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Doctor of Education in Organizational Leadership

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The Emotional Intelligence and Conflict Management Relationship in Black Women Leaders

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Tina Raylyn Jackson

August 2023

Dedication

For Peyton.

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Abstract

This study examined the relationship between emotional intelligence and conflict management styles in Black women leaders in the United States. The lack of literature surrounding Black women leaders' emotional intelligence or conflict management styles presented an opportunity to offer quantitative data connected to these constructs. A cross-sectional survey design was used to administer three surveys the Situational Test of Emotional Management- B, the Kraybill Conflict Style Inventory, and a modified version the Multidimensional Inventory of Black of Identity, that focused on Black female identity. Data from 124 participants were analyzed to learn if identity mediated the relationship between emotional intelligence and conflict management. Pearson correlations, linear regressions, and a test of the mediation of identity were conducted. Results established that identity did not mediate any of the variables; however, the findings showed that Black women leaders with higher levels of emotional intelligence will employ conflict management styles with higher concern for others and with lower levels of emotional intelligence decreased concern for others. Finally, this study showed that Black women with weaker intersectional identities have lower levels of emotional intelligence.

Keywords: identity, emotional intelligenced, conflict management styles,

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Chapter 1: Introduction

Background

It has become commonplace in most workplaces in many countries to see Black women in positions of leadership (McCluney & Rabelo, 2019). Although the rates of Black women in the United States labor force have been consistently rising, little is known about how they cope with the conflicts that arise in work environments (Hall et al., 2012). An example of the type of conflicts that must be maneuvered in the workplace is the experience of Melody Hobson, CEO of Areal Investments (McCluney & Rabelo, 2019), who recalled being mistaken for a member of the wait staff. This misrecognition and perceived lack of belonging in the workplace causes tensions that collectively expose Black women in the United States to the effects of intersectional sexism and racism in the workplace (McCluney & Rabelo, 2019). While instances of racism in the workplace are not new, there is limited literature on how Black women have continued to participate in U.S. workplaces despite conditions of partial or total invisibility (McCluney & Rabelo, 2019).

Black women have two identities: Black and woman; these do not align with prototypical implicit leadership theories (Villamor, 2022). King and Ferguson (2001) recognized that Black women in leadership had documented stressors connected to their feelings of needing to make a choice between their race and gender. However, African American women value their intersected Black-woman identity more than their individual woman identity and Black person identity (Settles, 2006), suggesting that Black women in senior leadership roles negotiate both their racial and leadership identities because they face the strain of being both Black and a woman in today's workplace (Roberts et al., 2018; Settles, 2006).

One of the factors recognized by successful Black women in leadership is the need for a high level of emotional intelligence (Roberts et al., 2018). Emotional intelligence is defined as the ability to monitor an individual's feelings and the feelings of others and to analyze the information to act accordingly (Moeller & Kwantes, 2015). One study found that successful Black woman leaders tend to have higher levels of emotional intelligence (Gassette-Banks, 2014), suggesting that emotional intelligence was most helpful for this population because it allows them to use a mechanism to negotiate the multiple identities of being Black and female that many Black women are forced to navigate at work (Roberts et al., 2018). This is important because Black women are under greater scrutiny to perform at higher levels when in work settings because of the lack of representation (McCluney & Rabelo, 2019). The suspected heightened capacity of Black women to gauge the need for and type of emotional response is one of the components that may allow them to operate appropriately in the workplace.

The construct of emotional intelligence was born out of the concepts of intelligence and emotion (Gassette-Banks, 2014). Emotional intelligence has four components, as explained by Goleman (1995):

1. self-awareness, where one is concerned with their own actions and well being;
2. self-management, where a person learns to be adaptable and control their emotions;
3. social awareness, which includes empathy for others and organizational awareness; and
4. relationship management: the ability to coach, mentor, and manage conflict.

However, emotional intelligence's connection to conflict management makes it a significant area of compelling study for leadership research (Goleman, 1995). Qualitative empirical evidence found that emotional intelligence is associated with leader effectiveness and the use of effective leadership styles (Miao et al., 2018). Also expressed in literature is that

emotionally intelligent leaders influence a number of workplace outcomes such as increased employee retention, better organization performance, and higher employee job satisfaction. The literature also suggests that emotional intelligence may be one of the vital tools that is used to achieve these organizational results (Grissette-Banks, 2014; Miao et al., 2018; Roberts et al., 2018).

While emotional intelligence is a construct used by effective Black women leaders, conflict management, or more importantly, the style of conflict management that Black female leaders choose to resolve workplace conflicts is of interest. Conflict management is a construct based on the dual concerns model which places emphasis on concern for self and concern for others (Rahim, 1983). When the two parts of the dual concerns model work together, concern for self and concern for others, they allow an individual to see how their level of concern is associated to a conflict management style (Rahim, 1983).

Roberts et al. (2018) connected race, emotional intelligence, and conflict to the strength of Black women leaders' intersectional identity. They concluded that Black women in leadership have a strong intersectional identity and use emotional intelligence to align their identities as both leaders and women. It is the exchange between emotional intelligence and conflict management and how this interaction relates to identity that was being explored in this study.

Problem Statement

The general problem was a lack of scholarly information about Black women in workplace leadership. The majority of research on Black women was qualitative in nature. The specific problem is a gap in literature where there are few quantitative studies that have investigated the connection between emotional intelligence and conflict management style in

Black women in the workplace, which prevents scholars from understanding how the constructs of emotional intelligence and conflict management are used by Black women leaders.

Purpose Statement

This study was designed to identify if high emotional intelligence is connected to specific conflict management styles along with gaining an understanding of how the strength of the individuals' intersectional identity may affect this association. This study focused on Black women leaders in the workplace and examines the connection between the constructs of emotional intelligence and conflict management. This quantitative examination of multiple constructs allowed for a unique analysis specific to single cultural groups in organizations. The study employed a cross-sectional survey design using a convenience sample of Black women leaders in Texas.

Multiple studies have shown interest in understanding how Black women use emotional intelligence in the workplace when managing conflict given that some studies suggest that this group does possess a high level of emotional intelligence (Kiyani et al., 2013; Roberts et al., 2018; Wood et al., 2009). While societies' conflicts are present in organizations and should be of concern to scholars and practitioners, the links connecting intersectional identity, emotional intelligence and conflict management are limited in current literature along with research on Black women in the workplace (Kolb & Putnam, 1992; Roberts et al., 2018; Sims & Carter, 2019).

Research Questions

RQ1. What is the relationship between emotional intelligence and conflict management styles, and does emotional intelligence predict conflict management style in Black women leaders?

RQ2. What is the relationship between Black women leaders' strength or weakness of identity to their emotional intelligence and conflict management style and does identity mediate that relationship?

Definitions of Key Terms

Black woman leader. In the context of this study, a woman who self-identifies as Black, participates in the labor force, and was born as or became a naturalized citizen of the United States, has educational attainment past high school or specific knowledge gained through work or activism, and has held a position of influence in the for-profit or nonprofit sectors (Grissette-Banks, 2014).

Black women. In the context of this study, African American women not of Hispanic origin and forming a single class of women who share a common cultural and racial heritage, educational achievement, and labor force participation (Sims & Carter, 2019).

Emotional Intelligence. The use of emotions to reason and enhance thinking (Mayer et al., 2004).

Intersectionality. the presents of multiple identities presented in individuals of marginalized groups that experience inequality (Perry et al., 2013).

Microaggression. In the context of this study, a hostile exchange that is intended negatively toward members of the nondominant members of an organization (Sue et al., 2019).

Racism. The belief that different races are inferior or superior to one another (Oxford Languages, 2020).

Sexism. In the context of this study, prejudice against women and girls based on gender (Oxford Languages, 2020).

Stereotype. A widely held understanding or belief of a particular person or thing (Oxford Languages, 2020).

Stereotype threat. The belief that members of marginalized social groups are being evaluated against negative stereotypes and their effect on how they are treated by others (Hoyt & Murphy, 2016).

Conclusion

This chapter has set out the foundation for the proposed study addressing a gap in the literature where scholars have shown interest in investigating the connections of constructs such as those proposed here emotional intelligence and conflict management. The purpose was stated as offering new information to the limited research on Black women in leadership. Two research questions were proposed along with a list of terms that advance the discussion on to the next chapter.

The following chapter will discuss the supporting literature and connect the constructs to the applicable theoretical framework for this investigation. The theory of intersectionality will be presented, offering foundational information about the theory and its grounding in Black feminism. This will be followed by a discussion about Black women in leadership with historical and current leadership perspectives for this group. Within this discussion will be the intertwined discussion of intersectional identity. Because of its foundations to both the theory of intersectionality and the identity of Black women, this topic will be discussed in the context of intersectionality as a theoretical framework and Black women as leaders. The discussion will then move to the foundational theories of emotional intelligence and pivot to a discussion on the lack of scholarly work conducted on the emotional intelligence of Black women in leadership. The discussion of emotional intelligence will move next to offering examples in the literature

where emotional intelligence has been used as a predictor of research outcomes. The final section of the literature review will similarly look at conflict management, the theory, and the conflict research with connections to emotional intelligence and its outcomes.

Chapter 2: Literature Review

Black women represent roughly 12% of the U.S. population employed in leadership positions (U.S. Bureau of Labor Statistics, 2018). Settles et al. (2020) argued that scholarship focused on Black women is still being excluded because it challenges the common academic reasoning that there is a simple explanation instead of examining the social forces at work in a given context. Armed with their specific experience as a part of this population of Black women leaders, two Black female scholars wrote about being the first to break into the world of managerial sciences, and they discussed their struggle to add to the literature that defined their scholarship, which was rooted in the social and cultural identities of Black women at work (Bell & Nkomo, 1999).

This chapter will first define the theoretical foundations of this research, then offer supporting literature for each of the constructs presented. The theoretical framework being presented for this research is based on two parts. The theory of intersectionality, which is grounded within the Black feminist lexicon, is pivotal to this research, it demonstrates some history and support for the development of this theory and its connections to leadership studies are given. Within this discussion, the concept of intersectional identity will be introduced and supported as a key component of the conversation around intersectionality. The second part of this framework is emotional intelligence, where foundational information about emotional intelligence and its history is offered as well as support for the use of intersectionality as a theoretical framework.

The remainder of this chapter is dedicated to presenting literature that supports intersectionality, the concept of an intersectional identity, and emotional intelligence. Intersectionality will be discussed in relation to work and organizations, then move to a more

in-depth history of Black women and an understanding of both their historical and present-day perspectives of leadership, ending in a section that attempts to define the experience of Black women in leadership. Within all these discussions, the concept of the intersectional identity of Black women leaders will be discussed, connecting how they use emotional intelligence.

The next part of the discussion will focus on emotional intelligence, its major theories, and the significance of each and the minimal literature surrounding Black women and any connection to emotional intelligence. The final portion of this section will provide literature that will support the use of emotional intelligence as a predictor and conflict management styles as an outcome in this research. The chapter will conclude with a discussion around the history, theory, and research associated with conflict management. Starting with the theory, research will be presented that will support the use of conflict management in connection with emotional intelligence in the research design.

Scholars have often ignored Black women leaving research questions about their leadership unanswered (Carter-Sowell & Zimmerman, 2015). While the challenges of being both Black and female are beginning to be discussed in the literature of multiple academic disciplines, including leadership (McGlowan-Fellows & Claudewell, 2004), the relationship between the emotional intelligence and conflict management style of Black women leaders remains unanswered within leadership studies.

Literature Search Methods

As with any literature review over time, specific articles begin to influence the direction of the research and later the direction of the study itself. However, finding this literature was by no means a straightforward endeavor. Much of the literature included was sourced during the years 2017–2023. Most literature held to the most recent 5 years except for the foundational

theories presented in the study. The development of this collection of manuscripts started with a blanket search of the scholarly literature using the terms *Black women* and *conflict management styles*. This resulted in few articles showing this direct link, thus the search was broken down into multiple modes driven by each construct and intersectionality as a part of the theoretical framework. With the Abilene Christian University Library as the main source of material retrieval, three main searches evolved around the research constructs. The main keyword searches included *emotional intelligence* and *Black women*, *Black women in leadership* and *intersectionality*, and *conflict management styles and leadership*, including *gender*, and finally, *identity*. This study is the connection of the two parts of this framework, intersectionality, and emotional intelligence, along with an investigation into the relationship between emotional intelligence and the conflict management styles of Black women leaders.

Within the over 300 research titles gathered for this project, it became clear that there was a need to narrow the focus of this research. Then came Kimberle Crenshaw and her seminal work, *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics* (1989), coupled with Roberts et al. (2018) that together supported the theoretical framework being used for this research.

Conceptual Framework

The conceptual framework for this research utilizes the foundational concepts of intersectionality and emotional intelligence. The theory of intersectionality was used to support the case for this study's exclusive focus on Black women leaders (Crenshaw, 2013). From its foundations in Black feminist theory to the more recent work, the theory of intersectionality has been and, as Crenshaw (2013) stated, should always serve to reveal the dynamics of the

interactions experienced by Black women. Support for the use of emotional intelligence as a framework will be presented with the use of the cascading theory (Joseph & Newman, 2010). Along with supporting literature, the argument will be made that emotional intelligence is a valid predictor and that intersectional identity is an influencing component of this research.

Intersectionality

Finding the lens with which to view the research seemed an easy task, intersectionality as a theory has its roots in the Black feminist lexicon that seeks to explain the unique experiences of Black women. However, this theory offers much more; it is a way to investigate a specific group's experiences in the workplace, specifically with respect to understanding how specific constructs operate in organizational life (Atewologun, 2018). The following narrative offers both a brief history of the theory and its foundational connection to the group being researched for this study, Black women. Across multiple disciplines, intersectionality is widely touted as an important theoretical contribution and credited with opening up conceptual space to study complex issues of race and gender (Tomlinson, 2013). While its critics claim that Black women having a specific experience is nothing more than over-concern with a special interest group, Tomlinson (2013) asserted that this argument belittles Black women and shows indifference to the long history of denying the legitimacy of struggles that can result from the overlap of multiple internal narratives. It is the connection of the Black and women identities that will be explored, thus moving the narrative to discuss the theory of intersectionality.

While many credit Crenshaw with introducing the term intersectionality, there is a long history of scholars and activists that laid the foundation for what she explained in 1991 as a method to explore how Black women experience oppression (Essed, 1991). The theory of intersectionality, as defined by Atewologun (2018), is a “critical framework or approach that

provides the mindset and language to examine interconnection and interdependencies between social categories and systems” (p. 2). Offered as a rich explanation of the origins of the theory of intersectionality, it is based in social- movement discourses and Black Feminist thought (Carastathis, 2016). Starting in the 1930s, intersectionality evolved from radicals and grassroots activist, scholars like Eric McDuffie, Frances Beal of the Third World Woman’s Alliance, and Barbra Smith of the Combahee River Collective, argued that the liberation of Black women would mean freedom for all oppressed groups (Carastathis, 2016).

Intersectionality as a Framework

Offered as the articulation of the survival of Black women, intersectionality has moved in recent years to encompass multiple fields of interest. Deployed over multiple disciplines such as history, sociology, philosophy, and psychology, the ability of those that engage in the study of intersectionality to understand the dynamic of difference has become of some importance even in the work of organizational studies (Cho et al., 2013). Of interest to this research is the emphasis on the experiences of Black women in the workplace and the implications of a theoretical framework connecting intersectionality and emotional intelligence. It is suggested that all forms of oppression are not equivalent or function in the same way, and a method of investigating the experience of Black women by using constructs such as emotional intelligence and the styles of conflict management (Carastathis, 2016). It is the stance of many intersectional scholars that more studies that focus on Black women within the intersectional field of study are needed in support of Crenshaw’s foundational argument (Carastathis, 2016). It is because of this lack of intersectional studies that focus on and include Black women that the proposed research is being highlighted.

While intersectionality has been discussed as a theory that supports the understanding of the experience of Black women in the workplace, the research is quantitative, and thus a measure of the intersectional identity of Black women leaders is also proposed. Fehrenbacher and Patel (2020) supported the need to measure identity by suggesting that different identities, depending on the circumstance and context, impact both the power and oppression of an individual and should be an essential focus in the study of intersectionality. Bowleg (2008), who has written about the need to strengthen methodological approaches to intersectional research, further suggests that researchers often neglect to collect identity data essential for the analysis of intersectionality. In essence, being able to interpret data within the confine of an individual marginalized group within the social hierarchies of unequal power is suggested as optimal for intersectionality research (Bowleg, 2008). Moreover, support for the measure of identity within a single group comes from Else-Quest and Hyde (2016), who suggested that this approach can specify the strength of an individual's identity and is an emerging area of research.

A perspective of intersectionality research that is not as widely considered is the ability of this theory to allow emphasis to be placed on the constructs and systems involved in the complex dynamics of interactions (Cole, 2009; Grzanka, 2020). The idea is that intersectional research can uncover areas of commonality (Grzanka, 2020). The conceptualization being suggested is that intersectionality can be used not only to shine a spotlight on the challenges of marginalized groups but also as a positive tool for inclusion (Cole, 2009; English et al., 2020; Grzanka, 2020; Settles et al., 2020; Verloo, 2015).

Emotional Intelligence

Emotional intelligence is used as part of the conceptual framework. This section includes a discussion of the construct of emotional intelligence and its history and specific

viewpoints from leading scholars of emotional intelligence that describe emotional intelligence as a driver of outcomes.

While the concept of emotional intelligence is still one that is being developed and defined, it is not new and is based on Thorndike's concept of social intelligence (Thorndike, 1920). Social intelligence is defined as the ability to manage people and act wisely in day-to-day interactions. It alludes to the beginning of an understanding of emotional intelligence, where an example of how a person with a high level of skill in business can fail or find it difficult to interact on a personal level with others (Thorndike, 1920). It is further suggested that individuals have more than one intelligence, including interpersonal (i.e., a good understanding of dealing with people) and intrapersonal (i.e., the skill of self-reflection and introspection; Gardner, 1983).

With the understanding that interpersonal refers to relations among persons whereas intrapersonal refers to the thoughts and emotions an individual experience within themselves, this conceptualization became the basis for the current understanding of emotional intelligence. In the 1990s, Salovey and Mayer offered a construct of emotional intelligence based on Gardner that broke down the process by which a person moves through understanding emotion (Mayer et al., 2004). They described a process by which an individual moves through four stages, starting with an initial recognition of an emotion to the more complicated ability to regulate emotions (Mayer et al., 2004).

However, it is widely accepted that Goleman popularized emotional intelligence with the book *Emotional Intelligence: Why It Can Matter More Than IQ* (Goleman, 1995). The book was designed as an instruction manual for the business world to incorporate an understanding of how important emotions are connected to the success of the individual and, in turn, the

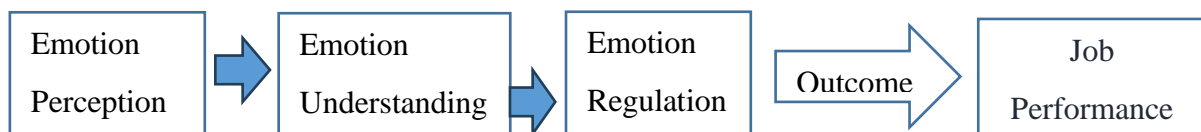
organization. Goleman (1995) charted an understanding of the nature of emotional intelligence itself. Offered as a guide to applying emotional intelligence in a number of situations, the book offers advice on everything from dealing with trauma to relationships.

There is an agreement in the scholarly community that emotional intelligence consists of these four components (Goleman, 1995). First, the ability to express and perceive emotion; second, the ability to comprehend and adjust or assimilate; third, the ability to reason with emotion; and finally, the ability to self-regulate emotion. Moreover, emotional intelligence can be defined as “the ability to perceive and express emotion, assimilate emotion, understand and reason with emotion, and regulate emotion” (Mayer et al., 2004, p. 199). Now that a foundational understanding of the history has been given, along with a breakdown of the components of emotional intelligence and a working definition, the next part of the conversation will describe the theoretical framework of EQ.

The theoretical framework for this study is based upon the cascading theory of emotional intelligence and how emotional intelligence can be used to predict an outcome (Joseph & Newman, 2010). Figure 1 depicts the three components of emotional intelligence where each component builds on the other, and together all three comprise a theory of emotional intelligence.

Figure 1

Cascading Theory of Emotional Intelligence



Note. Adapted from Joseph and Newman (2010) Emotional intelligence: An integrative meta-analysis and Cascading Model. *Journal of Applied Psychology*, 95(1), 54–78. 2010
American Psychological Association

Arranged in descending order, the components include first, emotion perception, which refers to how an individual reads and reacts to emotion. The next, emotion understanding, refers to the signals and language used to convey emotion. The final, emotion regulation, refers to how an individual manages their emotions in any given context (Mayer et al., 2004). The organization of each component represents the degree to which each ability is a part of an individual's overall personality. The order represents the progression of intelligence from the simple to the more complex (Mayer et al., 2004). Deriving from this basic theory of emotion, the cascading theory of EI is designed to capture the ability to complete each of these steps in order and thus is an attempt to align EI theory (Joseph & Newman, 2010). This study will build upon the cascading theory of emotional intelligence. First, it will add a fourth emotional intelligence component, facilitating emotions. Typically placed between initial perception and understanding, facilitation helps the individual to define what emotion is being processed. Thus, facilitation helps individuals identify or characterize the emotion they are experiencing. This fourth component is important to this study because it represents the capacity to reason (Mayer et al., 2004). Measuring the level of emotional intelligence in connection with the choice of conflict management style will allow this research to offer an understanding of the mechanisms used by Black women leaders while maneuvering conflict in the workplace. More of this rationale will be discussed within the literature review.

Emotional Intelligence as a Framework

The cascading theory of emotional intelligence will be used as part of this study's conceptual framework. EQ was found to predict job performance (Joseph et al., 2015), as well as task performance, organizational citizenship, and workplace deviant behavior (Kluemper et al., 2013). Moreover, the predictive ability of emotional intelligence as one of the variables of supervisor and peer ratings along with negotiations has been noted (Cherniss, 2010). Of importance to this research is measuring the level of emotional intelligence in Black women leaders.

Cherniss (2010) and Joseph and Newman (2010) suggested that emotional intelligence is a strong predictor of outcomes. Thus, this research tested the Cascading theory's outcome of job performance with conflict management style. Two studies were found that support using emotional intelligence to predict conflict management style. Hopkins and Yonker (2015) and Kumari (2015) found that emotional intelligence was significantly related to participants' conflict management style.

In conclusion, there was theoretical and empirical support that emotional intelligence can predict outcomes, including the ones for this study - conflict management style. The cascading theory presented by Joseph et al. (2015) aligned with the presented framework and supports this research. Further, there had been a call to investigate the role of emotional intelligence among Black women leaders in the workplace (Winardi et al., 2021). The research herein will enable organizational scholars to gain insight into the emotional intelligence of Black women leaders and its connection to how they manage workplace conflicts.

Review of the Literature

This review is designed to investigate the relevant narratives that connect organizational studies to an understanding of how intersectionality affects organizations and how these issues may impact the Black women who serve as leaders within them. Starting with a brief review of the foundations of intersectionality, this review of the literature will advance on to how the theory is presented in the organizational literature, a brief discussion of power within the context of intersectionality and will conclude with the intersectional interplay that Black women leaders experience in organizations. The next section of reviewed literature will address emotional intelligence, the three major theories, and the originators of each theory, along with an explanation of each theory and its parts. This will be followed by a section on conflict management styles where all five of the conflict management styles will be addressed, along with a brief discussion of conflict management research. But first, we will consider intersectionality, its place in organizational research, and its relationship to Black women in leadership and their identity.

Intersectionality

The theory of intersectionality gave voice to the belief that multiple interests such as race, sex, and class were interdependent and not one-dimensional, contributing to a new way of understanding social identities (Cho et al., 2013). The small but growing body of literature on the construction of identity in Black women is advancing the discussion of intersectional identities and their unique experiences (Jones & Day, 2018).

Celebrated as a methodological triumph, intersectionality is viewed as a way to theorize identity and power within multiple contexts and how the understanding of feminism itself is currently somewhat intersectional (Carastathis, 2016). While some consider intersectionality to

represent how white feminists have appropriated this theory as a way to define the postracial era, many believe that the White feminist approach has pushed Black feminists further into the margins (Carastathis, 2016). However, Cho et al. (2013), along with Crenshaw, suggested that intersectionality is a commanding way to frame investigations that focus on representations of race and class oppression that will focus on Black women for the purposes of this research.

Moreover, Black feminists propose that their collective identities should not be defined as either Black or woman's rights which would leave them feeling divided against themselves, instead, Carastathis (2016) suggested intersectionality be used as a way to illuminate concepts and tools used by Black women in the struggle against racial and sexual oppression. Carastathis (2016) discussed scholars such as Nira Yuval-Davis and her work within the diaspora of women of color where Black women are experiencing the effects of intersectionality, and on to what she calls the renaissance of Black and other women of color writers such as bell hooks, Gloria Hull, Angela Davis, and Barbra Smith. Each of the authors and their work represents the foundations of intersectional studies.

Intersectionality in Work and Organizations

While the perception has now been offered through the literature that intersectionality should be used as more of a theory, understanding how it is situated in organizational studies is important. The research is anchored by intersectionality as part of its theoretical framework, more importantly is understanding how individuals that possess intersectional identities are affected by the conflicts revealed during day-to-day interpersonal interactions is critical to revealing power structures within organizations.

Rodriguez et al. (2016) conducted research that directly addresses intersectionality in the context of work and organizations. They offered insight into the fact that intersectionality has

not been used to explore systems of discrimination and power in organizational systems, and the authors recognize that the current state of research in this area of study can be divided into two realms, the first is concerned with highlighting the intersections and the consequences that inequity has on the individual or group; in other words, what are the results of the inequity experienced by those with intersectional identities (Rodriguez et al., 2016)? The second is interested in how these injustices are embedded in systemic dynamics of power and making them visible for analysis (Rodriguez et al., 2016). When the argument for the use of intersectionality moves into the organizational discipline, Rodriguez et al. (2016) suggested that concepts and approaches have been inconsistent, presenting a challenge for current scholars and representing an opportunity for organizational scholars to articulate what intersectionality means in this specific context. They proposed an examination of the interconnected conceptual frameworks in the workplace; with respect to these conceptual frameworks, the construct of emotional intelligence is in the discipline of organizational studies (Rodriguez et al., 2016). However, it is the examination of these concepts within the theoretical framework of intersectionality that is being proposed for this study.

It has become a common part of the organizational lexicon in recent years to recognize the conflicts that will inevitably emerge between individuals within the context of work (Rodriguez et al., 2016). What has not been suggested clearly is what part power plays in these interactions. Zander et al. (2010) proposed that while the issue of identity is common across many fields of research, the link between gender and power and the understanding of this dynamic are still emerging in conflict research. This research proposes to offer a better understanding of how power and influence work within an organizational setting and the complexity of how Black women leaders maneuver interpersonal conflict.

A specific example of the imbalances of power comes from the medical profession, and when the power typically understood to be held by the clinician is transferred to White parents of a child when they ask for another doctor noting that the embedded power structures in Western medicine favor white heterosexual needs (Ray, 2019; Samra & Hankivsky, 2021). This dynamic of power translates to all organizational contexts where Black women are in leadership. While the intricacy of power within the workplace and its effect on a marginalized group have not been investigated, the literature repeatedly questions how leaders and, in the case of this research, Black women leaders negotiate this type of conflict. It is understood that this dynamic is neither surprising nor new (Samra & Hankivsky, 2021). However, it does allow the conversation to move to a discussion of the intersectional experiences specific to Black women leaders.

Several other researchers support investigating how intersectionality affects African American women in the workplace. First, Carter et al. (2016) and Johnson (2015) stated that minimal research illuminates the experiences of different racial groups in organizational research, most notably Black women. While both discuss the intersection of gender and race experienced by Black women in organizations, connecting this to the level of emotional intelligence or what they term emotionally focused approach is deemed helpful for Black women leaders (Carter et al., 2016). But an understanding of how strongly an individual identifies with a given intersectional identity needs to be addressed. While literature exists on the importance of identity, there is little consensus on how important the role of identity is to an intersectional individual (Sellers et al., 1998). Measuring the strength of the individual's Black woman's identity will also be included as a part of this research. By offering this as a starting measure, intersectionality and Black women as leaders are also supported within this research

context. However, along with the strength of the identity is the dynamic of power that exists in the intersectional space. This dynamic will be discussed next.

In an effort to make the dynamics of power visible, Johnson (2015) offered that the life experience of African American women in the workplace represents both the intersectional framework and evidence of a type of skills development within the area of interpersonal conflict that they pull from that is closely tied to their individual success. By connecting the original intersectional identified group of Black women leaders to the emotional intelligence of leaders in the workplace, the specific construct and second half of the stated theoretical framework, emotional intelligence will offer linkages to how individuals see themselves in the workplace (Rodriguez et al., 2016).

History of Black Women in Leadership

As with any discussion of the history and experiences of Black women in leadership, it is essential to take particular care to generate a narrative that accurately represents both the past and the present experience of Black women in the workplace. First, the past. History has been fairly limited in its recognition of Black women and their contribution in comparison to Black men (Allen & Lewis, 2016). Most notably, the leadership roles Black women had taken on when it came to aiding associations and movements suggest that the leadership of Black women is as old as the United States (Sales et al., 2019). Recognized as abolitionists, Black women fought to end slavery and later protested for better educational opportunities and anti-lynching laws (Allen & Lewis, 2016).

However, even before this, the dangers of seeking work in many parts of the United States restricted them to less formal leadership available only within established clubs. It was the Black Women's Club Movement that facilitated support, both economic and physical, and

offered avenues for Black women as leaders as well as empowering them to work as advocates for better education along with shaping political and social change (Sales et al., 2019). One of the many avenues where Black women led the way was through obtaining an education and establishing schools. Here again, until the late 1890s, predominantly Black men were afforded professional jobs as teachers where later Black women began to be accepted into what was recognized as the “Black normal schools” being set up across the United States; this path produced a small, accomplished group of educators that eventually became leaders such as Mary McLeod Bethune and Lucy Craft Laney (Peters & Miles Nash, 2021). By the 1970s, federal legislation was enacted that was meant to drop the barriers that kept minorities and women out of the mainstream workplace.

Present Day Leadership of Black Women

The present state of African American women in the workforce offers a number of opportunities, but Black women still fall behind when it comes to representation among corporate executive and senior-level leadership within organizations (Sales et al., 2019). Categorized as an atypical leader, African American women are often seen as illegitimate and incompetent in their roles as leaders within the work context (Allen & Lewis, 2016). It has been noted that Black women have a unique social reality because of their race and gender status. There is empirical evidence that confirms the challenges faced by this group in the workplace due to the intersection of their race and gender (Rederstorff et al., 2007). It is also suggested that Black women value their intersected identity of being a Black women and that the work on empirically understanding the importance of the intersectional identity of Black women in the workplace is still in its infancy (Settles, 2006).

Defining Black Women in Leadership

Defining the leadership of Black women is just as varied as the rich history that has helped to shape the understandings of leadership for Black women. Constructing a definition to describe a Black women leader will come from a composite of definitions (Holder et al., 2015; Sims & Carter, 2019). Each was chosen and collectively offers most of the criteria used to define the sample group for this research. Black women are characterized as a woman who self-identifies as Black, participates in the labor force, and was born or became a naturalized citizen of the United States. They may or may not have obtained a formal education but possess specific knowledge gained through work or activism and have held a position of influence in the for-profit or nonprofit sectors. However, there is another lens of leadership that needs to be considered concerning this definition, that of the leader that holds no formal position or education.

The scant past and current history of Black women in leadership suggest that, in particular, this group of women had to affect positive impact within organizations many times without holding formal leadership titles. However, because of their ability to regulate emotion, Black women leaders are connecting to what can be described as concepts of self leadership (Manz et al., 2016; Waring, 2003). Coined by Manz (1986), self leadership is defined as the ability of the individual to both lead and manage themselves regarding work that must be done and to self-manage their behavior. Thus, the leader may or may not have held a position as a subject matter expert individual contributor or with any label as a leader. This woman will have significant evidence of having achieved performance goals within for-profit or nonprofit organizational settings. While this definition is broad, it helps to define a group that has

experiences of leadership that are varied. With this definition in hand, the narrative can now move to the experiences of this group as intersectional leaders within organizations.

Though the research connected to the leadership of Black women is not extensive, it does allow for a level of understanding of this group of women. From the qualities that are common in Black women leaders at a young age to their comments about leading and the conflicts that they encounter, the following research will explore from childhood to the workplace many of the experiences of Black women in leadership. The following studies offer research into some of the commonalities of Black female leaders, starting with one that offers insight not only into the history of Black women in leadership but some of the traits that many exhibit at a young age that contribute to their success.

While the literature does much to compare the experience of Black women against other women in the workplace, the experiences of Black women due to their intersectional identity are unique (Rederstorff et al., 2007). Interestingly scholars who write about the intersectionality of Black women commented about the importance of studying Black women individually and not in comparison to other groups (Joseph et al., 2021). Citing that those comparisons dilute and minimize the experience of Black women, but more importantly, research without comparison provides opportunities for the development of new theories beyond the stereotypes that are deeply embedded in society (Joseph et al., 2021). This unique approach allows the experience of Black women not to be overshadowed, for example, when graduation rates of Black women are compared to that of Black men.

Black women are graduating at a higher rate than Black men, but this minimizes the difficulties of these women and their lived experience (Joseph et al., 2021). Thus, research that just studies one intersectional identity offers the ability to not only offer a measure of the

intensity of the individual's intersectional identity, but also to suggest there may be some important relationships between the strength of identity and the emotional intelligence and conflict management of a specific group of leaders. It should be noted that while most of the intersectional studies presented are qualitative in nature, the research is quantitative in nature which Joseph et al. (2021) promoted as another method where important contributions can be made.

Consistent throughout the literature presented in this section is the importance of the relationship between Black women and the intersectional framework. While the literature has supported the unique experience of Black women leaders, it also supports the suggestion that Black women experience their intersectional identity differently from that of Black men or White women. Moreover, the connection between Black women and their intersectional experiences has been observed by all of the research represented in this section as being sparse, particularly when it comes to defining the dynamic of Black women in leadership. While scholars within the academy have illuminated the need for literature representing the experiences of Black women leaders, they also comment on the need for more quantitative data analysis as the majority of the work in this area of study is overwhelmingly qualitative.

Particular to the studies of organizations and leaders, scholars such as Bell and Nkomo (1999), along with Sims and Carter (2019), emphasized similarly the importance of centering research on Black women leaders, allowing for inquiry into questions of power dynamics and the agency of Black women that become prevalent within the context of intersectionality. Roberts et al. (2018) provided a foundation for the formulation of this research. The intersectional experience of Black women leaders has been discussed in connection to the current literature.

Roberts et al. (2018) was used as the basis for this research, the study herein will look at how EQ informs and helps Black women leaders. As discussed in the sections presenting the theoretical framework, the second part of the framework is the construct of emotional intelligence. Specific to this research is the question, does the level of emotional intelligence of Black women leaders affect how they deal with interpersonal conflict? With this, it is necessary to give an in-depth understanding of this construct as both theory and research. The following narrative covers all of the major theories of emotional intelligence, with the Mayer-Salovey theory of abilities being highlighted.

Emotional Intelligence

Early understandings of social intelligence, which many consider foundational to the description of the construct of emotional intelligence, have been used to define a person's capacity to perceive, express, understand, and use emotions and the intelligence to perceive the emotions of others, leading to adaptive behavior (Bar-On & Di Fabio, 2013; Kanesan & Fauzan, 2019). Later, the now-accepted definition that emotional intelligence is “the capacity to reason about emotions, and of using emotions to enhance thinking,” was credited to Mayer et al. (2004, p. 197).

In popular literature, emotional intelligence is touted as the basis of competencies needed in any job; more importantly, research has found that though a person is well educated and has a great attitude and a social network, they still may fail because of a lack of emotional intelligence (Mayer et al., 2004). Moreover, emotional intelligence may manifest itself in leaders through self-awareness and social skills (Dasborough et al., 2021; Venera, 2019). Some of the top journals within the fields of organizational psychology, organizational behavior, and leadership have started to publish more empirical studies that research the relationship between

the level of emotional intelligence and leadership; many agree that emotional intelligence is a valid predictor of organizational and individual performance within the organizational context (Dasborough et al., 2021).

While the construct has been introduced, a definition of its parts is integral to a clear understanding of the relationship between the individual and others. From its inception, emotional intelligence as a construct has had five key descriptors - the ability to understand and express oneself, the ability to understand others, being able to manage emotions, the ability to problem-solve, and finally, the ability to self-motivate (Wolff et al., 2013). With this preliminary understanding of emotional intelligence, the three major theories of emotional intelligence by Salovey-Mayer, Goldman, and Bar-on will be presented, with Salovey-Mayer being the first to be discussed.

Salovey-Mayer. Regarded as one of the foundational theories, Salovey-Mayer looks at emotional intelligence as the combination of intelligence and emotion (Mayer et al., 2004). They were the first to offer a formal definition of emotional intelligence that is generally accepted and adopted by most scholars. The Salovey-Mayer theory uses a four-branch configuration that divides abilities into four areas: perceived emotion, used emotion, understanding emotion, and managing emotion. The branches are numbered 1-4, respectively, denoting the progression of emotion from one branch to another (Mayer et al., 2004).

- In Branch 1, how an individual holds the nonverbal signals and facial expressions and posture that can be indicators of emotion and the intelligence to discern these cues (Mayer et al., 2004).

- Branch 2 is the area where emotions assist thinking, thereby creating an intelligence that can be drawn on to solve problems; the signs are distinct and physiological, such as tears.
- Branch 3 is associated with the ability to analyze emotions and understand outcomes over time and is suggested to correlate with language development (Mayer et al., 2004).
- Branch 4 is the management of emotion and self-awareness, goal setting, and social awareness.

While the Salovey-Mayer theory explains how the individual's interpersonal intelligence discerns emotions, the Goleman theory more closely aligns with businesses' need for effectiveness in the workplace and the individual's use of emotional intelligence.

Goleman. Noted as being on the cover of *Time* magazine, Goleman and the bestseller *Working with Emotional Intelligence* are the most well-known depictions of the theory in the workplace. A foundational theory in the field of emotional intelligence Goleman promoted that emotional intelligence is key to work success. Offered as a descriptive definition of emotional intelligence is the observation that a person demonstrating the competencies that constitute self-awareness, self-management, social awareness, empathy, and social skills at appropriate times and ways is sufficient to be effective in any given situation (Goleman, 1995). The theory is composed of learned emotional competencies that can result in outstanding work performance; the five clusters of the Goldman theory are:

1. Self-awareness (emotional awareness, accurate self-assessment, and self-confidence)
2. Self-regulation (self-control, trustworthiness, conscientiousness, adaptability, innovation)
3. Motivation (achievement, drive, commitment, initiative, and optimism)

4. Empathy (understanding others, developing others, service orientation, leveraging diversity, and political awareness)
5. Social skills (influence, communication and cooperation, and team capabilities; Boyatzis et al., 2000).

The most noticeable difference between the Goleman and Salovey-Mayer configurations is the absence of Goleman's empathy cluster which is concerned more with the community than the individual (Boyatzis et al., 2000). Moreover, Goleman's focus is on workplace behavior that encourages productivity within an organization. While the Salovey-Mayer configuration allows for a progression or cascade sense of how an individual progresses through each of the four branches of the configuration, Goleman does not discuss this. The Goleman theory is more concerned with how the individual experiences emotion and what is considered an immediate messy reaction that may follow (Goleman, 1995). The final theory to be discussed is that of Bar-On, which has its focus on the ability and skill of the individual to manage their emotions.

Bar-On. Bar-On defined emotional intelligence as a noncognitive ability and skill that an individual uses to maneuver and cope with environmental pressures (Kanesan & Fauzan, 2019). The Bar-On configuration describes emotional intelligence as an array of interrelated emotional and social competencies that impact behavior (Bar-On & Di Fabio, 2013). This configuration stresses the importance of emotional expression and behavior while also observing that emotional awareness is a pivotal component of emotional intelligence (Bar-On, 2010). Bar-On uses five components that collectively contain 15 subcomponents. Bar-On (2010) defined the components and subcomponents as:

1. intrapersonal skills (comprised of self-regard, emotional self-awareness, assertiveness, self-actualization, and independence)

2. interpersonal skills (consist of empathy, interpersonal relationship, and social responsibility)
3. adaptability dimension (problem-solving, flexibility, and reality testing)
4. stress management (comprises stress tolerance and impulse control)
5. general mood (happiness and optimism).

The Salovey-Mayer conceptualization is considered an ability theory due to its focus on how emotional processing and mental abilities cascade from basic to high-level ability (Kanesan & Fauzan, 2019). In contrast, the Bar-on and Goleman theories are considered mixed theories because each combine both abilities and traits (Kanesan & Fauzan, 2019). In addition, the Bar-On explanation of emotional intelligence is considered more theoretical, where Goleman's theory is applied (Kanesan & Fauzan, 2019).

Prior research has tested and validated emotional intelligence, and it was determined to be a valid predictor of organizational outcomes. Using self-reported measures, emotional intelligence is associated with leadership ability, influence, effectiveness, and improved interpersonal conflict management (George, 2000; Goleman, 1995; Weinberger, 2009). Individuals with higher measures of EQ were shown to be more persuasive with people and minimize conflict (Băeșu, 2018; Rana et al., 2017). A recent quantitative study that used emotional intelligence observed that decision-making and risk management outcomes showed a significant relationship between leaders' level of emotional intelligence and their ability to effectively manage risk (Moon, 2021). Moreover, leaders with EQ enhance subordinate performance (Sarkar & Oberoi, 2018; Winardi et al., 2021). These findings suggest that it is imperative that a leader understand the needs of others as well as their own emotions, allowing for optimal organizational outcomes (Rana et al., 2017).

Black Women and Emotional Intelligence

Currently, there is minimal literature around the relationship between Black women and emotional intelligence. The ability of Black women to use their adaptive skills of enhanced intuition to navigate complex systems in the corporate setting has been notated in current literature (McGlowan-Fellows & Claudewell, 2004). However, by virtue of their intersectional identity of being Black and female, their emotional intelligence skills and abilities are exhibited but are not recognized (McGlowan-Fellows & Claudewell, 2004). In one of the rare places in literature where Black women and the study of emotional intelligence are linked, it is suggested that Black women should be recognized for the richness of perspective they bring to an organization (McGlowan-Fellows & Claudewell, 2004). While Roberts et al. (2018) suggested after qualitative study that one of the tools used by Black women leaders is emotional intelligence, two studies, McGlowan-Fellows and Claudewell (2004) and Roberts et al. (2018), made comments not widely found in literature about the emotional intelligence of Black women specific to their experiences in the workplace (McGlowan-Fellows & Claudewell, 2004; Roberts et al., 2018).

Hence, this research's main question is whether the level of emotional intelligence in Black women leaders affects their choice of conflict management style. Only one study by McGlowan-Fellows and Claudewell (2004) was identified as addressing how Black women with intersectional identities exhibit emotional intelligence in the workplace (Goleman, 1995). Similarly, Moorosi et al. (2018) identified a connection between the intersectional identity of Black women leaders and their emotional intelligence. In one small section of the study, there is a mention of the emotional intelligence of one of the study's participants. While comparative studies such as Van Rooy et al. (2005) studied Black women comparatively with other cultural

groups, they mentioned that the level of emotional intelligence for Black women was higher than the other groups in this study. Additionally, Washington et al. (2013) reported that Black women have higher concern for others. These minimal mentions of Black women and their connection to emotional intelligence suggest that as leaders, Black women have gone unnoticed because of their intersectional identity (McDowell & Carter-Francique, 2017).

Sarkar and Oberoi (2018) referred to the connection between emotional intelligence and leadership, but minimal material can be presented that represents the connections between Black women in leadership and their emotional intelligence. While it has not gone unnoticed that Black women are most often excluded from access to influential networks key to achieving higher levels of success, the literature suggests research is needed in the areas of emotional intelligence connected to Black women as leaders, including measuring the level of emotional intelligence used by Black women in leadership.

Relationship of Emotional Intelligence to Conflict Management

While no direct link between emotional intelligence and intersectionality was presented from literature, Rodriguez et al. (2016) suggested clear reasoning for why an intersectional understanding can be theoretically used to connection with emotional intelligence. Further, there is a need for rigorous knowledge production in the field of organizational studies with regard to intersectionality.

As suggested, leaders of marginalized groups like Black women that have intersectional identities are exposed to structures of power and inequality that can be exposed by intersectional research (Rodriguez et al., 2016). Along with measuring emotional intelligence as a construct, the strength of the individual's Black identity will also be measured, giving some indication of how identity relates to emotional intelligence. Along with this is the need for noncomparative

studies that offer insight into the nuanced experience of a specific minority group. Two studies supported the intersectional experiences of Black women leaders by pointing out their shared experiences of having to navigate discrimination because of their race, sex, or in some instances, age (Chance, 2021; Gates, 2003). In addition, research revealed that Black women leaders, because of their intersectional status, are not chosen as often in leadership positions (Nelson & Piatak, 2021).

A description from a Black woman at work in leadership illustrates how some may use emotional intelligence to navigate the circumstances that occur within the context of intersectionality in the workplace. One example of how Black women in leadership use emotional intelligence can be found in a study of Black female principals. Moorosi et al. (2018) found that Black women offer care, empathy, compassion, and emotional intelligence to help balance their leadership and contribute to effective organizational change. Yet, with all the discussion around the intersectional identity of Black women leaders, the literature connected to their use of emotional intelligence in the workplace is minimal. There is a lack of focus on the nature of conflict and how an individual chooses a particular conflict management style during negative interactions, particularly in connection to Black women leaders. With this idea of conflict in mind, the next section will address the conflict management literature.

Conflict Management

While this research explored the emotional intelligence of Black women leaders, it will also seek to understand whether emotional intelligence predicts their conflict management style. In this section, the theory of conflict management and conflict management styles conceptualizations were reviewed. Additionally, there will be an exploration of the relevant research, both qualitative and quantitative, that supports the use of conflict management. The

final sections will focus on the connection between emotional intelligence and conflict management.

A common understanding in management literature is that conflict is a fundamental component of organizational life (Moberg, 2001). However, the study of conflict management is a relatively new construct in management research. Caputo et al. (2019) documented an increase in interest in the area of conflict management in the study of leadership. While conflict management is the actual individual decision, the style or designated attitude used during a conflict encounter is a specific behavioral pattern used by an individual when managing conflict (Caputo et al., 2018).

The foundations of the classical study of interpersonal conflict management and the subsequent styles used started between the 1950s to the 1970s (Caputo et al., 2019). Before this period, conflict was suggested to be a reflection of unachieved goals and should be avoided at all costs. The first to offer a conceptualization of the different modes of conflict were Blake et al. (1964). This period was noted for the shift from understanding that conflict was dysfunctional to the view that it can be functional and useful within organizations as long as it was managed correctly (Mikkelsen & Clegg, 2018). However, Rahim (1983) moved the study of classifying conflict styles past earlier conceptualization to more modern form that includes styles of conflict management which is the area of focus for this research.

In the organizational context, conflict is categorized in three ways - relational (i.e., the friction that can take place within the interpersonal situations that arise within an organization), task (i.e., the difference of opinion related to tasks), and process (i.e., the conflict around how tasks are completed; Hopkins & Yonker, 2015). More recently, the study of conflict

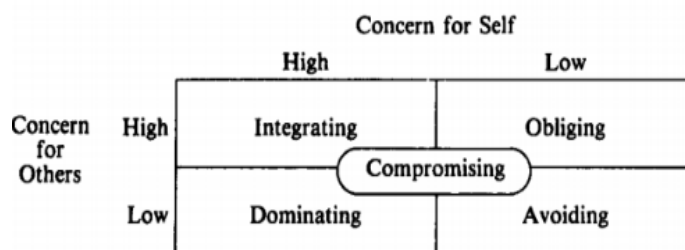
management started to focus on cultural differences and the connection to power and conflict management styles (Hopkins & Yonker, 2015).

The next few sections will present research that depicts how conflict has been studied using both qualitative and quantitative methodologies. The current view of conflict in the workplace is that it can be useful. However, it was the philosophical contributions of Karl Marx and Friedrich Hegel that suggested that conflict was necessary for change (Mikkelsen & Clegg, 2018). It has been suggested that the importance of understanding the nature of conflict has to do with the theoretical shift from viewing conflict as dysfunctional to a constructive view and understanding how individuals behave within organizations (Mikkelsen & Clegg, 2018).

Theory of Interpersonal Conflict

Figure 2

Styles of Handling Interpersonal Conflict



Note. Adapted from Rahim, M. A. (1983). A measure of styles of handling interpersonal conflict. *Academy of Management Journal*, 26(2), 369.1983 Academy of Management Journal

In the public domain

First, clear definitions must be given to distinguish conflict management from the five conflict styles. Conflict management is the dynamic between individuals when they experience negative emotional reactions to a perceived disagreement (Rocha & Correa, 2020), whereas interpersonal conflict is a dynamic process that arises among people who experience negative

emotional reactions to perceived disagreement. Interpersonal conflict is strongly associated with the concepts of conflict management and conflict management styles (Rocha & Correa, 2020). Seen as a way of classifying the style of interpersonal conflict, the five conflict styles offer a connection between an individual's concern with self and their concern with the other person involved in the conflict (Rahim, 1983) and is depicted in Figure 2. The five styles are integrating, obliging, compromising, dominating, and avoiding.

Interpersonal conflicts of all types have two major concerns, first is the individual's concern for self, explained as the dimension where a person satisfies their own concerns (Brewer et al., 2002; Kim et al., 2015). The conflict management styles of integrating (i.e., high concern for self and others) and obliging (i.e., low concern for self and high for others) focus on high concern for self and are respectively located across the top two squares of the diagram. The second focus is the individual's concern for others and is characterized by the avoiding (i.e., low concern for self) and the domination (i.e., high concern for self and others) styles and are respectively located across the bottom two squares of the diagram. The integrating style of conflict is associated with positive organizational outcomes, while other styles such as avoiding were connected to low performance (Rahim, 1983). This research supports that conflict management styles may offer insight into how different cultural groups deal with interpersonal conflict; specifically what styles are considered preferable. This skill of managing relationships is being measured as a part of this research into the conflict management styles of Black women leaders.

Conflict Research

It is the leader's choice of conflict style that was of interest in this study. The literature offers more recent studies on organizational leaders and the importance of the leader in conflict

situations. In the first study of a production environment, the role of the leader in resolving conflict situations was found to be pivotal as the leader must be able to recognize the conflict and maneuver the situation while being mindful of both the organization and its goals (Glavaš et al., 2019). Another study found that top managers preferred using the competing, collaborating, and accommodating styles to promote organizational growth and productivity; these studies suggest that conflict management should be a part of every organization and that managers should be required to be a part of the process (Nischal, 2014). Additional research found that principals who used the collaborating conflict management style were more effective with staff and students. This finding offers further evidence that the association between the conflict management style of the leader has a corresponding effect on organizational outcomes (Nischal, 2014). Each of the studies presented a specific conflict management style a leader uses within the workplace.

One of the significant issues that must be addressed is a justification for the use of the construct's emotional intelligence and conflict management for this research. Winardi et al. (2021) conducted a literature review of work that used emotional intelligence as the predictor and conflict management as the outcome, which mirrors the design of this research. An examination of 29 studies (26 quantitative and three qualitative) are significant because they support the research question and showed 29 different ways that emotional intelligence has been used as a strong predictor of conflict management styles. Having used emotional intelligence as the predictor and conflict management as the outcome in each of the studies including job performance, employee creativity, customer satisfaction, and employee work behavior (Winardi et al., 2021). Another measure was work behavior, which showed that interpersonal conflict occurs in organizations, particularly between leadership and employees (Kumari, 2015; Lee &

Wong, 2017; Shih & Susanto, 2010; Zhang et al., 2015). While most of the research on emotional intelligence and conflict management focused on measures of organizational performance, there is a need to determine how emotional intelligence is used to choose a conflict management style best suited to resolve issues as proposed by this research on Black women leaders (Winardi et al., 2021).

Three studies present a similar configuration for this research. Shih and Susanto (2010) and Zhang et al. (2014) presented a format where emotional intelligence is used with conflict management style to measure organizational performance. However, Hopkins and Yonker (2015) offered a design closest to this proposed research where emotional intelligence is used specifically to define the conflict management style used by participants. While none of the studies used a homogenous sample, all used quantitative analysis. The use of Black women leaders in the context of measuring both emotional intelligence and conflict management makes this proposed research unique.

Because the sample group was Black women leaders, it is important to connect the leader's emotional intelligence to understanding intersectionality through the measure of identity. Sanchez-Hucles and Davis (2010) offered some insight into how intersectionality and conflict management manifest for Black women leaders. Their study confirmed that Black women experience job segregation and negative career treatment because of their more direct style of communication during conflict (Sanchez-Hucles & Davis, 2010). It is this intersectional understanding unique to Black women in leadership that this study proposes to test. By testing the strength of their intersectional identity and their emotional intelligence and choice of conflict management style, an impression will be revealed of Black women leaders within the workplace.

Conclusion

This chapter presented a two-part theoretical framework using intersectionality and its grounding in Black feminist theory to investigate Black women leaders. Along with discussions in support of this group of leaders' intersectional identity, the literature supports using emotional intelligence as a predictor. There was a concerted review of the constructs of this proposed research. First was the history of intersectionality, along with notes from Crenshaw and her pivotal work in defining intersectionality (Crenshaw, 2013). Next intersectionality was addressed in workplaces and organizations. This was followed by a discussion of the leadership of Black women in the past and the present. Characteristics of this group of leaders is offered before the conversation moved to emotional intelligence and its theories and how there is minimal research that looked at the relationship of emotional intelligence to an intersectional group like Black women leaders. Support was also offered for the design of this research, confirming that emotional intelligence can be used as a predictor and conflict management as an outcome.

In the final section, conflict management was presented along with its foundations and supporting literature. The final sections explore the literature connected to interpersonal conflict, its theory consisted of the five conflict styles, and supporting research that conflict management was used as an outcome. The research design and methodology will be presented in the next section.

Chapter 3: Research Method

The purpose of this chapter was to demonstrate in detail the methodological approach used for conducting this research. This section included explanations and justifications for the study's design, along with support for research focused on a single homogenous group. Also included in this section are narratives that describe the participants, sampling methods, instruments, research procedures, analytic processes, ethical considerations, and a summary.

One of the key themes of this research is the need to investigate the complexities of Black women's leadership in the workplace. Gaps in the literature have been illustrated in the previous chapter that detail the lack of empirical quantitative data that investigates the emotional intelligence, conflict management, and the strength of the intersectional identity of this unique group. Given that this research was concerned with the relationship between emotional intelligence and the individual conflict management style of leaders in the workplace, also being questioned is if intersectional identity mediates this relationship. With Black women in leadership as the focus, a quantitative snapshot was generated to understand the relationship among these three variables.

The following research questions were used for this study:

RQ1. What is the relationship between emotional intelligence and conflict management styles, and does emotional intelligence predict conflict management style in Black women leaders?

H₁: Black women leaders with higher levels of emotional intelligence will employ conflict management styles, signifying increased concern for others.

H₀: There will be no relationship between the Black women leaders' levels of emotional intelligence and their increased concern for others.

H₂: Black women leaders with lower levels of emotional intelligence will employ conflict management styles signifying decreased concern for others.

H₀: There will be no relationship between the Black women leaders' levels of emotional intelligence and decreased concern for others.

RQ2. What is the relationship between Black women leaders' strength or weakness of identity to their emotional intelligence and conflict management style and does identity mediate that relationship?

H₃: The strength or weakness of the intersectional identities of Black women leaders will mediate the relationship between emotional intelligence and conflict management styles.

H₀: The level of Black women leaders' intersectional identities will not mediate the relationship between emotional intelligence and conflict management styles.

H₄: Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence.

H₀: There will be no relationship between the weaker intersectional identities of Black women leaders, the level of emotional intelligence.

Research Design and Methods

The quantitative study used a cross-sectional survey design. Defined as observational, this type of design is ideal for questionnaires (Battaglia et al., 2008) and is well suited to investigating the independent variable of emotional intelligence and the dependent variable of conflict management style within a study's population group (Cunningham & Sawyer, 2019). For the purposes of this research, the group in question consisted of Black women in leadership positions between the ages of 25 and 65 currently in leadership positions. The survey constituted the instrument by which a phenomenon can be captured through the data extracted

from the participants. The data were then statistically analyzed to capture the relationship between the variables within the study population of Black women leaders.

The epistemological position supporting this choice of research design can be found in the postpositivist paradigm, where the researcher aims to reinforce the identification and testing of relationships (Leavy, 2017). In this paradigm, the researcher's main objective is to pursue objective answers (Leavy, 2017). Empiricism, or the belief that all knowledge of actual existence must be justified by experience, supports the survey research approach proposed for this study (Meyers, 2006). Commonly used by empirical researchers, cross-sectional designs allow the researcher to recruit study participants, measure the outcome, and study the association between variables (Cummings, 2018; Setia, 2016). The study participants were solely contacted by me.

Population and Sample

Participants for this study included women who self-identified as Black leaders in the U.S. workforce. Based on the 2020 population survey conducted by The United States Department of Labor, Black women make up roughly 7% of the total U.S. population (U.S. Bureau of Labor Statistics, 2020). However, 58% of the 10.7 million Black women in the workforce are in management or professional positions, making them the ethnic group with the most significant representation in management among women in the U.S. workforce (U.S. Bureau of Labor Statistics, 2020). Of the 10.7 million, 60% are between the ages of 16 and 65+ with most working in some professional capacity (U.S. Bureau of Labor Statistics, 2020).

The population previously discussed were reached using social media. Social media usage information concerning Black women could only be found from the Pew Internet and American Life Project conducted in 2000 and Nielsen, the media research company. Nielsen

published numbers on the use of social media by Black women that have internet access. This study stated that Black women are always connected, and 80% of this population owns a smartphone (Nielsen, 2021). Nielsen confirms this by also finding that Black women own more smartphones than non-Hispanic White Women making Facebook the top social media networking site for this group, with usage at 72% (Nielsen, 2021; Pew Research Center, 2021). The Pew study estimated that roughly between eight percent and 13% of African Americans have access to the internet in their home, making smartphones their preferred mode of social media interaction. Research suggests because of the large presents of Black women that have access to social media it is an appropriate choice to access this population.

Convenience sampling was used for this study. Defined as a group that happens to be in the right place at the right time, this sample type aligns with the cross-sectional design (Terrell, 2016). With the use of social media and the constant change in the participant pool convenience sampling is in line with the research methodology. This group was obtained from women in a number of Black women leadership organizations nationally and in Houston, Texas. The groups were selected because they were represented on Facebook (Meta) as either Black women leaders or Black women in a leadership capacity that do not hold a formal leadership position. The list of organizations that was targeted included Black women in leadership, Black women owned businesses, Texas black businesswomen, Black women of business Dallas, and Black business-minded women. These groups collectively represent 81,000 members.

Quantitative Sampling

The participants for this study represented the larger population (Salkind, 2017). Using the Creative Research Systems' (2012) sample size calculator and the sample size calculator by clincalc.com, certain assumptions were made. These sites are designed to help calculate an

appropriate sample size, given the proposed research parameters. Assuming that the confidence interval is five and the population is 100 with a confidence level of 99%, the recommended sample size is 87. The $\alpha = .05$ was used for this study with a power of .8.

Instruments

Participant data were collected using one survey that consisted of three construct-specific instruments that measured the independent variable of emotional intelligence, the dependent variable of conflict management style, and the mediating variable of intersectional identity. Emotional intelligence was measured using The Situational Test of Emotional Management (STEM), conflict management styles were measured using the Kraybill Conflict Style Inventory (KCSI), and the evaluation of the strength of African American racial identity were conducted using the Multidimensional Inventory of Black Identity (MIBI; Riverhouse Express (2021); Libbrecht & Lievens, 2012; Sellers et al., 1998). A brief explanation of each tool and its reliability statistics follow.

The STEM-B or Situational Test of Emotional Management- Brief is the short version of the STEM survey and was designed to measure an individual's ability to manage emotions (Libbrecht & Lievens, 2012). The STEM-B has a Cronbach's alpha of .84 (Allen et al., 2015). Cronbach's alpha is the generally accepted measure of reliability (Salkind, 2017). The tool is designed to retrieve the maximum amount of information with the least testing time by making all of the items interpersonal scenarios that will measure the participants' ability to understand their and others' emotional experiences. Each item received a dual item score based on expert (MacCann & Roberts, 2008). The scores represent the calculated weights of experts that denote the mean rating and the proportion of the expert's choice of answer, which means the higher the number of expert answers chosen, the higher the level of emotional intelligence. However, it is

also true that the fewer expert choices, the lower the level of emotional intelligence. The instrument consists of 18 questions, and examples of the questions are provided in Table 1. Scores of 15 and above are considered high emotional intelligence, while all scores under 15 represent low emotional intelligence.

The Kraybill Conflict Style Inventory (KCSI) was first released in the 1980s and will be used to measure conflict management styles, offering a Cronbach's alpha of .75 (Riverhouse Express, 2021). The KCSI has been validated two times and was deemed "valid and reliable" (Riverhouse Express, 2021). The instrument consists of 20 questions that assess all five conflict management styles: dominating, collaborating, compromising, avoiding, and obliging. This tool consists of 20 questions where each style is associated with four questions. A six-point Likert scale ranging from one, being not at all characteristic, to six, being very characteristic, is used to rate each individual's likely conflict style. The higher the score, the more prevalent the conflict style is for the individual. Termed the "dominant" conflict style, this score will correspond with one of the five conflict styles and be assigned based on the scoring of all 20 items.

The Multidimensional Inventory of Black Identity (MIBI) is the tool used to gauge each participant's level of intersectional identity. This tool has seven subscales; however, for the purposes of this research, only the eight-question centrality scale were used. This subscale was chosen because it is designed to measure the extent a normal person defines themselves with in the case of this research race and gender. The strength of an individual's identity ties directly to intersectionality. The MIBI measures the strength of an individual's identity. In the case of this research, the strength of identity of being African American and female measured the salience of intersectional identities (Sellers et al., 1998). Used in two studies to measure intersectional identity by Sellers et al. (1998), the Centrality scale was modified in the 2004 study to measure

female identity with no change in reliability. In the case of this study, the scale was modified by adding the word woman(women) to designate gender and measure the intersectional identity of race and gender using both Black and woman. Specific to this research, only the Centrality scale was used, which yielded Cronbach's alpha range from .70 to .79 for both predictive and constructive validation (Sellers et al., 1998). The Centrality scale was chosen because, in the context of this research, this section is meant to measure the extent to which a normal person defines or identifies themselves with regard to race. Eight questions are measured with a 7-point Likert scale, 1 being "strongly disagree" and 7 being "strongly agree." For this tool, the higher the value, the greater the individual identifies with both their intersectional Black woman identity.

Permission to use the STEM-B and the KCSI was given by the developers of the tool. In both cases, permission and the tool itself, along with statistical guidance, were provided. The MIBI was developed in 1989, and the author placed it on an open-source website that explains that all material obtained is approved for use (Sellers et al., 1998). The full survey instrument can be found in Appendix A of this document.

Demographic Data

The demographic data collected were based on the parameters of this research design and literature that supports the use of the chosen control variables. Control variables are any element of research that can be held as a constant and will help limit the findings in data collection (Bernerth & Aguinis, 2016). The control variables education and tenure were used to make sure there were no other conditions driving the predictor other than emotional intelligence. Because this study was concerned with Black women leaders, the following demographic variables were collected, in line with the best practice recommendations of

Bernerth and Aguinis (2016). The expectation was that participant anonymity was protected. Specific to this research, the following demographic variables were used: United States citizen, state of residence, gender, age, race, and self-identification as a Black woman. However, no personal identifying information was collected for a participant. The control variables were education and tenure (in job or organization). Education and organizational tenure were chosen as control variables because education is related to the skills and knowledge of the participant, while tenure and its relation of interpersonal relationships both relate to the dependent variable of conflict management. Leadership characteristics were used as control variables (Bernerth & Aguinis, 2016) in this study and include the type of leadership position, type of organization, and tenure in the position. The final demographics assessed how the participant was notified of the study. Because this research design includes the use of social media, understanding how they received the information is important. The participants took one survey that collected demographic data and contained instruments measuring the three constructs of emotional intelligence, conflict management, and intersectional identity. As the researcher, I did not know the participants' actual identity, and only participant record numbers were used. All data were anonymous, and an effort was made to suppress IP addresses.

Study Instruments

Table 1 lists instrument reliability, number of items, scoring, and sample questions.

Table 1*Instrument Reliability and Sample Questions*

Scale	Alpha	<i>n</i> items	Scoring	Sample questions
Emotional Intelligence, STEM-B (Allen et al., 2015)	.84	18	Using the sum of expert choices to find the level of intelligence .55 and above is high, .55-.45 mid-range, below .45 low	<p>Jane and Connie have shared an office for years but Jane gets a new job and Connie loses contact with her. What action would be most effective for Connie? A) Just accept that she is gone and the friendship is over. B) Ring Jane and ask her out for lunch or coffee to catch up. C) Accept the situation, but still feel bitter about it. D) Spend time getting to know the other people in the office and strike up a new friendship.</p> <p>Manual is only a few years from retirement when he finds out his position will no longer exist, although he will still have a job with a less prestigious role. What action would be the most effective for Manual? A) Carefully consider his options and discuss it with his family. B) Talk to his boss or the management about it. C) Accept the situation, but still feel bitter about it. D) Walk out of that job.</p> <p>Surbhi starts a new job where he doesn't know anyone and finds that no one is particularly friendly. What action would be the most effective for Surbhi? A) Have fun with his friends outside of work hours. B) Concentrate on doing his work well at the new job. C) Make an effort to talk to people and be friendly himself. D) Leave the job and find one with a better environment.</p>
Conflict Management, KCSI (RiverhouseE xpress, 2021)	.74	20	Six-point Likert scale where 1 is not characteristic and 6 is very characteristic the highest calculated score is considered the "dominant" conflict style.	<p>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.</p> <p>I devote more attention to making sure others understand the logic and benefits of my position than I do to pleasing them.</p> <p>I make my needs known but tone them down and look for solutions somewhere in the middle.</p>
Intersectional Identity, MIBI (Sellers et al., 1998)	.70	8	Seven-point Likert scale Where 1 is strongly disagree and 7 is strongly agree and is calculated with the higher the calculated score the higher the level of intersectional identity	<p>Overall, being a Black woman has very little to do with how I feel about myself.</p> <p>In general, being a Black woman is an important part of my self-image.</p> <p>My destiny is tied to the destiny of other Black women.</p>

Operational Definitions

For this research, emotional intelligence was measured using the STEM-B and represented the independent variable. The KCSI was used to measure conflict management style and was the dependent variable, and the MIBI measured intersectional identity as the mediating variable for this research (Allen et al., 2015; Sellers et al., 1998).

Quantitative Data Collection

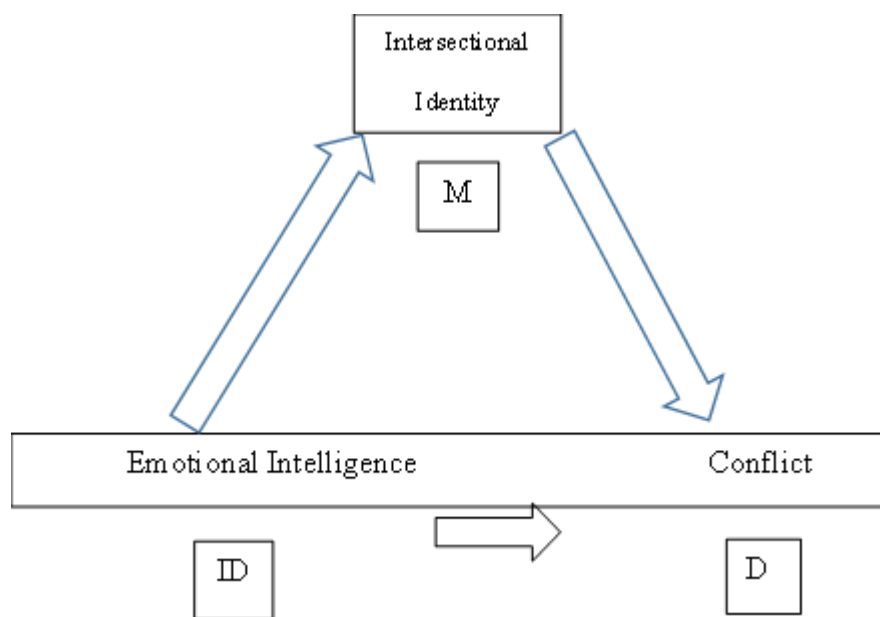
For data collection, Survey Monkey was used to collect the responses from all participants of this survey. Survey Monkey is a cloud-based online survey software that is customizable for multiple survey purposes. Survey Monkey was chosen for its ability to download raw data into SPSS statistical software for analysis which was done to analyze all data collected from this research.

The Survey Monkey tool was set up to include an introduction to the research and a participant consent document explaining that by choosing to agree to engage the survey by clicking next equals consent to participate while also stating they can choose to stop at any time. Survey Monkey includes logic devices that allowed me to see the number of completions, once 100 was reached, the survey was closed. Survey Monkey also has multiple devices that assist with the distribution and marketing of the survey. For the purposes of this research, two communication modes were chosen. The use of a designated survey weblink and an email invitation was posted in a Facebook group to encourage participation in this research. Also, Survey Monkey has the ability to disqualify participants that do not meet the conditions for the prescribed research pool. The first six questions of the survey were used to screen participants, thus keeping the survey population on track for this research.

The data collection duration was expected to be 60 days, with three follow-up emails, Facebook postings, and notifications sent to participating groups as reminders. Participation were incentivized by offering two \$25- gift cards placed in a drawing of those that completed the survey. After each survey, participants received a message of thanks from the author and were provided with an email address to submit their information for the drawing, if they choose to do so.

Figure 3

Analysis Procedures

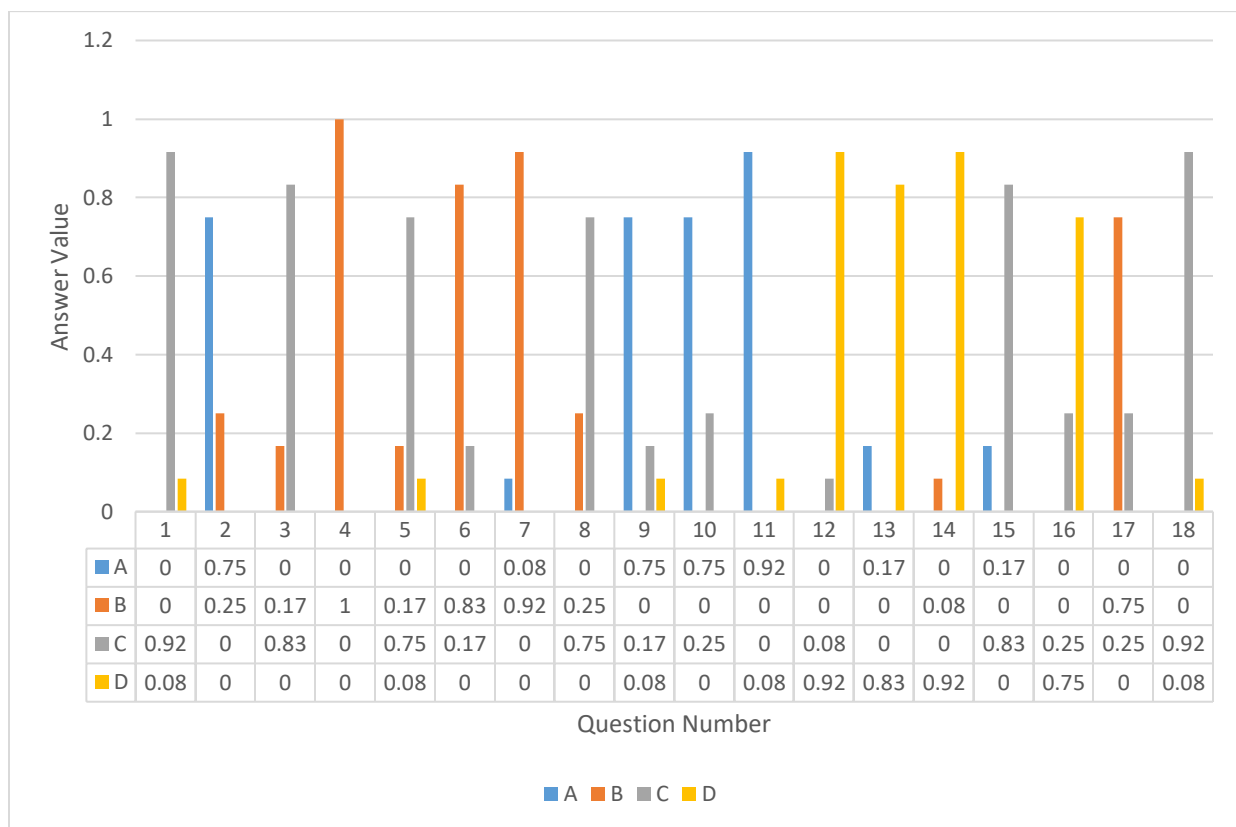


Regression analysis is ideal for this type of cross-sectional study and was used because it is an excellent way to predict relationships among three variables (Salkind, 2017). Data were analyzed with the use of the IBM SPSS Version 26 software. Muijs (2011) suggested that the SPSS software is the most commonly used for statistical data analysis. The initial data set up in SPSS was a 2-part process. First, the surveys were built in SPSS. This consisted of designating the values or weights of each survey question. The second part of the process consisted of building the scoring instructions for both the STEM-B and the KCSI. Any variations in scoring

were conducted at this stage of the process. Items requiring reverse scoring were designated and formatted in SPSS. Figure 4 offers a visual of the weighted values assigned to each possible participant selection for all 18 STEM-B questions. The question numbers were along the x-axis and the scores given for choices A, B, C, and D were along the y-axis. Response choices with 0 value are not shown. More information on score values are provided in Appendix A.

Figure 4

Emotional Intelligence, STEM-B Correct Items Scoring Values



Regarding the conflict management instrument, KCSI, the dominant conflict management style- A (avoiding), H (harmonizing), D (directing), Coop (Cooperating), and Com (Compromising), were calculated for each of completed participant profile.

Data Preparation

The data were scrubbed before any analysis is completed. Once all incomplete, incorrectly formatted, and repeated data were identified and removed the variables were created to represent each of the emotional intelligence (STEM-B), conflict management style (KCSI), and the mediating variable of intersectional identity (MIBI). As a part of the scrubbing process, the three MIBI reverse scored items were recalculated.

Descriptive Statistics

The target population should consist of the following target demographics: self-identify as a Black, female, U.S. citizen, employed in a leadership position, and type of organization. Using the analyze tab in SPSS, and next choosing descriptive, the mean and standard deviation were calculated for all demographic questions as well as the instruments - MIBI, STEM-B, and KCSI data for each of the sections of the survey. This initial analysis allowed for an understanding of how many women participated in the study, the percentage by age group, and the educational levels represented within the sample.

Reliability

Cronbach's alpha was calculated, using analyze in SPSS, then Scale and Reliability Analysis, for each instrument. The expectation was that each section produced an alpha of .7 or higher, the analysis should not move forward if the scales did not have an acceptable alpha.

Inferential Statistics

The inferential statistics used to determine the hypotheses for this study included these SPSS analyses: correlational, linear regression, and mediation. Beginning with correlational analysis, demographic and instrument variables will be input within a Pearson Correlation. This test yields values between -1 (negative) and +1 (positive) relationships. A one-tailed test

provides a limit or range given for each variable, emotional intelligence, conflict management, and identity, that suggests the validity of each of the stated directional hypotheses. Values were assessed to determine whether the alpha level was significant when equal to or less than .05.

Linear regression analysis was conducted to test these hypotheses.

- H₁: Black women leaders with higher levels of emotional intelligence will employ conflict management styles, signifying increased concern for others.
- H_{1Null}: There will be no relationship between the Black women leaders' levels of emotional intelligence and their increased concern for others.
- H₂: Black women leaders with lower levels of emotional intelligence will employ conflict management styles signifying decreased concern for others.
- H_{2Null}: There will be no relationship between the Black women leaders' levels of emotional intelligence and decreased concern for others.

This statistical analysis was chosen to determine whether the hypothesized variable relationships fit the linear regression model and were statistically significant (Laerd Statistics, 2021). The assumptions were assessed based on their being appropriate variables for this calculation, one independent or predictor variable (i.e., emotional intelligence) and a second dependent or outcome variable (i.e., conflict management).

To assess if there is a linear or nonlinear relationship between the independent and dependent variables, a scatterplot was built. Using the chart builder procedure in SPSS, on the Graphs tab, a scatterplot can be chosen. Emotional intelligence was chosen for the x-axis as the predictor variable, and conflict management style was on the y-axis as the outcome variable. Next, an output was produced that includes a chart. Linearity was established by visual inspection and comparison to linear and nonlinear examples (Laerd Statistics, 2021). If the

relationship is linear, the test of assumptions 4-7 were completed by running a linear regression (Laerd Statistics, 2021).

In addition, the Durbin-Watson statistic listed in the Model Summary for the previous run linear regression was conducted. If the resulting value is close to two and residuals are independent, the analysis can continue. The next check is in the case wise diagnostics to ensure that the standard deviation is not greater than ± 3 . The case wise diagnostic was only produced in SPSS if there were outliers in the data. Assuming there were no outliers, a visual inspection of the assumption of homoscedasticity was performed to assess if the values appeared equal across the standardized predicted values (Laerd Statistics, 2021).

The normal P-P Plot is noted as one of the best methods of assessing normality because it allows one to visually see that the points align with the diagonal line showing that the data points or residuals are normally distributed on the normal P-P Plot. The final assumption of checking for the normality of residuals or errors was completed with the use of both a histogram and a normal P-P plot.

To assesses these hypotheses, a mediation analysis was conducted.

H₃: The strength or weakness of the intersectional identities of Black women leaders will mediate the relationship between emotional intelligence and conflict management styles.

H_{3Null}: The level of Black women leaders' intersectional identities will not mediate the relationship between emotional intelligence and conflict management styles.

H₄: Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence.

H_{4Null}: There will be no relationship between the weaker intersectional identities of Black women leaders, the level of emotional intelligence.

This calculation determined whether the variable (intersectional identity) mediates the relationship between predictor and outcome variables. The mediation analysis was completed using PROCESS, a tool within the analysis section of SPSS. Once installed in SPSS, PROCESS should be chosen allowing the independent, dependent, and mediation variables to be selected to run a simple mediation. After the variables are set, the model =4 that specifies that an unmoderated mediation is being generated is selected along with the boot or bootstrap of 5000. The bootstrap defines the confidence interval for the indirect effect (Hayes, 2012). The output document lists the total effect along with the direct and indirect effects, in addition to a measure of the effect size. Most important are the total effect and the indirect effect of the two variables that are mediated by the strength of the intersectional identity in this research. A measure of .05 or less denotes that there is a significant statistical effect.

Researcher Role

As the principal researcher for this study, I was an objective bystander throughout the research process (Leavy, 2017). While I limited the interaction with potential participants during the recruiting process, no additional avenues of communication were supported. My professional role as a leader within human resources has driven my interest in this research. It falls in line with the epistemology presented earlier, displaying my need to identify the relationship between emotional intelligence and conflict management style. Because the study was conducted online, and participants were only identified using numerical identifiers, no one in the candidate pool was identified. Awareness of potential bias was also a part of the researcher's role and was considered a part of the data analysis process.

Ethical Considerations

In this study, ethical considerations were considered from the time the topic was developed and were continued through the completion of this research, as recommended by Leavy (2017). With the approval of the Institutional Review Board (IRB), all requirements of this board were followed. There could have been concerns that this research was conducted covertly, presenting an ethical consideration. However, as listed in this chapter and an example given in Appendix A, a clear declaration of the research was presented to each candidate and offered them the chance to decide if they wanted to participate. Another concern was the role of the researcher. Because I was actively involved in the recruitment of participants, there was a concern that objective judgment could be compromised because of their personal connection to respondents (Madushani, 2016).

Assumptions, Delimitations, and Limitations

Assumptions

As with any methodology, a number of assumptions can be made, and the same can be said for the use of a cross-sectional study design (Cummings, 2018). One of the common assumptions of this type of study design is that the prevalence of an outcome is easily seen in a given population (Setia, 2016). Given the independent and dependent variables described above, this prevalence is assumed. This assumption is supported in the literature by when (Tuli, 2010) suggests that in quantitative research, the emphasis should be on measuring variables and testing hypotheses. A further assumption is made that the data collection and analysis support supported the search for a pattern or trend in support of the presented methodology (Tuli, 2010).

Delimitations

Because this study only recruited participants who were Black women between the ages of 25 and 65 and were currently employed in the United States in a leadership position, it was delimited to not include women of other races, Black women leaders who did not currently reside in the United States, and those that did not meet the age specifications (Terrell, 2016). Similarly, if the participant was not currently in a leadership position, they were disqualified from the study. These delimitations were chosen because this study was concerned with the interpersonal conflict and the emotional intelligence of individual leaders. There were no questions that disqualified anyone because of their level of emotional intelligence or preference for conflict management style.

Limitations

A potential internal limitation of this study was the perceived bias of myself as a researcher because I can be considered a part of the sample population as a Black woman leader. In addition, some specific weaknesses/limitations were pointed out in the literature connected to cross-sectional studies: While providing a snapshot of a given population, it is challenging to draw causal inferences from the data (Cummings, 2018; Setia, 2016). Another limitation is the data analysis. Because some data were corrected by hand, this left room for errors. Also, the reporting of both emotional intelligence data and conflict management data may be scrubbed due to the irregularities that are taking place in the workplace globally because of COVID-19. In consideration of external limitations, because the design is a snapshot, it might not measure or consider any changes that may have taken place before the data were collected that could affect the outcome (Cummings, 2018).

Summary

The purpose of this quantitative, cross-sectional survey was to obtain a snapshot of the relationship between emotional intelligence and the conflict management styles of Black women in leadership. This design is appropriate for survey research and allows for faster analysis of the data than other research design options (Cummings, 2018; Levin, 2006). The target audience for this study was Black women between the ages of 25 and 65 who were currently employed in the United States and held some leadership positions.

Participants were predominantly recruited using social media due to the rapid pace and snowball effect noted in this type of recruitment (Stokes et al., 2019). With the use of Survey Monkey, a 58-question survey was conducted over the internet with the use of social media, targeting leadership organizations of Black women and specific Black women leaders.

With one point of data collection and the lack of personally descriptive information, the security and integrity of the study were in line with current IRB standards. Because there is limited research specific to Black women leaders and their emotional intelligence in relation to conflict management style, this study model yielded valuable information. This includes new data on the relationship of the interpersonal dynamics of a specific cultural group of leaders in the workplace regarding emotional intelligence, conflict management style, and their intersectional identity. The results and complete data analysis are presented in Chapter 4.

Chapter 4: Results

The purpose of this study was to focus quantitatively on the single homogenous group of Black women leaders. Roberts et al. (2018) and Smith et al. (2019) confirmed that the experiences of Black women leaders differ from that of other groups, yet they do not progress given their personal strengths. This study was a quantitative cross-sectional design using survey methodology that included several instruments. This research focused on the quantitative relationships between emotional intelligence, conflict management and the strength of the intersectional identity of Black women leaders in the workplace this collected data will be presented in this chapter. Specifically, the purpose of this study is to identify if high emotional intelligence is associated with specific conflict management styles along with gaining an understanding of how the strength of an individual's intersectional identity may affect this association. In this chapter, the survey sample and data preparation will be discussed along with the demographics of those that participated in the study. Other sections of discussion include normality, reliability of each of the instruments used in this study, a correlational analysis, a short focus on the research questions using regression, and mediation analyses.

Data Collection

The plan set out in Chapter 3 of conducting interviews only in Texas and primarily through social media was conducted as prescribed. However, after the 60-day point, the data collection dried up and it became necessary to purchase participant data. While the original plan was to question both the level of education along with the direction of work, these questions were not carried over into the Survey Monkey data purchase due to the limiting by Survey Monkey of the question set from 62 to 50 questions. However, as described in Chapter 3 the Situational Text of Emotion Management-B (STEM-B) for emotional intelligence, the Kraybill

Conflict Style Inventory (KCSI) for conflict Management styles, and the Multidimensional Inventory of Black Identity (MIBI) for intersectional identity were used and as originally described.

Data Preparation

With the use of IBM SPSS version 28, data were scrubbed using the Windsor method for missing data and outliers. All missing data and outliers were removed from the data set.

Normality

Normality was tested for each of the three scales used using the Shapiro- Wilks test, a dedicated test for normality. The results were that all variables were distributed normally. Table 2 presents the results of the normality tests.

Table 2

Shapiro-Wilk Test of Normality Results

Variable	Statistic	<i>df</i>	Sig.
Multidimensional Inventory of Black Identity:			
Identity	.952	128	<.001
Situational Text of Emotion Management-B:			
Emotional Intelligence	.920	128	<.001
Kraybill Conflict Style Inventory:			
Conflict Management	.966	128	<.001

Linearity

Linearity was tested to ensure that the assumptions between the dependent variable and the independent variable were not violated. Pearson correlations were used to test this

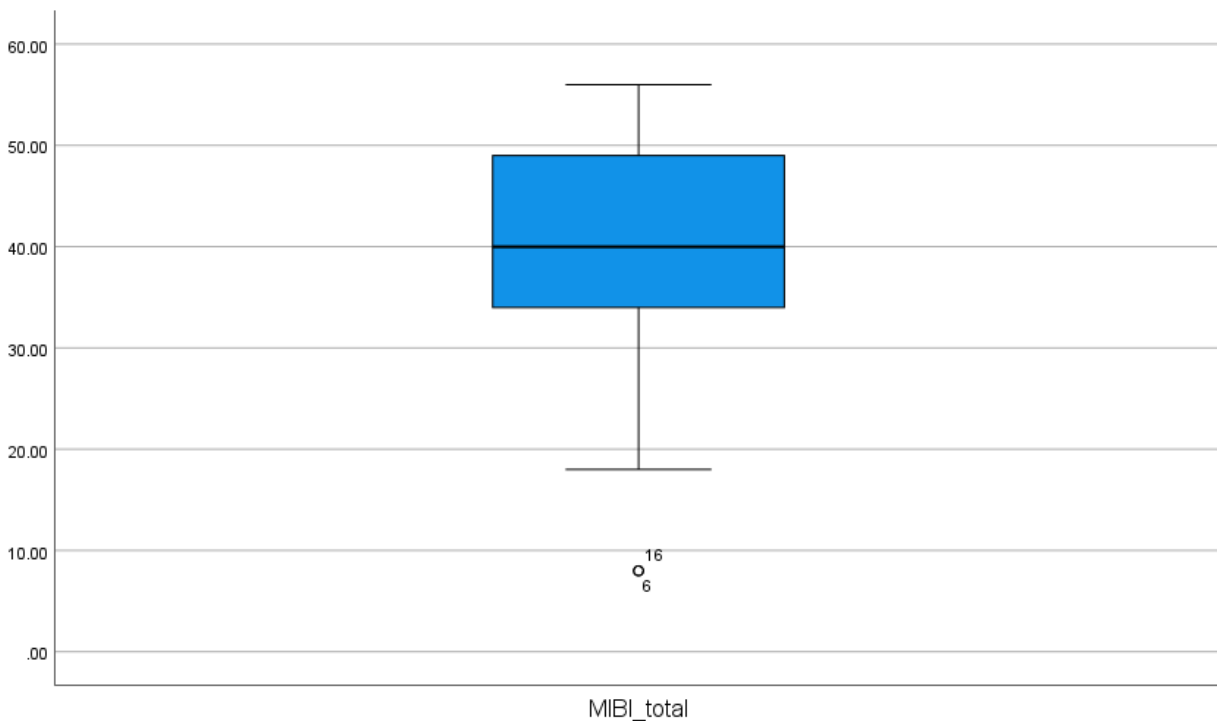
relationship among the variables. The scatterplots showing linearity for emotional intelligence, conflict management and identity variables are represented in Appendix B.

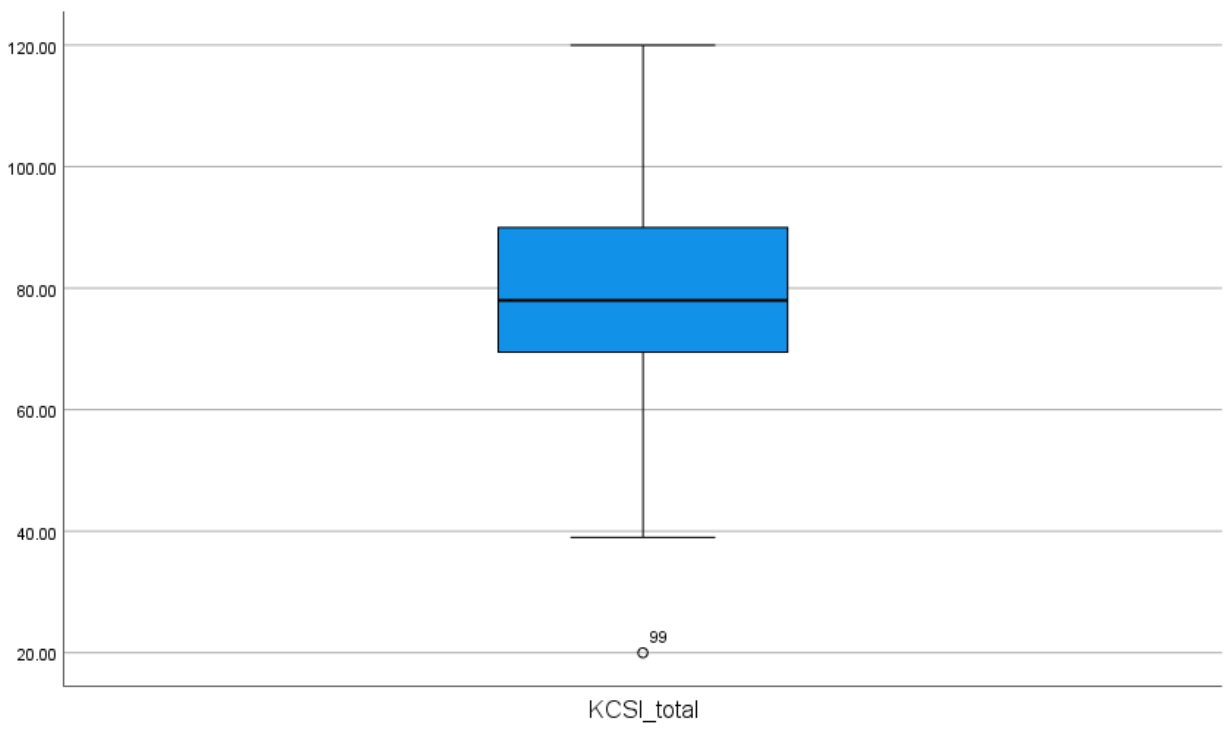
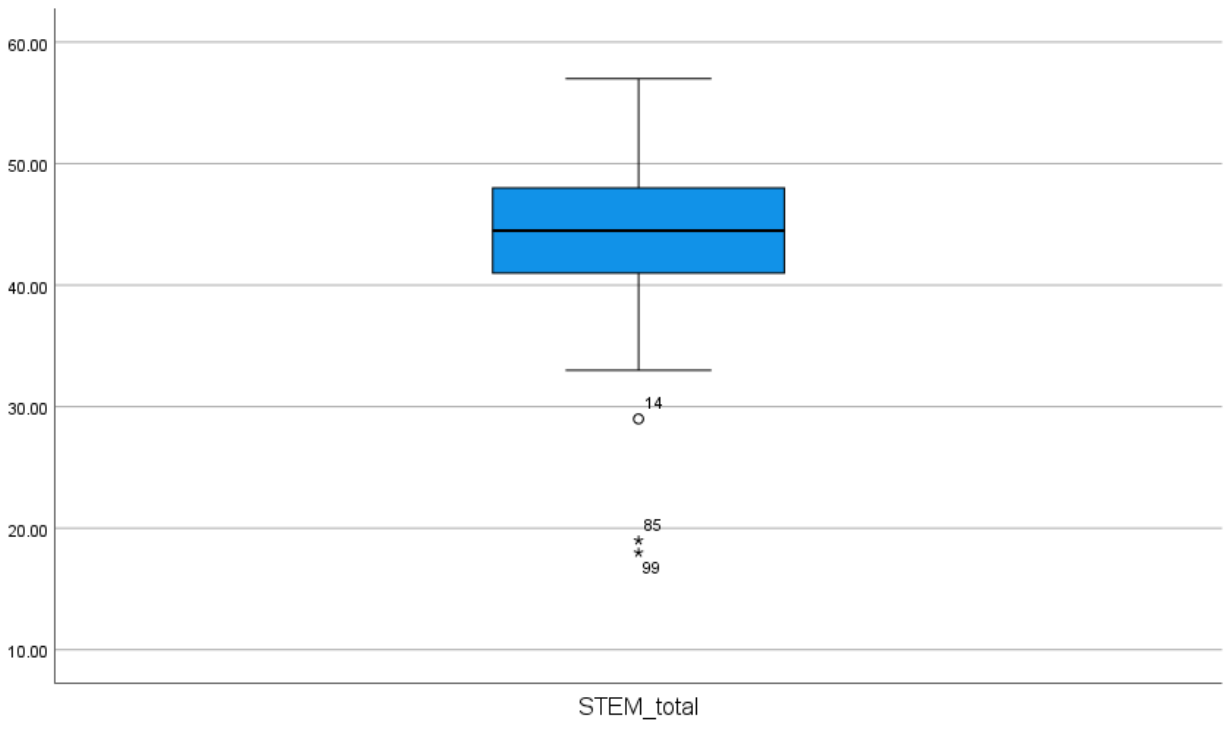
Outliers

The outlier scores described by Salkind (2017) as “Those scores in a distribution that are noticeably much more extreme than the majority of scores” present in the data were identified for this study (p. 507). For each of the three study variables a box-and-whisker plot was rendered. The Box and Wisker plots depicted below show data points that fell outside of normal distribution of scores. All data representing as an outlier were removed from the analysis. This included a total of six data points (See Figure 5 for the box plots for each variable).

Figure 5

Box-and-Whisker Plots





Descriptive Statistics

The total number of participants that took part in this study was 178. Table 3 summarizes the demographic information of the participants in this study. The average participants in this study were Black women between the ages of 45 and 60 who lives in the area of the United States that for the purposes of this study is defined as the South Atlantic region, who served in leadership positions between 1 and 5 years and has a household income of between \$75,000 and \$99,000.

All those who participated self-identified as Black women, Table 2 offers the median participant characteristics. The frequency of participant resides in the South Atlantic states of Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida shown in the chart as $n = 95$ (23.4%). The age range of participants with the highest participation rates were between 45 and 60 years of age ($n = 97$, 32.8%). The frequency of their tenure in a leadership position was 5–10 years ($n = 122$, 34.4%), and the frequency of household income was \$75,000–99,999 per year ($n = 97$, 13.3%). The final pieces of data collected from participants was the device type used to complete the survey questions overwhelmingly most used an iOS phone or tablet (iPhone/ or iPad). The n for this question = 97 with 46.1% of participants using this type of device for participation in this study. The frequencies and percentages are presented in Table 3.

Table 3*Participant Demographic Data*

Frequency of nominal variables	<i>n</i>	%
Location		
East North Central	6	4.7
East South Central	9	7
Middle Atlantic	19	14.8
Mountain	2	1.6
New England	1	.8
Pacific	9	7
South Atlantic	30	23.4
West North Central	6	4.7
West South Central	13	10.2
Total	95	
Age		
18–29	18	14.1
30–44	32	25
45–60	42	32.8
>60	5	3.9
Total	97	
Tenure		
1–5 years	41	32
5–10 years	44	34.4
10–15 years	24	18.8
15+ years	13	10.2
Total	122	
Household Income		
\$0–\$9,999	11	8.6
\$10,000–\$24,999	10	7.8
\$25,000–\$49,999	14	10.9
\$50,000–\$74,999	16	12.5
\$75,000–\$99,999	17	13.3
\$100,000–\$124,999	8	6.3
\$125,000–\$149,999	4	3.1
\$150,000–\$174,999	5	3.9
\$175,000–\$199,999	3	2.3
\$200,000+	8	6.3
Total	96	

Scale Means and Standard Deviations

Mean scores were calculated for intersectional identity using the (MIBI) or Multidimensional Inventory of Black Identity, the Situational Test of Emotion Management-B (STEM-B) for emotional intelligence, and the Conflict management or the (KCSI) Kraybill Conflict Style Inventory scales. Along with the base demographic data the means and standard deviations were calculated for each of the three scales used in this study, the first being identity, next emotional intelligence, and finally conflict management style. The identity scale the first in the three-scale system offered to participants indicated a high degree of identification as a Black woman. The Multidimensional Inventory of Black Identity used a 7-point Likert scale with 1 being strongly disagree and 7 being strongly agree. The participant scores had a mean of 40.76 ($SD = 9.40$). The lowest scores of the three scales came from the Situational Text of Emotion Management-B where each question had four numerical choices that equaled to one. This scale had a mean of 8.7 and ($SD = 2.91$). The final Scale Kraybill Conflict Style Inventory which has a 6-point Likert scale where 1 is not characteristic and 6 is very characteristic also had a significantly high mean score of 80.80 and ($SD = 15.05$). Please see Table 3 for the descriptive statistics for each of the three scales presented to participants in this study.

Scale Reliability

A common measure of reliability is Cronbach's alpha (or α) also referred to as the internal consistency (Salkind, 2017). Cronbach's alpha was computed for each of the three scales the Multidimensional Inventory of Black Identity, Situational Text of Emotion Management-B and the Kraybill Conflict Style Inventory. Cronbach's alpha for the Multidimensional Inventory of Black Identity used for identity was a coefficient of .769 indicating a solid reliability for this scale. Similarly, Cronbach's alpha for the emotional

intelligence scale Situational Text of Emotion Management-B was a coefficient of .773 also suggesting an acceptable reliability for this scale. Kraybill Conflict Style Inventory also contained five sub scales representing each of the five conflict management styles. An overall reliability was computed for each of the five subscales representing the Harmonizing, Cooperating, Compromising, Directing, and Avoiding conflict styles of measured. Of the three scales in this study, Kraybill Conflict Style Inventory revealed the highest reliability with a coefficient of .847 overall and the subscales were as follows: Harmonizing = .736, Cooperating = .740, Directing = .685, Compromising = .658, and Avoiding offering a problematic score of .643. Muijs (2011) suggested that Cronbach's alpha above .70 is acceptable for research purposes which is true of all of the scales and most of subscale with the exception of Avoiding represented in this study. Suggesting that the majority of the scales were reliable. All of the reported reliability values are represented in Table 3.

Statistical Analysis

As noted in Chapter 3, the recommended sample size was 87. The $\alpha = .05$ was used for this study with a power score of .8. The final sample size for this study was $n = 126$ indicating that number would have enough power to detect if there were any effect present in the data. Along with the Pearson r correlations and an ANOVA, a regression analysis, were run to determine whether there was significant relationship among the independent variable, emotional intelligence, and the dependent variable conflict management styles to test these and the null hypotheses.

RQ1. What is the relationship between emotional intelligence and conflict management styles, and does emotional intelligence predict conflict management style in Black women leaders?

H₁: Black women leaders with higher levels of emotional intelligence will employ conflict management styles, signifying increased concern for others.

H_{1Null}: There will be no relationship between the Black women leaders' levels of emotional intelligence and their increased concern for others.

H₂: Black women leaders with lower levels of emotional intelligence will employ conflict management styles signifying decreased concern for others.

H_{2Null}: There will be no relationship between the Black women leaders' levels of emotional intelligence and decreased concern for others.

RQ2. What is the relationship between Black women leaders' strength or weakness of identity to their emotional intelligence and conflict management style and does identity mediate that relationship?

H₃: The strength or weakness of the intersectional identities of Black women leaders will mediate the relationship between emotional intelligence and conflict management styles.

H_{3Null}: The level of Black women leaders' intersectional identities will not mediate the relationship between emotional intelligence and conflict management styles.

H₄: Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence.

H_{4Null}: There will be no relationship between the weaker intersectional identities of Black women leaders, and the level of emotional intelligence.

Correlations

A Pearson product moment correlation was conducted to determine the relationships among the demographic and study's scales. The variables included were tenure in a leadership position, household income, region, gender, age, identity (MIBI), emotional intelligence

(STEM-B stem group), and the KCSI (Conflict Management). A Pearson correlation coefficient was performed to determine the relationship between Length of Service, household income, age, Kraybill Conflict Style Inventory, Multidimensional Inventory of Black Identity, and the STEM-B (see Table 4). There was a significant relationship between the variables of age and length of service where, $r(97) = .263, p < .001$, household income and STEM B where $r(97) = .268, p < .001$ and, STEM B score and the Multidimensional Inventory of Black Identity where $r(128) = .318, p < .001$.

Because no relationship was found at the scale level between EQ and Conflict, correlations were run to determine whether there was a significant correlation among the STEM- B (Groups) levels of emotional intelligence and the KCSI conflict subscales. The STEM – B was broken down to signify the level of emotional intelligence a new variable StemGroup1 was created as an ordinal variable. The Situational Text of Emotion Management-B was divided into thirds where low = 0 - 0.33, med = 0.34 - 0.66 and high = 0.67. The KCSI conflict subscales - Harmonizing, Cooperating, Compromising, Directing, and Avoiding, were substituted for the KCSI. In the next correlational analysis, all demographics were reexamined along with the variables for identity (MIBI), the variable for the levels of emotional intelligence (STEM Groups) and the five conflict management KCSI subscales. The resulting Pearson's product-moment correlation (Table 6b) revealed there was a significant positive relationship between the total level of emotional intelligence (STEM Groups) and the conflict (KCSI) sub scale items - Cooperative was $r(124) = .272, p < .05$. Compromising was $r(124) = .200, p < .05$. Conversely, Avoiding reported as $r(124) = -.288, p < .05$ and Harmonizing reporting $r(124) = -.194, p < .05$. Only one relationship between emotional intelligence and the conflict management sub scale was statistically insignificant Directing reporting as $r(124) = -.037, p =$

>.05. The mixed results show both positive and negative relationships between the conflict management styles and the overall emotional intelligence of the Black women leaders that participated in this study. In summary, while no statistical significance was found when the correlational analysis was run using the average of the total scales for STEM-B, emotional intelligence and KCSI conflict management, there were statistically significance relationships revealed among the three levels (low, medium, and high) of Situational Text of Emotion Management-B was run with the conflict management subscales of the KCS - Harmonizing, Cooperating, Compromising, Directing, and Avoiding. Now that significant correlations were found among the variables, hypothesis testing was conducted.

Table 4*Intercorrelations of Variables With Means and Standard Deviations (Scale)*

Variable	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Tenure	-								
2. Income	.16	-							
3. Region	-.23*	-.183	-						
4. Age	.27**	.033	.039	-					
5. MIBI Ave	.070	.093	-.347**	-.128	--			5.09	1.175
6. KCSI Ave	-.043	-.041	-.076	-.119	.056	-		4.04	.752
7. STEM-B	-.022	.260*	-.038	.092	.303**	-.125	-	.48	.163
Scored AVE									

* Correlation is significant at the .05 level (2-tailed).

** Correlation is Significant at the .01 level (2-tailed).

Hypothesis Testing***Regression***

Model fit and regression analyses were performed on the data. To test the first and second hypotheses, H₁: Black women leaders with higher levels of emotional intelligence will employ conflict management styles, signifying increased concern for others and H₂: Black women leaders with lower levels of emotional intelligence will employ conflict management styles signifying decreased concern for others. This study also sought to determine if the model was a good fit for the variable's emotional intelligence, identity, and conflict management styles. Based on the original model where identity was theorized to mediate the relationship of both emotional intelligence and conflict management, the resulting regression analysis revealed that the predictor's identity or (MIBI) KCSI Harmonizing, KCSI Directing, KCSI Cooperating, KCSI Compromising, and KCSI Avoiding account for 62.9% of the variance in the independent

variable STEM scored. Identity or (MIBI) KCSI Harmonizing, KCSI Directing, KCSI Cooperating, KCSI Compromising, and KCSI Avoiding statistically significantly predicted EQ (STEM scored), $F(1,124) = 12.997, p < .001$. Thus, the model summary was a good fit for the data.

Next, a simple linear regression was calculated to predict the degree to which the level of emotional intelligence (STEM-B Groups) predicts each of the five conflict management styles. The findings revealed a significant relationship $F(1,124) = 12.997, p = .001$. This shows that when looking at the Harmonizing conflict management style, for each unit increase of emotional intelligence there was a -.245 decrease in this conflict management type. When looking at the Cooperative conflict management style, the results revealed $F(1,124) = -2.43, p = .186$; here there was no statistically significant evidence that this conflict management style was driven by the level of emotional intelligence. Compromising reported as $F(1,124) = 4.02, p < .001$ with the measure of change being .412 making this a statistically significant positive relationship. Directing reported as $F(1,124) = -.639, p = .525$ with the relationship in this case being non-significant and negative -.055. The final conflict style Avoiding shows a significant negative value of -.377 and a $F(1,124) = 3.41, p = .001$. All of the values for the ANOVA and the confirming the use of linear regression are reported in Table 8. Thus, mixed support was found for H1 and H2, emotional intelligence predicts some of the conflict management subscales.

Table 5*ANOVA Emotional Intelligence and Conflict Management Sub Scales*

Degree of freedom	F-Distribution	Sig	Coefficients
Harmonizing $F(1,124)$	-2.43	$p = .016$	-.245
Cooperating $F(1,124)$	1.33	$p = .186$.126
Compromising $F(1,124)$	4.02	$p = .001$.412
Directing $F(1,124)$	-.639	$p = .525$	-.055
Avoiding $F(1,124)$	3.41	$p = .001$	-.377
STEM scored $F(1,124)$	12.997	$p = .001$	

Note. Findings that approach statistical significance at the $p < .05$ level.

To test Hypothesis 4, “Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence”, a simple linear regression was calculated to determine the degree to which identity predicts the level of emotional intelligence (STEM-B Groups). The findings revealed a significant relationship $F(1,124) = 13.867, p = .001$. This shows that when looking at the salience of intersectional identity against the three levels of emotional intelligence there is a statistical significance. Similarly, the mean and standard deviation of the three levels of emotional intelligence in relationship with intersectional identity were as follows:

- Low: $M = 4.303, SD = .889$;
- Med: $M = 5.423, SD = 1.110$; and
- High: $M = 5.022, SD = 1.382$.

Thus, support was found for hypothesis 4.

Mediation

Hypothesis 3 proposed the strength or weakness of the intersectional identities of Black women leaders will mediate the relationship between emotional intelligence and conflict management styles. The final section of the analysis looks at this question of the ability of identity to mediate the relationship between emotional intelligence and conflict management. Analyses of the data was done again using an ANOVA to determine whether the relationship between emotional intelligence and conflict management style was mediated by identity. The analysis of the data with ($n = 125$, $M = .473$, $SD = 15.03$), were statistically significant, $F(1,125) = 1.684$, $p = .027$ and revealed that identity exhibited a strong relationship to emotional intelligence and conflict management style on the sub scale level, but it did not mediate these variables. The ANOVA allowed for an examination of the impact of identity on the dependent and independent variables, where a test of mediation showed no statistical significance. This finding does not support H₃: The strength or weakness of the intersectional identities of Black women leaders will mediate the relationship between emotional intelligence and conflict management styles; H₀ was not adopted. Regarding H₄: Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence was supported and H₀ was not adopted.

Adhoc Testing

Based on the correlational analyses, additional tests were performed. The data were then examined to determine whether identity predicted emotional intelligence. A linear regression was run where linearity was assessed with a scatterplot of identity against emotional intelligence. The visual inspection indicated a linear relationship between the variables. No outliers were observed in this analysis. Identity statistically significantly predicted emotional

intelligence $F(1,124) = 12.493, p > .001$ accounting for 30.3% of the variation in emotional intelligence with adjusted $R^2 = 9.2\%$ a moderate effect. Each incremental increase of identity results in a 2.175 increase in the level of emotional intelligence

Summary of Hypothesis Testing

Hypotheses 1 and 2 were found to be true with high, medium, and low levels of emotional intelligence indicating a relationship to specific conflict management styles. The linear regression revealed that there was statistical significance in the level of emotional intelligence (i.e., low, medium, and high) and selected conflict management style subscale (e.g., Harmonizing, etc.). There was a weak yet positive statistical relationship between the conflict management styles of Harmonizing and Cooperating, however a significant relationship was seen when there was low emotional intelligence to the conflict management style of Avoiding. Thus, hypothesis 1 was accepted and the null hypothesis H_{1Null} was rejected (“There will be no relationship between the Black women leaders’ levels of emotional intelligence and their increased concern for others”).

H_2 : Black women leaders with lower levels of emotional intelligence will employ conflict management styles signifying decreased concern for others, was also accepted. Regarding H_3 it was not supported as the analyses did not reveal that identity mediated the relationship between the independent (i.e., emotional intelligence) and dependent variable (i.e., conflict management style). Thus, the null Hypothesis three H_{3Null} : The level of Black women leaders’ intersectional identities did not mediate the relationship between emotional intelligence and conflict management styles was rejected. Moreover, H_4 was supported, that Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence. Support was not found for the null hypothesis four H_{4Null} : There was no relationship between

the weaker intersectional identities of Black women leaders, and the level of emotional intelligence.

Summary

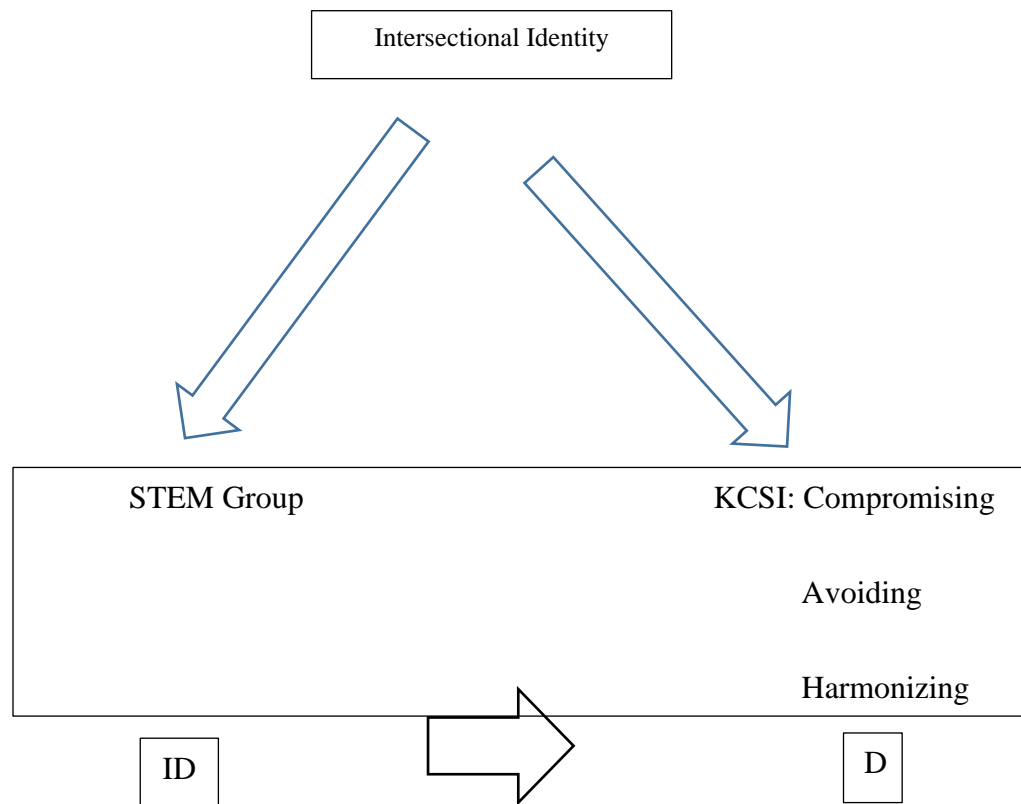
The analysis performed in this study included normality, reliability of each instrument, a correlational analysis, and an investigation of the hypotheses using regression and mediation analyses. Data analyses revealed support for H₁: Black women leaders with higher levels of emotional intelligence will employ conflict management styles, signifying increased concern for others. Support was also found for H₂: Black women leaders with lower levels of emotional intelligence will employ conflict management styles signifying decreased concern for others. Support was not found for H₃: The strength or weakness of the intersectional identities of Black women leaders will mediate the relationship between emotional intelligence and conflict management styles. Moreover, H₄: Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence, was supported.

While the analysis did not show any statistically significant correlations at the scale level between emotional intelligence and conflict management, further analysis at the subscale level showed there were statistically significant correlations among emotional intelligence using Stem Group (i.e., low / med/ high) and specific conflict management sub scales. Specifically, Black women leaders with higher levels of emotional intelligence employed the conflict style of cooperating being statistically positive and showing concern for others. Conversely, Black women leaders with lower levels of emotional intelligence employed avoiding being negative and showing a decreased concern for others offered mixed results in connection with identity. Both harmonizing and avoiding indicate low concern for others. Analysis did not reveal that

identity mediated the relationship between the variables emotional intelligence and conflict management style.

Figure 6

Model of Variables Mediated by the Intersectional Identity of Black Women Leaders



Note. This figure represents the findings based on the analysis of collected data. The variable (M) represents Identity (MIBI), (ID) or independent variable represents emotional intelligence STEM AVE (STEM-B), and (D) or dependent variable represents conflict management style (KCSI- subscale). Identity has a statistically significant relationship with emotional intelligence and the conflict management subscales of KCSI compromising, avoiding, and harmonizing.

Chapter 5: Discussion, Conclusions, and Recommendations

There is limited research that focuses specifically on Black women in the areas of emotional intelligence and conflict management style. Using a cross sectional survey design, this study investigated Black women leaders' preferred conflict management style use based on their level of emotional intelligence. This study also endeavored to reveal whether the strength of a Black woman's individual identity mediated the relationship among emotional intelligence and their preferred conflict management style. This chapter will describe the study, a brief description of the findings, a discussion of the connection between the findings to the literature, a implications and recommendations for future research, and conclusions.

Participants

There were 124 respondents, all of whom identified as a Black woman. Most participants in this study were between 45 and 60 years of age from the South Atlantic region of the United States that have a household income of \$75,000–\$99,000 and have served in a leadership position in the workplace for between 5 and 10 years. While some of these participants came from the Leadership groups on Facebook social media the majority were obtained through the purchase of participants through SurveyMonkey.

Research Questions and Corresponding Themes

The following research questions were used to focus this study along with the corresponding hypotheses.

RQ1. What is the relationship between emotional intelligence and conflict management styles, and does emotional intelligence predict conflict management style in Black women leaders?

H₁: Black women leaders with higher levels of emotional intelligence will employ conflict management styles, signifying increased concern for others.

H_{1Null}: There will be no relationship between the Black women leaders' levels of emotional intelligence and their increased concern for others.

H₂: Black women leaders with lower levels of emotional intelligence will employ conflict management styles signifying decreased concern for others.

H_{2Null}: There will be no relationship between the Black women leaders' levels of emotional intelligence and decreased concern for others.

More specifically, there was a statistically significant relationship between the low and medium levels of emotional intelligence and the conflict management styles of Harmonizing, Avoiding, and Compromising. However, the null hypothesis was adopted for hypothesis 2.

RQ2. What is the relationship between Black women leaders' strength or weakness of identity to their emotional intelligence and conflict management style and does identity mediate that relationship?

H₃: The strength or weakness of the intersectional identities of Black women leaders will mediate the relationship between emotional intelligence and conflict management styles.

H_{3Null}: The level of Black women leaders' intersectional identities will not mediate the relationship between emotional intelligence and conflict management styles.

H₄: Black women leaders with weaker intersectional identities will have lower levels of emotional intelligence.

H_{4Null}: There will be no relationship between the weaker intersectional identities of Black women leaders, and the level of emotional intelligence.

Based on the statistical analyses, no evidence was found to support that strength of Black woman identity mediated the relationship between emotional intelligence and conflict management style.

Intersectional Identity

To measure the strength and salience of Black woman's intersectional identity, an existing scale (MIBI) with eight items was modified for this study. Salience is "the extent to which a one's [intersectional] race [and gender] are a relevant part of one's self-concept" and reflects how a Black woman might define themselves and use and access this information to interpret situations in which they find themselves (Sellers et al., 1998, p. 24). Responses to the MIBI items used a 1-7 Likert scale with the end values of 1= disagree and 7 = strongly agree. The mean score across the 7 items was 5.09 (5 = agree) of an $SD = 1.175$ and an $N = 126$.

Another finding revealed a significant un hypothesized relationship between the level of intersectional identity and the level of emotional intelligence. The results suggests that the more strongly respondents identified or found salience with being a Black woman, the higher their level of emotional intelligence. Similarly, the mean and standard deviation of the three levels of emotional intelligence in relationship with intersectional identity were as follows: Low $M = 4.303$ $SD = .889$, Med $M = 5.423$ $SD = 1.110$, and High $M = 5.022$ $SD = 1.382$. In short, respondents who were more likely to agree that being a Black woman was salient for them, were significantly more likely to have medium to high emotional intelligence. Women who were neutral (i.e., neither agreed nor disagreed) that being a Black woman was salient to their identity, were more likely to have low emotional intelligence. So why is salience or strength of identity related to emotional intelligence? Let us begin by discussing identity. This study suggests that the more a Black woman asserts, they find greater salience or agreement with their

intersectional identities, and the more likely they will reflect upon how their identities may contribute to the circumstances in which they may find themselves (e.g., Was that person just having a bad day or was I being micro aggressed?; Sellers et al., 1998). This process of accessing identity salience to interpret social phenomena (Sellers et al., 1998) has a lot in common with self-awareness (Ashley, 2023). For one to be self-aware, they must first understand who they are, have positive self-regard, and are able to accurately self-assess. These attributes are foundational constructs within a few emotional intelligence models (Bar-On, 2010; Boyatzis et al., 2000). This study suggests the more an individual embraces and find salient their intersectional identity of being a Black woman, the more likely they will be self-aware and exhibit higher emotional intelligence. Conversely, the less salient is one's intersectional identities, the less self-aware the Black woman is likely to be and demonstrate less emotional intelligence. The study builds upon prior research by Van Rooy et al. (2005) and herein finds that Black women leaders with greater intersectional identity salience were more likely to exhibit greater emotional intelligence.

Emotional Intelligence

A large part of this study focused on emotional intelligence. STEM B, EQ consisted of 18 items; scores were placed in three groups or levels of emotional intelligence. Scores of 0-0.33 were considered to be low in emotional intelligence, a score between 0.34 and 0.66 was considered to be medium in emotional intelligence, and scores between .0.67 and 1.00 were considered to be high in emotional intelligence. In this study of 124 respondents, there were 33 who were rated as low in emotional intelligence, there were 80 who were rated as medium in emotional intelligence, and 11 who were rated as high in emotional intelligence. Thus, two

thirds of the Black women leaders that participated in this cross-sectional study had medium to high emotional intelligence, while one-third had low emotional intelligence.

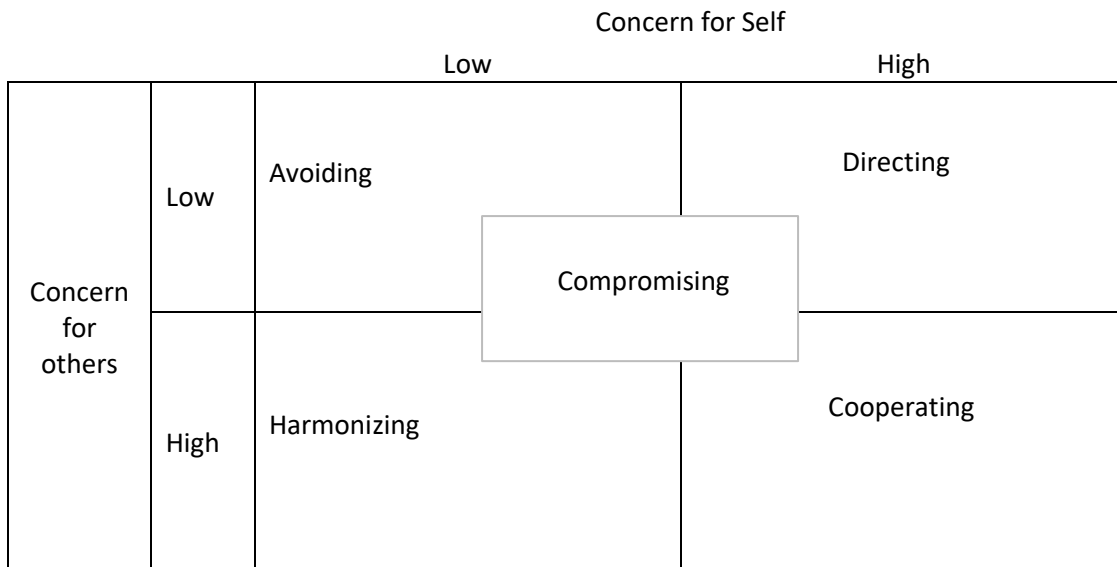
The study also revealed unexpected findings. An example was the indication that there was a significant relationship between emotional intelligence and household income. Support for these results is found in the literature. Emotional intelligence was found to be a determinant of career success (Roberts et al., 2018), job performance, and income (Kabir et al., 2022).

Conflict Management Style

Conflict management style, the dependent variable in this study, was tested using the KCSI instrument with 20 items (Riverhouse Express, 2021). From the 128 responses, the mean overall scale score was 4.01 with an $SD = .79$ on a 6-point Likert scale (1: not characteristic; 6: very characteristic). This corresponds to the conflict style of avoiding as seen in Figure 7. However, just as discussed in the data analysis the significance of the data were not found at the scale level but at the subscale level. A new variable was created to determine the five KCSI conflict styles. The values for each style represented how many participants scored highest or preferred a specific conflict management style. Scoring a 1-1.99 equaled cooperating, scoring a 2-2.99 = directing, 3-3.99 compromising, 4-4.99 avoiding, 5-6 harmonizing. The breakdown of the 128 participants that exhibited one of the five conflict management styles is as follows: 61 participants were categorized as compromising with an $M = 3.515$ and $SD = .239$, 49 were categorized as avoiding with an $M = 4.368$ and $SD = .288$, 11 were categorized as harmonizing $M = 5.200$ and $SD = .355$, 7 were categorized as directing $M = 2.510$ and $SD = .083$, and 2 were categorized as cooperating with a $M = 1.475$ and $SD = .681$. Figure 7 offers a visual of this information.

Figure 7

Diagram of Kraybill's Interpersonal Conflict Styles



Emotional Intelligence

This study investigated the relationship between emotional intelligence and conflict management style. There was a significant *positive* relationship between all STEMB Groups (i.e., low, medium, and high) and Compromising (i.e., intermediate concern for self and others). A significant *negative* relationship was revealed between all STEMB Groups (i.e., low, medium, and high) and Harmonizing (i.e., high concern for self and others) and Avoiding (i.e., low concern for self and others; Kabanoff, 1987; Rahim, 1983). There was not a significant relationship found between emotional intelligence and the conflict management styles of Directing (i.e., high concern for self and low for others) and Cooperating (i.e., high concern for self and high for others). The findings revealed that the more emotional intelligence a Black woman had, the more likely they employed a compromising conflict management style. The less emotional intelligence a Black woman leader possessed, the more likely they would use harmonizing and avoiding conflict management styles. Black women infrequently used the

directing and cooperating styles. This study findings provides support for Sanchez-Hucles and Davis' (2010) assertion that emotional intelligence informs the selection of the conflict management styles Black women leaders may navigate the workplace.

Relationship of Emotional Intelligence to Conflict Management

The three conflict styles chosen most often by the Black women leaders that participated in this study that were statistically significant were KCSI compromising, KCSI avoiding, and KCSI harmonizing. Some support for these findings were found in the literature (Howell, 2014). Historically, it was theorized that women (i.e., prototypical White women) were more likely to demonstrate avoiding behavior and not address the agenda head on to avoid conflict and putting themselves and others in emotional distress (Brewer et al., 2002). This is a lose-lose scenario where the individual (i.e., very low concern for self) nor the person (i.e., very low concern for others) with whom they are negotiating get their needs met (Howell, 2014). Moreover, Black women may use the avoiding conflict resolution style in the workplace in response to disrespectful and aggressive behaviors (Rockquemore & Ocampo, 2023).

The compromising conflict style employs a lose-lose approach where Black women may sacrifice their personal needs (i.e., somewhat low concern for self) for the greater good (i.e., somewhat high concern for others). In this circumstance, Black women may seek to preserve the relationship at the expense of achieving their agenda. The harmonizing conflict style is consistent with the leadership style of Black women where they are likely to focus less on themselves (i.e., low concern for self) and allow others to have their needs met (i.e., high concern for others); this reflects a pragmatic approach to conflict resolution – this keeps the peace. Not surprisingly, given the handful of Black women surveyed who use directing ($n = 7$, high concern for self and low concern for others) and cooperating style ($n = 2$, high concern for

self and high concern for others) neither of these conflict management styles were found to be statistically significant related to emotional intelligence. The directing style is less likely to be acceptable in the workplace for Black women leaders due to their minority status. The cooperation style is also difficult to achieve because not only do Black women leaders have to make sure they and their team's needs are met, but they also need the other party to have the same level of commitment and acceptance. Thus, the other party has to be willing to make themselves and the Black woman leader and her team whole. More research is needed to better understand how to increase the use of the more desired conflict management styles in Black women leaders.

Limitations and Delimitations

The larger than expected sample size used in this study yielded data that allowed for a much deeper analysis than originally planned. Another difference from the plan was expanding this study to a many more states across the United States. Having Black women in leadership positions all over the United States offered more variety than if the study had been limited to Texas. A limitation of this study was the use of Survey Monkey. The use of this survey product limited the data by cutting some of the demographic data. While it did not invalidate the survey, valuable insights were missed because of this lack of demographic data. A delimiting factor was that this was a cross sectional survey and not a more comprehensive study over time that could have yielded much more in-depth data. Foremost, a mixed method study using both quantitative and qualitative methods may have resulted in a fuller picture of this group of Black women leaders.

Recommendations

While the quantitative data yielded unexpected and very interesting results, there are questions that begin to emerge as to possible avenues for this type of research. The study did not find support for R2, identity did not mediate the relationship between emotional intelligence and conflict management style. While there was a high number of respondents that were quantified as identifying highly with their intersecting Black and female identities, there was no statistical significance that this variable mediated the relationship between the independent variable of emotional intelligence and the dependent variable conflict management style. As with the question posed before the why was not available. It is recommended that the why be investigated as to how there is statistical significance within the regression models but as a mediator no significance is found. Also, the why of how income is connected to emotional intelligence would offer a much more complete understanding for this type of quantitative investigation.

Jordan and Troth (2002) found that when individuals are working to achieve gains for both parties their ability to regulate their emotions was important. Thus, they suggested that the components of emotional intelligence closely align with conflict management styles (Jordan & Troth, 2002). The connection between these two constructs was also seen in this study where the level of emotional intelligence was connected to specific conflict management styles. However, this study also presented the salience of identity and its importance to both emotional intelligence and conflict management styles. While the concepts of emotional intelligence and conflict management are frequently used in the workplace, there is the component of identity that has not been connected to these constructs in the real world. It was found that identity

matters to the individual and it does correlate to the level of emotional intelligence as well as the choice of conflict management style.

Most importantly, this research did not find that Black women particularly Black women leaders use conflict styles that place their needs ahead of others. Each of the three conflict styles that that were statistically significant exhibited low concern for self. The use of programs that enhance emotional intelligence may offer practitioners of human resources tools for employees so that they can better handle conflict situations. Similarly, current state and federal laws have worked to limit the discussion around identity. This study exposed that it is the power or level of identity that matters when discussing both emotional intelligence and the use of a conflict management style, and this connection to identity needs to be both continually explored and held in high regard.

Conclusions

The study was designed to add to the scholarly discourse about Black women in workplace leadership roles. Research on those with intersectional identities is rare. Moreover, the majority of research on Black women has been qualitative in nature. The quantitative study investigated the connection between emotional intelligence and conflict management style in Black women in the workplace. The findings herein help us understand how the constructs of emotional intelligence and conflict management are used by Black women leaders. This study found support for the research questions that high emotional intelligence is connected to specific conflict management styles. Support was not found that the strength of the individuals' intersectional identity mediated the relationship between emotional intelligence and conflict management style. Unexpected findings revealed there was a relationship between income and

emotional intelligence. Also, that strength of identity was related to level of emotional intelligence.

While there were relationships that were found to be statistically significant, this study was not able to answer the questions of why. It is suggested that the relationship between emotional intelligence and the income of Black women leaders be further analyzed. Though the relationship was present the why or how the relationship is beneficial to Black women leaders could not be answered with the data that were collected. More research is needed to determine under what circumstances are these conflict managements styles used in the workplace by Black women leaders. Scholars and practitioners that read this study may find the mixed results of the conflict styles insight in real world day to day work situations. The constructs of identity, emotional intelligence and conflict management styles have only lightly been analyzed in this study, however, there is a hope this will spark additional research into the findings found in this research. It is this immediate association of how Black women in leadership maneuver conflict using emotional intelligence while managing an intersectional identity that has driven this work.

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Appendix A: Questionnaire

Consent to Participate in Leadership Research

My name is Tina Jackson, and thank you for your interest in my research.

I am a doctoral candidate at Abilene Christian University researching the leadership practices of Black women. To participate, I am seeking those who reside in the United States, self-identify as a Black woman, and currently lead others. Is this you?

Purpose and Participation

This research is significant because there are few studies that exclusively research the leadership practices of those with intersectional identities – Black women. This research seeks Black women, who self-identify as leaders, and reside in the United States.

You are being asked to complete a 46-question survey. The survey will take approximately 20-30 minutes via Survey Monkey.

Confidentiality and Voluntary Participation

Completion of the survey means that you have consented to participate in this research. All data collected from participants in this study will be kept strictly confidential. Please note that no information is being collected. This will keep everyone, including the researcher, from identifying participants. Each completed survey will be given a numerical identifier allowing for the analysis of the collected data. No personal identifying information such as name, location, phone, or email address will be recorded.

Contact Information

If you have questions about the research, you may contact me at xxxxx@xxxx.edu. General questions regarding the rights of subjects in research or to confirm the legitimacy of this research can be directed to the Chair of the Institutional Review Board and Executive

Director of Research xxxxx, Ph.D. They can be reached at 320 Hardin Administration Bldg., Abilene Christian University, Box 29103 Abilene, Tx 79699. In addition, they can be reached by phone at xxx-xxx-xxxx or by email: xxxxx@acu.edu.

Once again, I want to thank you and express my appreciation for both your interest and participation in this research.

Sincerely,

Tina Jackson

Would you like to participate in the research presented? Y N

Demographic questions and choices

- 1) Do you reside in the United States? Y N
- 2) What is your age? 18-25 25-50 50-75 75+
- 3) What is your race? White/ Caucasian Black/ African American Asian
 Hispanic Native American Multiracial
- 4) What is your gender? FemaleMale Transgender Neutral NonBinary
- 5) Do you Identify as a Black woman? Y N
- 6) What is the highest level of education you have completed?
 High School Some College Bachelor's degree Master's Degree
 Doctorate
- 7) What type of leadership position have you held or assumed?
 Owner Officer (VP/CEO) Manager/ Director Lead/Supervisor Independent
 Contributor/ Subject Matter Expert Not in leadership
- 8) Which of the following categories best describes your current employment status?
 Full Time Part Time Not employed
- 9) In what type of organization? For profit Non Profit
- 10) How long have you held this position?
 1-5 yrs. 5-10 yrs. 10-15 yrs. 15+ yrs.
- 11) In what state or U.S. territory do you live? (All states and territories listed)
- 12) How did you hear about this research? Facebook recruited by researcher
 survey link shared by friend/ coworker other (please specify)

Intersectional Identity, MIBI Sellers et al. (1998)**This instrument has no instruction**

7-point Likert scale

strongly disagree=1 somewhat disagree=2 disagree=3 neither agree or disagree=4

agree=5 somewhat agree=6 strongly agree=7

1. Overall, being a Black woman has very little to do with how I feel about myself.
2. In general, being a Black woman is an important part of my self-image.
3. My destiny is tied to the destiny of other Black women.
4. Being a Black woman is unimportant to my sense of what kind of person I am.
5. I have a strong sense of belonging in most groups of Black women.
6. I have a strong attachment to other Black women.
7. Being a Black woman is an important reflection of who I am.
8. Being a Black woman is not a major factor in my social relationships.

Note: Questions 1, 4, 8 are reverse scored

Emotional Intelligence Questions, STEM-B Allen et al. (2015)

Directions

In this test you will be presented with a few brief details about an emotional situation and asked to choose from four responses the most effective course of action to manage both the emotions the person is feeling and the problems they face in that situation. Although more than one course of action might be acceptable, you are asked to choose what you think the most effective response for that person in that situation would be. Remember, you are not necessarily choosing what you would do, or the nicest thing to do, but choosing the most effective response for that situation.

Questions and Choices (Note: Right answers are bolded and score value provided).

1. Jane and Connie have shared an office for years, but Jane gets a new job and Connie loses contact with her. What action would be the most effective for Connie?

A) Just accept that she is gone, and the friendship is over B) Ring Jane and ask her out for lunch or coffee to catch up. **C = .9166) Contact Jane and arrange to catch up but also make friends with her replacement. D = .0833) Spend time getting to know the other people in the office and strike up new friendships.**
2. Manual is only a few years from retirement when he finds out his position will no longer exist, although he will still have a job with a less prestigious role. What action would be the most effective for Manual?

A = .75) Carefully consider his options and discuss it with his family. B = .25) Talk to his boss or the management about it. C) Accept the situation, but still feel bitter about it.
D) Walk out of that job.

3. Surbhi starts a new job where he does not know anyone and finds that no one is particularly friendly. What action would be the most effective for Surbhi?
- A) Have fun with his friends outside of work hours. **B = .166) Concentrate on doing his work well at the new job. C = .833) Make an effort to talk to people and be friendly himself.** D) Leave the job and find one with a better environment.
4. Andre moves away from the city his friends and family are in. He finds his friends make less effort to keep in contact than he thought they would. What action would be the most effective for Andre?
- A) Try to adjust to life in the new city by joining clubs and activities there. **B = 1) He should make the effort to contact them, but also try to meet people in his new city.** C) Let go of his old friends, who have shown themselves to be unreliable. D) Tell his friends he is disappointed in them for not contacting him.
5. Clayton has been overseas for a long time and returns to visit his family. So much has changed that Clayton feels left out. What action would be the most effective for Clayton?
- A) Nothing- it will sort itself out soon enough. **B = .166) Tell his family he feels left out. C = .75) Spend time listening and getting involved again. D = .083) Reflect that relationships can change with time.**
6. Daniel has been accepted for a prestigious position in a different country from his family, who he is close to. He and his wife decide it is worth relocating. What action would be the most effective for Daniel?

A) Realize he should not have applied for the job if he did not want to leave. **B = .833)**

Set up a system for staying in touch, like weekly phone calls or emails. C = .166)

Think about the great opportunities this change offers. D) Do not take the position.

7. Mei Ling answers the phone and hears that close relatives are in the hospital critically ill. What action would be the most effective for Mei Ling?

A = .083) Let herself cry and express emotion for as long as she feels like. B = .916)

Speak to other family members to calm herself and find out what is happening,

then visit the hospital. C) There is nothing she can do. D) Visit the hospital and ask staff about their condition.

8. Shona has not spoken to her nephew for months, whereas when he was younger, they were very close. She calls him but he can only talk for five minutes. What action would be the most effective for Shona?

A) Realize that he is growing up and might not want to spend so much time with his family anymore. **B = .25) Make plans to drop by and visit him in person and have a good chat. C = .75) Understand that relationships change but keep calling him from time to time.** D) Be upset about it but realize there is nothing she can do.

9. Mina and her sister-in-law normally get along quite well, and the sister-in-law regularly babysits for her for a small fee. Lately she has also been cleaning away cobwebs, commenting on the mess, which Mina finds insulting. What action would be the most effective for Mina?

A = .75) Tell her sister-in-law these comments upset her. B = .166) Get a new babysitter. C = .083) Be grateful her house is being cleaned for free. D) Tell her only to babysit, not to clean

10. Juno is fairly sure his company is going down and his job is under threat. It is a large company and nothing official has been said. What action would be the most effective for Juno?
- A = .75) Find out what is happening and discuss his concerns with his family.** B) Try to keep the company afloat by working harder. **C = .25) Start applying for other jobs.** D) Think of these events as an opportunity for a new start.
11. Mallory moves from a small company to a very large one, where there is little personal contact, which she misses. What action would be the most effective for Mallory? **A = .916) Talk to her workmates, try to create social contacts and make friends.** B) Start looking for a new job so she can leave that environment. C) Just give it time and things will be okay. **D = .083) Concentrate on her outside-work friends and colleagues from previous jobs.**
12. A demanding client takes up a lot of Jill's time and then asks to speak to Jill's boss about her performance. Although Jill's boss assures her that her performance is fine, Jill feels upset. What action would be the most effective for Jill?
- A) Talk to her friends or workmates about it. B) Ignore the incident and move on to her next task. **C = .083) Calm down by taking deep breaths or going for a short walk.** **D = .916) Think that she has been successful in the past and this client being difficult is not her fault.**
13. Blair and Flynn usually go to a café after the working week and chat about what is going on in the company. After Blair's job is moved to a different section in the company, he stops coming to the café. Flynn misses these Friday talks. What action would be the most effective for Flynn?

14. **A = .166) Go to the cafe or socialize with other workers.** B) Do not worry about it, ignore the changes and let Blair be. C) Not talk to Blair again. **D = .833) Invite Blair again, maybe rescheduling for another time.**
15. Michelle's Friend Dara is moving overseas to live with her partner. They have been good friends for many years and Dara is unlikely to come back. What action would be the most effective for Michelle?
- A) forget about Dara. **B = .083) Spend time with other friends, keeping herself busy.**
C) Think that Dara and her partner will return soon. **D = .916) Make sure she keeps in contact through email, phone, or letter writing.**
16. Hannah's access to essential resources has been delayed and her work is way behind schedule. Her progress report makes no mention of lack of resources. What action would be the most effective for Hannah?
- A = .166) Explain the lack of resources to her boss or to management.** B) Learn that she should plan ahead for next time. **C = .833) Document the lack of resources in her progress report.** D) Do not worry about it.
17. Reece's Friend points out that her young children seem to be developing more quickly than Reece's. Reece sees that this is true. What action would be the most effective for Reece?
- A) Talk the issue over with another friend. B) Angrily confront her friend about making such statements. **C = .25) Realize that children develop at different rates. D = .75) Talk to a doctor about what the normal rates of development are.**

18. Jumah has been working at a new job part-time while he studies. His shift times for the week are changed at the last minute, without consulting him. What action would be the most effective for Jumah?
19. A) Refuse to work the new shifts. **B = .75) Find out if there is some reasonable explanation for the shift changes.** C = .25) **Tell the manager in charge of shifts that he is not happy about it.** D) Grumpily accept the changes and do the shifts.
20. Julie has not seen Ka for ages and looks forward to their weekend trip away. However, Ka has changed a lot and Julie finds that she is no longer an interesting companion. What action would be the most effective for Julie?
- A) Cancel the trip and go home. B) Realize that it is time to give up the friendship and move on. **C = .916) understand that people change, so move on, but remember the good times.** D = .083) **Concentrate on her other, rewarding friendships.**

Conflict Management Style Questions, KCSI Adkins (2006)

Directions

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.

Scoring

Six-point Likert scale

1 = *Not at all characteristic* to 6 = *Very Characteristic*

The following chart address the matrix of questions that correspond to a specific conflict management style:

Conflict Style	Q	Q	Q	Q
Cooperation	1	7	11	19
Directing	2	8	12	17
Compromising	3	10	13	20
Avoiding	4	9	14	16
Harmonizing	5	6	15	18

Questions

1. 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.
2. I devote more attention to making sure others understand the logic and benefits of my position than I do to pleasing them.
3. I make my needs known but tone them down and look for solutions somewhere in the middle.

4. I pull back from discussions to avoid tension.
5. I devote more attention to the feelings of others than to my personal goals.
6. I worry that my preferences, if clearly stated, may get in the way of our relationship.
7. I actively explain my views and needs and just actively take steps to understand others.
8. I am more concerned with goals I believe to be important than with how others feel about things.
9. I decided the differences are not worth worrying about.
10. I give up some points in exchange for others.
11. I enter more actively into discussion and hold out for ways to meet the needs of others as well as my own.
12. I put forth greater effort to make sure that the truth as I see it is recognized and less effort to please others.
13. I try to be reasonable by not asking for my full preferences, but I make sure I get some of what I want.
14. I Back off and let things rest as they are, even if it means that none of us gets what we really want.
15. I set aside my own preferences and focus on keeping the other person happy.
16. I interact less with others and look for ways to find a safe distance.
17. I focus on the goals that matter to me and do not let myself get distracted by others' feelings.
18. I do whatever is necessary to soothe the other's feelings and keep the relationship good.
19. 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.

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

Appendix B: Addendum

The following items were requested additions to the research:

- 1) Questions 7-9 were added to address the type of leadership the participant engages in at the request of Dr. Downs
- 2) The collection timetable was modified from the original 60-day period to now include an initial 90-day period, with two modifications, the first after 45 days where the sample will be opened up to include all 50 states and territories, along with the possibility for purchasing respondents at the 75-day mark. An additional 30 days will be added if deemed necessary. This information has been included in the IRB application as suggested by the committee.
- 3) A question was asked by Dr. McMichael about the sample size and was answered with an explanation by Tina Jackson as to the process and the assistance from Dr. Fish.