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Conflict Management with Emotional Intelligence

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I hereby declare that the work submitted is mine and that where I have made use of another's work, I have attributed the source(s) according to the Regulations set in the Student's Handbook.

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Abstract

This dissertation was written as part of the MSc in Hospitality and Tourism Management at the International Hellenic University.

The main objective of the research is to give further insights and contribute to the many experiments and endeavors in the clarification of the personal emotions and characteristics of individuals when it comes to conflict in the working environment. That is, how different sets of emotions trigger conflict and frustration in service-oriented businesses. Emotional Intelligence plays a vital role in conflict and it is considered key to success.

The research instrument is a questionnaire which consists of three sections with the demographics being at the last section. The first part deals with the emotional intelligence of the employer and participants have to evaluate them. The second part has to do with evaluating the employer's Conflict Situation Management techniques.

The results from the 80 respondents were analyzed using both "SPSS Statistics Version 22" the software "SPSS AMOS Version 17" and was based on the technique of structural factor models (Structural Equation Modeling).

According to the findings, people with high EI have the ability to communicate better with other people and/or groups resulting in better management of possible conflict and successful cooperation. Furthermore, employers of tourism sector companies present high level of Emotional Intelligence. Overall, there was a positive relationship between Emotional Intelligence and cooperative techniques, such as "integration", "compromise" and "concession", which leads us to conclude that emotionally intelligent employers mostly use them, given they believe that this is how they manage conflicts more effectively and constructively.

In conclusion, from the investigation of the relationships of the four dimensions of Emotional Intelligence with the five conflict management techniques, we come to realize that a role in determining the level of Emotional Intelligence and characterizing a manager as "emotionally intelligent" is played by "Emotionality" and "Sociability", while the role of "Wellness" and "Self-Control" is only complementary.

Keywords: conflict management, emotional intelligence, emotional quotient, management, human resources management

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Introduction

In our daily lives we have to cope with everyday problems we face, either in our personal relationships or in our working environment. When facing a problem, the responses of each and every one of us are distinct. The personalities vary according to many factors and this is mainly what differentiates us between one another. Accordingly, in the working environment, and specifically in the tourism sector, we come to deal with conflicts that somehow need to be solved. Emotional intelligence helps in the management and adjustment of the responses, that is the control of our emotions in times of conflict between co-workers, managers and leaders.

Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and other emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). Another concise definition of the concept is ...an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures (Martinez-Pons, 1997/1998). Work on EI (emotional intelligence) is an outgrowth of two areas of psychological research that emerged toward the end of last century. In the 1980's psychologists began to examine how emotions interact with thought and vice versa (e.g., Bower, 1981; Isen, Shalke, Klark and Karp, 1978; Zajonc, 1980).

When it comes to the connection of emotional intelligence with conflict management, Goleman (1998) suggests that EQ (emotional quotient) at work is a multidimensional construct consisting of five components, such as self-awareness, self-regulation, motivation, empathy and social skills. The construct became popular with the publication of Goleman's (1995, 1998) books and subsequent media reports on emotional intelligence. Dulewicz and Higgs (2000) concluded that although organizations have been the main growth area of the interest in the concept ...the research which underpins this is extremely limited, with most of the claims being based on anecdotal case histories, derivative models and, in some cases, pure rhetoric. Conflict refers to "a process that begins when one party perceives the other has frustrated, or is about to frustrate, some concerns of his" (Thomas, 1976). Rahim

(2002) broadened the definition of conflict as "an interactive process manifested in incompatibility, disagreements, or dissonance within or between social entities (i.e. individual, group, organization, etc.)" Conflict is typically divided into two dimensions: one consisting of disagreements related to task issues and the other is related to emotional or interpersonal issues. These two dimensions have various labels: substantive and affective conflict, task and relationship conflict (Jehn, 1997), cognitive and affective conflict and task and emotional conflict (Rahim, 2002). Moderate levels of task conflict contribute to generating ideas, improving qualities of decision-making and promoting creativity (Jehn and Mannix, 2001), which can be functional to the organizational performance, while relationship conflict can be detrimental.

My personal aim is to contribute to the many experiments and endeavors in the clarification of the personal emotions and characteristics of individuals when it comes to conflicts in the working environment. How different sets of emotion trigger conflict and frustration in service oriented businesses such as hotels and search on the ways to manage these responses.

More specifically this study intends to answer and give further information to the following questions:

1. What do the employees think is the level of the Emotional Intelligence of their employers?;
2. What are, based on employees' beliefs, the most prevalent conflict management techniques applied by their employers?; and
3. There is a relationship between the four dimensions of Emotional Intelligence and the five Conflict Management techniques adopted and applied by the employers.

1.LITERATURE REVIEW

CHAPTER 1. Theory of conflict

1.1 Conflict in organizations

Before getting to understand the meaning of conflict in organizations we need to understand conflict as a more general issue in our society. Conflict and change are as inherent in the social world as order and permanence according to conflict analysts Bartos and Wehr (2002).

Going through the literature we come to realize that the biggest percentage of contribution to the theory of social conflict has been made by the field of sociology and philosophy. Plato (427-347 B.C) stated that tension between people is something natural and unavoidable sometimes. He also claimed that if there could be some sort of balance in the society segments, then conflict can be minimized. Points out the importance of clarifying the role its segment has and continue accordingly. He suggested that leadership is the key to balancing conflict in our societies.

Aristotle (384-322 B.C) on the other hand, did not much agree with Plato's philosophy although he agreed on the need for order. Sipka (1969), mentioned that conflict is a threat and that it should be minimized, as Plato claimed, and better removed from our society.

Reaching to more recent definitions of conflict, Mullins (2010), proposes that we should see conflict as " behavior intended to obstruct the achievement of some other person's goals". He claims that "conflict is based on the incompatibility of goals and arises from opposing behaviors. It can be viewed at the individual, group or organizational level".

According to Roloff (1987), "organizational conflict occurs when members engage in activities that are incompatible with those of colleagues within their network, members of other collectivities, or unaffiliated individuals who utilize the services or products of the organization". Rahim (2003), further broadened the above definition by defining conflict as "an interactive process manifested in incompatibility,

disagreement, or dissonance within or between social entities (i.e., individual, group, organization, etc). "

Conflict is part of our lives and it is something inevitable. Schmidt and Kochan (1972) warn that administrators should be aware of conflict management and find strategies to control it because if conflict is managed properly it can lead to a more productive and creative personnel. Odoh (2006) defines conflict management as "the process of reducing tension and the negative effects of conflicts by the application of a number of measures aimed at fostering an understanding of the conflict situation by the parties involved".

"Some organizations present as having very little conflict. However, the apparent absence of conflict may be an indicator that members are either complacent or afraid to voice their opinion (Kiitam, A., McLay, A. and Pilli, T. (2016).

The overall conclusion is that conflict is bad for organizations since it can lead to dysfunctional situations, inefficiency and ineffectiveness (Mullins,2010). Rahim (2003) indicates the need to manage and control conflict when it occurs rather than trying to terminate it.

1.2 Classes of organizational conflict

There are three types of conflict that are identified among the subunits of all formal organizations and conflict, in each case, is treated as a series of episodes with each episode including stages of latency, feeling, perception, manifestation, and aftermath. The way an organization responds to conflict is analyzed with the use of Barnard-Simon model of inducements-contributions balance theory (Pondy, 1967).

The three models of organization are as follows:

1. Bargaining Model

It is "a reasonable measure of the potential conflict among a set of interest groups is the discrepancy between aggregated demands of the competing parties and the available resources. This model attempts at conflict resolution usually center around attempting either to increase the pool of available resources or to decrease the demands of the parties to the conflict" (Pondy, 1967).

Since each organizational problem requires a specific allocation of resources, this model presumes that an organization is a cooperative, sometimes competitive,

resource distributing system. It measures the ability of people making decisions in the organization to obtain and use the resources so as to solve problems within.

2. Bureaucratic Model

Of the three models this model has received the biggest attention by the researchers since they identify more easily values of efficiency or democracy. It appears to be the least straight-forward of the three models.

The bureaucratic model is suitable for the analysis of vertical conflicts. Vertical conflicts tend to occur because of the fact that superiors try controlling the behavior of subordinates and subordinates do not accept to be controlled. Usually, such conflict arises when superiors and subordinates have different expectations about the zone of indifference, being the willingness of an employee to follow orders of an individual without conscious questioning.

3. The Systems Model

The systems Model is suitable for the analysis of conflicts among the parties to a functional relationship. It has to do with conflicts among persons that are at the same hierarchical level in an organization. Unlike the previous models, the systems model has to do with the need for coordination within. Based on Walton's terminology, it is concerned with "lateral" conflicts, or as previously mentioned with conflicts occurring on the same hierarchical level. It is suggested that to face such conflicts there needs to be reduce in goal differentiation by modified incentive systems, training, or assignment procedures as well as functional interdependence (Pondy, 1967).

1.3 Types of conflict

As mentioned in Kiitam, A., McLay, A. and Pilli, T. (2016) paper, managers need to have knowledge of changes within and act accordingly since contemporary organizations are not static but dynamic. The ability to control and manage changes is not only considered a challenge but also an essential part of an organization's survival.

There is a significant number of types of conflict, but we will refer to the types of conflict mentioned in Kiitam, A., McLay, A. and Pilli, T. (2016) that are focusing on organizational conflict.

1. Conflict within the individual

"This type of conflict is generally caused by uncertainty about an individual's work role or workload. This can lead to frustration because personal goals are not obtained and may result in emotional behavior, irrational thinking and often, destructive actions. Aggression, fixation and resignation are some of the characteristics of this type of conflict. When it comes to aggression it can be manifested either physically or verbally and fixation can make the employer unreasonable, persistent and tough to handle. Resignation results in surrendering of the employer with no willingness to better himself/herself. Conflict within an individual is of huge importance since it can lead to other types of conflict afterwards.

2. Conflict between individuals

"This type of conflict is generally caused by differing personalities, or when two individuals are competing for the same resources. This can be disruptive and lead to a toxic work environment since each person tries to be dominant and fulfill his/her needs". Conflicts between individuals can be lateral which means that employees at the same department are in conflict, or vertical, where employees are at different levels. Such conflict can be triggered many times and it involves emotional and/or substantive issues. An employee may have negative, giving-up feelings and competition between one another over resources.

3. Conflict between individuals and groups

In this case where conflict between groups occur, an employee must conform with the standards of the whole group so as to work together efficiently and effectively. When there is group work individuals find it hard sometimes to communicate so this can lead to disagreement and hence, conflict between them.

4. Conflict between individuals and the organization

This type of conflict has to do with morals and values. An individual might face problems within the organization and usually looks for other people within the organization that have the same difficulties often resulting in forming a group. They may try to change the practices of the organization and if this does not happen, an individual or more, might choose to leave.

5. Conflict between groups

It is considered as the most common type of conflict within organizations and calls for careful management so as for the team to achieve its objectives. " There needs to be cooperation between the groups and a clear definition of organizational objectives in the context of social perceptions of individuals and the cultural perceptions of the organization (Perkins and Arvinen-Muondo, 2013).

Usually, the conflict between groups occurs because one group's work depends on the other hence, one group must do its duties for the other group to continue. "If intergroup conflict is properly managed it can become a functional tool for building internal competitive advantage and achieving objectives, whereas if it is not managed well it can become destructive, making it difficult to focus on and achieve objectives" (Kiitam, A., McLay, A. and Pilli, T. (2016).

6. Conflict between organizations

The basis of this type of conflict is about conflict in the economic environment and it is an indicator of competition among different organizations. If managed properly, it can lead to a healthy competition and consequently, unity among the people of the organization.

2. Theory of Emotional Intelligence (EI)

2.1 Background information on Emotional Intelligence

"Emotions are recognized as one of the three or four fundamental classes of mental operations. These classes include motivation, emotion, cognition, and (less frequently), consciousness (Mayer, J. D., Salovey, P., Caruso, D. R., & Cherkasskiy, L. 2011).

"The inability to manage impulse emotions result in severe conditions among individuals sometimes career derailment, lack of information processing, permanent cessation of communication takes place" Kumar, Mohit & Singh, Kuldeep & Tewari, Dr. (2018).

It all goes back in 1900s were Thorndike described the concept of "social intelligence" as "the ability to get along with other people", that is to be able to comprehend their motives and behaviors of oneself and others (Thorndike et al., 1937).

In later years, Gardner (1983) in his book, Frames of mind, introduced a number of intelligences and nowadays EI is considered to be very close to two types of intelligences: Interpersonal and Intrapersonal intelligence.

Salovey, P., & Mayer, J. D. (1990) describe emotions as "organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems". They claim that they can be distinguished from the general mood of a person since emotions are shorter and far more intense. In their book they try to show that emotions can be controlled and managed in favor of the individual generally and specifically in the working environment.

Salovey and Mayer were the ones to coin the term "emotional intelligence" in 1990. They described it as "the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions".

However, Daniel Coleman was the one to popularize the term in his book, Emotional intelligence and why it can matter more than IQ. Goleman (1995) defined EI as

"Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living".

In this book he stated that emotional intelligence may be more important for personal success and EI has the potential to be improved unlike IQ. His research challenges the primacy of IQ by raising awareness of the value of EI as a necessary part for effective leadership and success of the organization. He, hence, stated that "When people feel good, they work at their best" (Goleman et al., 2002).

In 1996, Dr Reuven Bar-On explained that EI reflects "our ability to deal successfully with other people and with our feelings. He developed the Bar-On EQ-1, and this inventory is the first scientifically developed and validated measure of EI that reflects one's ability to deal with daily environmental challenges and helps for one's success in professional and personal life" (Tripathy, Dr. 2018).

As mentioned in Goleman's book (1997), "the IQ contributes only 20% to life success. The rest is the result of emotional intelligence, including factors like the ability to motivate oneself, persistence, impulse control, mood regulation, empathy and hope". IQ and EI are not considered as opposing competencies but work separately. For it is said that someone can be extremely smart but emotionally inept.

2.2 Models of Emotional Intelligence (EI)

Among all the theories about EI mentioned earlier, there are three models of emotional intelligence that have generated the most interest:

1. The Mayer-Salovey-Caruso ability model (1999)

According to this model, EI, is a type of intelligence like cognitive intelligence and it involves not only cognitive, but also emotional abilities. They created the ability-based EI model (1997), which was actually based on the work of Gardner and his view on personal intelligence (Salovey, P., & Mayer, J. D., 1990).

Over the last decades EI researchers have presented the three models of EI which are ability, mixed and trait models. What makes each model different is that the ability model considers EI as totally a form of mental ability, hence, as pure intelligence, while mixed models tend to combine mental ability with each person's personality, i.e.

optimism. On the other hand, trait models have to do with a person's self-perceptions of their abilities as individuals.

Going back to the ability model proposed by John Mayer and Peter Salovey, it is considered to be an important source of information that facilitates an individual in the social environment. Mayer & Salovey (1997) developed four branches for the ability model:

- ❖ Perceiving emotions: It is regarded as the ability of a person to identify emotions in faces, voices and pictures, as well as the ability to identify one's own emotions.
- ❖ Facilitating thought: The ability to handle emotions to facilitate a number of cognitive activities like problem solving. A person that is emotionally intelligent can take advantage of his/her changing moods in the organization or elsewhere.
- ❖ Understanding emotions: The ability to understand emotional information and comprehend how they are combined and change over time.
- ❖ Managing emotions: When an individual can manage and regulate his/her emotions and in others (Mayer, J. D., Caruso, D. R., & Salovey, P. 2016).

In the present research we will focus on a survey using the ability model proposed by Mayer & Salovey, therefore further information on this model will be discussed in later chapters.

2. Bar-On's Mixed model of emotional intelligence (1997)

Bar-On (2002), describes EI as the ability of person to understand himself/herself, communicating well with people and, hence, the ability to adapt and deal with potential problems in the environment. Bar-On's model is considered as process-oriented rather than outcome-oriented since it focuses on the potential of oneself.

The centre of attention is a) social and emotional abilities, that is the ability of a person to understand and express himself/herself as well as other people around him/her, and b) the ability to cope with powerful emotions and manage to solve problems socially or personally oriented (Bar-On,1997). He also states (Bar-On,2002), that EI is something that can be developed after some time and therefore improved.

According to Bar-On there are five components of EI:

- ❖ Intrapersonal: the ability to understand emotions and express our feelings.
- ❖ Interpersonal: the ability to understand other people's feelings and relate with them.
- ❖ Adaptability: the ability to regulate and control our own emotions.
- ❖ Stress-management: the ability to manage our problems and solve them, whether they are intrapersonal or interpersonal
- ❖ General mood: the ability to have a positive mood and motivate ourselves.

3. Goleman's mixed model of EI (1998)

Goleman, after discovering the work of Mayer and Salovey during the 1990's, created his model of EI and identified five dimensions of EI, mentioned in a previous chapter, which are, self-awareness, self-management, social awareness and relationship management. The first three describe personal competencies related to being aware of and managing emotions in oneself and the remaining two describe social competencies that have to do with knowing and regulating emotions in others.

The psychologist Peter Salovey refers to five main areas of EI (Goleman, D., 1997):

- ❖ Self-awareness: It is the ability of a person to recognize his/her moods, knowing their emotions and the impact such emotions can have on him/her.
- ❖ Managing emotions: That is the competence handle one's feelings, regulate them so that he/she can act appropriately in diverse situations.
- ❖ Motivation: Motivation is considered very important since it can drive a person to fulfill a goal and therefore productive.
- ❖ Recognizing emotions in others: It is one of the most important elements of EI, since it involves the ability of a person to understand emotions and the needs of other human beings. Comes with being empathetic, establishing and maintaining mutually gratifying relationships.
- ❖ Handling relationships: People with high EI have the ability to communicate better with other people and/or groups resulting in better management of possible conflict and successful cooperation.

3. RESEARCH METHODOLOGY

In this section, we present a detailed analysis of our empirical research, variables and methodology used. So, in the first sub-chapter, we report the research aim and hypothesis to be tested. Then, we present the research design and more specifically the research instrument, while also reporting the sample that was used in the empirical part. Lastly, we introduce the employed statistical analysis methodology of our research.

3.1 RESEARCH AIM AND HYPOTHESES

The object of this research study is to record and process the views of employees working in the tourism sector in Greece, in regard to the level of Emotional Intelligence of their employers, and also in regard to the conflict management techniques their employers choose to apply to their employees. The aim is to explore the relationships between the dimensions of Emotional Intelligence, i.e. wellness, self-control, emotionality, sociability and the five Conflict Management techniques, i.e. integration/cooperation, concession, enforcement, avoidance, compromise.

More specifically, the main research questions of the present thesis study were the following:

1. What do the employees think is the level of the Emotional Intelligence of their employers?;
2. What are, based on employees' beliefs, the most prevalent conflict management techniques applied by their employers?; and
3. There is a relationship between the four dimensions of Emotional Intelligence and the five Conflict Management techniques adopted and applied by the employers.

Based on the data from the literature review and the correlation of the dimensions of Emotional Intelligence with the Conflict Management techniques, the following 20 research null hypotheses are formulated:

- H1: Employers' wellness **has not** positive correlation with the avoidance technique.
- H2: Employers' wellness **has not** positive correlation with the enforcement technique.
- H3: Employers' wellness has positive correlation with the concession technique.
- H4: Employers' wellness has positive correlation with the compromise technique.
- H5: Employers' wellness has positive correlation with the integration technique.
- H6: Employers' self-control has positive correlation with the integration-cooperation technique.
- H7: Employers' self-control has positive correlation with the concession technique.
- H8: Employers' self-control **has not** positive correlation the enforcement technique.
- H9: Employers' self-control has positive correlation with the avoidance technique.
- H10: Employers' self-control has positive correlation with the compromise technique.
- H11: Employers' emotionality has positive correlation with the integration-cooperation technique.
- H12: Employers' emotionality has positive correlation with the concession technique.
- H13: Employers' emotionality **has not** positive correlation with the enforcement technique.
- H14: Employers' emotionality **has not** positive correlation with the avoidance technique.
- H15: Employers' emotionality has positive correlation with the compromise technique.

- H16: Employers' sociability has positive correlation with the integration-cooperation technique.
- H17: Employers' sociability has positive correlation with the concession technique.
- H18: Employers' sociability has positive correlation with the enforcement technique.
- H19: Employers' sociability **has not** positive correlation with the avoidance technique.
- H20: Employers' sociability has positive correlation with the compromise technique.

3.2 EMPIRICAL RESEARCH

3.2.1 Research design

The process used was the quantitative analysis (QA) for the statistical modeling and understanding of behaviors. The extraction of findings was based on a questionnaire (refer next section) assessing the relationships between the dimensions of Emotional Intelligence, and the Conflict Management techniques, as explained above. The sample of this research consists of 80 people working in the tourism sector, who were contacted by e-mail, explaining the purpose of the study and requesting them to complete the questionnaire. The respondents were key business informants, i.e. managers and long-service employees, therefore, able to respond accurately and provide relevant and meaningful information. The survey was conducted using SPSS (Statistical Package for the Social Sciences) Statistics, a program for statistical data analysis, along with another program called the SPSS AMOS software, for extra findings to the survey results (refer Research Methodology below for further details).

3.2.2 Research instrument

The research instrument of this survey is a questionnaire, consisted of three sections with the demographics being at the last section. The first part dealt with the emotional intelligence of the employer and participants had to evaluate them. The second part had to do with evaluating the employer's Conflict Situation Management techniques. For the 1st part of the questionnaire, in order to assess the level of Emotional Intelligence of employers, the "Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-360oSF)" was used in its Greek version, as weighted by Petrides (2009). The TEIQue-360 ° -SF Scale consists of a total of 30 questions, while the answers are given on a 5-point Likert scale, with a rating from 1 = "Strongly disagree" to 5 = "Strongly agree". In 15 questions, the grading is done in reverse. For time saving reasons, we used the 15 key questions in a positive direction.

The TEIQue-360o-SF Scale, according to its weighting, includes the following 4 dimensions:

1. **Wellness**, with 3 expressions: a) happiness, b) optimism, and c) self-esteem. It is investigated with questions: A9, A12, A13;
2. **Self-Control**, with 3 expressions: a) emotion regulation, b) low impulsivity, and c) stress management. It is investigated with questions: A6, A8, A11;
3. **Emotionality**, which includes the following 4 expressions: a) emotional perception of self and others, b) empathy, c) expression of emotions, and d) relationship skills. It is investigated with the questions: A1, A5, A7, A10; and
4. **Sociability**, with 3 expressions: a) social skills, b) managing the emotions of others, and c) self-confidence. It is explored with the questions: A3, A4, A15.

In addition, there are 2 aspects (adaptability, and self-stimulation), which do not belong to any group and participate only in the total Emotional Intelligence. They are investigated with the questions: A2, A14.

From the sum of the individual answers, the score of the total scale and the sub-scales is calculated. Higher score values also indicate higher levels of Emotional Intelligence.

For the determination of the 2nd part of the questionnaire, the conflict management Questionnaire "Rahim Organizational Conflict Inventory-II, Form B" by Rahim (1983) in its Greek version was used. The ROCI-II consists of a total of 28 questions, while the answers are given on a 5-point Likert scale, with a rating from 1 = "Strongly disagree" to 5 = "Strongly agree". The questions concern the following 5 ways of managing conflicts by the manager:

1. **Integration Technique**, investigated with 7 questions: B1, B4, B5, B12, B22, B23, B28;
2. **Concession Technique**, investigated with 6 questions: B2, B10, B11, B13, B19, B24;
3. **Enforcement Technique**, investigated with 5 questions: B8, B9, B18, B21, B25;
4. **Avoidance Technique**, investigated with 6 questions: B3, B6, B16, B17, B26, B27; and
5. **Compromise Technique**, investigated with 4 questions: B7, B14, B15, B20.

The overall score of the questions highlights the dominant conflict management style applied by the employer.

3.3 STATISTICAL ANALYSIS METHOD

The data was analysed in both "SPSS Statistics Version 22" the software "SPSS AMOS Version 17" and was based on the technique of structural factor models (Structural Equation Modelling). SEM is considered to be the most appropriate method for this analysis, as our purpose was to investigate the relationships between the dimensions of Emotional Intelligence and conflict resolution techniques. Essentially, with the SEM model, we have been able to highlight the dimensions of employers' Emotional Intelligence that are positively correlated with employers' conflict management techniques.

4. RESEARCH RESULTS

4.1 DESCRIPTIVE STATISTICS RESULTS

The questionnaire had three sections with the demographics being at the last section. The first part dealt with the emotional intelligence of the employer and participants had to evaluate them, while the second part had to do with evaluating the employer's Conflict Situation Management techniques. The descriptive statistics results of the aforementioned parts are being discussed in detail below.

4.1.1 Emotional Intelligence Results

At the first section the results are as follows. In the first table (Table 7-Appendix) we can see the results from the statements where participants had to evaluate, from scale 1 (totally disagree) to scale 5 (totally agree), the employer of their organization.

Taking for example the statement of whether or not the employer finds it hard to express his/her feelings we see that 1.3% had a total disagreement on the statement, 17.5% simply disagreed and 23.8% of the respondents held a neutral position. 43.8% of the participants agreed on the statement, leaving 13.8% with total agreement. It should be noted that the mean value is 3.51 and the standard deviation is 0.981.

Now, the standard deviation, which if we take the example of the first statement that is 0.981, indicates that the answers to the statement are very reliable. Standard deviation tells us how spread the data is. As a standard deviation is close to 0 then it is considered reliable and true while a standard deviation of 2 and over can make us question the result. So, we can see that most of the employers can express how they are feeling, they are energetic, good middlemen and ambitious persons. They seem to be happy and content with their lives and look at things in a positive way. Moreover, participants held a quite neutral position in the statement of whether or not the employer is capable of controlling the feelings of other people (45%) and also whether or not he/she can walk in the shoes of others and understand how they are feeling (41.3%).

4.1.2 Conflict Management Techniques Results

Moving on to the next section of the questionnaire, participants here had also to evaluate their employer in circumstances of conflict within the organization. The table (Table 8-Appendix) shows the results of the 28 statements in the questionnaire:

In the second section of the survey the results in comparison were more or less in the same range. As mentioned earlier the standard deviation is again reasonable in all of the statements.

In the statement "if the employer avoids open conversations about the differences between him/her and the employees" we can see that 13.8% of the participants totally disagreed, 16.3% of them disagreed, leaving 26.3% of the participants neutral in the statement. 32.5% agreed and 11.3% completely agreed with the statement. The standard deviation is 1.222 and is the highest deviation among all the statements. This tells us that the answers are dispersed although the greatest percentage seems to agree that their employer avoids discussing any problems with their employee.

Regarding the question of whether or not the employer uses his influence in order for his ideas to be accepted it can be concluded that none of the respondents had a complete disagreement, while 8.8% simply disagreed. 35% of the respondents held a neutral position while 56.3% had an overall agreement to the question. The standard deviation here is 0.897 and it can be concluded that employers tend to use their power/influence in order to achieve his/her own goals.

Another question was whether or not the employer avoids arguments with his/her employees. It is noted that 17.6% disagreed on the statement while 50.1% generally agreed that their employer avoids situations of conflict. 32.5% held a neutral position on the matter. The standard deviation here is 1.036 and shows us again the reliability of the results in this statement.

In the statement that the employer generally supports his/her ideas on issues that occur at times, a small percentage of 1.3% had a total disagreement while 12.5% simply disagreed, leaving 50.1% agreeing that their employers insist and support their ideas. The standard deviation is also relatively low with 0.899 making it even more trustworthy.

4.1.3 Demographic Results

The last section of the survey was about the demographic variables of the respondents and a few information on the employer. As far as the gender is concerned, 56.3% of the participants were women, leaving 43.8% of men responses to the survey. The majority of the respondents, 72,5%, were between the age of 25-40, following 26.3% at the age of 41-55 and 1,3% above 55+. Regarding the years of experience of the responders, 62.5% of them had 1 to 10 years of working experience, 25% had 11 to 20 years and 12.5% had 21 to 25 plus experience.

The following table (Table 1) shows the educational background of the respondents until now:

Bachelor's degree	56.3%
Post-graduate degree	43.8%
PhD degree	-

Table 1: Education Background Results

We can see that the majority, which is 56.3% has a bachelor's degree, while 43.8% of them had also a master's degree. None of the 80 participants has a PhD.

Moreover, we asked whether or not they are permanent employees or seasonal, that is, temporary employment that recurs around the same time every year. We came to the conclusion that 66.3% of the responders had a permanent job, yet 33.8% working specific months over the year.

After providing some personal information, the respondents needed to give some information on their employer. The first was about the gender of the employer and the results are depicted on the following table (Table 2). We notice that the majority of the employers are male, and the minority of employers are female.

Male	75%
Female	25%

Table 2: Employer's Gender

The last of the demographic's information was about how many years is the employer in administration of the organization. The results are also depicted on the table (Table 3) below:

1-5 years	28.8%
6-10 years	33.8%
11-20 plus years	37.5%

Table 3: Employer's years in administration

The results indicate that most of them (37.5%) have at least 11 to 20 (or more) years in administration, following by 6 to 10 years in administration (33.8% of the employers) and finally 28.8% have from 1 to 5 years of experience in administrative positions.

4.2 STRUCTURAL EQUATION MODELING RESULTS

In the present thesis, we used the technique of structural factor models to highlight the dimensions of employers' Emotional Intelligence that are positively correlated with employers' conflict management techniques.

SEM (Structural Equation Modelling) is a cross-sectional statistical modelling technique used to actually confirm and rather explore the data analysis. It analyzes structural relationships combining factor and multiple regression analysis using the hypothesized model in a simultaneous analysis of the whole variables in order to determine the point to which it is consistent with the data.

Having a look at the results of SEM one can conclude on the plausibility of postulated relations between the variables or the rejection of the relations that occur.

What distinguishes the use of SEM analysis from any descriptive procedures is the fact that with a descriptive analysis hypothesis testing is difficult if not impossible. In addition, classic multivariate procedures cannot correct or assess for any possible measurement error. SEM gives profound estimates of errors parameters. (Byrne,2010). For the conduction of the present results, we used the AMOS software programme in order to get the SEM correlations and support in this way our research and theories.

We had to analyze the relationships between the dimensions of Emotional Intelligence, i.e. wellness, self-control, emotionality, sociability and the five Conflict Management techniques, i.e. integration/cooperation, concession, enforcement, avoidance, compromise. The results of SEM indicated positive as well as negative correlations between the variables tested and made us reach to absolute conclusions that are trustworthy (given the numbers) and were associated with the theory.

4.2.1 Metric Model-Model Fit

Except the Structural Equation modeling we further used the following metric model in order to support even more the results gathered. In the tables below we can see that we have an acceptable fit between the hypothetical model and the sample data, something that encourages the trustworthiness of the results overall.

The produced model is exceptionally good fit reaching the value of CMIN/DF 2.260 while the value of GFI/AGFI were respectively 0.802, 0.750 and that of PGFI 0.854.

CMIN

MODEL	NPAR	CMIN	DF	P	CMIN/DF
Default model	85	1848,853	818	000	2.260
Saturated model	903	000	0		
Independence model	42	3193,075	861	000	3.709

Table 4: Metric Model CMIN

RMR/GFI

MODEL	RMR	GFI	AGFI	PGFI
Default model	0.422	0.802	0.750	0.854
Saturated model	0.000	1.000		
Independence model	0.298	0.177	0.137	0.169

Table 5: Metric Model RMR/GFI

Structural Equation Modelling	Beta Estimate	p-value (significance)
Wellness → Integration Technique	-0.029	.605
Wellness → Concession Technique	-.054	.479
Wellness → Enforcement Technique	.235	.002
Wellness → Avoidance Technique	.096	.105
Wellness → Compromise Technique	-.003	.969
Self-Control → Integration Technique	.037	.353
Self-Control → Concession Technique	.020	.599
Self-Control → Enforcement Technique	-.111	.238
Self-Control → Avoidance Technique	.009	.724
Self-Control → Compromise Technique	.028	.486
Emotionality → Integration Technique	-.427	.004
Emotionality → Concession Technique	-.528	.005
Emotionality → Enforcement Technique	.129	.280
Emotionality → Avoidance Technique	-.243	.054
Emotionality → Compromise Technique	1.363	.025
Sociability → Integration Technique	.861	***
Sociability → Concession Technique	1.160	***
Sociability → Enforcement Technique	-.314	.003
Sociability → Avoidance Technique	.324	.004

Sociability	→	Compromise	1.067	***
Technique				

Table 6: SEM Results

4.2.2 Wellness

As we can observe in the table above (Table 6), Wellness is positively correlated, however low, only with Enforcement Technique ($b=0.235$, $p=0.002<0.05$) and Avoidance Technique ($b=0.096$, $p=0.10<0.1$), while it is not correlated at all with Integration ($b=-0.029$, $p=0.605$), Concession ($b=-0.054$, $p=0.479$) and Compromise ($b=-0.003$, $p=0.969$) Techniques, which all three have negative b-values, but their results are statistically insignificant. These results show that the high Wellness of employers does not lead them to choose any of the conflict management techniques of "Integration / Co-operation", "Concession", and/or "Compromise", while it leads them to choose Enforcement and Avoidance techniques but in a smaller scale.

4.2.3 Self-Control

As we can observe in the table above (Table 6), Self-Control is not correlated, with any of the conflict management techniques, given all of them have beta values really close to 0 and also, they have statistically insignificant test results [Integration Technique ($b=0.037$, $p=0.353$), Concession Technique ($b=0.020$, $p=0.599$), Enforcement Technique ($b=-0.111$, $p=0.238$), Avoidance Technique ($b=0.009$, $p=0.724$) and Compromise Technique ($b=0.028$, $p=0.486$)]. These results show that the high Self-Control of employers does not lead them to choose any of the conflict management techniques discussed in this paper.

4.2.4 Emotionality

As we can observe in the table above (Table 6), Emotionality is highly positively correlated, only with Compromise Technique ($b=1.1363$, $p=0.025<0.05$) at a 5% significance level and also minor positively correlated with Enforcement Technique ($b=0.129$, $p=0.280$), which is however not statistically significant result. Integration ($b=-0.427$, $p=0.004<0.05$), Concession ($b=-0.528$, $p=0.005<0.05$) and Avoidance ($b=-.243$,

$p=0.054<0.1$) Techniques are all negatively correlated with Emotionality. These results show that the employers that act with high emotionality use the compromise technique in order to manage conflicts, while Enforcement technique is insignificant to them, and does not lead them to choose any of the techniques of "Integration / Co-operation", "Concession", and/or "Avoidance".

4.2.5 Sociability

As we can observe in the table above (Table 6), Sociability is quite highly positively correlated with most of the conflict management techniques discussed in this thesis paper. So, Integration ($b=.861$, $p<0.001$), Concession ($b=1.16$, $p<0.001$) and Compromise ($b=1.067$, $p<0.01$) Techniques have statistically significant results at a 0.1% significance level and are more than 80% correlated with the Sociability dimension. Avoidance Technique ($b=0.324$, $p<0.004<0.5$) is also statistically significant, but only 30% positively correlated with Sociability dimension. On the other hand, Enforcement Technique ($b=-0.314$, $p=0.003<0.05$) is negatively correlated with Sociability. These results show that the employers that have high sociability choose by far any of the techniques of "Integration / Co-operation", "Concession", and/or "Compromise", while they do not prefer at all the Enforcement Technique.

5. CONCLUSIONS

As evidenced by the literature review and verified by the conduct of the present research, conflict management by employers is a common phenomenon in the field of hospitality and tourism management, which we examined in our practical analysis. After the presentation of the research findings, in this chapter the commentary and in-depth analysis of the research findings are presented, along with the research implications, limitations and future research opportunities arising.

5.1 DISCUSSION

In this thesis paper study, we tried to examine and identify conflicts in working environment in the field of hospitality & tourism management and also provide some insight on the relationship between Emotional Intelligence (EQ) and Work Conflict Management. So, we provided empirical investigation, in the form of the quantitative analysis (QA) for the statistical modeling and understanding of behaviors with the extraction of findings based on a questionnaire, in order to determine the relationships between the dimensions of Emotional Intelligence, i.e. wellness, self-control, emotionality and sociability and the five Conflict Management techniques, which are integration/cooperation, concession, enforcement, avoidance, compromise as per our analysis.

According to the literature, the employer's emotional intelligence levels can determine the dominant conflict management style applied by the employer (Salovey, P., & Mayer, J. D., 1990; Mayer, J. D., Caruso, D. R., & Salovey, P. 2016; Bar-On, 2002), while based on the psychologist Peter Salovey, people with high EI have the ability to communicate better with other people and/or groups resulting in better management of possible conflict and successful cooperation (Goleman, D., 1997). Indeed, our results indicated that employers of tourism sector companies present high level of Emotional Intelligence. Overall, there was a positive relationship between Emotional Intelligence and cooperative techniques, such as "integration", "compromise" and "concession", which leads us to conclude that emotionally intelligent employers mostly use them,

given they believe that this is how they manage conflicts more effectively and constructively.

More specifically, from the investigation of the relationships of the four dimensions of Emotional Intelligence with the five conflict management techniques, the following conclusions emerge:

- None of the work conflicts management techniques are highly preferred by employers with high levels of **“Wellness”**;
- **“Self-Control”** is not correlated, with any of the conflict management techniques, which means that that the high Self-Control of employers does not lead them to choose any of the conflict management techniques discussed in this paper;
- Employers with high levels of **“Emotionality”** eminently and directly adopt the **“Compromise Technique”** in order to manage work conflicts, while they are negatively associated with "Avoidance". Our conclusions are in line with the positions of Jordan & Troth (2002) and Rahim et al., (2002), who consider that self-awareness and self-management of emotions (corresponding to "emotionality") are the emotional skills that mainly contribute in effective conflict management, while also, the former (Jordan & Troth 2002 & 2004) simultaneously confirm the negative relationship between "emotionality" and "avoidance".
- **“Sociability”** is highly positively correlated with most of the cooperative work conflict management techniques discussed in this study paper. The results showed that the employers that have high sociability choose by far any of the techniques of **“Integration/Co-operation”**, **“Concession”**, and **“Compromise”**, while they do not prefer at all the Enforcement Technique.

Given the close relationship between Collaborative Culture in work conflict management and Emotional Intelligence, these findings suggest that a role in determining the level of Emotional Intelligence and characterizing a manager as "emotionally intelligent" is played by "Emotionality" and "Sociability", while the role of "Wellness" and "Self-Control" is only complementary.

5.2 IMPLICATIONS

Taking into account this study findings, several theoretical and managerial implications can be made. The major issue raised by this research thesis paper is, in our opinion, associated with the social skills training of employers and manager executives. The scientific literature points out that training is one of the most important aspects for efficiency increase in work (Taylor, F., 1935; Pierce, G., 2016; Doyle, A., 2019) and therefore for helping managing work conflicts more effectively. In addition, despite the expert's opinions that Emotional Intelligence, whose important role in work conflict management is now indisputable, can be cultivated and developed under appropriate conditions (Goleman, 2011), employers have done little in this direction so far.

Leadership and not just directorship is also another important aspect that was also confirmed in this study. Leadership, management with guidance is the process in which a person in charge (a manager or an employer) influences the behaviour or actions of other people (direct/indirect reports) in order to achieve certain desired goals. If the result is positive and the team responds to the effort, then we are talking about a successful leader. As part of this process is for the manager/employer to be able to successfully manage any conflicts arise during this effort, and being a leader, in contrast with being a director, is how they manage to use Emotional Intelligence in order to avoid and/or resolve those work conflicts.

Another implication arising from the above is obedience to power and how this affects work conflicts. S. Milgram (1963 & 1974) studied and tested what happens when a form of power puts pressure on the individual to take action with significant negative consequences. This research resulted in discovering the great willingness of adults to follow the orders of the authorities almost at any length and therefore, ordinary people, who simply do their job, and without any particular hostility on their part, can turn into active agents in a terrible destructive process if superiors ask for and also relatively few people have the moral stature needed to resist to that power. Consequently, Enforcement technique for managing conflicts at work is should not be selected from employers, and our empirical research analysis confirmed that.

In regard to organizational implications, this study broadens the research agenda on how to manage work conflicts and suggests that organizations' employers and managers of all industries should place greater emphasis on their Emotional

Intelligence, in order to be able to manage conflicts in a more effective and efficient way, and more specifically to the “Emotionality” and “Sociability” aspects of EQ. Therefore, recognizing which dimensions of Emotional Intelligence and which conflict management techniques are of paramount importance is also critical in order for employers to achieve to effectively avoid and/or manage conflicts at workplace.

5.3 LIMITATIONS & FUTURE RESEARCH

Like any other study of this type, our research analysis has also a number of limitations. Present findings supporting a positive association between Collaborative Culture in work conflict management and Emotional Intelligence (“Emotionality” and “Sociability”) is not generalizable to all industries or other market circumstances, as the study context is that of the Greek hospitality and tourism sector at the time of this study is undertaken (2020). Another research limitation involves the limited sample of firms examined in this study, as the response rate was rather narrow. This research is also limited by the fact that only four dimensions of Emotional Intelligence and five different work conflicts methods were taken into consideration, although both the literature review / scientific theory and available empirical evidence suggest that there also some other types of both EQ and techniques to manage conflicts that can additionally be tested.

Further and future research could be stretched out in numerous different ways. Firstly, we can expand the model by adding other categories of variables of both Emotional Intelligence and Work Conflict Management Methods as mentioned above. In this light, future research should further examine the relationship between Work Conflicts Management and Emotional Intelligence by considering completely different EQ measures. In addition, future research should use more enlarged study samples including either other sectors (i.e. technology, financial institutions, F&B, education, etc.) and/or SMEs and larger companies. Lastly, future research efforts should further enhance the understanding of the importance of employer’s / manager’s Emotional Intelligence levels in developing strategies building upon the dominant conflict management style applied by the employer within companies, considering their impact effectively managing those conflicts.

To sum up, although the sample of our research is small and its geographical definition is too narrow to draw general conclusions, we nevertheless hope that the present work will contribute to the relevant reflection and the effort to realize the visions of the organisational and scientific community concerning the introduction, in the official training programs of executives, of knowledge related to (relevant to the exercise of administrative duties) social skills (communication and emotional), which in fact will be prerequisites for taking positions of responsibility.

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Appendix

Appendix 1 - Questionnaire Structure

ΜΕΡΟΣ Α: ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΣΥΝΑΙΣΘΗΜΑΤΙΚΗΣ ΝΟΗΜΟΣΥΝΗΣ						
Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-360SF)						
Petrides (2009)						
<p>ΟΔΗΓΙΕΣ: Σας παρακαλούμε να σημειώσετε με έναν κύκλο τον αριθμό που αντανακλά καλύτερα το βαθμό συμφωνίας ή διαφωνίας σας με κάθε μια από τις προτάσεις που ακολουθούν. Όσο πιο πολύ διαφωνείτε με μια πρόταση, τόσο η απάντησή σας θα πλησιάζει το «1». Αντίθετα, όσο πιο πολύ συμφωνείτε, τόσο η απάντησή σας θα πλησιάζει το «5». Μη σκέφτεστε πολύ ώρα για την ακριβή σημασία των προτάσεων. Δουλέψτε γρήγορα και προσπαθήστε να απαντήσετε όσο το δυνατόν με μεγαλύτερη ακρίβεια. Σας υπενθυμίζουμε ότι δεν υπάρχουν σωστές ή λάθος απαντήσεις.</p>						
Διαφωνώ Απόλυτα 1...2...3...4.....5 Συμφωνώ Απόλυτα						
Ο Εργοδότης της επιχείρησης στην οποία εργάζεστε...						
A1	Δε δυσκολεύεται καθόλου να εκφράσει τα συναισθήματα του/της με λόγια.	1	2	3	4	5
A2	Γενικά είναι ένα ιδιαίτερα δραστήριο άτομο με στόχους.	1	2	3	4	5
A3	Μπορεί να χειριστεί αποτελεσματικά τους άλλους ανθρώπους.	1	2	3	4	5
A4	Πιστεύει πως έχει πολλά χαρίσματα.	1	2	3	4	5
A5	Συνήθως μπορεί να επηρεάσει τα συναισθήματα των άλλων ανθρώπων.	1	2	3	4	5
A6	Σε γενικές γραμμές, είναι ικανός /ή να αντιμετωπίσει το άγχος.	1	2	3	4	5
A7	Συνήθως μπορεί να «μπει στη θέση του άλλου» και να καταλάβει τα συναισθήματά του.	1	2	3	4	5
A8	Συνήθως είναι σε θέση και μπορεί να βρει τρόπους να ελέγξει τα συναισθήματά του/της όταν θέλει.	1	2	3	4	5
A9	Σε γενικές γραμμές φαίνεται να είναι ευχαριστημένος /η από τη ζωή του/της.	1	2	3	4	5

A10	Θα τον /την περιέγραφα ως καλό διαπραγματευτή/τρια.	1	2	3	4	5
A11	Συχνά, σταματά αυτό που κάνει και συγκεντρώνεται σε αυτό που νιώθει.	1	2	3	4	5
A12	Πιστεύει στις δυνάμεις του/της.	1	2	3	4	5
A13	Πιστεύει ότι γενικά τα πράγματα θα εξελιχθούν καλά στη ζωή του/της.	1	2	3	4	5
A14	Γενικά, είναι σε θέση να προσαρμόζεται σε καινούρια περιβάλλοντα και καταστάσεις.	1	2	3	4	5
A15	Οι άλλοι τον/την θαυμάζουν γιατί είναι «άνετος-η».	1	2	3	4	5

ΜΕΡΟΣ Β: ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΔΙΑΧΕΙΡΙΣΗΣ ΣΥΓΚΡΟΥΣΕΩΝ

Rahim Organizational Conflict Inventory-II (ROCI-II)

Rahim (2001)

ΟΔΗΓΙΕΣ: Σας παρακαλούμε αφού διαβάστε προσεκτικά κάθε πρόταση, να σημειώσετε με έναν κύκλο τον αριθμό που αντανακλά καλύτερα το βαθμό συμφωνίας ή διαφωνίας σας σε κάθε μια από τις προτάσεις που ακολουθούν, για τον τρόπο που ο εργοδότης της επιχείρησης στην οποία εργάζεστε διαχειρίζεται μια έντονη διαφωνία ή σύγκρουση στο σχολείο. Όσο πιο πολύ διαφωνείτε με μια πρόταση, τόσο η απάντησή σας θα πλησιάζει το «1». Αντίθετα, όσο πιο πολύ συμφωνείτε, τόσο η απάντησή σας θα πλησιάζει το «5». Προσπαθήστε, κατά την βαθμολόγηση των προτάσεων/δηλώσεων, να ανακαλέσετε όσες περισσότερες πρόσφατες συγκρουσιακές καταστάσεις μπορείτε.

Διαφωνώ απόλυτα 1.....2...3....4.....5 Συμφωνώ απόλυτα

Ο εργοδότης της επιχείρησης στην οποία εργάζομαι...

B1	Προσπαθεί να διερευνήσει ένα ζήτημα με τους εργαζόμενους για να βρει μια λύση αποδεκτή.	1	2	3	4	5
B2	Γενικά προσπαθεί να ικανοποιεί τις ανάγκες των εργαζομένων.	1	2	3	4	5
B3	Αποφεύγει να βρεθεί σε δύσκολη θέση και προσπαθεί να μην εκφράζει τις διαφωνίες του .	1	2	3	4	5
B4	Προσπαθεί να ενσωματώσει τις απόψεις του με αυτές των εργαζομένων για να βρεθεί μια κοινά αποδεκτή λύση.	1	2	3	4	5
B5	Προσπαθεί να συνεργαστεί με τους εργαζόμενους για την εύρεση λύσης που να ικανοποιεί κοινές προσδοκίες.	1	2	3	4	5
B6	Αποφεύγει συνήθως μια ανοιχτή συζήτηση των διαφορών του με τους εργαζόμενους.	1	2	3	4	5
B7	Προσπαθεί να βρει τη «μέση οδό» για να δοθεί λύση	1	2	3	4	5

	σε μια κατάσταση που έχει βρεθεί σε αδιέξοδο.					
B8	Χρησιμοποιεί την επιρροή του/της, για να γίνουν αποδεκτές οι ιδέες του/της.	1	2	3	4	5
B9	Χρησιμοποιεί την εξουσία του/της, για να πάρει μια απόφαση υπέρ του/της.	1	2	3	4	5
B10	Συνήθως ικανοποιεί τις επιθυμίες των εργαζομένων	1	2	3	4	5
B11	Υποχωρεί στις επιθυμίες των εργαζομένων.	1	2	3	4	5
B12	Ανταλλάσσει με τους εργαζόμενους ακριβείς πληροφορίες για να βρεθεί μια κοινά αποδεκτή λύση .	1	2	3	4	5
B13	Συνήθως κάνει παραχωρήσεις στους εργαζόμενους.	1	2	3	4	5
B14	Συνήθως προτείνει μια μέση λύση για να αποφευχθεί το αδιέξοδο.	1	2	3	4	5
B15	Διαπραγματεύεται με τους εργαζόμενους για να επέλθει συμβιβασμός.	1	2	3	4	5
B16	Προσπαθεί να αποφύγει τις διαφωνίες με τους εργαζόμενους .	1	2	3	4	5
B17	Προσπαθεί να αποφεύγει τις αντιπαραθέσεις με τους εργαζόμενους.	1	2	3	4	5
B18	Χρησιμοποιεί τις γνώσεις & την εμπειρία του/της για να ευνοηθεί σε μια απόφαση.	1	2	3	4	5
B19	Συνήθως συμφωνεί με τις προτάσεις των εργαζομένων.	1	2	3	4	5
B20	Χρησιμοποιεί την στρατηγική «δούναι & λαβείν» για να επιτευχθεί η λήψη μιας απόφασης.	1	2	3	4	5
B21	Γενικά υποστηρίζει σταθερά τη δική του πλευρά για το εκάστοτε θέμα.	1	2	3	4	5
B22	Εκθέτει ανοιχτά τις ανησυχίες όλων έτσι ώστε να τα θέματα να επιλύονται με τον καλύτερο δυνατό τρόπο	1	2	3	4	5
B23	Συνεργάζεται με τους εργαζόμενους για να ληφθούν αποφάσεις κοινά αποδεκτές.	1	2	3	4	5
B24	Προσπαθεί να ικανοποιεί τις προσδοκίες των εργαζομένων.	1	2	3	4	5
B25	Μερικές φορές χρησιμοποιεί την ισχύ του για να «κερδίσει» σε μια ανταγωνιστική κατάσταση.	1	2	3	4	5
B26	Προσπαθεί να κρατήσει τη διαφωνία που έχει με	1	2	3	4	5

	τους άλλους για τον εαυτό του/της για να αποφύγει δυσάρεστα συναισθήματα (παρεξηγήσεις)..					
B27	Προσπαθεί να αποφύγει την ανταλλαγή δυσάρεστων εκφράσεων με τους εργαζόμενους .	1	2	3	4	5
B28	Προσπαθεί να συνεργάζεται με τους εργαζόμενους για την σωστή κατανόηση του προβλήματος.	1	2	3	4	5

ΜΕΡΟΣ Γ: Δημογραφικά στοιχεία (προσωπικά & εργοδότη)

ΟΔΗΓΙΕΣ: Βάλτε σε κύκλο την απάντηση που σας αντιπροσωπεύει ή συμπληρώστε ανάλογα.

A1	Φύλο:	1. Άνδρας
		2. Γυναίκα
A2	Ηλικία:	1. 25-40 ετών
		2. 41-55 ετών
		3. 55+ ετών
A3	Έτη προϋπηρεσίας:	1. 0-10
		2. 11-20
		3. 21-25 & άνω
A4	Τίτλοι Σπουδών:	1. Βασικό πτυχίο
		2. Μεταπτυχιακό
		3. Διδακτορικό
A5	Σχέση Εργασίας:	1. Μόνιμος/η
		2. Εποχιακός/ή
A6	Φύλο του εργοδότη/ριας σας:	1. Άνδρας
		2. Γυναίκα
A7	Χρόνια στην διοίκηση (εργοδότη/ριας)	1. 1 -5 (νέος/α)
		2. 6 -10
		3. 11-20

Appendix 2 - Questionnaire Analysis

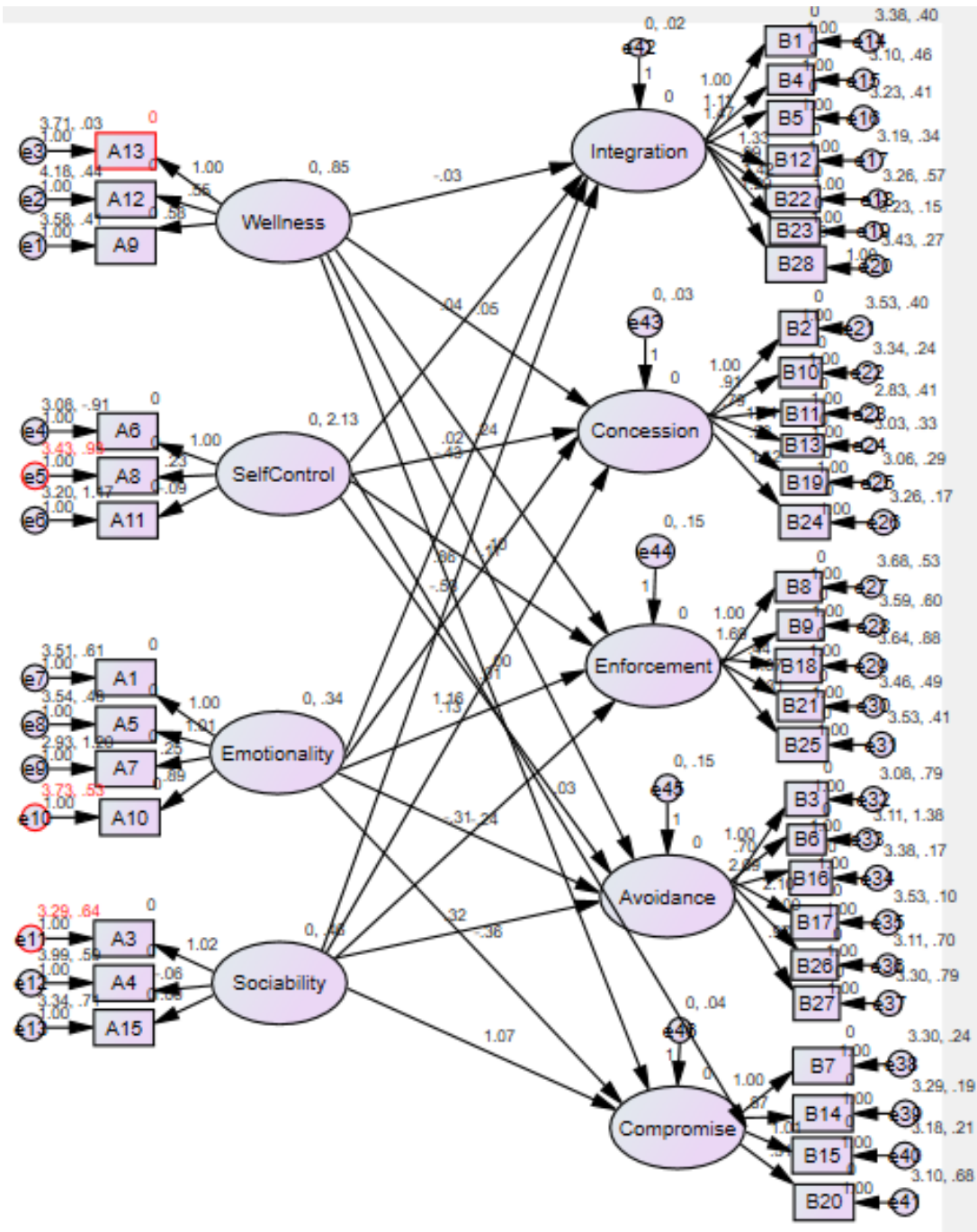


Figure 1: Structural Equation Modelling outcome (SPSS Amos) based on the 4 dimensions of employer’s Emotional Intelligence, as defined by Petrides (2009) in relation to the 5 dimensions of Conflict Management Techniques, as defined by Rahim (1983)

QUESTION	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE/DISAGREE	AGREE	TOTALLY AGREE	MEAN	STANDARD DEVIATION
Does not find it hard to express his/her feelings	1.3%	17.5%	23.8%	43.8%	13.8%	3.51	0.981
It is a generally active person	5%	6.3%	12.5%	41.3%	35%	3.95	1.09
Can handle other people efficiently	5%	20%	27.5%	36.3%	11.3%	3.29	1.07
Believes that has many gifts	-0%	2.5%	22.5%	48.8%	26.3%	3.99	0.771
Can usually affect the	2.5%	5%	45%	31,3%	16,3%	3.54	0.913

feelings of others							
Is capable of dealing with anxiety	8.8%	22.5%	30%	30%	8.8%	3.08	1.111
Can walk in the shoes of others and understand their feelings	11.3%	21.3%	41.3%	16.3%	10%	2.93	1.111
Can usually find ways to control his/her feelings when he/she wants to	3.8%	13.8%	33.8%	33.8%	15%	3.43	1.028
Generally, seems pleased with	2.5%	7.5%	27.5%	55%	7.5%	3.58	0.839

his/her life							
Can be described as a good negotiator	1.3%	6.3%	31.3%	41.3%	20%	3.73	0.9
Often, stops what he/she is doing and focuses on its feelings	5%	26.3%	22.5%	36.3%	10%	3.2	1.095
Believes in his/her power	-0%	5%	12.5%	42.5%	40%	4.18	0.839
Believes that things will turn out good in his/her life	1.3%	11.3%	21.3%	47.5%	18.8%	3.71	0.944
He/she is	5%	6.3%	35%	40%	13.8%	3.51	0.981

adaptable to new environments/challenges							
Other people admire him because he/she is "comfortable"	7.5%	10%	38.8%	28.8%	15%	3.34	1.09

Table 7: Part A Descriptive Statistics Results

QUESTION	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE/ DISAGREE	AGREE	TOTALLY AGREE	MEAN	STANDARD DEVIATION
Tries to investigate an issue with the employees to find an acceptable solution	1.3%	16.3%	31.3%	46.3%	5%	3.38	0.862
Generally tries to meet the needs of the employees	3.8%	10%	31.3%	40%	15%	3.53	0.993

Avoids embarrassment and tries not to express his disagreements	6.3%	21.3%	37.5%	28.8%	6.3%	3.08	1.003
Tries to integrate his views with those of his employees to find a commonly accepted solution	6.3%	16.3%	42.5%	31.3%	3.8%	3.1	0.936
Strives to work with employees to find a solution that meets common expectations	6.3%	17.5%	35%	30%	11.3%	3.23	1.067
Usually avoids open discussions of his differences with the employees	13.8%	16.3%	26.3%	32.5%	11.3%	3.11	1.222
Tries to find the "middle way" to find a solution that has found itself at a dead end	3.8%	10%	45%	35%	6.3%	3.3	0.877
Uses his/her influence to get his/her ideas accepted	0%	8.8%	35%	36.3%	20%	3.68	0.897
Uses his/her power to make a decision in his/her favour	6.3%	12.5%	22.5%	33.8%	25%	3.59	1.177

Usually satisfies the needs of employees	2.5%	12.5%	38.8%	41.3%	5%	3.34	0.856
Succumbs to the wishes of the employees	5%	32.5%	38.8%	22.5%	1.3%	2.82	0.883
Exchanges accurate information with the employees to find a commonly accepted solution	6.3%	12.5%	45%	28.8%	7.5%	3.19	0.969
Usually makes concessions to the employees	7.5%	22.5%	37.5%	25%	7.5%	3.03	1.043
Usually suggests a middle ground to avoid a dead end	1.3%	11.3%	48.8%	35%	3.8%	3.29	0.766
Negotiates with employees to reach a compromise	3.8%	16.3%	41.3%	36.3%	2.5%	3.18	0.868
Tries to avoid disagreements with employees	6.3%	11.3%	32.5%	38.8%	11.3%	3.38	1.036
Tries to avoid confrontations with employees	5%	7.5%	32.5%	40%	15%	3.53	1.006
Uses his/her knowledge & experience to favour a decision	1.3%	10%	33.8%	33.8%	21.3%	3.64	0.971

Usually agrees with employees' suggestions	2.5%	11.3%	66.3%	17.5%	2.5%	3.06	0.7
Uses the "give & take" strategy to achieve a decision	3.8%	20%	43.8%	27.5%	5%	3.1	0.908
In general, he firmly supports his/her own opinion on an issue	1.3%	12.5%	36.3%	38.8%	11.3%	3.46	0.899
States openly everyone's concerns so that issues can be resolved in the best possible way	3.8%	17.5%	33.8%	38.8%	6.3%	3.26	0.951
Collaborates with employees to make a commonly accepted decision	3.8%	16.3%	38.8%	36.3%	5%	3.23	0.914
Tries to meet the expectations of the employees	5%	13.8%	37.5%	37.5%	6.3%	3.26	0.951
Sometimes uses his power to "win" in a competitive situation	2.5%	11.3%	30%	43.8%	12.5%	3.53	0.941

Tries to keep the disagreements he/she has with others unexposed to avoid unpleasant feelings (misunderstandings)	7.5%	11.3%	50%	25%	6.3%	3.11	0.955
Tries to avoid exchanging unpleasant expressions with his/her employees	6.3%	10%	41.3%	32.5%	10%	3.3	0.999
Tries to cooperate with employees for the correct understanding of the problem	2.5%	11.3%	37.5%	38.8%	10%	3.43	0.911

Table 8: Part B Descriptive Statistics Results