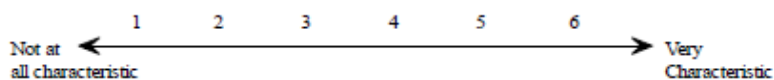
- L. I put forth greater effort to make sure that the truth as I see it is recognized and less effort to please others.



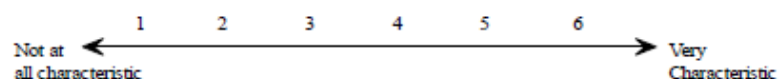
- M. I try to be reasonable by not asking for my full preferences, but I make sure I get some of what I want.



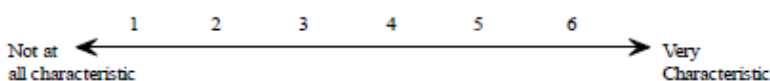
- N. I back off and let things rest as they are, even if it means that none of us gets what we really want.



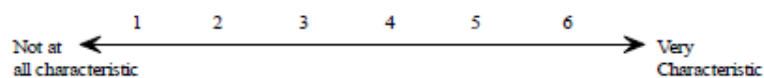
- O. I set aside my own preferences and focus on keeping the other person happy.



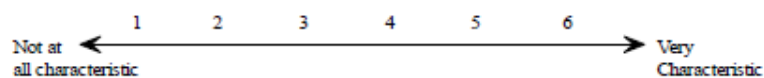
- P. I interact less with others and look for ways to find a safe distance.



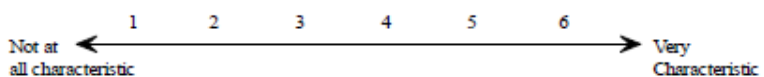
- Q. I focus on the goals that matter to me and don't let myself get distracted by others' feelings.



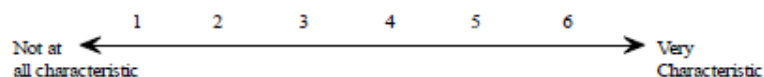
- R. I do whatever is necessary to soothe the other's feelings and keep the relationship good.



- S. I focus on mutual understanding; I go to great lengths to make sure that I really understand why others are upset and that they understand why I am upset.



- T. I urge moderation and compromise so we can get on with things.



Now go to the next page for the scoring sheet.

Style Inventory Tally Sheet

When you are finished, write the number from each item on the tally sheet.

For example, on question A, if you circled 1, write "1" on the line designated for A on the chart below.

When you have transferred all the numbers, add them in each column, A+G, K + S, etc., and enter the total for each column in the empty box just below the double line. Fill in both charts: the one on this page for intimate situations and the one on the following page is for public situations.

Intimate Settings

A ___	K ___	B ___	L ___	C ___	M ___	D ___	N ___	E ___	O ___
G ___	S ___	H ___	Q ___	J ___	T ___	I ___	P ___	F ___	R ___
Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm
Cooperating		Directing		Compromising		Avoiding		Harmonizing	

Now list your scores and the style names in order from highest score to lowest in both the calm and storm columns below.

Calm

Response when issues/conflicts first arise

Score Style

Score Style

Score Style

Score Style

Score Style

Storm

Response when things remain unresolved and/or grow in intensity despite effort to resolve them or escape the conflict.

Score Style

Score Style

Score Style

Score Style

Score Style

Public Settings

A ___	K ___	B ___	L ___	C ___	M ___	D ___	N ___	E ___	O ___
G ___	S ___	H ___	Q ___	J ___	T ___	I ___	P ___	F ___	R ___
Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm	Calm	Storm
Cooperating		Directing		Compromising		Avoiding		Harmonizing	

Calm

Response when issues/conflicts first arise

Score Style_____
Score Style_____
Score Style_____
Score Style_____
Score Style**Storm**

Response when things remain unresolved and/or grow in intensity despite effort to resolve them or escape the conflict.

Score Style_____
Score Style_____
Score Style_____
Score Style_____
Score Style**Notes and Questions:**

Interpreting the Scores

Whenever we are in conflict, there are two key questions: How committed are we to our *own agenda*? How committed are we to the *relationship*? Study the chart on the next page and you will see that each style of dealing with conflict answers these questions in a unique way.

The inventory gives you two sets of scores.

Calm scores describe your response when disagreement first arises.

Storm scores describe your response when things are very tense or if things are not easily resolved and emotions get stronger.

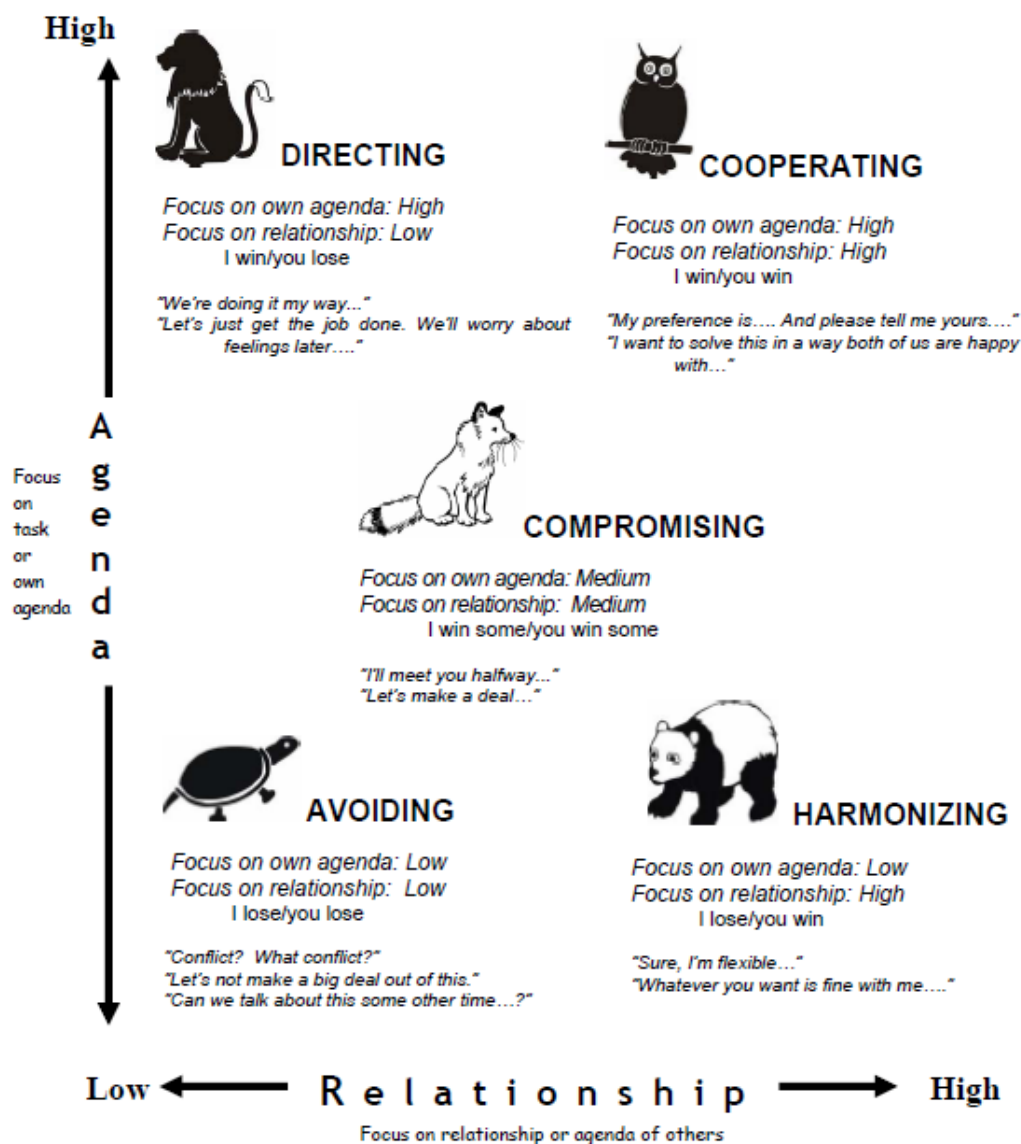
Many people – though not all – experience a marked shift between *calm* and *storm*. Such people may, for example, respond initially in a *harmonizing* way to disagreement. But if the conflict continues and they become quite upset, they may switch abruptly to their *storm* response, which could be very *directing* in nature. Another person might go the opposite direction, from *directing* to *harmonizing*.

The higher your score in a given style, the more likely you are to use this style in responding to conflict. The highest score indicates a “preferred” or primary style. If two or more styles have the same score, they are equally “preferred.” The second highest score indicates your “backup” style, the style you use if the preferred style doesn’t bring the results you seek.

A fairly even score across all of the styles indicates a “flat profile.” Persons with a flat profile are flexible in their responses and tend to be able to choose easily among the various responses to conflict. This is desirable, the one disadvantage being that others may experience such persons as unpredictable at times.

**Now turn the page to learn more about the styles and
how to refine your response to conflict.**

Five Styles of Responding to Conflict



Understanding **Conflict** Styles



DIRECTING

High focus on own agenda and low focus on relationship

"We're doing it my way..."

I win and you lose.

Strategies: Discourage disagreement, persuade, be firm, set limits and consequences, instruct, cite policy, insist, repeat, control, refuse to negotiate.

Source of power: From position, role, control of resources.

Benefits: Speed, decisiveness, preservation of important values you deem important, stability, essential in times of crisis (don't waste time negotiating duties when the ship is sinking)

Costs when over-used: Destruction of relationships, unequal relationships, loss of cooperation; others experience atrophy of gifts, anger, depression, and diminished self-respect; stagnation of relationships due to resentment in others; reduced emotional and spiritual growth in the one using this style since others are not capable of challenging them.



COOPERATING

High focus on own agenda and high focus on relationship

"My preference is... I am also interested in your views."

I win and you win.

Strategies: Asserts self while also inviting other views; welcomes differences; jointly reflects on strengths and weaknesses of all views; cooperates in seeking additional information.

Source of power: From trust, skill, ability, goodwill, creativity.

Benefits: Trust and mutuality in relationships, high potential for creativity and personal growth, others blossom and develop new gifts, energy and joy. This style has immense rewards when successfully used on meaningful issues.

Costs when over-used: Fatigue and time loss, distraction from more important tasks, analysis paralysis. Applied to too many trivial issues, it seems like a waste of time and causes people to feel burned out from too much processing.

Understanding **Conflict** Styles



COMPROMISING

Medium focus on own agenda and medium focus on relationship

"I'll meet you halfway..."

I win some and you win some.

Strategies: Urge moderation, bargain, split the difference, find a little something for everyone, meet them halfway.

Source of power: From moderation and pragmatism.

Benefits: Relatively fast, enables the show to go on, provides a way out of stalemate, readily understood by most people, builds atmosphere of cooperation.

Costs when over-used: Mediocrity and blandness, possibility of unprincipled agreements, likelihood of patching symptoms and ignoring causes; everyone gets a little, but no one is really happy.



AVOIDING

Low focus on own agenda and low focus on relationship

"Let's not make a big deal out of this."

I lose and you lose.

Strategies: Withdraw, delay or avoid response, divert attention, suppress personal emotions, be inaccessible, be inscrutable.

Source of power: From calmness, silence, non-cooperation, being unavailable or "above it all."

Benefits: Freedom from entanglement in trivial issues or insignificant relationships, stability, preservation of status quo, ability to influence or block others without actively doing anything.

Costs when over-used: Periodic explosions of pent-up anger, "long stretches of cottony silence punctuated by terrifying explosions," slow death of relationships, residue of negative feelings, stagnation and dullness, loss of accountability, sapped energy.

Understanding **Conflict** Styles



HARMONIZING

Low focus on own agenda and high focus on relationship

"Sure, I'm flexible ..."

You win and I lose.

Strategies: Agree, support, acknowledge error, give in, convince self it's no big deal, placate, smile and say yes.

Source of power: From relationships or approval of others.

Benefits: Wins approval and appreciation of others, creates pleasant atmosphere, likable to others, freedom from hassle (in the short run at least); fosters self-discipline of ego.

Costs when over-used: Frustration for others who wish to *problem-solve*, resentment and depression in the *harmonizer*; stunted growth of personal gifts, over-dependence on others; denies others the benefit of healthy confrontation, possible acceptance of patterns or behaviors that ought to be challenged.

Notes and Questions:

Choosing Responses to Conflict

Our responses to conflict depend on many factors including our stake in the outcome and our determination to have it realized; our physical and emotional state; the personality and response of the person who opposes us; the dynamics of power in the relationship, etc. We are most successful in conflict when we are flexible in our abilities and can use each of the five styles skillfully in the appropriate circumstance. However, most people rely on one or two preferred styles and use them unthinkingly in *all* conflicts, regardless of the circumstances. The following section will help you make conscious choices about which style to use in a given situation.

Directing

Often appropriate when:

- an emergency looms
- there is no time for give and take discussion
- you are sure you're right, and being right matters more than preserving relationships
- the issue is trivial and others don't really care what happens
- weaker parties need to be protected from stronger ones
- principles are at stake which must not be compromised, regardless of cost

Often inappropriate when:

- *Cooperating* has not yet been attempted
- support and cooperation of others who want to be treated as equals is important
- used routinely for most issues; others either get annoyed and resistant or fall into passiveness and dependency in the presence of someone who chronically directs
- self-respect of others is diminished needlessly

Cooperating

Often appropriate when:

- the issues and relationships are both significant
- long term ability to work together is important
- a creative outcome is important
- time and energy are available for discussion
- reasonable hope exists to meet all concerns

Often inappropriate when:

- time is short
- the issues are trivial
- you're overloaded with "processing"
- the goals of the other person are wrong beyond doubt

Compromising

Often appropriate when:

- working together is important, but time or resources to *Cooperate* fully are limited
- when finding some solution, even less than the best, is better than a complete stalemate
- when efforts to *Cooperate* will be misunderstood as *Directing*

Often inappropriate when:

- finding the most creative solution possible is essential (use *Cooperating* instead)
- when you can't live with the consequences
- deep principles or values are at stake

Avoiding

Often appropriate when:

- the issue is trivial
- the relationship is insignificant
- time to talk is limited and a decision is not yet necessary
- you have little power to openly resist the other but you don't want to actively go along with their wishes.

Often inappropriate when:

- you care about both the issues involved and the relationship
- used habitually for most issues (leads to "explosions" or "freeze-out")
- a residue of negative feelings is likely to linger
- others would benefit from constructive confrontation

Harmonizing

Often appropriate when:

- expressing your wishes may bring retaliation and you have no means to protect yourself
- you really don't care about the issue
- you are powerless and have no wish to block the other person

Often inappropriate when:

- you are likely to harbor resentment
- used habitually in order to win acceptance by others (outcome: lack of self-respect and personal growth in you and eventually perhaps depression)
- others wish to *Cooperate* and will feel like *Directors* if you *Harmonize*

Hot Tips for Working with Styles of Others

You can do a lot to help people with styles different from your own to feel more comfortable in addressing conflicts. Read and discuss the information below with people who live or work with you. If you communicate about your styles, you can bring out the best in each other! As you get familiar with the styles, you will soon find you can sense style preferences even in complete strangers, and you will know how to respond in situations that previously confounded you.

How to bring out the best in someone who scores high in **Directing**

- People who use the **Directing** style a lot are often task oriented. They are usually highly productive and concerned to get the job done. Engage them and let them know you are committed to the task at hand or resolving the issue satisfactorily. If you need time to think things through or cool down, they are usually fine if you ask for this, so long as you indicate clearly a commitment to returning to resolve things. You will get a more positive response if you state specifically when you will come back (e.g., in an hour, or tomorrow at nine o'clock, etc).
- Though their task focus makes it easy to forget the feelings and needs of others, many **Directors** feel deeply responsible for those around them and may feel quite bad if they realize they have wounded them. Look for ways to engage them about the needs of others in settings where they are not in the middle of a big job.
- **Directors** usually prefer to deal with things *now* and get anxious when others are silent or passive. Don't withdraw without giving some clue about where you stand. Lack of information about this will increase their anxiety and anger.
- A **Directing** person who is angry can be very intimidating, for this style is the most active, and "in your face" when anger is high. If this person has a history of abusing others emotionally or otherwise and holds more power than you, look for a path to safety or shelter. If the person is basically healthy emotionally, simply asking for a chance to cool off and think often helps, so long as you state clearly your intention to return and work on things.

How to bring out the best in someone who scores high in **Cooperating**

- People who use **Cooperating** a lot function best when you are direct and clear with them about what you want and need. They have their opinions and needs, of course, and their preference for **Cooperating** gives them a desire to state them. But they really do want to hear from you as well. If you are put off by their tendency to be direct, particularly if you quickly back off and don't say what you want, they are likely to get frustrated and anxious. Too much **harmonizing** on your part makes them feel like they are **directing**, which is not at all their desire.
- Let them know that you really want to hear their concerns.
- Bring a blend of task and relationship focus to the conversation. Move towards them.
- Like the **directing** style, **Cooperators** need information about what is going on from others and get anxious if others pull away without providing information about what is going on. Don't withdraw or move away without giving a clear explanation (e.g., "I want to go for a walk for half an hour to think things through, then I'll come back and we can talk some more.").

How to bring out the best in someone who scores high in **Avoiding**

- **Avoiders** benefit more than any other style from an offer to give them time and/or space to withdraw and think things through. You are more likely to get a "yes" answer about anything you need from them if you use a "two-step" approach. The first step is to let **Avoiders** know – in thoughtful tones - what you want and that you'd like them to think about this. Then come back later – an hour, a day, a week - and hear their response.
- Stay low-key. The more intense or demanding you are, the more likely the **Avoider** will go into major withdrawal.
- There is a significant subgroup of conflict **Avoiders** who are actually quite task focused, but in a particular way. They bring a high level of caution and attention to detail to everything they do; they are concerned not to put important things at risk. They are highly focused on data, information, or preserving hard-won resources or traditions. Look for ways to provide them with information – about plans, options, costs, rules, anticipated results or consequences, precedents, dates, etc. Part of what they need is to see that others take seriously the concern to avoid risks, for they see these more clearly than anyone else. By providing them with information, you help them to know that you, too, have your eyes open.
- Haste in decision making tends to push **Avoiders** into withdrawal or analysis paralysis. Move slowly, one step at a time.

How to bring out the best in someone who scores high in **Compromising**

- Compromisers have a strong sense of reciprocity. More than other styles, they are likely to respond in kind if you back off somewhat from your initial position. Leave room to negotiate when you make your opening request.
- Compromisers value fairness and moderation. Think and speak in terms of “being fair”, “fair play”, “reasonable”, “you give some, I give some”, “give and take”, etc.
- Compromisers tend to value efficiency of time and energy and are eager to find a way through to a practical solution that ends the difficulty. A sense that a fair and moderate deal was achieved probably matters more than talking through all options.
- As the Compromiser does not enjoy prolonged debate, a determined partner in Directing style may with strong logic be able to persuade her she is wrong, creating an appearance the more forceful person has “won”. However the victory may be hollow. The Compromiser’s deep inner sense that conclusions should be reciprocal and balanced will be disturbed. Trust, openness and cooperativeness will suffer on the long-term. Find concessions for the Compromiser, even if you are sure your argument is stronger.

How to bring out the best in someone who scores high in **Harmonizing**

- Harmonizers want to please and be pleased. Pay attention to small social niceties. More than any other style, Harmonizers will be positively affected by gestures of thoughtfulness – a kind note, an appreciative comment, flowers, a chocolate bar, a card, etc.
- You will get more cooperativeness in doing serious work with Harmonizers if you use a two-step approach. First, connect with them at a human level (ask how they are doing, inquire about a family member, tease a little, thank them for something, etc.), Then, and only then, settle down to business. The human connection always comes before work for Harmonizers (an insight that is especially difficult for task-oriented Directors to remember).
- Stay light. Seriousness or heaviness in others quickly stirs anxiety in Harmonizers and makes it hard for them focus or stay on task. Use humor. Appreciate the relationship or their good qualities out loud if you can honestly do so.
- Assure them repeatedly that you really want to know their preferences and views. Thank them sincerely if they do level with you. If they bring criticism, thank them generously – it requires great effort for Harmonizers to be direct about anything negative.
- In meetings or extended conversations with Harmonizers, take breaks and lighten up on a regular basis. Long, heavy discussion unsettles Harmonizers and pushes them to unhelpful places more quickly than other styles.

Suggestions for Reflection and Discussion

1. Discuss scores in pairs or trios. After sharing your scores, tell a story about a conflict you've been a part of. Do the scores fit your real-life response? What styles would you like to get better at? If your numbers suggest a significant shift in style from calm to storm, are you happy with the shift? What factors are most likely to trigger this shift in you? How does the shift affect others?

2. Meet in small groups of *similar-style* people. E.g.: In one group is Directors, in another Cooperators, etc. If you have nearly equal scores in two styles, choose the style that seems to get you in difficulty the most. Discuss the information in the pages above about the style of your particular group. Go around the small group and give each person chance to reflect on himself or herself:
 - Which strengths of the style do you see present in your handling of life and relationships?
 - Which weaknesses or costs from over-use do you see?
 - Which "hot tips" do you find especially applicable to you?

When you reconvene as a whole group, with all styles present, have a reporter from each small group give a summary of insights from that group to the whole group, so others can increase their understanding of each style.

3. People who live or work together benefit greatly from conversation about their styles. A suggested discussion sequence:
 - Share scores with each other.
 - Reflect on the scores, with each person responding to the questions in item 2 above.
 - Apply scores to specific examples of differences that have arisen.
 - Each person can reflect aloud, in the presence of others, on the "Hot Tips" pages. Which hot tips would they particularly like others to use that would help bring out the best in the speaker?

4. Have someone who knows you well take the test “for” you based on their observation of you. Then compare your own score for yourself and the one they give you. Where do the scores agree? Where do they differ? What are the gifts of your preferred style(s)? What style(s) do you want to work on for improvement? More comprehensive still: Have several people do this for you. In organizations, you can do a “360 feedback” by having people above, beneath, and on par with you take it “for” you.
5. People in teams and organizations will be rewarded by discussing the impact of styles in times of negotiation or decision-making. Each style has different preferences for how to go about things (e.g., how direct and open to be in stating preferences, how much relationship-building time to include in decision-making, how rapidly to make decisions, etc.) Discuss: What insights do we get about our collective decision-making processes from looking at these scores? About difficulties we’ve encountered? About how to improve decision-making in the future?
6. In teams and organizations it can be useful to identify particular pairings of styles that most commonly cause difficulties (e.g., the **Directing** and **Avoiding** styles easily get into misunderstandings with each other because their style preferences cause them to have very different ideas of how to go about dealing with differences). Discuss what is going on in the mind of each person in such a situation, and what could be done by each to help bring out the best in the other.
7. Here is a discussion for group settings that inspires hope in others:
Select two people who work together and have different styles, but know and trust each other well. Have them talk in the presence of the whole group about their style differences, how they see each other, how they have learned to work with and respect each others’ style differences, etc.

Notes and Acknowledgements

1. Regarding "individualist" versus "collectivist" cultures on page 1: Modern life exposes us to diverse cultures, so that many people carry elements of both individualist and collectivist cultures within themselves. Family life may point in one direction while TV points in another; some people live in one culture and work in another. Rather than ask yourself which culture you are "from", you might prefer to ask: In which cultural context do I want to get feedback about myself?
2. The concept of mapping response to conflict as the interplay of task vs. relationship or assertiveness vs. cooperativeness is used by others, including Kenneth W. Thomas and Ralph H. Kilmann in their *Thomas-Kilmann Conflict Mode Instrument* (Tuxedo NY: Xicom, 1974) Also, Jay Hall in his *Conflict Management Survey* (Teleometrics International, Inc., The Woodlands, TX, 1973), as well as Robert Blake and Jane Mouton, *The Managerial Grid* (Gulf Publishing, Houston, TX, 1964) Of these, the most widely used is the Thomas-Kilmann Instrument, which names the styles competing (equivalent to Directing in this inventory), collaborating (equivalent to Cooperating), compromising, accommodating (equivalent to Harmonizing) and avoiding.
3. The use of animals to illustrate conflict styles is admittedly problematic. For example, in North American culture, the owl illustrates wisdom and prudence whereas some places in the world it symbolizes evil or witchcraft. Similarly, some people may consider the lion a symbol of cruelty or intimidation, and the turtle a symbol of hopeless immobility, neither of which are fair generalizations of the styles they are associated with in this inventory. But in learning, retention improves when concepts are accompanied by visuals. So, with reservation, the pictures remain. Users are invited to contemplate the meaning of the animals to them personally and freely substitute more appropriate symbols if desired. Trainers could in fact use discussion about animal symbols as an empowering way to give groups an opportunity to "take charge" of the KCRI as a learning tool. In revising and renaming useful ideas and tools to suit our own context (and better yet, in creating and naming anew), human beings practice the transformational discipline of taking ownership of – and responsibility for – the healing of our lives and the communities we live in.
4. Jayne Docherty, my colleague in the Center for Justice and Peacebuilding at Eastern Mennonite University, devised the strategy of having people take the inventory twice and giving different sets of instructions for people in individualistic and collectivist cultures. If you want to keep things as simple as possible, you can take it only once. This will yield one general set of scores rather than two.
5. The awareness that many people experience a stress shift from calm to storm comes from Susan Gilmore and Patrick Fraleigh, authors of the broad personality inventory, *The Gilmore-Fraleigh Style Profile* (Eugene, OR: Friendly Press).
6. I learned a great deal about the needs and dynamics of different personality styles from Barbara Date, who was taught by Susan Gilmore and has used the Gilmore-Fraleigh instrument for many years.

About *Style Matters*

The Kraybill Conflict Style Inventory is an **easy-to-use** self-assessment tool that gives users a snapshot of their response to conflict situations. It describes and scores **five different styles of conflict response** to help you understand yourself and others. It also has features not found in other conflict style inventories:

- Special instructions for **diverse cultural backgrounds**
- Recognition of differences in **individual and group settings**
- **"Hot tips"** for dealing with differing styles
- **Discussion questions** for individual and group discussion

Useful in many settings:

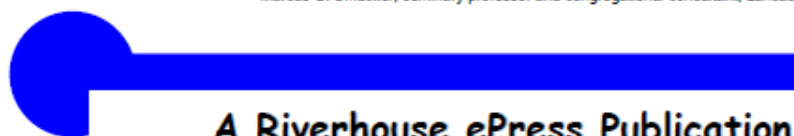
- **Individuals** can use it alone to improve their response to conflicts.
- **Teams** can take it as individuals and then discuss the results as a group
- **Managers and project leaders** will learn how to bring the best out of each team member.
- **Human resources professionals** can help individuals, departments and teams develop better conflict resolution skills and create a better working atmosphere.
- **Mediators and negotiators** can improve their effectiveness in working with others, or use it to train people entering talks.
- **Trainers** in conflict resolution or leadership skills can structure a session ranging from one hour to a day around it.
- **Consultants** can give clients specific feedback to improve handling of conflict.
- **Religious leaders** can strengthen their skills in congregational conflicts.
- **Teacher and professors** can lead students in a quick, easy, and practical introduction to conflict resolution skills and concepts.

"I have found the KCSI a wonderful tool in both mediation and counseling settings in the U.S. and internationally. It has been especially helpful in my leadership training courses taught in the U.S., Philippines, and Congo-DRC."
Tony Redtem, Executive Director, New Path Center, Inc., Kingsburg, California

"Having used the KCSI for several years, I can say it is hands-down the best thing on the market. The approach makes it extremely useful for training. The results can be used to move into either a discussion on cultural competency, on mediation approaches or launch a group right into specific training such as interest-based negotiation. I have also used it with professionals (engineers, planners, lawyers) and find it effective in introducing concepts and skills of conflict resolution."
Laura Bachle, Confluence Consulting

"An excellent tool! A thorough presentation that can be used by people from all cultures. Asks the right questions, deals with the important reality that people react differently to conflicts in the beginning than later when they intensify. The reflections and discussion section is really well done. The suggestions are practical, and allow participants to go deeper into the analysis."
Brian Bloch, Director, ISKCON Resolve, Mumbai, India

"Concise, well organized, with easy to follow instructions. Interpretation is clear, simple, and specific. The helpful 'Hot Tips for Working with Styles of Others' reflect the competence and experience of the author."
Marcus G. Smucker, seminary professor and congregational consultant, Lancaster, Penna.



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APPENDIX C
AGENCY LETTER OF SUPPORT



August 3, 2010

Dear Colleagues,

I am writing to inform you of my support for the Protocol entitled, “The Correlation between Emotional Intelligence and Conflict Management Styles,” which will be conducted by Andrea C. Ellis.

I support the research proposed by Andrea C. Ellis and agree with all procedures and believe that the data obtained will be beneficial.

This research will provide Mrs. Ellis and the University of North Carolina at Greensboro with important evaluative information which can be used for continuous program involvement.

Sincerely,

Bill Davis, Ph.D.
Executive Professor

APPENDIX D**CONTENT FOR E-MAIL TO MBA STUDENTS**

Andrea Ellis is the Director of Professional and Leadership Development at WFU. She is also a doctoral student at The University of North Carolina at Greensboro who is researching “The Correlation between Emotional Intelligence and Conflict Management Styles with WFU MBA students.”

Please take 10-15 minutes to complete an optional survey to support Andrea in her studies. This survey is confidential. It will not request your name, nor will any individual data be shared with anyone at WFU. The survey can be found at:

<http://survey2.business.wfu.edu/TakeSurvey.aspx?SurveyID=m6L04mm4>

APPENDIX E

CONSENT TO ACT AS A HUMAN PARTICIPANT

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: Emotional Intelligence and Its Connection to Conflict Management Styles

Project Director: Deborah J. Taub, Ph.D. and Andrea C. Ellis, M.Ed.

Participant's Student ID #: _____

DESCRIPTION AND EXPLANATION OF PURPOSE AND PROCEDURES:

The purpose of this study is to determine the correlation between levels of emotional intelligence and conflict management styles of MBA students at a small private institution. Participants are asked to provide an online signature by initialing below indicating the researcher has permission to use the data from the survey. The survey includes assessment material from the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT) short-form and the Kraybill Conflict Style Inventory (KCSI) and should take approximately 20 minutes to complete.

POTENTIAL RISKS AND DISCOMFORTS:

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants.

POTENTIAL BENEFITS:

The research will contribute to the body of literature by exploring the relationships between emotional intelligence and conflict management. This research could provide helpful information that may lead institutions to offer courses in emotional intelligence and conflict management. There are no benefits to the individual participants.

All information obtained in this study is strictly confidential unless disclosure is required by law. Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. Your privacy will be protected as you will not be identified by name as a participant in this project. Response data will be kept in a secure file in the Professional Development Center at Wake Forest University for three years following the completion of this study. After three years, all data will be shredded and erased.

If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Andrea C. Ellis who may be contacted at (336) 758-4322. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project.

By signing this consent form you are agreeing that you have read it, or that it has been read to you and you fully understand the contents of this document and are openly willing to consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Andrea C. Ellis.

Online Signature: _____ Date: _____



APPENDIX F**FORM CONFIRMING PERMISSION TO USE THE
MSCEIT BRANCH 4 INSTRUMENT****Welcome to MHS Scoring Organizer**

Beverly Pascua <beverly.pascua@MHS.com>

Sent: Tue 9/7/2010 3:46 PM

To: Ellis, Andrea C.

Cc: Tyrone Williams

 Message  Single_User.pdf (579 KB)

Hello Andrea Ellis,

Congratulations! You have been approved for a Student Research Discount on the *MSCEIT* for your study entitled 'The Correlation between Emotional Intelligence and conflict management styles'.

This discount grants you 30% off of related product orders over \$50 (before shipping) as well as access to scored datasets for a fee of \$5.25 (\$5.50 CAN) per administration online. Please call client services at 1.800.456.3003 using the following customer number to place your order: **161091**. Keep this number on file as you will need it to place future orders with us.

Your discount expires one year from today. If you require a discount beyond the expiry date you will have to re-apply at that point.

It is mandatory that you are in possession of the Users/Technical Manual while making use of this assessment. Please ensure that you order a copy if you do not already have one.

Your research is important to us, as agreed upon in your application please remember to send a report of your results to: researchsummaries@mhs.com following the completion of your study.

Attached, and below are administration instructions for your Scoring Organizer Account which you can use to administer and score your participants online following your purchase.

Thank you, and good luck with your research,

MHS would like to welcome you to our online assessment service.

APPENDIX G

E-MAIL CONFIRMING PERMISSION TO USE THE KSCI INSTRUMENT

----- Forwarded message -----
 From: Ron Kraybill <rk@riverhouseepress.com>
 Date: Sat, Jun 20, 2009 at 1:32 AM
 Subject: RE: Style matters information
 To: Sherrill Hayes <sherrill.hayes@gmail.com>

Hi Sherrill, that's an interesting and it seems to me a promising intersection for research. Your student can get a few leads on research about conflict style inventories at: http://riverhouseepress.com/Conflict_Style_Inventory_Resources.htm
 Unfortunately I don't know of research specifically at the interstices of these two areas. But that doesn't say much - I am really not spending time on research in a broad sense at all. We have a research project going on Style Matters (some researchers in Penna), but I just don't have the time to spend in the literature. There could be a lot out there I don't know about.
 As a contribution to academics, we do offer free use of Style Matters for bona fide research projects, so if your students wants to use S.M. that offer is there....
 Best,
 Ron

-----Original Message-----
 From: Sherrill Hayes [mailto:sherrill.hayes@gmail.com]
 Sent: Friday, June 19, 2009 10:44 PM
 To: Ron Kraybill
 Subject: RE: Style matters information

Thanks you so much for this assistance. I will be happy to send you a testimonial (just let me think of something to say!) .

Also, since I have your ear, I am working with a PhD student interested in emotional intelligence and conflict resolution style/skills and I suggested that she look at your instrument as a guide and your website to see if she could find any existing research. Do you know of any out there or anyone currently working in this area? Your help would be appreciated.

Thanks again.

Sherrill Hayes, Ph.D.
 Program in Conflict Studies & Dispute Resolution UNC at Greensboro swhayes@uncg.edu.

APPENDIX H

T-TEST RESULTS FOR MSCEIT AND KCSI IN RELATION TO GENDER AND MANAGEMENT EXPERIENCE

Group Statistics for MSCEIT and Gender

	Gender	N	M	SD	Std. Error Mean
MSCEIT Branch 4	Female	26	93.7411	11.08197	2.17335
	Male	81	93.4085	10.18168	1.13130

Independent Samples Test for MSCEIT and Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
MSCEIT Branch 4	Equal variances assumed	.159	.691	.142	105	.887
	Equal variances not assumed			.136	39.477	.893

Group Statistics for MSCEIT and Management Experience

	Gender	N	M	SD	Std. Error Mean
Management Experience	Female	26	1.3077	.47068	.09231
	Male	81	1.2840	.45372	.05041

Independent Samples Test for MSCEIT and Management Experience

		F	Sig.	t	df	Sig. (2-tailed)
Management Experience	Equal variances assumed	.200	.656	.230	105	.818
	Equal variances not assumed			.226	40.998	.823

Group Statistics for KCSI and Gender

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Personal Cooperating Calm	Female	26	8.4231	2.41947	.47450
	Male	81	8.5679	2.26351	.25150
Personal Cooperating Storm	Female	26	8.4231	2.15728	.42308
	Male	81	8.2346	2.29821	.25536
Personal Directing Calm	Female	26	6.8077	2.17291	.42614
	Male	81	6.8395	2.04607	.22734
Personal Directing Storm	Female	26	5.9615	1.88639	.36995
	Male	81	6.2222	1.85742	.20638
Personal Compromising Calm	Female	26	8.9231	1.76461	.34607
	Male	81	8.1728	1.97984	.21998
Personal Compromising Storm	Female	26	8.2692	1.75631	.34444
	Male	81	7.6914	1.89501	.21056
Personal Avoiding Calm	Female	26	6.2308	2.08437	.40878
	Male	81	5.8025	2.37918	.26435
Personal Avoiding Storm	Female	26	5.3846	1.79057	.35116
	Male	81	5.3457	2.15732	.23970
Personal Harmonizing Calm	Female	26	6.3462	2.18984	.42946
	Male	81	6.4198	2.22971	.24775
Personal Harmonizing Storm	Female	26	6.0385	2.21776	.43494
	Male	81	6.1975	1.88029	.20892
Public Cooperating Calm	Female	26	7.6923	3.05639	.59941
	Male	81	8.2346	2.44577	.27175
Public Cooperating Storm	Female	26	7.7308	2.94697	.57795
	Male	81	8.0617	2.32565	.25841
Public Directing Calm	Female	26	6.5769	2.57951	.50588
	Male	81	6.9630	2.17626	.24181
Public Directing Storm	Female	26	5.7308	2.25491	.44222
	Male	81	6.6667	3.00832	.33426
Public Compromising Calm	Female	26	8.0769	2.97890	.58421
	Male	81	7.5679	2.13271	.23697
Public Compromising Storm	Female	26	7.5385	2.91521	.57172
	Male	81	7.5432	2.14505	.23834
Public Avoiding Calm	Female	26	5.7308	2.70640	.53077
	Male	81	6.0247	2.41338	.26815

Public Avoiding Storm	Female	26	4.6538	2.49708	.48972
	Male	81	5.2593	2.32797	.25866
Public Harmonizing Calm	Female	26	5.6154	2.80110	.54934
	Male	81	5.8889	2.10357	.23373
Public Harmonizing Storm	Female	26	5.4231	2.92811	.57425
	Male	81	5.9753	2.30204	.25578

Independent Samples Test for KCSI and Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	<i>t</i>	Df	Sig. (2-tailed)
Personal Cooperating Calm	Equal variances assumed	.160	.690	-.279	105	.781
	Equal variances not assumed			-.270	40.033	.789
Personal Cooperating Storm	Equal variances assumed	.024	.876	.369	105	.713
	Equal variances not assumed			.381	44.680	.705
Personal Directing Calm	Equal variances assumed	.031	.861	-.068	105	.946
	Equal variances not assumed			-.066	40.237	.948
Personal Directing Storm	Equal variances assumed	.257	.613	-.620	105	.536
	Equal variances not assumed			-.615	41.719	.542
Personal Compromising Calm	Equal variances assumed	.369	.545	1.724	105	.088
	Equal variances not assumed			1.830	46.892	.074
Personal Compromising Storm	Equal variances assumed	.025	.875	1.376	105	.172
	Equal variances not assumed			1.431	45.203	.159
Personal Avoiding Calm	Equal variances assumed	.428	.514	.822	105	.413
	Equal variances not assumed			.880	47.677	.383
Personal Avoiding Storm	Equal variances assumed	.268	.605	.083	105	.934
	Equal variances not assumed			.092	50.311	.927

Personal Harmonizing Calm	Equal variances assumed	.006	.938	-.147	105	.883
	Equal variances not assumed			-.148	42.922	.883
Personal Harmonizing Storm	Equal variances assumed	.688	.409	-.359	105	.720
	Equal variances not assumed			-.330	37.248	.743
Public Cooperating Calm	Equal variances assumed	2.126	.148	-.924	105	.358
	Equal variances not assumed			-.824	35.860	.415
Public Cooperating Storm	Equal variances assumed	1.354	.247	-.590	105	.556
	Equal variances not assumed			-.523	35.550	.604
Public Directing Calm	Equal variances assumed	.782	.379	-.752	105	.454
	Equal variances not assumed			-.688	37.123	.495
Public Directing Storm	Equal variances assumed	1.302	.256	-1.458	105	.148
	Equal variances not assumed			-1.688	56.013	.097
Public Compromising Calm	Equal variances assumed	2.447	.121	.956	105	.341
	Equal variances not assumed			.807	33.619	.425
Public Compromising Storm	Equal variances assumed	1.607	.208	-.009	105	.993
	Equal variances not assumed			-.008	34.122	.994
Public Avoiding Calm	Equal variances assumed	.022	.884	-.524	105	.601
	Equal variances not assumed			-.494	38.605	.624
Public Avoiding Storm	Equal variances assumed	.595	.442	-1.134	105	.260
	Equal variances not assumed			-1.093	39.924	.281
Public Harmonizing Calm	Equal variances assumed	3.992	.048	-.530	105	.597
	Equal variances not assumed			-.458	34.517	.650
Public Harmonizing Storm	Equal variances assumed	3.712	.057	-.994	105	.323
	Equal variances not assumed			-.878	35.468	.386

Group Statistics for KCSI and Management Experience

	Management Experience	<i>N</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Personal Cooperating Calm	yes	77	8.4286	2.33074	.26561
	no	31	8.8387	2.17710	.39102
Personal Cooperating Storm	yes	77	8.1169	2.46541	.28096
	no	31	8.8065	1.64153	.29483
Personal Directing Calm	yes	77	6.7013	2.10304	.23966
	no	31	7.0968	1.97239	.35425
Personal Directing Storm	yes	77	6.2468	2.00103	.22804
	no	31	5.9677	1.42557	.25604
Personal Compromising Calm	yes	77	8.1299	2.02842	.23116
	no	31	8.9032	1.59906	.28720
Personal Compromising Storm	yes	77	7.7403	1.96283	.22369
	no	31	8.1613	1.67525	.30088
Personal Avoiding Calm	yes	77	5.6753	2.32516	.26498
	no	31	6.3871	2.24614	.40342
Personal Avoiding Storm	yes	77	5.2987	2.18286	.24876
	no	31	5.4194	1.78464	.32053
Personal Harmonizing Calm	yes	77	6.6364	2.16982	.24727
	no	31	5.8065	2.19726	.39464
Personal Harmonizing Storm	yes	77	6.2208	2.06234	.23503
	no	31	6.0645	1.69185	.30387
Public Cooperating Calm	yes	77	8.0260	2.67037	.30432
	no	31	8.4194	2.50032	.44907
Public Cooperating Storm	yes	77	7.8701	2.46742	.28119
	no	31	8.1935	2.52216	.45299
Public Directing Calm	yes	77	6.7922	2.45130	.27935
	no	31	6.9032	1.95542	.35120
Public Directing Storm	yes	77	6.6104	3.08714	.35181
	no	31	6.0000	2.12916	.38241
Public Compromising Calm	yes	77	7.4416	2.30271	.26242
	no	31	8.3871	2.40385	.43174
Public Compromising Storm	yes	77	7.4675	2.40933	.27457
	no	31	7.8387	2.22256	.39918
Public Avoiding Calm	yes	77	5.6364	2.51788	.28694

	no	31	6.6129	2.33349	.41911
Public Avoiding Storm	yes	77	4.9221	2.33828	.26647
	no	31	5.5161	2.43408	.43717
Public Harmonizing Calm	yes	77	5.5974	2.22580	.25365
	no	31	6.3548	2.33164	.41878

Independent Samples Test for KCSI and Management Experience

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Personal Cooperating Calm	Equal variances assumed	.070	.791	-.843	106	.401
	Equal variances not assumed			-.868	59.105	.389
Personal Cooperating Storm	Equal variances assumed	4.792	.031	-1.433	106	.155
	Equal variances not assumed			-1.693	82.404	.094
Personal Directing Calm	Equal variances assumed	.063	.802	-.900	106	.370
	Equal variances not assumed			-.925	58.878	.359
Personal Directing Storm	Equal variances assumed	2.767	.099	.707	106	.481
	Equal variances not assumed			.814	77.277	.418
Personal Compromising Calm	Equal variances assumed	3.488	.065	-1.897	106	.061
	Equal variances not assumed			-2.098	69.883	.040
Personal Compromising Storm	Equal variances assumed	.258	.612	-1.050	106	.296
	Equal variances not assumed			-1.123	64.543	.266

Personal Avoiding Calm	Equal variances assumed	.005	.942	-1.453	106	.149
	Equal variances not assumed			-1.475	57.262	.146
Personal Avoiding Storm	Equal variances assumed	1.871	.174	-.273	106	.785
	Equal variances not assumed			-.297	67.374	.767
Personal Harmonizing Calm	Equal variances assumed	.008	.927	1.792	106	.076
	Equal variances not assumed			1.782	54.844	.080
Personal Harmonizing Storm	Equal variances assumed	1.624	.205	.374	106	.709
	Equal variances not assumed			.407	67.145	.685
Public Cooperating Calm	Equal variances assumed	.400	.528	-.705	106	.482
	Equal variances not assumed			-.725	58.971	.471
Public Cooperating Storm	Equal variances assumed	.001	.972	-.612	106	.542
	Equal variances not assumed			-.607	54.385	.547
Public Directing Calm	Equal variances assumed	1.783	.185	-.225	106	.823
	Equal variances not assumed			-.247	69.058	.805
Public Directing Storm	Equal variances assumed	1.109	.295	1.007	106	.316
	Equal variances not assumed			1.175	79.728	.244
Public Compromising Calm	Equal variances assumed	.043	.836	-1.906	106	.059
	Equal variances not assumed			-1.871	53.384	.067
Public Compromising Storm	Equal variances assumed	.916	.341	-.740	106	.461

	Equal variances not assumed			-1.766	59.816	.447
Public Avoiding Calm	Equal variances assumed	.445	.506	-1.861	106	.066
	Equal variances not assumed			-1.923	59.551	.059
Public Avoiding Storm	Equal variances assumed	.167	.683	-1.180	106	.240
	Equal variances not assumed			-1.160	53.517	.251
Public Harmonizing Calm	Equal variances assumed	.000	.989	-1.578	106	.117
	Equal variances not assumed			-1.547	53.223	.128
Public Harmonizing Storm	Equal variances assumed	.026	.873	-1.830	106	.070
	Equal variances not assumed			-1.802	53.766	.077

APPENDIX I

CONFLICT STYLES SEPARATED BY EQ LEVELS

Conflict Styles Separated by EQ Levels				
	N	Minimum	Maximum	Mean
Low EQ	18	58.77	83.12	75.4444
Low EQ Calm				
Avoiding	14	2.00	9.00	6.5000
Harmonizing	14	4.00	10.00	6.8571
Compromising	14	5.00	10.00	7.2143
Directing	14	4.00	10.00	7.2857
Cooperating	14	5.00	11.00	7.7857
Low EQ Storm				
Avoiding	14	2.00	10.00	6.5000
Harmonizing	14	3.00	9.00	6.5000
Compromising	14	4.00	11.00	7.1429
Directing	14	4.00	9.00	7.5714
Cooperating	14	3.00	11.00	7.7143
Medium EQ	73	83.36	103.13	94.9201
Medium EQ Calm				
Harmonizing	70	.00	9.00	5.5857
Avoiding	70	.00	10.00	5.9143
Directing	70	.00	10.00	6.5857
Compromising	70	.00	12.00	7.7857
Cooperating	70	.00	12.00	8.1286
Medium EQ Storm				
Avoiding	70	.00	12.00	4.9857
Harmonizing	70	.00	12.00	6.0143
Directing	70	.00	24.00	6.5143
Compromising	70	.00	12.00	7.5571
Cooperating	70	.00	12.00	7.9286
High EQ	17	103.20	115.39	106.5853
High EQ Calm				
Avoiding	24	.00	9.00	5.0417
Harmonizing	24	.00	11.00	5.8750
Directing	24	.00	11.00	6.7917
Compromising	24	.00	12.00	7.5000
Cooperating	24	.00	12.00	8.5417
High EQ Storm				
Avoiding	24	.00	10.00	4.5000
Harmonizing	24	.00	10.00	4.9583
Directing	24	.00	10.00	6.0833
Compromising	24	.00	11.00	7.5000
Cooperating	24	.00	12.00	8.4583