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The Relationship Between Emotional & Social Intelligence and Conflict Management Behavior in Leadership

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The Relationship Between Emotional & Social Intelligence
and Conflict Management Behavior in Leadership

by

Suzzette Ann Marie Harriott

A Dissertation Presented to the
Graduate School of Humanities and Social Sciences of Nova Southeastern University
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy

Nova Southeastern University
April 17, 2014

Abstract

The purpose of this work was to evaluate the relationship between emotional and social intelligence (ESI) and the conflict management behavior (CMB) of lower level members of management or managers in training in a public sector organization in a country in the British Caribbean. The instruments that were utilized were SPSS, the Emotional Intelligence Appraisal-*Me Version*, and the Conflict Dynamic Profile-*Individual* (CDP-I). In all cases, due to non-normality, Spearman's rho was used in order to test the five hypotheses incorporated within this study. The Spearman rho, which is also known as the Pearson correlation coefficient between ranked variables, is a nonparametric measure of statistical dependence between variables, which assesses how well the relationship between the independent variable of ESI and the dependent variable of CMB, can be described through the employment of a monotonic function. The results of this research highlighted the influence that the emotional & social intelligence of a leader may have on his or her ability to manage interpersonal conflict between subordinates effectively, and to display personalized deliberations that move toward the reduction of workplace conflict.

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April 17, 2014

Nova Southeastern University
Graduate School of Humanities and Social Sciences


This dissertation was submitted by Suzzette Ann Marie Harriott under the direction of the chair of the dissertation committee listed below. It was submitted to the Graduate School of Humanities and Social Sciences and approved in partial fulfillment for the degree of Doctor of Philosophy in Conflict Analysis and Resolution at Nova Southeastern University.

Approved:

April 17, 2014
Date of Defense



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June 19, 2014
Date of Final Approval



Neil Katz, PhD.
Chair

Dedication

This dissertation is dedicated to my wise and inspiring husband, Christopher Powell, whose motivation and confidence has helped me to surpass every boundary. I am fortunate to have married my mentor. To our sweet, exuberant, and kind-hearted little girl, Isabelle Alexandria Powell, who showed me how fast life really moves from the moment she was born. My siblings, Jerome, Kaleith, Gregory, and Roger and their families, their encouragement will never be forgotten. Finally, I dedicate this work to my always encouraging and faithful parents – Earle and Audrey Harriott.

Acknowledgment

When I began to think about forming my dissertation committee, it was not only essential for me to assure that they could work as one cohesive unit, but also that they were passionate about their own individual work as catalysts of the peace process. It is with genuine thought and appreciation that I acknowledge the value that I have gained in being stretched beyond my limits by my very encouraging dissertation committee. Through this process was birthed a dissertation that is not only timeless, but is also applicable to the multi-facets within the process toward peace.

I would like to express my deepest appreciation to my committee chair, Professor Neil Katz, who has the attitude and substance of a genius. He persistently and credibly conveyed a spirit of adventure in regard to the blending of theories and practice, as well as excitement when it came to mentoring me through the process of this inquiry. His sage counsel, insightful criticisms, and patient reinforcement assisted in keeping me grounded. Without his guidance and tireless support, this dissertation would have not come to fruition. *“It’s as if the family is living in the impossible dream”*

I wish to thank my committee members—Professor Elena Bastidas and Professor Toran Hansen—who were exceptionally liberal with their expertise and valuable time. Their passion and willingness to deliver feedback, coupled with their patience throughout the entire process, made the achievement of this investigation a gratifying experience.

I would also like to thank God, who planted in me the desire and passion for humanity. *“For I know the plans I have for you, ‘declares the Lord,’ plans to prosper you and not to harm you, plans to give you hope and a future.”* Jeremiah 29:11

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List of Abbreviations

CDP-I: Conflict Dynamic Profile (Individual) Assessment

CMB: Conflict Management Behavior

EIA: Emotional Intelligence Appraisal

EQ-I: Emotional Quotient Inventory

ESCI: Emotional and Social Competence Instrument

ESI: Emotional and Social Intelligence

IQ: Intelligence Quotient

KSA: Knowledge, Skills, and Ability

MSCEIT: Mayor-Caruso-Salovey Emotional Intelligence Test

TKI: Thomas-Kilmamm Instrument (Mode)

ROCI-II: Rahim Organizational Conflict Inventory-II

SPSS: Statistical Product and Service Solutions

Chapter 1: Introduction to the Study

The Information Era has ushered in rapid global economic expansion with the mass growth of multinational organizations, a more diverse demographic of academic scholars, and an increasingly intelligent workforce (Raines, 2013). More particular, on a universal scale the post Great Recession¹ workforce which was left with the scars of layoffs, being overworked, and pay freezes, is a lot more independent when it comes to being loyal to organizations than they were before. As of February 2014 the Bureau of Labor and Statistics (BLS, 2014) has cited that the voluntary turnover rate has moved up to 47%. Organizational behavior practitioners have seen a rise in some key talent opting to explore options with other organizations. Due to this change in the workforce, nations have realized the need for workplace interventions such as conflict management skills, emotional intelligence development, restorative methods, and total governance reform in an effort to secure their viability. In parts of the British Caribbean, for instance, between the years of 2002 to 2012 there was a cross regional mandate for the modernization of the public sector (Odle, 2008). By 2009 this reform effort came to a standstill, owed to the residual effects of the Great Recession that was occurring in the First World, chiefly in the United States. Both private and public industries across the British Caribbean began to feel contagion outcomes of the financial crisis, which was mostly apparent in the form of employee relations and workforce stress (Odle, 2008).

Runde and Flanagan (2013) affirm that there are many internal and external factors that have fueled the rise in negative stress at the organizational level—a driver for an increase in unproductive/negative conflict within the last decade. On a global scale,

¹ Also referred to as the Second Great Recession of the late 2000s decade.

humanity has witnessed unprecedented upheavals across the financial industry, military interventions, corporate assistance in the form of government bailouts, defaults of entire countries, the failure of the US housing market, unemployment rates matching those of the Great Depression, and the increasing evolution of technology allowing for instantaneous information and diminishing face-to-face communication (p. 2). A critical element of this unpredictable environment is the propagation of workplace conflict requiring essential competencies of leaders to manage it (Sherman, 2009). When latent conflict is not managed in a strategic manner, it can fester until it spirals into anger (Raines, 2013). Conflict management behavior and skills, though multifaceted, can enhance how effective a leader is in the circumvention of negative interpersonal and intergroup conflict, and the utilization of positive conflict for the growth of the organization (Sherman, 2009). Studies in the early 20th century have alluded to a connection between leadership effectiveness and intelligence. Yet, in recent times organizational researchers and practitioners have begun to apply more comprehensive and complete concepts of intelligence to the portfolio of leadership (Chan, 2007).

Boyatzis (2009) asserts that effective work structures and formidable, progressive organization cultures are not accidental occurrences. They are developed over time, through determination, forecasting, planning, and a strategy to foster and sustain the healthy interpersonal and group relationships and customs that promote success (p. 20). He goes further to say that leadership is exciting, but it is also stressful. When leaders sacrifice a lot for and long periods of time with little returns, they are more likely to become confined in what Boyatzis calls a *Sacrifice Syndrome* (p. 20). Senge (2006) affirms that it has become more difficult for leaders to steer an organization from the top.

There is a greater need in today's workforce for the total alignment of an organization to a culture and practice that promotes cross department cohesion, which Senge reports is a precursor for organizational growth and sustainability.

Emotional intelligence and conflict management are both constructs that are said to encapsulate the fundamental proficiencies of a successful leader (Sherman, 2009). In order to navigate through this fast-paced workforce, Senge (2006) contends that today's leaders need intelligence and wisdom to be successful. Intellectual abilities and emotional-based attributes determine how well leaders learn. Emotional and social intelligence (ESI) is the level of mastery over one's emotional sphere; a proficient affiliation between sensitivity, rationale, and implementation; the aptitude to manage, govern, and mold one's own emotional conditions, for the development of leadership that are consistent human assets; the capacity to intentionally manifest feelings in order to assist in the achievement of desired ambitions, and successes; the insightfulness to engage several tiers of compassion and consideration in order to propose, impact, uphold, produce, and augment interpersonal and professional relationships (Goleman, 1995).

As the human population moves toward a more diverse and multinational organizational setting, with the added variable of an increasingly intelligent workforce, one looks to the type of leader that will be effective in keeping organizations stable (Solansky, 2008). Leadership is a vital element that has an effect on the achievement and breakdown of all organizations, nations, and even spiritual crusades (Kocolowski, 2010). Pearce (2007) points out that with the concomitant flattening of organizations, there is an increased value in more robust leadership abilities. He goes further to say that the pace of transformation and difficulties in today's organizational setting make multidisciplinary

leadership necessary for organizations to obtain their bottom-line. Yet, with the increasingly progressive construction of multinational organizations, leadership would almost have to embody superhuman powers in order to keep the organization functioning in an efficient and effective manner (Perry, Pearce, & Sims, 1999). Additionally, it is becoming problematic for any lone individual to have all of the proficiencies and aptitudes vital to capably lead organizations in the contemporary organizational structure, which comes with multiple facets (Erkutlu, 2012).

Background of the Problem

The field of conflict analysis and resolution is populated by some of the most optimistic scholars, based on the core belief that the theory, results of research, and analysis can be put into practice for the good of humanity (Katz & Flynn, 2013). Hansen (2012, p. 25) makes the suggestion that in order for conflict resolution practitioners and scholars to employ their work as catalysts for change, they should engage mechanisms that move toward transformation. Nevertheless, in the 21st century, people are still plagued with negative interpersonal conflict borne from dissimilar perspectives as well as religious, racial, and cultural differences. This has been further compounded by the rapid change in technology, globalization, and increased diversity in the workplace (Katz & Flynn, 2013). On an international scale, workplace conflict at the interpersonal level has proliferated so much that managers spend 25% to 60% of their time settling disputes between team members (Raines, 2013). Moreover, interpersonal conflicts can have a staggering effect on the productivity of an organization. In terms of the bottom line, conflict between coworkers can undo millions of dollars of investment in programs, in human capital, and even in public image (Dana, 2003). It is also well noted that the way

in which leadership manages interpersonal conflict can have a direct influence on how the people they lead resolve conflict. A leader's ability to manage interpersonal conflict has established the prerequisites of emotional and social intelligence (ESI) and conflict management skills (CMB) as core competencies of his/her portfolio.

In the last two decades, the customary talents related to leadership success were the ability to be shrewd, as well as the personification of fortitude and foresight. In light of the changes in education levels worldwide—specifically at both the degree and demographic stratum—it is important for organizations to be guided by more collaborative and emotionally intelligent leaders. Universities are now turning out individuals with more advanced degrees who are exceptionally talented in their area of study (Raines, 2013). These graduates are capable of collaborating effectively within today's organization, which is more diverse and competes on a multinational platform. Emotional and social intelligence is said to distinguish these leaders amongst their contemporaries, which have not gained access to ESI training or have not learned how to use their ESI to be a more effective leader.

Business leaders have used leadership theories for more than a millennium to manage their assets (Lipman-Blumen, 1996). Further, within the last 20 years organizations have been actively incorporating psychological theories such as 'emotional intelligence' (Goleman, 1998) to foster better relationships and outcomes with their employees. With the faster increases of globalization, leaders can incorporate and actively use other social schools of thought, such as 'social capital theory' (the cohesion that is fostered within and between groups that assist in moving the group in unison) (Putnam, 2000) and 'values theory' (the norms and characteristics of individuals,

subcultures, and cultures) (Schwartz, 2012) when navigating this very eclectic and multinational workforce. By utilizing soft-skills (ESI and CMB in action) to navigate their human capital forward, the organization will be more equipped to meet the needs of a global workforce.

Managed in the incorrect manner, genuine and legitimate disparities between individuals can rapidly spiral out of control, resulting in circumstances where collaboration diminishes and the mission of work teams is threatened (Katz & Flynn, 2013). An immeasurable majority of workplace conflicts are leadership problems as opposed to problems within the group (Raines, 2013). It is a core component of leadership to ensure that the method by which individuals enter into agreements is validated with clarity as opposed to ambiguity. When differences result from poor communication and misinterpretation, it is the responsibility of the leader to make certain the policies and procedures of the organization are revamped to safeguard the organization on the whole from being subjected to the reoccurrence of such conflicts (Raines, 2013).

The Dana Mediation Institute (2013) asserts that when employee interpersonal conflicts are managed ineffectively, it can be very costly to organizations. Dana (2003) further states that conflict between employees is perhaps the most principal form of waste in organizations today—and undoubtedly the least acknowledged. It is projected that over 65% of performance issues are a consequence of strained relationships between employees and are not a result of deficits in individual employees' talent or motivation (Dana Mediation Institute, 2013). Dana (2003) asserts that organizations which manage

interpersonal conflict more strategically have a greater chance of being successful in the global market.

Statement of the Problem

Bagshaw (2000) and Dana (2003) are both of the contention that when conflict is not managed in an appropriate manner, there is a negative effect on both the human and financial capital of organizations. Some of the most direct and indirect costs include 'presenteeism' (Raines, 2013), lowered creativity, poor decision-making quality, decreased morale, stress related illness, lowered motivation, sabotage, theft, absenteeism, and retribution (Dana, 2003; Katz, Lawyer, & Sweedler, 2011; Raines, 2013). Individually these byproducts of organizational conflict are limiting to the effectiveness of the organization on a whole in meeting its bottom line. Organizations lose millions of dollars every year because of unsettled conflict in the workplace. Conversely, organizations that utilize 'best practices' such as conflict coaching and management, report better productivity, increased motivation, and a much lower turnover of employees. Equally, unsettled conflict could have a negative effect on workplace efficiency and success, thus fostering a negative work atmosphere. Interpersonal conflict in the workplace, when left unmanaged, can be incredibly destructive to good teamwork (Dana, 2003).

Purpose of the Study

The purpose of this study was to examine the relationship between ESI and conflict management behavior in public sector leadership in a country located in the British Caribbean. The research method employed was quantitative, with a correlation design using Spearman's rho in order to test the five hypotheses incorporated within this

study. These analyses serve to present an illustration of the direction of the association between the measures analyzed, along with the strength of the effect and whether or not the association itself achieves statistical significance. The research study instruments included the Conflict Dynamics Profile for Individuals (CDP-I) (see Appendix D) developed by Capobianco, Davis, and Kraus (2009) and distributed by Eckerd College, and the Emotional Intelligence Appraisal-Me Edition (EIA-Me) (see Appendix E) developed by Bradberry and Greaves (2001) and distributed by TalentSmart.

This research study examined the relationship between the intellectual and affective abilities of managers and their predilections in relation to the management of conflict. The independent variable of this study was ESI. The dependent variable was CMB. This work assessed first-tier supervisors and managers that had a small span of command—managing between 10 to 15 employees—from a governmental organization in a country located in the British Caribbean. These leaders were randomly selected from two different sites in the most rural section of the country. Central to the research was the impact that ESI had on the way in which leadership/managers managed conflict.

Significance of the Study

As the world moves closer together as a globalized unit, many organizational scholars, analysts, and practitioners are faced with the problem of the style of leadership that will best fit the worldwide community. The British Caribbean in particular being in close geographic proximity to the United States is dependent on political, economic, and social relationships that factor in the region's ability to remain viable (Odle, 2008). Young, Bartram, Stanton, and Leggat (2010) assert that leaders and managers are central to building cohesion with work teams, and therefore, argue that it is imperative that

decision-makers understand this function and afford respect, recompense, training, and maintenance to middle and lower managers. Additionally, as put forth by Ramthun and Matkin (2012), with the increased expertise needed to navigate an organization, single individuals no longer have the knowledge, skills, and abilities to direct the multi-faceted, multinational organization of today. Research has overlooked the prospective function that individual personality performs in decision-making at the managerial level (Allison & Hobbs 2010). Today's workforce is more intelligent—technologically, emotionally, and socially—and leadership has to have more than knowledge, skills, and abilities to be best suited to guide it (Raines, 2013).

Interpersonal conflict may be positive, particularly when the resolution is beneficial to the group or supports collaboration (Katz et al., 2011). During the process of collaboration, there is a much higher level of information exchanged between individuals. This exchange of communication can increase empathy and understanding of the interests or perspective of the other side (Katz et al., 2011). Interpersonal conflict is also a natural result of workplace interaction, occurring most often when one party becomes irritated by the words or actions of another party—inclusive of individuals, work teams, or units (Dana, 2003).

Organizational conflict, which is a significant classification in the field of conflict analysis and resolution, has been a popular topic amongst scholars for as long as the field and scholarship have existed. Time and again, it has been said that wherever there is a gathering of human beings, there will be conflict to some degree. This falls true in organizational settings, especially in developing nations such as those located in the British Caribbean (Anthony & Hallett, 2002). For the most part, people spend more

waking hours at work than they do with their families. Yet, when one can use avoidance tactics with family by simply taking a walk or closing a room door, this is not the case in an organizational setting that hinges on the success of good work relationships in order to attain its bottom and to remain viable and productive (Dana, 2003; Raines, 2012).

It has been found that some of the most common sources of interpersonal conflict are leadership ambiguity, overlooked talent, and poor management skills (Dana, 2003; Raines, 2013). This aids in the increase of the cost of conflict for organizations, which can be in the billions annually, resulting in layoffs due to unforeseen losses, illness, or even the bankruptcy of organizations. It is beneficial to both organizations and the world economy to find the root causes of interpersonal organizational conflict, because this can increase the hiring capacity of many organizations, which in the end can lift hiring and wage increase freezes. Understanding the core source of interpersonal organizational conflict can help decrease the rate of unemployment, which has had a riveting effect on communities worldwide. Therefore, uncovering a foundational cause of organizational conflict—specifically the subject of ESI as it relates to the conflict management behavior of leadership—can help to undo some of the damage that was caused by the Great Recession. More specifically, the multiple job losses and the stresses that have followed (such as socioeconomic displacement, housing foreclosures, illness, and violence due to this crisis) can be rectified by the elimination of financial losses that are a result of unmanaged conflict.

Considering the rapid pace at which technology advances, organizations have to make every effort to change at the same pace in order to remain viable and competitive in the global community. Therefore, leading an organization with wisdom is key to the

appropriate prescription for the management and reduction of interpersonal conflict (Manz, Manz, Marx, & Neck, 2001, pp. 20-21). The results of this work are not only beneficial to organizations but also the communities that they affect.

Nature of the Study

Creswell (2009) and Bryman (2012) contend that the nature of a quantitative correlation study is to examine if there is a potential relationship between at least two variables under investigation. Therefore, the design of this study is to discover if a relationship between ESI and CMB in leadership exists. At the forefront of quantitative research, the researcher makes the decision of what to study, collects numeric data, analyzes this data through statistical measurements, and conducts a genuine inquiry in an impartial, unprejudiced manner (Bryman, 2012). Hence, the nucleus of a quantitative research methodology in the social sciences is the importance of gathering and evaluating data that measures diverse characteristics of factions, with an emphasis on the comparison processes of these factions for relating dynamics concerning these individuals or factions (Bryman, 2012; Creswell, 2009).

Correlational research designs involve the researcher utilizing correlational statistical metrics to explain and measure the degree of connection between two or more variables. The researchers do not endeavor to influence the variables; rather they convey two or more variables (Creswell, 2005). In this research study, the relationship between ESI and conflict management behavior was investigated. The fundamental notion of correlational research is to associate participants in a group on two or more characteristics using instruments that measure the variables that should assist in proving validity and reliability. Typically, one variable is measured on each instrument (Creswell,

2005). In this research study, there was a single independent variable which was ESI with conflict management behavior as the dependent variable.

ESI and CMB were measured with accepted research tools (see Appendices D1 and D2). ESI was measured with the Emotional Intelligence Appraisal (EIA) published by TalentSmart. The EIA is a test that assesses a person's ability on each of the four branches of emotional intelligence: perceiving emotions, facilitating thought, understanding emotions, and self-management (Bradberry & Greaves, 2009). The test generates scores for each of the branches as well as a composite score (Salovey & Grewal, 2005). The Conflict Dynamics Profile (CDP-I) was used to assess conflict management behavior of managers. The four behavior classifications are: active-constructive, passive-constructive, active-destructive, and passive-destructive (Capobianco et al., 2009).

Quantitative research design was distinctively appropriate for the completion of the research purposes of this investigation by providing a process in which the emphasis is on gathering and analyzing data that measures the diverse characteristics of individuals. Creswell (2005) proposes using quantitative correlational research when a researcher pursues to relate two or more variables to see if they impact each other. Further, for the purpose of this research it was necessary to employ descriptive statistics for the inferential process. Descriptive statistics is concerned with employing assessments or instruments to gain information about a group in a clear and concise way. Descriptive statistics give a summary or an overview of the group, which focuses on the central tendency and dispersion of the group. The research instruments that were used to collect

this data were the EIA-Me to find the level of emotional and social intelligence of the participants and the CDP-I to see the conflict management behavior.

Inferential statistics is concerned with making estimates or suppositions concerning a population from the analyses and observations of the sample. Therefore, the results of the analysis utilizing that sample can be taken and be generalized to the greater population that the sample is representative of. For this to occur, however, it is essential that the sample is a representation of the group to which it is being generalized.

Correlation is a term that makes reference to the strength of a relationship between variables. A high, or strong, correlation signifies that two or more variables have a strong relationship with each other whereas a low, or weak, correlation signifies that the variables are barely associated. Correlation coefficients can vary from -1.00 to +1.00. The value of -1.00 is representative of a perfect negative correlation whereas a value of +1.00 is representative of a perfect positive correlation. A value of 0.00 signifies that there is no relationship between the variables being tested. Because the variables were rank-ordered, the Spearman's rank-order correlation coefficient was employed for the analysis of this study. The Spearman's rank-order correlation coefficient measures the strength of association between ordinal and interval/ratio data. Ordinal data calls for nonparametric measures. Spearman's rho (ρ , also signified by r_s), which is the nonparametric version of the Pearson product-moment correlation, measures the strength of the relationship between two ordinal variables or between an ordinal variable and an interval/ratio variable (Creswell, 2005).

Once gathered, these measures were used to investigate and compare in order to conclude the relating factors about the individuals and groups. The ESI, CMB, and

gender differences of the participants were assessed and analyzed. This research study endeavored to establish the relationship between ESI and the conflict management behaviors utilized by the managers.

Theoretical Framework

One of the most basic and most difficult questions to answer in the social sciences is “why”. The question why has set the foundation for the development of an entire field of study, that has helped to answer questions concerning interpersonal and groups differences and even similarities (Lemert, 2010). Human conflict is an ever present social difficulty, and the methods that are used to handle these differences are a challenge for humanity, inclusive of community members, policy makers, and social scientist (Bartos & Wehr, 2002). From the genesis of life, human beings have learned how to manage conflict. A forerunner for the way in which many societies developed was through both positive and negative conflict. In contemporary times, the two monumental activities that have been said to have marked radical societal change are the Great Recession and the Information Age. Based on the aforementioned changes and challenges that were faced by society as a whole, the social theories that were chosen to speak to the research problem of—the way in which conflict affects groups in the contemporary organization—are the theoretical frameworks of values, leadership, intelligence, and social capital (please see Theoretical Map in Figure 1). Duckworth and Kelly (2012) assert that as the field of conflict analysis and resolution evolves into a catalyst for the transformation and change of deep-rooted conflicts, it is critical for practitioners and theorists in the field to draw on the talents and modernizations of each other. Within the context of this study presented as a key element in the area of organizational conflict and

leadership development, it is important to recognize theories that speak to the key elements of the instruments for ESI and CMB applied to this study which pair well with the outputs of the participants in the relational value of these fundamental elements of leadership and the transformation and resolving of intrapersonal (self-management) and interpersonal (relationship management) conflict. This section presents an overview of the relevant theories used in this study. The theories covered are: Consequentialism (Values Theory), Leadership Theory, Intelligence Theory, and Social Capital.

Values Theory

One of the core concepts within the social sciences, specifically in the field of conflict resolution has been values theory, which is a category of Consequentialism. Values theorists contend that values are a determinant used to characterize individuals, societies, sub-cultures, and cultures (Driver, 2012; Findlay, 1968; Schwartz, 2012). It helps in the investigation of change over a period of time and clarifies the motivators of attitudes and behaviors of groups or individuals. Driver (2012) asserts that one's moral appraisal is fundamental to the key criterion of the human condition (p. 1). Schwartz (2012) found that there are six drivers that are fundamental to the works of most values theorists.

1. Values are viewpoints that are intricately connected to intention. When values are stimulated they become permeated with emotion and feeling. For instance, individuals who are space and boundary conscious are likely to become provoked with feelings of indignation and powerlessness in the event of the violation of their private space such as their home (Schwartz, 2012).

2. Values make reference to preferred objectives that affects and inspires action. People for whom, neutrality, community and compassion are important values are driven to pursue these purposes (Schwartz, 2012).
3. Values surpass specific actions and circumstances. Deference and trustworthiness values, for example, may be applicable in the organization or school, in business or politics, with colleagues or guests. This feature differentiates values from norms and outlooks that generally make reference to unambiguous actions, entities, or circumstances (Schwartz, 2012).
4. Values serve as standards or criteria. Values guide the selection or evaluation of actions, policies, people, and events. People decide what is good or bad, justified or illegitimate, worth doing or avoiding, based on possible consequences for their cherished values. But the impact of values in everyday decisions is rarely conscious. Values enter awareness when the actions or judgments one is considering have conflicting implications for different values one cherishes (Schwartz, 2012).
5. Values are organized by rank relative to one another. The values of people shape a methodical structure of primacies that differentiate them as individuals. This tiered feature also differentiates values from norms and positions (Schwartz, 2012).
6. The *relative* significance of several values directs action. Any attitude or behavior typically has implications for more than one value. For example, attending church might express and promote tradition and conformity values at the expense of hedonism and stimulation values. The tradeoff among

relevant, competing values guide attitudes and behaviors (Schwartz, 2012). Values impact actions when they are pertinent in the perspective and significant to the individual.

The aforementioned are characteristics of all values as explored by Schwartz. The type of goal or motivation expressed is what distinguishes one value from the next. Below are the ten comprehensive values based on the impetus that motivates each of them as outlined in Schwartz's version of values theory. These values are likely to be universal because they are grounded in one or more of three universal requirements of human existence with which they help to function (Driver, 2012; Schwartz, 2012). These requirements are needs of individuals as biological organism and are requisites of coordinated social interaction, and survival and welfare needs of groups. Individuals cannot function successfully with these requirements of human existence on their own. Rather, people must articulate appropriate goals to manage with them, communicate with others about them, and gain cooperation in their pursuit. Values are the socially desirable concepts used to represent these goals mentally and the vocabulary used to express them in social interaction (Schwartz, 2012).

Self-Direction. Self-direction originates from human desires for dominance and mastery as well as interactional needs of independence and individuality.

Stimulation. Stimulation values originate from the human need for variety and stimulation in order to maintain an optimal, positive (rather than threatening) level of motivation. This is said to relate to the needs underlying self-direction values.

Hedonism. Hedonism values derive from human needs and the pleasure associated with fulfilling them. Hedonists argue that pleasure is the only intrinsic good.

In values theory, hedonists take the stance that individuals have the right to do all possible to attain the most paramount sum of gratification possible.

Achievement. Experienced performance that produces resources is essential for individuals to survive and for groups and institutions to attain their purpose. As defined here, achievement values emphasize exhibiting proficiency in terms of fundamental cultural criteria, thus procuring social approval.

Power. The performance of social traditions evidently necessitates some grade of status. A dominance/submission paradigm materializes in most experiential investigations of interpersonal relations both within and across cultures. To warrant this datum of social life and to encourage factions to receive it, groups should treat dominance as a value. Power values may also be variations of individual need for supremacy and mastery.

Security. Security values originate from basic requirements of an individual and the collective. Certain security values predominantly attend to individual interests, while others serve broader group interests. Even the latter, however, express to a meaningful level the objective of safety for self or the individuals with whom one may relate to.

Conformity. Conformity values originate from the necessity that individuals constrain tendencies that might upset and destabilize peaceful interaction and group performance. Conformity values accentuate self-control in routine interaction, typically with the collective.

Tradition. Most societies develop practices, symbols, ideas, and philosophies that characterize their communal proficiency and providence. These become authorized as valued group customs and mores. They denote the group's camaraderie, underscore its

exclusive significance, and subsidize its existence. They often take the form of spiritual rites, dogmas, and customs of comportment.

Benevolence. Benevolence values originate from the fundamental condition for peaceful group performance and from the organic need for affiliation. Most critical are relations within the family and other primary groups. Benevolence values emphasize voluntary concern for the welfare of others.

Universalism. This contrasts with the in-group focus of benevolence values. Universalism values originate from survival needs at the individual and collective level. Universalism combines two forms of concern—for the welfare of those in the greater society and world and for the environment.

Within the context of this research, it can be argued that one's level of emotional intelligence and the way in which an individual manages conflict can be linked to their core values as a human being. More particularly, the precipitating events or the actions of others that may cause a certain level of emotional discomfort may be a question of one's values system. Conversely, when looking at behaviors in others that are commonly known to create upset in individuals (Runde & Flanagan, 2008), it can be inferred that one's values are inextricably tied to the integrity and values of colleagues within a workplace setting. Further, within the context of the location of the study, it can be inferred that collectivistic societies are more likely to share some of the same traditions/values with coworkers. Through the lens of values theory it can then be reasoned that the problem of leadership is one of understanding, respect, and relating to the various cultures globally that are a part of a single organization today.

Intelligence Theory

Gardner's (1999) theory of multiple intelligences was a precursor for emotional intelligence. Gardner believed one's intelligence skill goes beyond those covered in the Intelligence Quotient (IQ) test. At this writing, there are nine intelligences identified by Gardner, which include: logical, linguistic, naturalist, musical, spatial, bodily kinesthetic, interpersonal, and intrapersonal. Gardner believed that the value of these abilities was contingent on the society from which the individual came. He argued that Western society values linguistic and logical intelligence the most, but found that non-western societies value the other forms more highly. For example, in the Caroline Island of Micronesia, sailors must be skilled in both spatial and kinesthetic intelligences, as they have to navigate long distances without the use of maps, thus making kinesthetic and spatial intelligence more valuable in that society. In Japan and other collectivistic societies, interpersonal intelligence is more valued. This is due to the emphasis on cooperative action and communal life. Gardner posits that the assessment of these forms of intelligences demands more than pencil and paper tests and simple quantifiable measures. Based on Gardner's theory of intelligence, individuals can be better assessed through observation in situations and settings which are more true to life.

In recent years researchers have begun to explore the idea of emotional and social intelligence (ESI), which is said to be in direct relation to Gardner's interpersonal and intrapersonal intelligences. There are four major components that define ESI (Gerrig & Zimbardo, 2005):

- The aptitude to perceive, evaluate, and explicate emotions with authenticity and accuracy in an applicable manner.

- The aptitude to use emotions to facilitate effective problem solving.
- The aptitude to evaluate emotions and use emotional realizations successfully.
- The aptitude to synchronize one's emotions in an effort to promote emotional, social, and intellectual development.

The intelligence theory is one of the governing theories that helped to set the tone for which this body of work is presented: for the introduction of emotional and social intelligence as a category within the subject of human intelligence. Goleman (1998) found that emotional intelligence could help to bring organizations greater returns than intellectual intelligence. This view can be seen in the emotional labor force, which is more adept to the needs of individuals and communities that are being served. This emotional laborer utilizes his/her intelligence to meet clients at the human level, which is often overlooked by intellectual intelligence (Crick, 2002).

Leadership Theory

Leadership was a significant factor of this study. There has been much debate concerning the form of leadership that is best fitted to move the 'global organization' forward in this era marked by rapid expansion, growth, and a very diverse workforce. It is, therefore, a key factor within this body of work to explore the different types of leadership that manage organizations today. Leadership theory in general speaks to the organizational culture, vision, mission, and architecture. The theories of leadership which will be highlighted in this section are: autocratic, laissez-faire, democratic, situational, shared, and path-goal.

In 1939 Lewin, Lippit, and White conducted a study regarding leadership style—autocratic, laissez-faire, and democratic—and how these forms of leadership affect the

productivity of subordinates. For the purposes of their study, participants were divided into three groups led by researchers taking on one of the following roles: an autocratic leader, a laissez-faire leader, or a democratic leader. The results of this study found that participants that were led by autocratic leaders were productive when they were in the presence of the leader, and were characterized as being 30 times more aggressive than participants in the other two groups. These participants also used the weaker participants as scapegoats or displaced targets for their aggression. Under laissez-faire leadership the participants were non-productive. They also found it difficult to focus on tasks both in and out of the presence of leadership, and they were found to procrastinate. Under democratic leadership participants were much more productive and content. The researchers attributed these outcomes to the collaborative nature of democratic leadership. The participant's time was spent being more productive in the presence and absence of their leader. These participants showed the highest level of interest, motivation, and creativity in comparison to their laissez-faire and autocratic run groups. Democracy/collaboration was found to promote more group cohesion and loyalty. The work environment was an atmosphere that welcomed mutual praise, friendly remarks, sharing, and humor (Lewin et al., 1939).

Situational Leadership. In situational leadership, which is similar to shared leadership, the individual that has the most knowledge of a given situation should lead that situation. This is the concept of a collaborative leadership team where depending on the situation the team encounters, a team member that has the most knowledge and skill is the one the team looks to in making the final decision. Lipman-Blumen (1996) argues that the era of the autocratic leader has come to an end. She further states that as society

moves toward the Connective Era, the most acceptable form of leadership will be one of group collaboration. Raelin (2003) affirms that the practice of leadership goes beyond empowerment—it is an exceedingly radical concept. There is a greater sense of unity in relational interactions. Therefore, the organizational paradigm shifts away from egocentricity, and moves towards shared achievements and collective responsibility (Lipman-Blumen, 1996).

As posited by Paul Hersey and Ken Blanchard (1996), situational leadership proposes that in order for a leader to be effective, he or she must have the ability to tailor performance, based on the demands of the situation. The core elements of the situational leader are delegation, entrepreneurship, participation, and influence. In cases of subordinates that are low in maturity, the theory suggests that the leader takes on a more autocratic role in directing the subordinates in his or her function. The theory also suggests that when a subordinate is more mature, the leader can step back and watch from a distance as the subordinate executes his or her tasks (Hersey & Blanchard, 1996).

Situational leadership has been criticized for its lack of empirical findings, even though there have been studies on subordinates that are at the entry level of organizations and their need for more direction from leadership. Yet, at the same time it has added to scholarship by underscoring the skills that leaders need in order to adapt their behavior to the diverse situations of the organizational structure (Hersey & Blanchard, 1996).

Shared Leadership. The shared leadership model in its most fundamental sense reinvents the position of the leader by its focus on the distribution of tasks and responsibilities amongst the group regardless of position, with emphasis on the knowledge, skills, and abilities (KSAs) of the best-fit individual for the task at hand.

Lipman-Blumen contends that the Connective Era demands leadership in the form of “denatured Machiavellianism”. This speaks to the fact that organizational leadership has traversed globally, and the way in which Americans are reserved concerning other cultures is not shared throughout the global community. That is why she has coined the term ‘Connective leaders’ who she asserts are better at envisioning common ground and diverse possibilities, as opposed to the ‘traditional autocratic leader’ who can only see differences and division. Therefore, shared leadership moves toward the goal of organizational cohesion (Lipman-Blumen, 1996).

Kramer and Crespy (2011) reason that shared/collaborative leadership is fundamental at all organizational levels in order to assure that conflicts are handled in a way that is beneficial rather than destructive. This, they say, can increase the possibility for social transformation inherent in conflict to be accomplished, as opposed to being misplaced in the infliction of the negative effects that can be devastating to a work environment (Kramer & Crespy, 2011). Collaborative leaders are able to communicate the long-term vision and mission of the organization. Bambacas and Patrickson (2008) add that by communicating what needs to be accomplished, providing support for talent, incapacitating weaknesses, developing opportunities, anticipating superiority, and performing ethically, this form of leadership sets a good example for the organization. A collaborative leader will be more effective in building collaborative work teams and a more sustainable work environment. On the collaborative level, leaders can facilitate the resolution of conflicts that divert team members away from their mission, reduce efficiency, terminate motivation, and that can finally spiral into anger and demotivation (Bambacas & Patrickson, 2008). Though, some conflict is natural and essential for the

production of innovative resolutions through difficulties; it can also inspire evocative communication between group members and lead to a more collaborative work environment (Kramer & Crespy, 2011).

Path-Goal Leadership. Martin Evans (1970) is credited for the development of path-goal theory (as cited in House, 1996), which was later expanded upon by Robert House in 1971. This organizational theory draws from expectancies theory with House making the suggestion that leaders should make a clear path for his or her subordinates to attain the goals of the organization. As identified by this theory, there are four distinctive types of leadership behavior: relational, directive, goal oriented, and participative. In more mundane situations, the theory suggests that the leader will step into the support role to assist in the motivation of subordinates to complete tasks for the good of the organization. At this point the leader therefore leads by example and is more hands-on (House, 1996).

Due to limitations of investigative research, specifically in the area of the empirical data, critics of path-goal theory believe that it is difficult to draw any solid conclusions. Yet at the same time, others have argued that path-goal theory has made a significant contribution to organizational theory and development by underscoring the way in which leaders can potentially influence subordinates' performance and motivation. Furthermore, it has been a foundation for the development of subsequent leadership theories such as Substitutes' Leadership Theory and self-concept based theory of Charismatic Leaders (House, 1996).

Social Capital Theory

One element of ESI and CMB in building relational bonds, especially in organizational settings, is that of social capital. Social capital theory, which is grounded in capital theory, was formally founded in relation to society and community. Within the context of the participants of this study, social capital plays a dual role. The geographic size of the location of the organization is considerably small, measuring 462 square miles and having a population size of 434,900. Many of these participants are members of the same social circle, family members, and even attend the same church. Social capital has been related to organizational health and the wellbeing of human capital. Therefore, for this study the aspect of social capital from a bonding and bridging aspect was considered. The theory states that the more relational quality that individuals have within the organization, the greater their social capital is. At the root of these relationships are the values inherent to such relationships (Cohen & Prusak, 2001).

In his 1961 book entitled *The Death and Life of Great American Cities*, Jacobs coined the term social capital (as cited in Cohen & Prusak, 2001). Yet it was Bourdieu, the well-known capital theorist, who conceptualized three basic forms of capital: cultural, economic, and social capital. Bourdieu defined social capital as cumulative to the tangible or prospective resources, which are connected to possession of an enduring system of established relationships of communal acquaintance and recognition (as cited in Cohen & Prusak, 2001). Coleman (1988) and Lin (2001) expanded on Bourdieu's theory of social capital in relation to organizational efficiency and effectiveness in the execution of tasks. However, social capital is most credited to Putnam, who developed

the theory of social capital into contemporary usage by publishing works in relation to social capital and communities (Cohen & Prusak, 2001).

Putnam (2000) describes two forms of social capital: 'bonding social capital' and 'bridging social capital.' Social capital in the form of bonding is developed in the relationships of a structured and defined group such as teammates, classmates, and members of the same social club. Putnam states that 'bonding' is the element that deepens the emotional investment among group members, making it a cohesive unit. In contrast, 'bridging' social capital is the relationship between groups. The author goes further to say that 'bridging' provides connections amongst members across diverse groups, being the facilitator of cooperation regardless of social differences (Putnam, 2000).

Cohen and Prusak's perspective of social capital is at the organizational level and is, therefore, more relevant to this research study. The authors define social capital as follows:

Social capital consists of the stock of active connections among people: the trust, mutual understanding, and shared values and behaviors that bind the members of human networks and communities, and make cooperative action possible. (Cohen & Prusak, 2001, p. 4)

This study will be executed in a high context-collectivistic environment. It is in this light that social capital is used to speak to the framework of bonding that is quite different in many cultures. Similar to other countries across the world, each country within the British Caribbean embodies their own individual traits (Crick, 2002). In the context of social capital, British Caribbean nations have developed their own norms of

workplace camaraderie that may be seen as unorthodox in other cultures (Mitchell, 2002). This may be due to the geographic size of many of these nations that are usually no bigger than average size cities in the First World. As work structures evolved, many of one's work colleagues could have multi-tiered relationships. It is not uncommon for one to work with one's neighbor or relative. It is in this light that the ESI of leaders is critical to the management of workplace conflict as there are deeper relational elements that are at stake.

When looking at this research study from the theoretical lens of social capital, the problem from the perspective of leadership navigating a workforce can span across the globe per single organization. The leader's challenge then, is one of using social awareness and relationship management in tandem to build rapport and trust across the organization. The leader must have the capacity to not only understand diverse groups, but also have the skill to navigate these groups from impersonal acquaintances, to acquaintances (bridging social capital) to group members (bonding social capital). As the group becomes closer and the cohesion within the group increases, so should the performance and productivity of the organizational unit increase.

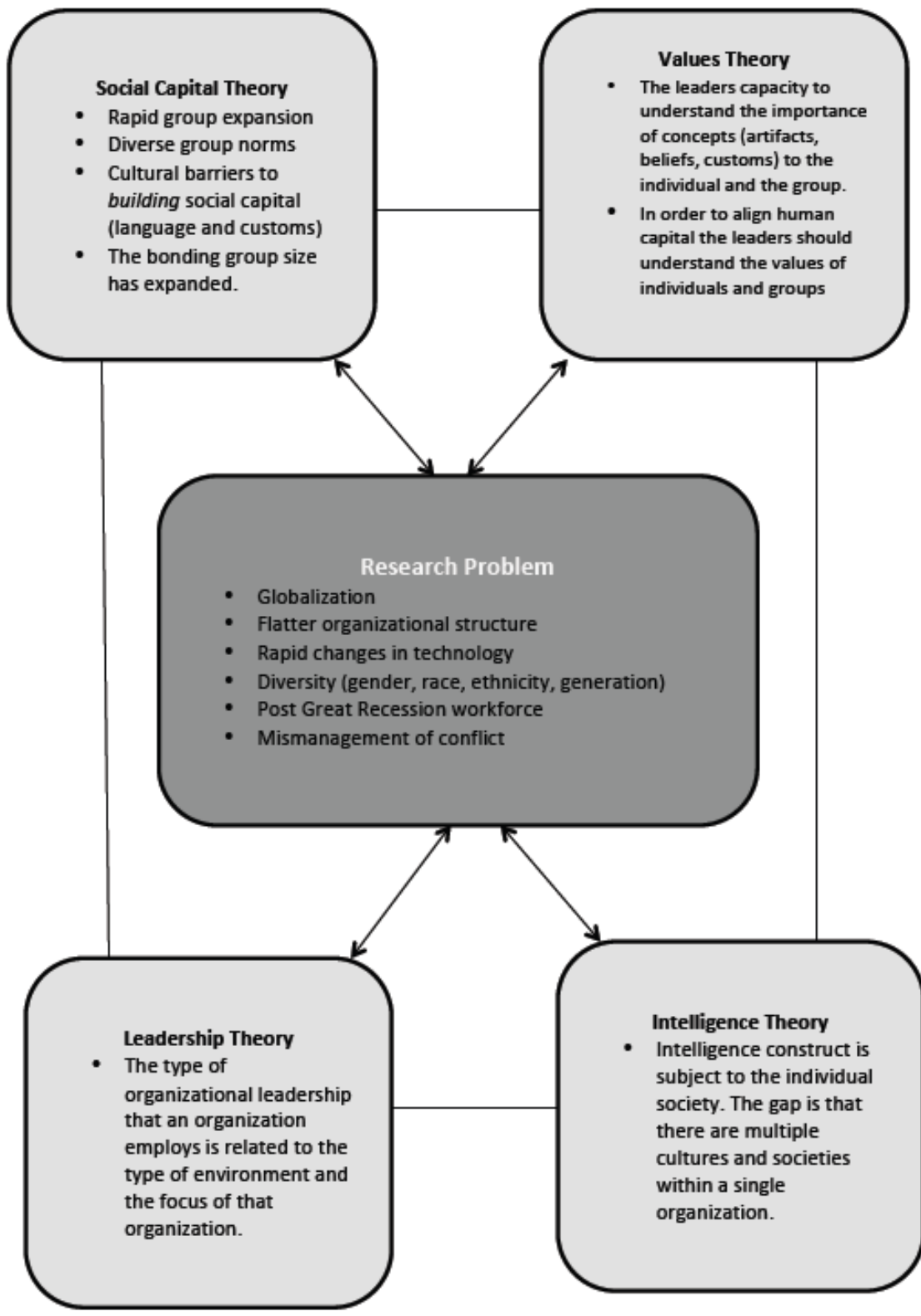


Figure 1. Theoretical Construct Diagram.

Definition of Terms

Social Intelligence: Social intelligence is the exclusive human ability to negotiate and navigate through multifaceted social settings, situations, interactions, and relationships. (Albrecht, 2006; Goleman, 1995)

Emotional Intelligence: Emotional intelligence is the exclusive human ability to assess and regulate intrapersonal, as well as interpersonal and group emotions in oneself and others. (Bar-On, 2006; Goleman, Boyatzis, & McKee, 2004; Mayor, Salovey, & Caruso, 2000)

Conflict Management: Conflict management is the methodical prevention of unproductive conflict and actively attending to those conflicts that are inevitable (that cannot be avoided). (Karp, 2003; Raines, 2013; Runde & Flanagan, 2013)

Quantitative Research Design: This research objective involves the accumulation and analyses of data that measures clear characteristics of individuals. The emphasis is on the methods of associating groups or relating features concerning individuals or groups. (Creswell, 2005)

Assumptions

Several assumptions were fundamental in the process of this research study. These assumptions include that the participants would: trust the privacy associated with the completion of the assessment surveys, respond genuinely, complete assessment surveys in a conscientious manner, and be currently functioning in a managerial position. Each participant was provided with the details related to confidentiality and personally administered all assessments. Furthermore, managers and supervisors presently employed

in the organization were invited by the organization's Chief Executive Officer—who functioned as a gatekeeper for the researcher—to partake in the study.

Within the context of the research variables, assumptions can be viewed from the standpoint that, ESI may be found within individuals in leadership positions when it comes to dealing with interpersonal conflict, specifically in the workplace among team members (Goleman, 1998). This assumption is based on the understanding that their training and other exposure to leadership dynamics predisposed them to such a foundation (Goleman, 1998). The second assumption is that ESI predominates within individuals in leadership positions who network with and listen to their subordinates (Boyatzis & McKee, 2005; Goleman, 1995; Raines, 2013). The idea here is that individuals who lead with mechanisms that go beyond legalism would manifest some alternative intelligence—in this case ESI—in connecting with those they lead (Gardner, 1999; Goleman, 1995). The third assumption is that incorporating ESI skills into leadership dynamics, beyond just using formalistic rules and regulations for engagement, may result in efficient and more productive experiences, workplaces, and other environments (Boyatzis & McKee, 2005; Goleman et al., 2004).

According to Bryman (2012) the fundamental aspect of quantitative research is that it makes genuine inquiries in a specific narrow way in an effort to acquire quantifiable and visible statistics on variables. This study entails the specific measurable examination of ESI and CMB in relation to individuals in leadership positions or training to be in leadership positions. Therefore, the sample for the study is limited to a population of individuals in leadership positions or individuals who are training to be leaders in two units of a public sector organization located in a country within the British

Caribbean. The study's data analysis focused on inferential statistics that involve either categorizing the characteristics of observed phenomena or investigating potential correlations between multiple phenomena (Creswell, 2007). In inferential research the investigator is examining situations as they exist in the present and which do not encompass modifying the condition being examined (Franklin, 2012). The Emotional Intelligence Appraisal (EIA), and the Conflict Dynamic Profile for Individuals (CDP-I) was utilized as data collection instruments, and SPSS was used to analyze and generate correlative data.

Due to the fact that human beings are unable to rid the self of subjectivity, Peshkin (1988) affirms that it is fundamental to the integrity of one's research, for the researcher to be aware of the subjective self and the effect that it has on the research. Therefore, being cognizant of the subjective self indicates that this researcher is aware of the intrinsic qualities that can enhance this research, as the subjective reality of each and every individual is different. Therefore, how one interprets what is seen and how one responds to a situation will speak to the unique quality of the researcher. This researcher is of the contention that the signature/perspective of an individual is a way of stamping their personal insight into a phenomenon.

Limitations

The most central limitation of this study is that it is a correlation research which will focus on the association between ESI and CMB of leadership, as well as an investigation of gender differences from the lens of ESI and CMB of the same population sample. Further, even though this study involves the random assignment of participants to be assessed in both ESI and CMB, there are still limitations with respect to the

generalization of the findings. In addition, the relationship between ESI and CMB was investigated using a random sample of participants at the first-tier supervisor or managerial position who had a small span of command (governing between 10 to 15 subordinates), within a public-sector organization located in a country within the British Caribbean.

Delimitations

The range of this research study was limited to individuals in first-tier supervisory or managerial positions that had a small span of command. These individuals all worked in various departments of one public sector organization. Assessment surveys were distributed to first-tier managers in two branches of the public sector organization. Delimitations included the possibility that the results may have been impacted by the geographic location and/or the organizational culture of the sample population, and may not be universal throughout diverse industries or throughout organizations within the public sector located in other regions throughout the British Caribbean or in other international localities.

Summary

Rapid global expansion, which is a byproduct of the technological advances of the current information era, has developed into organizational environments that are not only dynamic, but are also shaped by essential and tremendous change. This dynamic transformation has added to the propagation of conflict in the workplace. As a result of these transformations within organizations, there is a greater demand for more innovative competencies from leadership. Even though conflict resolution is considered a soft

science, it is emerging as a core competency for leadership within ‘best-practice’ organizations.

ESI and CMB are evolving paradigms in the field of organizational leadership. ESI is defined as a set of skills, talents, and competencies germane to the accurate assessment and communication of emotion in oneself and others, and effective management of emotion in oneself and others, which is inclusive of, but not limited to, the effective management of conflict while remaining emotionally resourceful (Bar-On, 2006; Bradberry & Greaves, 2009; Goleman et al., 2004; Mayor et al., 2000). Runde and Flanagan (2013) define conflict as any condition in which individuals have dissenting interests, ambitions, values, or positions. Considering this and innumerable other classifications of conflict, is the concept of differences in perspective. CMB and ESI denote emotional and intellectual functions of the brain as contributors (Goleman, 1998; Runde & Flanagan, 2013). This critical relationship between intellectual perspective and emotion may assist in gaining an understanding of how leaders manage conflict. In essence, one’s CMB and ESI can contribute to the ability to gain a more positive rapport with others, which is a fundamental element in the development of a more collaborative work environment.

Chapter 1 provided an overview of the background and problem facing organizational leaders in the area of conflict management brought about by rapid change and technological expansion. Managing in this dynamic and changeable environment requires new and advanced competencies. This quantitative, correlational study examined the relationship between ESI and CMB. The literature review provides a synopsis of the scholarly and intellectual contributions in relation to this research study.

Chapter 2: Literature Review

The contemporary global environment has ushered in the need for a more inventive form of leadership, which embodies a universal style that can be utilized in multicultural settings (Ramthun & Matkin, 2012). Such growth in leadership style is becoming more popular as organizations are confronted with an extraordinary proportion of environmental transitions, which have developed because of demands from sudden transformation, distribution of technologies, and advances toward socioeconomic systems in the market all of which are related to globalization (Ramthun & Matkin, 2012). As a consequence, this necessitates a progressive level of investigation on team modernization and effectiveness as organizational methods change. There is a growing requirement for more sophisticated management skills with innovative solutions to multilayered issues, specifically in the area of workplace diversity and conflict (Bligh, Pearce, & Kohles, 2006).

Execution of multi-functional as well as self-managed work groups has generated new challenges, especially amongst organizations that have customarily compensated vertical leadership, concerning idiosyncratic methods of improvement and implementation (Bligh et al., 2006). This is said to be a fundamental consideration for an alternative leadership method which encompasses a group of persons working jointly regarding one collective purpose, indicated as joint or collaborative leadership. In this alternative form of leadership, each team member undertakes some accountability for the rudiments for leading the work of the group (Bolden, 2011). In visualizing such a team, one can say it is a unit in which each one mutually contributes in aiding the team through varied conditions (Wood & Fields, 2007).

Bligh and colleagues (2006) argue that the advancement of the self-leadership competencies of team members set into motion the mezzo-level practices that produce greater trust on the level of the group. Strength and commitment, which offer the opportunity to simplify the continued sharing of joint authority within the team, encompass shared leadership, which are core elements of social capital. Bligh and colleagues assert that “Shared leadership thus offers a concept of leadership practice as a team-level phenomenon, where behaviors are enacted by multiple individuals rather than solely by those at the top or by those in formal leadership roles” (2006, p. 305). Encapsulated, collaborative leadership is an interpersonal, cooperative leadership method or experience, concerning teams or groups that reciprocally impact one another, and jointly distribute obligations and duties that are usually delegated by a specific single leader (Bligh et al., 2006)

In the end collaborative leadership is illustrated by a multiplicity of elements that underscore its uniqueness and viability. The experienced collaborative leader solves problems through conflict-resolution mechanisms (van Ginkel & van Knippenberg, 2012). The fact that they speak from diverse professional backgrounds assures that their work is dispersed appropriately to each unique skill-set (Ramthun & Matkin, 2012). Based on the lack of competitiveness within the group, knowledge as it pertains to the organization and its vision is shared (Wood & Fields, 2007). Being strong stakeholders of the organization, social capital is supported within the group so that the unit is not divided (Kramer & Crespy, 2011). Finally, the collaborative leader works collectively with the group to pinpoint opportunities that will increase efficiency and effectiveness (Bergman, Rentsch, Small, Davenport, & Bergman, 2012).

Emotions

Emotions are the adhesive that bond individuals together and give importance to their reality. They are the substance of our capacity as human beings to comprehend one's sense of self and to relate to others. Fisher and Shapiro (2006) agree that emotions are "an experience to matters of personal significance; typically experienced in association with a distinct type of physical feeling, thought, physiology, action and tendency" (p. 348). At any given second, in any given situation, humans can feel fear, anger, joy, anxiety, repentant, elated, shock, and even amazement. Subduing one's emotions has been found to result in diminished reasoning ability and memory (Fromm, 2007). Also, disregarded or inhibited emotions can be chaotic because such emotions manage to resurface at the most inopportune time (Fromm, 2007).

Since emotion frequently incapacitates rationality in an unmanaged conflict, it is imperative to bear in mind the kinds of emotions that bring parties closer to a resolve or settlement (Lewicki, Saunders, & Barry, 2011). Fisher and Shapiro (2006) and Lewicki and colleagues (2011) have realized that even when consulting on the level of interests, parties can still express negative emotions. When dealing with negative emotions, they recommend that it is best to acknowledge them in the initial stage of resolution, and to attempt to comprehend where they are coming from. Fisher and Shapiro have said that even the most skilled practitioner has not been preserved from the very human feelings of emotion (2006, p. 15). Emotions therefore, can have a positive or negative function in conflict (Lewicki et al., 2011). During the process of mediation, the choice to settle is intimately connected to emotional concerns (Pareek, 2003, p. 94). If parties are not emotionally invested in the development, it is improbable that the negotiation will thrive

(Fromm, 2007). Some examples of emotional rewards that can potentially be the result of reaching an agreement involve the formation of respectable personal relationships, trust, reverence, gratitude, rectitude, gratification, sense of belonging, and gratefulness (Lewicki et al., 2011; Ury, 1993).

Emotions have the ability to drive people into action; it gives significant insight into one's self and one's counterpart, as well as how (or if) a conflict may become negative or positive. Emotions also assist in the organization of personal strategies, and can be of great benefit to the outcome when used with wisdom. One should be mindful that emotions convey information equally from one person to the other and vice versa. Emotions can steer the direction of a mediation into a positive or negative direction (Fromm, 2007).

Tracy (2013, p. 36) contends that a key factor in negotiation is emotion, specifically those concerned with: desire, greed, fear, or anger. He goes further to say that when emotions are the main source of energy behind negotiations, one's judgement can be skewed and all parties may become impervious to the resolution process. Conversely, Fisher and Shapiro (2006) have developed a model that can be used in both informal and formal negotiations, to utilize positive emotions that are beneficial to the process, as well as assess and understand negative emotions. They assist in getting past some of the most common hurdles that involve human expressions of negative emotions by helping individuals to evaluate emotions through the lens of the five most common concerns of human beings in negotiation (Fisher & Shapiro, 2006).

Core Concerns in Action

Emotions that are negative have the ability to produce problems in negotiations.

However, positive emotions are usually beneficial. Fisher and Shapiro affirm that negative emotions should not be ignored, but they are utilized as expressed in the Five Core Concerns. These are fundamental elements that are present in most human beings during the negotiation process (Fisher & Shapiro, 2006). When these concerns are addressed—appreciation, affiliation, autonomy, status, and role—it makes the conflict resolution process more efficient and effective for both sides.

Appreciation. The desire to have a sense that one is understood and genuinely esteemed is a common human desire. Support escalates when there is a reciprocal sense of appreciation. Fisher and Shapiro explain three principal impediments to attaining reciprocated appreciation: inadequate understanding of a counterpart's perspective, censuring the merit/value of a counterpart, and failure to communicate one's own merit with clarity. To defy these barriers, it is essential that the interest-based negotiator: 1) listen to words and acknowledge the emotional reaction of the other side; 2) recognize the perception, and uphold their beliefs and interests; 3) ignore age, affluence, or expertise; and 4) structure personal communication so the counterpart understands with clarity. When these tools are employed to elevate appreciation, gaining positive results are possible (Fisher & Shapiro, 2006).

Building Affiliation. Affiliation is descriptive of the feeling of cohesion with one's counterpart. Frequently people cease to identify the possession of common attributes that are characteristic between each side. The development of affiliation 'bridges the gap' between counterparts, which may assist in the proliferation of the capacity to effectively work jointly. Fisher and Shapiro underscore the difference between structural affiliation, causal associations, and personal relationships. This keeps

the process at the human level at the least, and makes room for new friendships at best. The authors advise that agreements should never be made during a time of elevated emotions, as they may be solely based on manipulation (Fisher & Shapiro, 2006).

Respect Autonomy. It is key that one's autonomy is respected and maintained during the negotiation process. As Fisher and Shapiro (2006) say, "Expand yours and don't impinge on theirs" (p. 128), by respecting the rules of the Inform, Consent, and Negotiation system (I-C-N). A multiparty brainstorming session is an instance of the inform stage; it offers suggestions and choices that are mutually beneficial. Consulting other contemporaries when making a final decision, and negotiating for the most ideal options are moves that help guarantee fairness in representation. These measures assure that the autonomy of either side is maintained.

Acknowledge Status. Fisher and Shapiro (2006) argue that when one's status is elevated their self-esteem and positive emotions can be cultivated. Negative emotions result from the struggle for status. Acknowledging a counterpart's status before acknowledging one's own can invite an air of positive emotions into the negotiations. It is critical to understand the boundaries of status; and realize that the views of a person with a higher status are not always right (Fisher & Shapiro, 2006).

Satisfying Role. The chief purpose is to select a function that satisfies one's wants and values of appreciation, affiliation, autonomy, and status. Initially, when one is selecting a role, it is important to become aware of one's established role and form or enlarge that role so that it is more fulfilling. The three key qualities of a person's role are:

- 1) a well-defined purpose which delivers an all-encompassing structure to performance;
- 2) that it is fulfilling to oneself as it integrates talents, interests, principles, and

viewpoints into the task; and 3) exposes one's true self (in other words, one's role is not false or a pretense, but it defines one's truest self). Always keep in mind that roles are not all permanent. Assuming provisional roles can be effective in the promotion of collaboration (Fisher & Shapiro, 2006).

Emotional and Social Intelligence (ESI)

Goleman (1995) defines ESI as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” (p. 316). Goleman has also established that emotional intelligence has greater significance than intellectual intelligence in the attainment of a balanced and successful life (1995). The four dimensions of ESI are: Self-awareness, Self-management, Social Awareness, and Relationship Management.

In recent years, research on the role of emotional and social intelligence in different leadership and management styles has emerged. Raines (2013) indicated that successful leaders are recognized as those who report collaborative rather than transactional behaviors. She also substantiated that collaborative leaders would have a higher level of ESI than transactional leaders—those leaders who give individual consideration to needs of subordinates.

Emotional Intelligence and Leadership

Organizations endeavor to employ leaders who hold the talents and experience essential to inspire employees to be unmatched in tasks performance. The leadership style of this catalytic leader focuses on being a servant, as well as an advocate who empowers, and supports. Therefore, this type of leader is one that imparts support, information, and participation to a team. This is done through visibility and accessibility as well as their

charge to assure that decision-making is for the positive of the human capital within the organization. ESI is a significant predictor of leadership performance, surpassing generalized intelligence and personality (Boyatzis, Good, & Massa, 2012)

Boyatzis and Soler (2012) argue that through the tactical application of ESI, leaders have the capacity to produce value. Having greater ESI skills sets the groundwork for fostering resonant relationships with team members. A benefit of resonant relationships within organizations is the creation of a shared vision that helps to remove ambiguity found in dissonant relationships. They go further to say that emotions are contagious, and if used in a positive manner, can develop and spread outside of the organization and into the community at large, developing stronger external bonds or ‘bridging social capital’ as conceptualized by Putnam (2000).

Boyatzis and McKee (2005) argue that resonant relationships are more effective than dissonant ones. They go on to say that organizations expect leaders to generate a climate that has a positive effect on the job satisfaction, retention, and performance of its human capital. Studies have focused on leadership styles and the search for the flawless blend of leader characteristics, capabilities, and behaviors that lead to successfully led organizations. Though intelligence (IQ) and methodological capabilities are definitely important principles in the leadership achievement equation, empirical and theoretical studies have materialized on the concept of ESI and its prospective as an integral leadership skill for constructing successful rapport and collaboration in organizational environments (Bollen, Euwema, & Müller, 2010). When it comes to the prioritization of tasks and determining the significance of various events or undertakings, emotion plays a key role. In order to perceive emotions correctly, individuals need to be strategic in

mapping the causal factors that lead to a particular emotive expression. For individuals in leadership positions, embodying the skill of emotional intelligence is of key significance specifically because the management of crises, strategic decision-making, and authentic communication all fall under the portfolio of management (Raines, 2013).

Babcock-Roberson and Strickland (2010) found that there is a noteworthy progressive connection amongst charismatic leadership and work commitment, between work commitment and organizational citizenship behaviors (OCB), and amongst charismatic leadership and OCB. Bagshaw (2000) affirms that when individuals in a work environment fail to employ emotional intelligence, the results can have a devastating effect on morale, conflict management, stress, and the effectiveness of the organization's business. Bagshaw goes further to say that ESI additionally enhances business by cultivating collaboration and the diversity of leadership. Therefore, ESI is a vital element accountable for influencing attainment of goals, and psychological health appears to play a significant part in determining the interface between managers and employees in the work setting (Jorfi, Yacco, & Shah, 2012).

Conflict Management

In today's global environment, conflict can be considered a factor in either positive or negative growth for governmental agencies, corporate businesses, and even nonprofit organizations (Constantino & Merchant, 1996). Erroneous interpersonal communication is said to be a major factor in negative conflicts between employees and their colleagues and employees and their supervisor (Bowes, 2008). Capobianco, Davis, and Kraus (2005) argue that conflict may be a result of organizational growth and change, and can basically be the consequence of innovative ideas being produced and

discussed; the fundamental objective is to structure and guide conflict so as to diminish its inappropriate and damaging systems and to embolden its more constructive, beneficial forms. Capobianco and colleagues (2005) have also found that reactions used to resolve conflict are significantly related to perceptions of workplace value.

Conflict in the workplace is common and can be beneficial when managed properly. An organization devoid of the common tensions associated with organizational growth is ultimately uninteresting and torpid, as well as improbable to promote innovation and progression. Nevertheless, the inability of leadership to resolve and manage conflicts efficiently or preclude severe conflicts can prove to be ineffective. The fundamental ingredient to selecting an appropriate conflict resolution method is the aptitude to equalize possible costs against possible benefits (Blackard, 2001). Constantino and Merchant (1996) believe that having an established organization development plan can assist organizations in the development of a conflict management system that will be a sustainable element in an organization's ability to thrive in this technology driven global environment.

Bishara and Schipani (2009) investigated the organization as a mediating establishment that can impact society and at the same time occupy the customary and value production purposes. Organizations can play a function in encouraging more peaceful societies by promoting a sense of group cohesion and community. One way to achieve this objective is for organizations to deliver what is symbolized as balancing alternative benefits amongst employees, which emphasizes supporting health, diminishing stress, and humanizing the camaraderie. According to Lax and Sebenius (1986) the main objective of the conflict resolution process is to develop a strategy that

moves toward “creating value” (looking to the interests of all) (p. 88) as opposed to “claiming value” (looking at the positions of one side) (p. 139-142). The tendency is to assume the “pie is immovable” and that one’s objective is to gain a greater piece, even if that means putting the other party in decline. By using measures that are collaborative and cooperative, there is an increased chance to “create value” both visibly and intangibly. When value is created first, there is a better chance to arrive at a mutually acceptable agreement (Katz et al., 2011).

To create value and increase rewards, it is critical that everyone concerned has well-defined targets and objectives from the beginning by communicating one’s positive intentions to all involved; working effectively with emotional and physical energy; and utilizing all creative choices. What is most significant here are the fundamental and primary beliefs, what Katz and colleagues (2011) call one’s ‘mental model’—in other words, what a person believes he or she will achieve. The communication and conduct manner of a leader assists in the creation of a fertile environment to make a positive mental model a reality for team members (Katz et al., 2011). With this goal in mind, Katz and colleagues developed a six-phase model for the management of conflict which is as follows:

1. *Awareness* – The first step in conflict management is to be aware of what is happening to oneself as well as the other party or parties. Remaining aware of one’s heightened emotional energy resulting from perceived differences and barriers assists in getting one’s needs met. It is a human impulse to attribute responsibility to the other side (blame the other for personal negative emotional state) and to protect the self by engaging in defensive behavior. It is

key to remain resourceful and create the conditions for gaining trust and credibility.

2. *Self-preparation* – In the second phase it is important to maintain rapport and resourcefulness, to exercise self-control, and to be continually self-aware of personal style, strengths, and areas of vulnerability. This is achieved by keeping the desired outcomes front and center throughout the process, and making clear strategic choices to accomplish one's purpose. It is also helpful to see the conflict as a 'challenge' for both the participant and the other parties as opposed to a 'problem.'
3. *Conflict reduction* – The third step is to manage and decrease the emotional energy of both sides so that there is an open forum to execute the negotiation or problem-solving effort. Though emotional energy is part of the human experience, it is important that it is managed in a constructive manner, so that a good rapport is maintained and the creation of an atmosphere of learning is cultivated.
4. *Problem-solving* – At the root of problem solving is the ability of both sides to collaborate in an effort to gain a mutually acceptable agreement. Therefore, in this fourth phase it is germane to this process that both sides maintain a 'we versus the challenge' frame of mind. This can be done by expressing mutual needs/interests, the development of possible options to satisfy these needs/interests, choosing options that are supportable, and the development of a realistic action plan.

5. *Values conflict* – When the issue is about a clash in deep-rooted values for either side, problem-solving and/or negotiation are not likely to be successful. In this case, it is important for parties to gain an understanding of each other, through communication which will produce outcomes that are satisfactory.
6. *Agreement management* – Finally, when parties come to an agreement, it is key to continue with the management of the agreement. Katz and colleagues affirm that coming to an agreement is only a part of the negotiation/problem-solving process. In order to avoid the development of a new conflict, agreements have to be managed (Katz et al., 2011).

Leadership and Conflict

There is an inherent relationship between leadership and conflict. Leaders who strive to function more efficiently and effectively—in a values driven manner—when it comes to the management/understanding of conflict, are not only more effective in the tasks of leadership, but are also surrounded by team members who strive for organizational success (Raines, 2013; Runde & Flanagan, 2013). Neither individuals nor an organization are immune to conflict. It is so inevitable that it is included in the portfolio of the basic competencies of leadership. Effective leaders accept accountability for the establishment of a work environment that postulates safety and respect, while meeting the business and financial goals of the organization.

De Reuver's (2006) investigations indicate that the conflict behavior of managers with respect to opponents' behavior changes is contingent upon the opponents' position of authority. The expected directions of these relationships were that managers would respond with more deference to their higher-ups and would respond with equality to their

subordinates. The hypotheses on the commendatory response to higher-ups were supported. Managers are more prone to circumvent confrontations and make inferior efforts at control with governing managers than with deferential superiors, and vice versa. Managerial shared responses in conflicts with subordinates were found for managers' submissiveness, but not for their governance. The results indicated that managers govern more often with subservient subordinates than with dominant subordinates. While managers respond more commendatory to subservient subordinates, they do not behave in a governing manner as much as they do with subservient higher-ups. Conversely, managers counter subservient higher-ups with greater combative behavior than they are inclined to reveal with either submissive or dominant subordinates. Consequently, these discoveries continue to support the theory that managers respond with greater equilibrium to their leaders than to their subordinates (De Reuver, 2006).

Assessments

Psychological assessment is the use of specified testing procedures in the evaluation of behaviors, abilities, and personality of individuals. Frequently referred to as a measurement of differences of individuals, their purpose is to specify how an individual differs from or is similar to others on a given dimension (Gerrig & Zimbardo, 2005).

Although assessments are relatively new to the western hemisphere, they are becoming more common in the 20th century. However, assessment procedures and techniques have been commonplace in China for more than 4,000 years. The use was prescribed for civil servants to demonstrate their competence every three years through the use of oral examinations. Two thousand years later under the Han Dynasty there were written competency tests for civil servants used to measure their competence in the fields

of law, military, agriculture, and geography. Furthermore, during the Ming Dynasty (1368-1644 C.E.), assessments were used as a tool when choosing public officials (Gerrig & Zimbardo, 2005). These processes of assessment were observed and later utilized by the British and Americans. The development of testing in the western hemisphere is owed to Sir Francis Galton (1907) in his book *Hereditary Genius* published in 1869. Galton adapted his cousin Charles Darwin's theory of evolution to the study of human abilities. Galton (1869) was the first to suggest that human intelligence was measurable on the normative distribution. On the bell curve the majority of individual scores cluster around the middle and fewer on the end tails where outliers of extreme genius or mental deficiency would be found. Though these postulations were catalytic in the advancement of assessment test theory, Galton as a theorist proved to be controversial as he believed that genius was inherited (Gerrig & Zimbardo, 2005). Lombardi and Saba (2010) assert that in the global workforce today, organizations are seeking to improve their internal alignment and leverage their data to make more effective decisions, which will help with their competitive pace. From this framework, assessments can be used to assist in the evaluations of their employees, in both placement and performance. In an effort to gain a greater understanding of the assessment instruments that have been chosen for this study, this section gives a brief overview of the four most notable ESI assessments and the three most notable conflict management assessments.

Emotional and Social Intelligence. In the last two decades, leadership has emerged as a talent as opposed to a scholarship. The evidence of individuals that have attained coveted leadership positions due to their intellectual prowess and dexterity yet fail at the job has been a common theme throughout businesses worldwide (Goleman,

1995; Raines, 2013). Goleman believes IQ and methodological skills are ‘threshold capabilities.’ However, what makes a leader function at the most optimal level are ‘discerning capabilities’ more often known as emotional intelligence.

Emotional and Social Competence Instrument. Emotional intelligence is the ability to recognize feelings of oneself as well as the emotions of others for self-motivation and management of the emotions of oneself and others effectively. An emotional competence is an ability that is learned, grounded in EI that is a contributing factor of productivity and performance. Developed by Boyatzis, Goleman, and the Hay Group in 1999, the Emotional and Social Competence Instrument (ESCI) is a 72-item 360 degree multi-rater assessment which measures 18 capabilities organized in four quadrants: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (see Figure 2).

- *Self-Awareness* – the capability to distinguish and recognize your temperaments, emotions, and motivations, in addition to their influence on others.
- *Self-Management* – the capability to synchronize or redirect disturbing compulsions and temperaments and the predilection to suspend decisions – to deliberate before proceeding.
- *Social Awareness* – the capability to recognize the emotional disposition of other individuals and dexterity in regarding individuals in concurrence with their emotional responses.
- *Relationship Management* – expertise in the management of relationships and constructing systems and the capability to discover common ground and build

camaraderie.

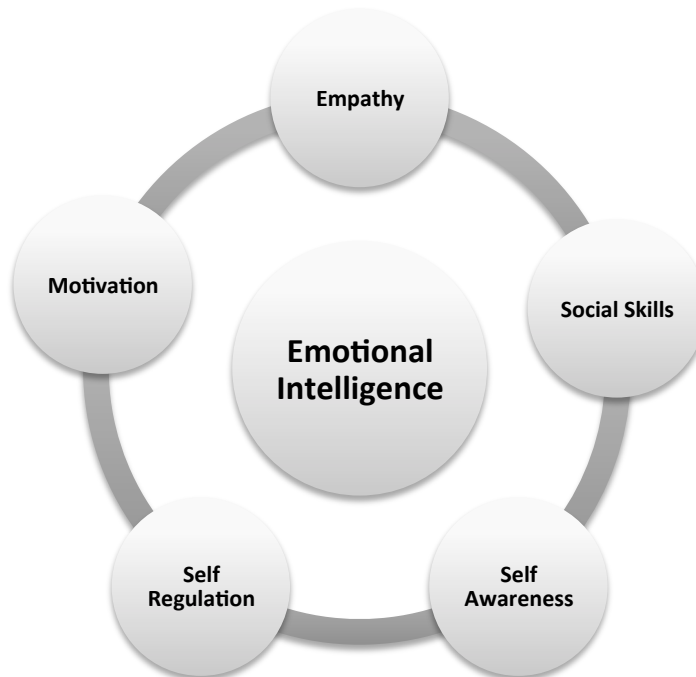


Figure 2. Emotional and social competence instrument. Adapted from Goleman (1995).

Mayer-Salovey-Caruso Emotional Intelligence Test. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is an aptitude-based analysis developed with the intention of measuring the four divisions of the ESI model of Mayer and Salovey. MSCEIT was established from an intelligence testing discipline shaped by the early systematic understanding of feelings and their purpose, as well as from the first published assessment predominantly conceptualized for the assessment of emotional intelligence. MSCEIT is comprised of 141 items. MSCEIT delivers 15 central scores: total EI score, two Area scores, four Branch scores, and eight Task scores (Mayer et al., 2000).

The four branches of emotional intelligence (Mayer et al., 2002) include the following (see also Figure 3).

- *Perceiving Emotions* – An individual’s ability to distinguish emotions in oneself and others as well as in non-human entities such as objects, art, stories, and music.
- *Facilitating Thought* – An individual’s ability to produce, utilize, and sense emotion as essential to communicate moods or employ them in other processes of cognition.
- *Understanding Emotions* – An individual’s ability to comprehend emotional communications, to understand how emotions synchronize as relationships change, and to welcome these emotional implications.
- *Managing Emotions* – An individual’s ability to be vulnerable to emotions, and to regulate them in oneself and others in an effort to encourage self-understanding and development.



Figure 3. Mayer-Salovey-Caruso emotions intelligence test. Adapted from Mayer et al., (2000).

Emotional Quotient Inventory. The Bar-On Emotional Quotient Inventory (EQ-I) is a self-rater measurement of emotional intelligence. The structure of this idea of emotional intelligence is comprised of “regard of self, emotional self-awareness, assertiveness, empathy, interpersonal relationships, impulse control, reality testing, flexibility and problem solving” (Bar-On, 2006, p. 4). Based on Bar-On’s investigative research, these constructs relate considerably with the five initiators of ESI: optimism, self-actualization, contentment, individuality, and social accountability. The mechanisms of the concept are classified within the five gradations of Bar-On’s measurements of intrapersonal, interpersonal, the management of stress, mood, and adaptability (see also Figure 4):

- *Intrapersonal* (Self-regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization).
- *Interpersonal* (Empathy, Social Responsibility, and Interpersonal Relationship).
- *Stress Management* (Stress Tolerance and Impulse Control).
- *Adaptability* (Reality Testing, Flexibility, and Problem Solving).
- *General Mood Scale* (Optimism and Happiness). (2006, p. 4)

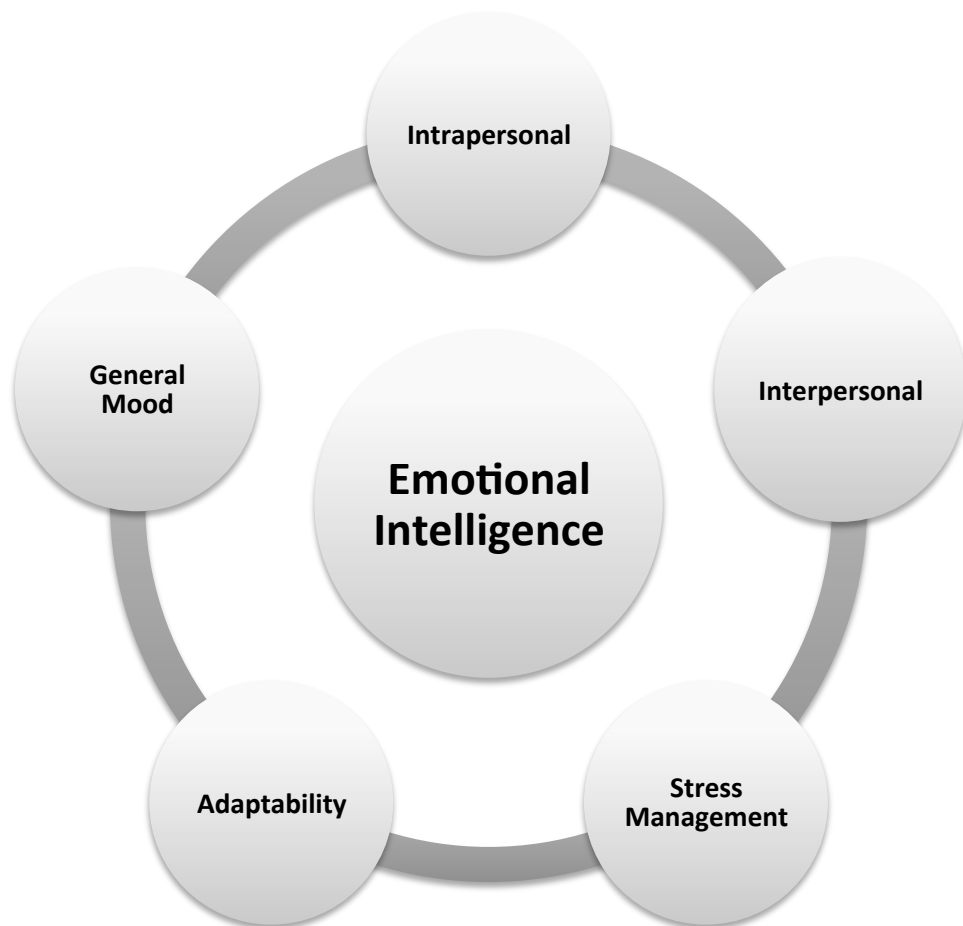


Figure 4. Emotional quotient inventory (EQ-I). Adapted from Bar-On (2006).

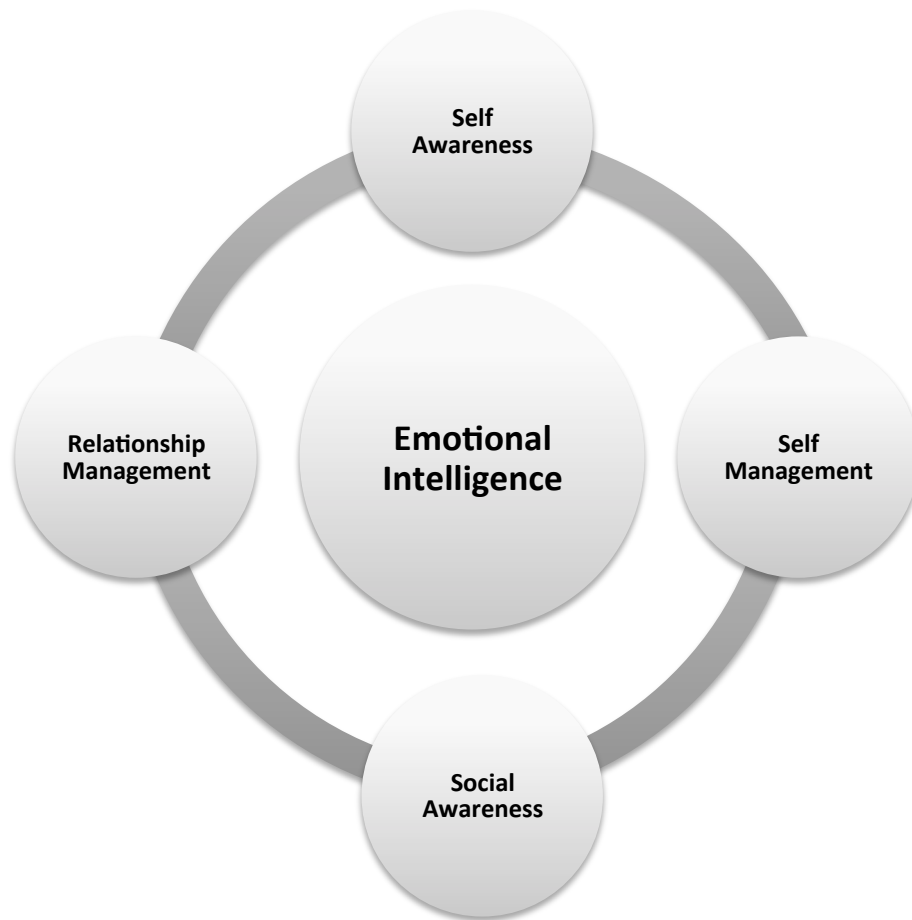


Figure 5. Emotional intelligence appraisal. Adapted from Bradberry and Greaves (2009).

The EIA, which was adapted from the ESCI model of ESI, is the assessment that was chosen for the purposes of this study. The core components that are highlighted in the EIA are Self-awareness, Self-management, social awareness, and relationship management (Bradberry & Greaves, 2009). The components are defined by Bradberry and Greaves (2009) as:

- *Self-Awareness* – the ability to differentiate and acknowledge your dispositions, emotions, and incentives, as well as the way in which they influence others.
- *Self-Management* – the ability to synchronize or convey disturbing impulses

and dispositions and the ability to suspend decisions – to deliberate before proceeding.

- *Social Awareness* – the ability to distinguish the emotional temperament of other individuals and skill in regarding individuals in correspondence with their emotional responses.
- *Relationship Management* – proficiency in the management of relationships and building systems and the competencies to unearth common ground and build solidarity.

Conflict Management Assessments

Thomas-Kilmann Conflict Mode Instrument. The Thomas-Kilmann Conflict Mode Instrument (TKI), which was developed by Kenneth W. Thomas and Ralph H. Kilmann in 1971 (Kilmann, 2011), is a 30-item self-rater instrument. The TKI is centered around five classification structures for categorizing interpersonal conflict management style. The five conflict management styles or ways of dealing with conflict that the TKI measures are: accommodating, competing, avoiding, collaborating, and compromising (Schaubhut, 2007). These five styles may be depicted along two dimensions—assertiveness and cooperativeness as shown in Figure 6. Assertiveness signifies the degree to which one may try to assuage personal interests, and cooperativeness signifies the degree to which one may try to assuage the interests of others (Kilmann, 2011). Accommodating is cooperative yet not assertive, and competing is assertive yet not cooperative. Avoiding is neither assertive nor cooperative; however, collaborating is equally assertive and cooperative. Compromising is central on both dimensions, and may be viewed as lose-lose, as parties stand a chance of settling differences to avoid stalemate

(Hendel, Fish, & Galo, 2005).

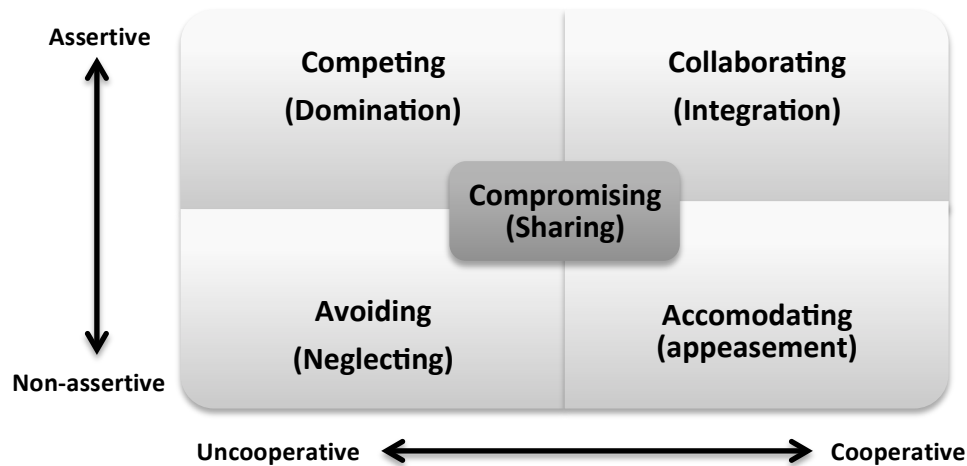


Figure 6. Thomas-Kilmann Conflict Mode Instrument. Adapted from Thomas and Kilmann (1974).

The five styles of TKI are described as follows:

- *Competing* is the assertive and uncooperative, winner-take all mode. When an individual functions in the competing mode, personal interests are pursued at the expense of the other party or parties. It may be that there is a governing propensity for the party to use whatever tactic seems suitable to gain positional advantage. Individuals may utilize the competing mode in defense of a position about which the person is impassioned, or basically just to win (Kilmann, 2011; Schaubhut, 2007; Thomas & Schmidt, 1976).
- *Collaborating* is both assertive and cooperative. When an individual functions in the collaborating mode, the person is making attempts to partner with the other party in order to come to a mutually acceptable outcome. This involves going beyond the realm of positions and moving into the realm of interests/needs. Collaborating between individuals may take the shape of studying a discrepancy

to gain an understanding of one's counterpart (Kilmann, 2011; Schaubhut, 2007; Thomas and Schmidt, 1976).

- *Compromising* is intermediate in both assertiveness and cooperativeness. When an individual functions in the compromising mode, the objective is to find a pragmatic, equally acceptable outcome that may moderately satisfy both parties. Compromising may mean taking less than one's best alternative to a negotiated agreement (BATNA), trading concessions, or pursuing an expedited outcome that is convenient (Kilmann, 2011; Schaubhut, 2007; Thomas & Schmidt, 1976).
- *Avoiding* is unassertive and uncooperative. When, an individual functions in the avoiding mode the person may not directly pursue the concerns of either side. By avoiding, the individual does all possible to circumvent a potential conflict. Avoiding might take the form of tactfully evading a problem, deferring a subject for a better time, or just removing one's self from an intimidating situation (Kilmann, 2011; Schaubhut, 2007; Thomas & Schmidt, 1976).
- *Accommodating* is unassertive and cooperative. When an individual functions in the accommodating mode, she/he abandons personal interests to accommodate the interest or positions of the other side. This mode is found to have an element of self-denial. Accommodating may take the shape of self-sacrificing munificence or tolerance (Kilmann, 2011; Schaubhut, 2007; Thomas & Schmidt, 1976).

Rahim Organizational Conflict Inventory-II. Rahim (1983, p. 27) and Rahim and Bonoma (1979) distinguished the styles of the management of interpersonal conflict on two fundamental proportions: concern for one's self and concern for others (see Figure 7). The first proportion rationalizes the degree to which an individual endeavors to

appease personal needs or concerns. The second proportion rationalizes the degree to which an individual endeavors to appease the needs or concerns of others. It must be defined that these dimensions represent the impetus of a particular individual at the time of a conflict. When combined, these two dimensions result in a specific handling of interpersonal conflict. The Rahim (ROCI-II) styles of managing interpersonal conflict are explained as follows (1983, pp. 28-33):

- *Integrating style* – The integrating style suggests high concern for one’s self and others. This style is more commonly known as the problem-solving style. It involves an open exchange of information and collaboration between the two parties to reach a mutually acceptable solution. Rahim (1983) suggested that the integrating style has the elements of problem solving and confrontation. Confrontation, which is a prerequisite for problem-solving, includes the analysis of the underlying causes of the conflict(s), open communication, and the clarification of misunderstandings. Conversely, problem-solving entails identifying and elucidating the true problem(s) to deliver the greatest satisfaction in the interests of both parties.
- *Obliging style* – The obliging style is indicative of little concern for one’s self yet elevated concern for others. This is more commonly recognized as the accommodating style. The basic tenet of this style focuses on an individual’s attempts to downplay differences and highlights commonalities to satiate the interests of the other party. In some instances this style can be seen as self-sacrificing. It may take the form of altruistic munificence, generosity, or subservience to the other party’s instruction.

- *Dominating style* – The dominating style is indicative of high concern for one's self and low concern for others. This style is more commonly seen as a win-lose orientation which is more associated with positional bargaining. An individual with a dominating style approaches conflict management negotiations from a winner-take-all perspective, ignoring the interest and expectations of the other party.
- *Avoiding style* – The avoiding style is indicative of low concern for one's self and low concern for others, which can be interpreted as suppression. This style is associated with scapegoating, circumventing, abandonment, and/or vagueness. It is likely that an individual who embodies this style will more than likely choose to postpone or put off a negotiation/conversation for a more appropriate time in order to deal with the situation.
- *Compromising style* – The compromising style is indicative of transitional concern for one's self and for others. It involves give-and-take or distributing where both parties give up something to make a mutually acceptable decision. It may entail looking for a quick middle-ground position, splitting the difference, or exchanging concessions. This style is known for appeasing to the positions of both sides by splitting the pie as opposed to expanding the pie.

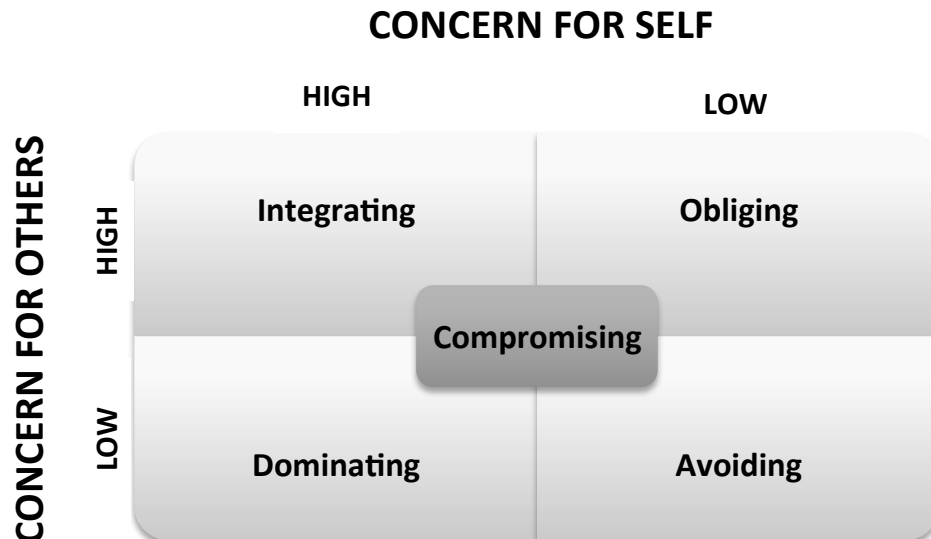


Figure 7. Rahim Organizational Conflict Inventory-II. Adapted from Rahim (2001, p. 28).

The ROCI-II, which is a 28-item instrument, was developed to measure the aforementioned styles of managing interpersonal conflict with peers, subordinates, and superiors (Rahim, 1983, p. 62). The items of the instruments were chosen based on repeated feedback from participants and faculty and an iterative method of empirical factor analyses.

Conflict Dynamic Profile. Runde and Flanagan (2013) contend that the fundamental divide between beneficial conflict and disparaging conflict is the way in which individuals respond once the conflict arises. The authors go further to say that even though conflict is inevitable, disparaging and destructive conflict can be circumvented and beneficial, and effective reactions to conflict can be learned.

The Conflict Dynamic Profile (CDP-I) is constructed upon an ideal that analyzes conflict as a multifaceted activity which progresses over a period of time, with the events ensuing initially in the process as having fundamental importance. Figure 8 depicts the

model. This model develops the platform for a conflict to be cultivated beginning with the occurrence of a triggering event. The triggering event can be anything which places both parties in opposition to each other—contradictory beliefs, wants, aspirations, goals, values, perceptions, or even ideas. Based on Runde and Flanagan's (2013) theory, the individual can choose how to react once the precipitating event has occurred. These reactions can take the form of constructive responses, which are non-escalatory to the conflict or destructive responses that can cause the event to be more damaging, thus keeping parties more focused on the people as opposed to the problem.

Aside from looking at conflict as a destructive or constructive event, the CPD-I assesses the conflict based on how active or how passive it might be. Active responses are overtly expressed reactions to aggravation or conflict. These reactions can either be destructive or constructive, as active responses demand some overt expression on the side of the aggravated individual. On the other hand, passive responses are those reactions in which the party has not put forth much effort. Similar to active responses, passive responses may be constructive or destructive; they could make things either better or worse (Capobianco et al., 2008).

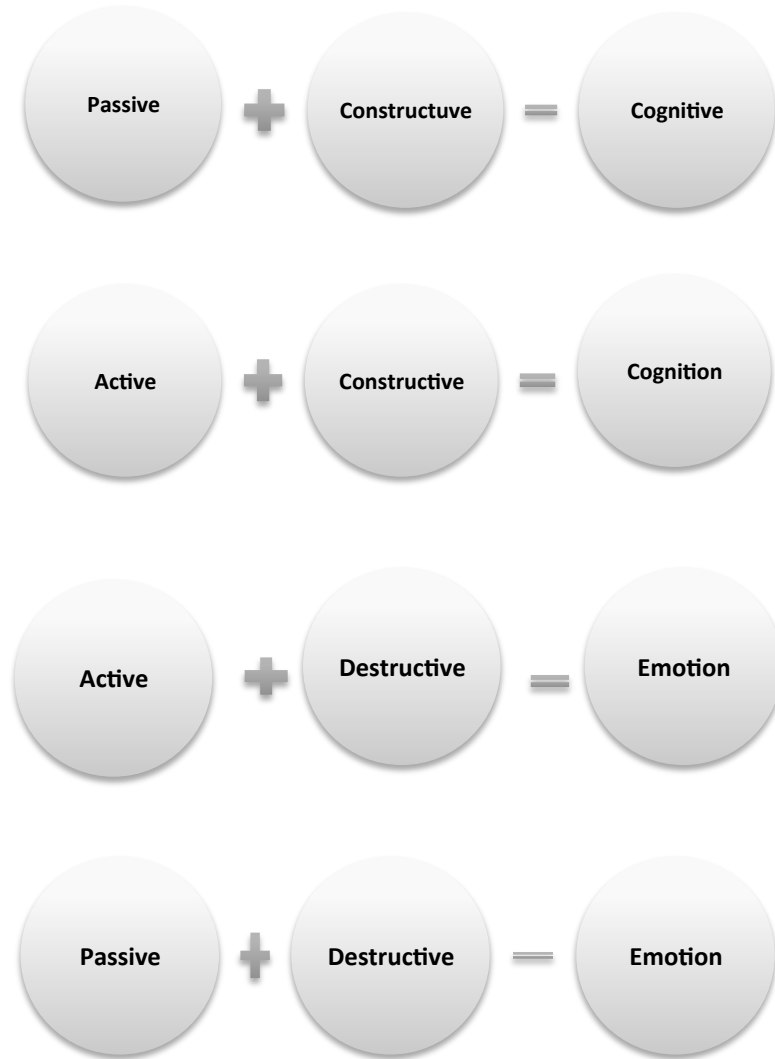


Figure 8. Conflict response categories of Conflict Dynamic Profile. Adapted from Rahim (2008).

The significance of electing constructive responses to aggravation as opposed to destructive responses is underscored in the way in which these responses affect the development of the conflict. Essentially, conflict can develop in two different ways. Cognitive conflict focuses on ideas as opposed to personalities. This form of conflict enhances group productivity and creativity. On the other hand, emotional conflict is the form that keeps the emphasis on individuals as opposed to concepts. Emotional conflict

can be more hurtful, difficult to resolve, and can create an elevated intensity of negative emotions with individuals that are involved in the conflict. Therefore, when conflict is managed properly, there is minimization in the growth of emotional conflict and maximization in the development of cognitive conflict. The conflict response categories are as follows (Capobianco et al., 2008).

Active-constructive responses. Active-constructive responses have a beneficial effect as individuals seek to advance the organization throughout the development of the conflict (Capobianco et al., 2008).

Passive-constructive responses. Passive-constructive responses are those responses to conflict whereby the individual responds to the triggering incident in a more laissez faire manner; furthermore, some passive responses include the choice to cease from action to a large degree. As an outcome, there is an advantageous result on the development of the conflict. Similar to active-constructive responses, passive-constructive responses are more attuned with cognitive conflict, which is more productive (Capobianco et al., 2008).

Passive-destructive responses. Passive-destructive responses are responses to conflict in which the individual responds to the triggering incident in a way that is less active, or does not respond at all. As a result, the conflict is unresolved, or is resolved in a substandard way (Capobianco et al., 2008).

Active-destructive responses. Active-destructive responses to conflict are more emotional reactions, which the individual responds with retaliation and insult to the triggering event. As a result, the conflict is unresolved and beyond intractability (Capobianco et al., 2008).

Hot Buttons. In addition to the scales that quantify how individuals characteristically react to triggering incidents in their lives, another measure of the CDP-I processes nine “hot buttons”—the particular categories of behaviors in other individuals that are predominantly anticipated to exacerbate or insult other individuals. An individual’s hot buttons may be considered as the categories of individuals and behaviors that are particularly expected to function as triggering events for the receiver. Incorporating these scales in the CDP-I is justified in the belief that when individuals realize something about the circumstances in which they are almost certainly to feel upset, it becomes easier to avoid conflicts in the future.

Summary

The purpose of this literature review was to present the literature related to ESI and CMB. The subjects of both negative and positive conflict and conflict management are indicators of the evolving society and prerequisites for today’s leaders. It has become more apparent that the knowledge, skills, and abilities, that are foundational elements in leadership, are no longer enough for organizations to thrive. The soft skills of ESI and conflict management have become an integral part of the skill set of leadership.

As society becomes a singular global unit and technology evolves at rapid speed, so has the evolution of the chosen style of leadership that is emerging in ‘best practice’ organizations—collaborative leadership. Yet at the same time, these global and technological transformations have helped to compound conflict within organizations, can be devastating to the bottom line of organizations. CMB and ESI are representative of the emotional and intellectual constructs in the human brain. In order to manage conflicts in an efficient and effective manner, managers are faced with the dual

requirements of managing the emotions of the self, while simultaneously managing the emotions of others.

Chapter 3: Research Method

Introduction

This chapter lays out the methodology that was used to explore the research questions guiding the study. This chapter also describes the framework, sample selection, ethical issues, data collection and analysis, and possible limitations of the method. This quantitative correlation study endeavors to investigate the relationship between emotional and social intelligence (ESI) and conflict management behavior (CMB) of individuals in leadership (supervisors, team leaders, managers, etc.) positions in a public sector organization in a country within the British Caribbean. ESI and CMB are said to be precursors to gaining an understanding of the ability of leaders to manage their human capital, through the utilization of soft skills in efficient and effective ways.

Research Design and Rationale

Variables. This study measured the relationship between the independent variable (Emotional and Social Intelligence) and the dependent variable (Conflict Management Behavior) as they manifest in individuals (managers, directors, supervisors etc.) in leadership positions. These variables are theorized to have an impact on the effectiveness of managers in dealing with their subordinates (Goleman, 1998; Runde & Flanagan, 2008).

Emotional and Social Intelligence. The Emotional and Social Intelligence (ESI) measurement was developed by Bradberry and Greaves in 2001 and published by TalentSmart in 2002. The Emotional Intelligence Appraisal (EIA) was the chosen format of ESI that was used for this quantitative research study, because it is an aptitude-based analysis instrument designed with the intention of measuring the four divisions of ESI.

EIA was established from an intelligence testing discipline shaped by the early systematic understanding of feelings and their purpose, and from the first published assessment predominantly conceptualized for the assessment of emotional intelligence. The Emotional Intelligence Appraisal (EIA) is a 28-item self-rater ability-based test developed to measure the four segments of the emotional intelligence model.

The four branches of emotional and social intelligence that are measured by the emotional intelligence appraisal are as follows:

- **Self-Awareness (6 items):** An individual's ability to distinguish emotions in oneself and others as well as in non-human entities such as objects, art, stories, and music.
- **Self-Management (9 items):** An individual's ability to produce, utilize, and sense emotion as essential to communicate moods or employ them in other processes of cognition.
- **Social Awareness (5 items):** An individual's ability to comprehend emotional communications, to comprehend how emotions synchronize as relationships change, and to welcome these emotional implications.
- **Relationship Management (8 items):** An individual's ability to be vulnerable to emotions, and to regulate them in oneself and others in an effort to encourage self-understanding and development.

Conflict Management Behavior. Runde and Flanagan (2013) contend that the fundamental divide between beneficial conflict and disparaging conflict is the way in which individuals respond once the conflict arises. They go further to say that even though conflict is inevitable, disparaging and destructive conflict can be avoided, and

beneficial and effective responses to conflict can be learned. The Dana Mediation Institute (2013) argues that negative conflict is a major reducible cost that organizations face today. The management of negative conflict has now become a core competency of leadership ability and is a fundamental soft skill that is gaining momentum within organizational settings. It is from the aforementioned lens that the Conflict Dynamics Profile-Individual was chosen to assess the CMB of participants who volunteered to take part in this study. The CDP-I measures the dynamics of conflict management behavior of an individual on the following scales:

- *Active-constructive responses*: There are four components of the active-constructive response, which include generating solutions, perspective taking, conveying emotions, and collaborating.
- *Passive-constructive responses*: There are three passive-constructive responses measured on the CDP-I which are: reflective thinking, delay responding, and adapting.
- *Active-destructive responses*: There are four active-destructive responses measured by the CDP-I: winner-take-all, overt anger, belittling others, and retaliation.
- *Passive-destructive responses*: There are four passive-destructive responses measured by the CDP-I which include avoiding, yielding, covering emotions, and self-deprecating.

Hot Buttons. In addition to the scales that quantify how individuals characteristically react to triggering incidents in their lives, another measure of the CDP-I processes nine “hot buttons”—the particular categories of behaviors in other individuals

that are predominantly anticipated to exacerbate or insult other individuals. An individual's hot buttons are said to be considered as the categories of individuals and behaviors that are particularly expected to function as triggering events for the receiver. Incorporating these scales in the CDP-I is justified in the belief that when individuals realize something about the circumstances in which they are almost certainly to feel upset, it becomes easier to avoid conflicts in the future.

Methodology

Population. The 75 participants in the study represented a population of 521 first-tier supervisors and managers located in a country within the British Caribbean. These managers were said to have a small span of command, with no more than 10 to 15 employees to govern within their department or subsection within the organization. All participants lived in the rural part of the country, and were all of the same race and economic background. For the purpose of the study the potential participants were divided equally into male and female groups. This was due to the variable of gender, which was being investigated.

The participants were randomly selected from 521 first-tier managers in the particular organization. This region was chosen as this is the home region of the researcher. Further, this region is considered one of the highest conflict regions in the world. The researcher made contact with several public sector organizations and the particular organization that agreed to the study did so with the understanding that the nation, organization, and the participants were de-identified, as stipulated in the letter of authorization to conduct research (please see Appendix A).

Sample Selection. The use of simple random sampling was employed to collect a sample of 75 participants from the designated population of supervisors and managers, and others who are in leadership roles in a specific organization in the public sector located in a country within the British Caribbean. Following the central limit theorem, a sample of $N > 70$ generally results in near normal distribution. A near normal distribution of results was beneficial for capturing the useful and describable sentiments of a larger response pool. The use of simple random sampling best fit this study because of the approach of selecting participants, which gave each member of the population a distinct and equal chance of being selected and included in the study. The 136 potential participants were divided equally by gender. This was to assure a gender balance, as the variable of gender was going to be investigated. A table of random numbers was generated for each group and then used in the selection of the sample. This table was comprised of a list of numbers that were not in a distinct order, giving all cases (potential participants) an equal chance of being selected (Healy, 2012).

Once sample selection was saturated, a consent form was developed to accompany the survey instruments that were administered to collect required data. It is important to point out here that this study was not a direct human study research, so no direct contact was made with participants. Instead, anonymous surveys were distributed and administered by way of a gatekeeper.

Upon receipt of Nova Southeastern University's Institutional Review Board (IRB) approval, the recruitment of potential participants commenced. The inclusion stipulation was that all potential participants were first-tier managers or supervisor that had a small span of command and were employed in the organization that was being studied.

Through the assistance of the gatekeeper 136 envelopes were distributed to individuals who confirmed that they were willing to participate in the study. The gatekeeper instructed potential participants not to share their information in the envelope with anyone, inclusive of the CEO/gatekeeper. Only 75 envelopes containing their participant number, a login code (for both the EIA and CDP-I), as well as instruction on how to take the assessments were distributed. The letter served as the indication that the individual has been chosen to be a participant in the study, as well as information that was pertinent to their role in the study (see Appendix F). The organization's agreement to participate in the study was contingent on the researcher honoring the request that all the participants and the organization remain anonymous. In an effort to protect the identity of all the participants, both assessments were delivered online at the assessment sites of the CDP and the EIA. This assisted in the de-identification process of the participants. They all used the email address of the researcher for their contact information.

The letter of recruitment served to inform the participants of the research and to let them know that their participation was voluntary. This step is key to remaining in accordance with the integrity of the IRB of Nova Southeastern University and the agreement between the researcher and the CEO of the organization.

Scientific Benefit. The assessment organizations and the field of conflict analysis and resolution will gain benefits in understanding the relationship between ESI and CMB. It is argued that conflict is the norm of the human condition. Understanding the way in which an individual's unique conflict management behavior can assist in addressing interpersonal, intrapersonal, organizational, and community conflict in the appropriate manner has the potential to assist in the elimination of negative conflict,

which has been found to be the greatest form of financial waste to organizations and can cost millions of dollars each year. This study will be beneficial to organizations and communities that have a vested interest in understanding the relationship between the level of emotional social intelligence of leadership and the way in which they manage conflict at the behavioral level.

Design Appropriateness

Research design, according to Bryman (2012) is related to the criteria that is utilized when assessing social research (p. 45). Hart (2007) describes the research design as the map, blueprint, or even recipe for the research study (p. 23). This study applied quantitative analysis, as the intent was to collect statistical data and apply numerical measures to assess the outcome. This research, as a cross-sectional study, entailed the collection of data from 76 cases “at a single point in time” (Bryman, 2012, p. 58). According to Creswell (2009) and Bryman (2012), using a correlation research design is appropriate when the investigator endeavors to relate two or more variables in order to understand if they impact each other. Explanatory research is a correlation design in which the researcher is concerned with the magnitude to which there is the existence of covariates. Co-variation can be defined as the influence that one variable has on the other variable(s) (Healy, 2012). Further, for the purpose of this research it was necessary to employ descriptive statistics for the inferential process. Descriptive statistics is concerned with the utilization of assessments or instruments to gain information about a group in a clear and concise way. Descriptive statistics give a summary or an overview of the group, which focuses the central tendency and dispersion of the group being studied. The research instruments that were used to collect the descriptive data were the EIA-*Me* to

find the level of emotional intelligence of the participants and the CDP-I to see the conflict management behavior. This section also highlights the Spearman's correlation coefficient, which is the quantitative measure that was used for this study.

The main goal of correlational research "is to describe the degree of association between two or more variables" (Creswell, 2005, p. 339). Witte and Witte (2007) described correlational research as the linear relationship between pairs of variables for quantitative data without any hint of attributing the effect of one variable on another.

Correlation co-efficient is described as the most common measure employed to assess degree of relatedness and is a numerical guide reproducing the relationship between two variables (Bryman, 2012). It is expressed as a number between -1.00 and +1.00, and it increases in strength as the amount of variance that one variable shares with another increases (Creswell, 2005).

Whereas correlation is a statistical test, it establishes the propensity or pattern for two or more variables or two sets of data to vary reliably (Creswell, 2005, p. 325). A correlational design is also used to find out how much the variables influence each other (p. 325) and what the outcome may be (Anderson & Keith, 1997, as cited in Creswell, 2005, p. 325).

Even though Pearson developed the model of correlation in the 1800s, in 1904 Spearman established a formula for data that did not fall in line with the bell-shaped distribution in 1904 (Creswell, 2005, p. 326). Spearman's rho (ρ or r_s) correlation coefficient is applied for nonlinear data and for other forms of data measured on ordinal scales (rank-ordered) (p. 333). On the other hand, Pearson's product moment correlation coefficient is used for constant linearly in relation to the variables that are being

investigated (Bryman, 2012).

In this study, Spearman's rank-order correlation was chosen instead of Pearson product-moment correlation coefficient to measure the non-parametric relationships of the rank order data from a non-Gaussian population (Motulsky, 1995). While Spearman's non-parametric analysis is becoming popular, Borkowf (2002) said there was concern regarding the strategy, which "remains unknown about its finite and asymptotic behavior" (p. 271). In this study, Spearman's rank-order correlation helped in assessing the presence and degree of relationship between the level of emotional and social intelligence and conflict management scales in a sample population of leaders from a rural community in a country located in the British Caribbean.

One of the most fundamental measures of the relationship between variables is the correlation coefficient. In all cases as mentioned before, due to non-normality, Spearman's rho was used in order to test the five hypotheses incorporated within this study. These analyses serve to present an illustration of the direction of the association between the measures analyzed, along with the strength of the effect and whether or not the association itself achieves statistical significance (Urdan, 2010, p. 79). The reason for utilizing the Spearman rho is because this study concerns calculating the scores of the sample population on two variables—ESI and CMB—simultaneously. The assumption of the Spearman's rho is that there are two variables that are ordinal, interval, or ratio. Although researchers normally hope to use a Pearson product-moment correlation on interval or ratio data, the Spearman correlation can be used when the assumptions of the Pearson correlation are markedly violated.

Of central importance are the two fundamental characteristics of correlation coefficients. The first is the direction of the correlation, which can be either positive or negative. A positive correlation signifies that the values of the variables under analysis are moving in the same direction. In the case of this study, as scores on the variable of ESI go up, so will the scores on the variable of CMB. A negative correlation, on the other hand, signifies that the values of the variables under analysis are moving in opposite directions. In the case of this study, as the scores on the variable of ESI go up, scores on the variable of CMB will go down and vice versa (Urdu, 2010, p .80).

The second integral characteristic of correlation coefficient is the strength or importance of the relationship. Correlation coefficients range in strength from -1.00 to $+1.00$. A correlation coefficient of $.00$ signifies that the effects of the two variables were negligible. In the case of ESI and CMB, this means the scores on either variable are not associated in any significant manner (Urdu, 2010, p .80).

Research Question

In more recent times, the concepts of ESI and CMB are inherently linked and have had noteworthy research consideration and concentration at the organizational level. Within the workforce these two constructs are intrinsically associated with the core competencies of organizational leadership. Gaining an understanding of the level of ESI and CMB of leaders can give decision-makers, consultants, and trainers insight into more accurate development tools for leadership. The propagation of conflict in the workplace places greater burdens on leadership and can have a devastating effect on organizations at both the financial and human level. Therefore, the following research questions were used to examine the existence of a relationship between ESI and CMB as it is linked to

individuals (managers, etc.) with or in leadership positions. An attendant and interesting part of the study is to locate gender responses within the correlation. It would be interesting to find out whether or not gender dynamics among individuals in leadership (supervisors, team leaders, managers, etc.) positions affect ESI and CMB. The following research questions were examined and relate to first-tier managers and supervisors in a public sector organization located in the British Caribbean:

1. Is there a relationship between emotional and social intelligence as measured by the Emotional Intelligence Appraisal and conflict management behavior as measured by the Conflict Dynamics Profile?
2. Is there a relationship between social and emotional intelligence, as measured by the Emotional Intelligence Appraisal and the triggering events as put forth in the hot buttons section measured by the Conflict Dynamics Profile?
3. Is there a relationship between emotional and social intelligence as measured by the Emotional Intelligence Appraisal and conflict management behavior as measured by the Conflict Dynamics Profile-Individual, when differentiated by gender?

Hypotheses. The aforementioned research questions set the foundation for the development of the following hypotheses. This study also used the variable of gender to cross tabulate if there is a change in the direction of ESI and CMB. Thus, by taking these constructs into account, this study aims to investigate the following hypotheses:

- H1: The level of emotional and social intelligence of participants will be positively associated with the conflict management behavior.

- H2: Participants high in emotional and social intelligence levels will be positively associated with active-constructive responses in the management of conflict.
- H3: Participants low in emotional and social intelligence will be negatively associated with active-destructive behavior in the management of conflict.
- H4: Participants with lower levels of emotional and social intelligence will be positively associated with the hot buttons of: abrasive, aloof, hostile, micromanaging, overly analytical, self-centered, unappreciative, unreliable, and untrustworthy.
- H5: There will be a statistically significant relationship between ESI and CMB in participants, even when differentiated by gender.

Instrumentation. The two recognized and established instruments within the field of Conflict Analyses and Resolution that were employed for this quantitative correlation study are the Emotional Intelligence Appraisal which was developed by Bradberry and Greaves (2001) and published by TalentSmart, and the Conflict Dynamic Profile developed by Capobianco, Davis, and Kraus in 2008 and published by Eckerd College. The researcher secured authorization to use these two existing instruments from TalentSmart (Appendix E) and from Eckerd College (Appendix D).

Emotional Intelligence Appraisal. As discussed previously, the Emotional Intelligence Appraisal is a 28-item self-rater ability-based test developed to measure the four segments of the emotional intelligence model, which are measured via 28 questions:

- Self-Awareness (6 items)
- Social Awareness (5 items)

- Self-Management (9 items)
- Relationship Management (8 items)

The Emotional Intelligence appraisal (see Appendix D) was found to be the most appropriate instrument for this investigation due to the fact that it employs more scientific based characteristics. Because responses to the EIA are representative of the actual ability of an individual to solve emotional issues, confounds that generally affect assessment scores such as emotional states and self-concept should not interfere with the results. Although the Emotional and Social Competency Inventory (ESCI) developed by Goleman, Boyatzis, and the Hay Group and the EQ-I are both reputable instruments, the 28-item structure of the EIA is more useful for the purpose of this investigation. Further, the ESCI is a 360-item self-test that relies on multi-rater opinions which break the confidentiality structure of this study. The EQ-I developed by Rueven Bar-On is a self-report measure, but the characteristics of self-actualization and mood are not significant components of this study as the investigation will be executed within an organizational setting as opposed to a more personal family setting.

Conflict Dynamic Profile (CDP). Even though the Rahim ROCI-II and the Thomas-Kilmann Mode are both reputable instruments for measuring conflict style, the Conflict Dynamic Profile (see Appendix D) which is a 99-item self-rater assessment is distinct from these conflict instruments as the emphasis is on conflict behaviors rather than styles. Therefore, as opposed to detecting conflict “styles” which are representative of an amalgamation of behavior, motivation, and personality that are in theory difficult to alter, the CDP concentrates entirely on the common behaviors revealed by individuals when confronted with conflict. There are three advantages to this approach. First, honing

in on exclusive sets of behaviors makes room for a more comprehensive investigation, and consequently better understanding of the ways in which individuals react to conflict. Second, the CDP delivers particularly valuable information to individuals who have the desire to change. Third, in addition to the scales that quantify how individuals characteristically react to triggering incidents in their lives, another measure of the CDP-I processes nine “hot buttons”—the particular categories of behaviors in other individuals that are predominantly anticipated to exacerbate or insult the receivers. An individual’s hot buttons may be considered as the categories of individuals and behaviors that are particularly expected to function as triggering events for that person. Incorporating these scales in the CDP-I is justified in the belief that when individuals realize something about the circumstances in which they are almost certain to feel upset, it becomes easier to avoid conflicts in the future (Capobianco et al., 2008).

Conflict is an inevitable aspect of the human condition. The way in which individuals manage conflict is what makes it either positive or negative. For instance, there are some kinds of productive conflict, which inevitably brings forth creative solutions or even organizational change or growth for the positive. What largely separates useful conflict from destructive conflict is the way in which the parties respond when conflict occurs. Further, while conflict is inevitably ineffective and harmful, responses to conflict can be circumvented, operative and more advantageous responses to conflict can be absorbed. This intention is said to be at the core of the CDP (Capobianco et al., 2008).

Constructive Responses to Conflict.

Perspective Taking. Participants that have high scores on the perspective taking (PT) scale respond to conflict by trying to put themselves in the other person’s position

and understand the person's point of view. On the other hand, participants that had low scores seldom try to imagine themselves in the other person's position. Perspective taking is an active-constructive response to conflict (Capobianco et al., 2008).

Creating Solutions. Participants that had high scores on the creating solutions (CS) scale respond to conflict by trying to work with the other person to create solutions that are acceptable to everyone. On the other hand, participants that had low scores on the CS scale were less likely to participate in brainstorming or chunking with their counterparts to arrive at a mutually acceptable agreement. Creating solutions is an active-constructive response to conflict.

Expressing Emotions. Participants that had high scores on the expressing emotions (EE) scale respond to conflict by talking honestly with the other person about their thoughts and feelings. People with low scores seldom communicate their feelings about the conflict, or do so indirectly. Expressing emotions is an active-constructive response to conflict (Capobianco et al., 2008).

Reaching Out. Participants with high scores on the reaching out (RO) scale respond to conflict by making the first move to break a stalemate or try in some way in order to make amends with the other person. On the other hand, participants with lower scores are less likely to take the initiative to start afresh. Reaching out is an active-constructive response to conflict (Capobianco et al., 2008).

Reflective Thinking. Participants that had high scores on the reflective thinking (RT) scale respond to conflict by analyzing the situation and weighing the pros and cons before proceeding. On the other hand, participants who have low scores usually do not

take time to think about the best response. Reflective thinking is a passive-constructive response to conflict (Capobianco et al., 2008).

Delay Responding. Participants who had high scores on the delay responding (DR) scale are most likely to postpone reacting to situations of conflict, which they prefer to wait to see if the situation will improve. DR is a passive-constructive response to conflict (Capobianco et al., 2008).

Adapting. Participants that had high scores on the adapting (AD) scale respond to conflict by remaining adaptable and positive and trying to make the best of the circumstance. Conversely, individuals that had low scores on the AD scale are less expected to accept more static situations while remaining optimistic concerning a positive resolution. Adapting is a passive-constructive response to conflict (Capobianco et al., 2008).

Destructive Responses to Conflict.

Winning at All Cost. Participants with high scores on the winning at all cost (WA) scale respond to conflict by seeking to prevail and by arguing vigorously for their own position. People with low scores are so adamant in being fixed to their position that they isolate others by appearing irrational or inconsiderate. WA is an active-destructive response to conflict (Capobianco et al., 2008).

Displaying Anger. Participants with a high score in displaying anger (DA) scale respond by raising their voices or using harsh and angry words. People with low scores usually do not express their aggression as overtly. Displaying anger is an active-destructive response to conflict (Capobianco et al., 2008).

Demeaning Others. Participants with high scores on the demeaning others (DO) scale respond to conflict by overtly showing amusement concerning the other person's position in a ridiculing manner. People with low scores are less likely to engage in demeaning others. Demeaning others is an active-destructive response to conflict (Capobianco et al., 2008).

Retaliating. Participants with high scores on the retaliating (RE) scale respond to conflict by being overtly against the other party. People with low scores seldom try to retaliate or hinder the other person. Retaliating is an active-destructive response to conflict (Capobianco et al., 2008).

Avoiding. Participants with high scores on the avoiding (AV) scale respond by trying to keep their distance from the other person they are behaving detached and indifferent. People with low scores rarely try to purposely disregard the other people. Avoiding is a passive-destructive response to conflict (Capobianco et al., 2008).

Yielding. Participants that score high on the yielding (YL) scale respond by giving in to the other person in an effort to circumvent the conflict. People with low scores rarely give in to the other party to avoid a conflict. YL is a passive-destructive response to conflict (Capobianco et al., 2008).

Hiding Emotions. Participants with high scores in the hiding emotions (HE) scale respond to conflict by suppressing their true feelings concerning the situation. People with low scores seldom hold their emotions inside even though they are feeling upset. Hiding emotions is a passive-destructive response to conflict (Capobianco et al., 2008).

Self-Criticizing. Participants who scored high on the self-criticizing (SC) scale respond to conflict by recollecting the situation over and over and analyzing things they

wish they had said or should not have said. People with low scores seldom complete the conflict or criticize themselves for not handling it better. Self-criticizing is a passive-destructive response to conflict (Capobianco et al., 2008).

Hot Buttons. As mentioned before, in addition to the scales that measure how participants typically respond to precipitating events in their lives, another portion of the CDP-I measures nine hot buttons—the particular kinds of behaviors in other people that are most likely to irritate or upset others. An individual’s hot buttons can be thought of as the kind of people and behaviors that are most likely to serve as precipitating events for that person (Capobianco et al., 2008).

Abrasive. Participants that have high scores on the abrasive hot button reported that they become especially upset when they have to deal with someone who is arrogant, sarcastic, and generally abrasive (Capobianco et al., 2008).

Aloof. Participants with high scores on the aloof hot button reported that they become especially upset when they have to deal with individuals who isolate themselves, do not seek input from others, or are hard to approach (Capobianco et al., 2008).

Hostile. Participants who score high on the hostile hot button reported that they become especially upset when they have to deal with people who lose their tempers, become angry, or yell at others (Capobianco et al., 2008).

Micromanaging. Participants with high scores on the micromanaging hot button reported that they become especially upset when they have to deal with people who constantly monitor and check up on the work of others. (Capobianco et al., 2008).

Overly Analytical. Participants who score high on the overly analytical hot button reported that they become especially upset when having to deal with an individual who is

a perfectionist, over-analyzes things, and focuses too much on minor issues (Capobianco et al., 2008).

Self-centered. Participants who score high on the self-centered hot button reported that they become especially upset when they have to deal with people who are self-centered or who believe they are always correct (Capobianco et al., 2008).

Unappreciated. Participants who score high on the unappreciative hot button reported that they become especially upset when they have to deal with people who fail to give credit to others and seldom recognized good performance (Capobianco et al., 2008).

Unreliable. Participants with high scores on the unreliable hot button reported that they become especially upset when they have to deal with people who are unreliable, miss deadlines, and cannot be counted on (Capobianco et al., 2008).

Untrustworthy. Participants who score high on the untrustworthy hot button pointed out that they become especially upset when they have to deal with an individual who exploits others, takes undeserved credit, or cannot be trusted. Untrustworthy people are exploitative, manipulative, and dishonest (Capobianco et al., 2008).

Validity and Reliability

Validity and reliability in the research process are central concerns in relation to the research instruments. A research instrument's validity signifies the extent to which the instrument measures what it was developed to measure. The reliability of the research instrument signifies how dependable an instrument is in measuring an unchanged result, when the unit being measured has not been altered (Leedy & Ormrod, 2005). Generally, validity and reliability imitate the degree of error in the selected measurements and in the

research investigation. The two instruments selected for this investigation (EIA and CDP-I) are research-based and well recognized instruments that have been established to be mostly valid and reliable.

Emotional Intelligence Appraisal Validity. Studies have established that the EIA has content and structural validity. To test the validity Bradberry and Greaves (2010) conducted a study using 512,439 individuals who represent almost all industries, occupation classes, and organizational levels. Their EIA scores were compared to their last work performance evaluation, which were delivered by their employer. Scores on the EIA-*Me* had a strong connection to job performance, with self-ratings explaining nearly 20% of the variance in performance across positions. Please see tables below.

Table 1

Emotional Intelligence Appraisal: Representative Study

Rating	R	R Square	Significance
Self	.42	.176	.000

Note: N= 512,439 (Bradberry & Greaves, 2010)

For the reliability of the EIA, statistical analyses were conducted to assess the underlying factor structure of the Emotional Intelligence Appraisal. Cronbach alpha values for the four scales of the Emotional Intelligence Appraisal-*Me Edition* ranged from .87 – .98 and are presented in the table below (Bradberry & Greaves, 2010).

Table 2

Emotional Intelligence Appraisal: Overall Descriptive Statistics

Skill Score	Mean	Standard Deviation
Overall EI	4.21	.62
Self-Awareness	4.16	.74
Self-Management	4.05	.71
Social Awareness	4.50	.76
Relationship Management	4.25	.78

Source: Bradberry and Greaves (2010)

Conflict Dynamics Profile-Individual. Internal reliability evaluations of CDP-I responses to conflict scales are, for the most part, reasonably normal with alpha coefficients surpassing .70 over 80% of the time, and surpassing .80 over 60% of the time. Furthermore, it should be taken into account that the scales of the CDP-I are composed of four items scales making the size of these coefficients somewhat more impressive. According to Capobianco et al. (2008) the test-retest reliability coefficient was employed to determine the stability of the 15 responses to conflict scales, and 83 graduate students based on the ‘Response to Conflict’ portion of the CDP at two separate times. The interval between the two administrations ranged from 77 to 91 days. The scores resulted in a positive correlation for each other, with the lowest test-retest value being .43 and the highest being .73, with a mean of .64. This pattern suggests that the tendency to display specific behavioral responses to conflict is at least somewhat stable for a period of weeks. Concerning reliability, the CDP norms are continuously updated with the increase of its database. Below are the current population means and standard deviation for each of the 15 responses to the conflict scales based on data from 9,318 working adults.

Table 3

Conflict Dynamic Profile – Individual

PT	3.43 (.75)
CS	3.71 (.59)
EE	3.40 (.69)
RO	3.61 (.61)
RT	3.85 (.59)
DR	3.10 (.49)
AD	3.70 (.52)
WI	2.57 (.60)
DA	1.98 (.61)
DO	1.67 (.56)
RE	1.51 (.53)
AV	2.22 (.66)
YL	2.36 (.65)
HE	2.78 (.64)
SC	3.36 (.77)

Note: 15 Response Scales of 9318 participants (Capobianco et al., 2008)

Below are the mean population scores and standard deviations for the CDP Hot Buttons scales (N= 9318).

Table 4

Conflict Dynamic Profile – Individual Hot Buttons

Unreliable	3.93 (.75)
Overly-Analytical	2.31 (.66)
Unappreciative	3.11 (.80)
Aloof	2.84 (.66)
Micro-Managing	2.84 (.83)
Self-Centered	3.14 (.76)
Abrasive	3.29 (.74)
Untrustworthy	4.07 (.68)
Hostile	3.68 (.77)

Note: Test – Retest Reliability (Capobianco et al., 2008)

Implications

Correlation methods are primarily used in research studies to explore projections among variables as well as bivariate relationships and multiple relationships. Through a

quantitative correlation study, it can be suggested that there exists a relationship with the two variables (Bryman, 2012; Healey, 2012). Yet, it cannot show whether or not the variables have a causal effect upon each other, or if one variable causes change in the other (Healey, 2012). In other words, correlations do not mean causation (Martin & Bridgmon, 2012). For this study in particular, it might be suggested that there is a relationship between ESI and CMB, but it cannot be shown that conflict management behavior increases or decreases ESI.

Summary

This quantitative research study sought to determine and investigate if a relationship between ESI and CMB exists, as well as to determine to what extent such a relationship exists in first-tier supervisors and managers employed in a public sector organization located within the British Caribbean. This study sought to employ the use of two reputable research-based assessments as the basis for its instrumentation. To ensure that this study follows ethical research guidelines, collection of data will be anonymous, participants' identity and privacy will be protected at all times, and data storage will be maintained in a secure, private, and protected storage system. Robust data collection methods were utilized to certify the ethical gathering, taxonomy, and storage of all data files. Spearman's rho correlation statistical methods were utilized in the analyses and evaluation of the data.

The review of literature helped to establish this research study as unique, specifically because the assessment instruments of the EIA and CDP have not been combined in research studies of this nature. ESI along with conflict management behavior are paradigms that personify the emotional and cognitive proportions of the

human brain (Goleman, 1995; Runde, 2010). Gaining an understanding of how these two constructs of human behavior and cognition function together can potentially assist organizational leadership in the appropriate management of conflict amongst team members. It has been established that negative conflict within organizations can be damaging to both financial and human capital. Through the assessment of these behavior patterns, leadership may be better equipped to circumvent negative conflict and utilize positive conflict for the betterment of the organization. ESI and CMB are paradigms that exemplify the sensitivity and intellectual dimensions of the human brain (Goleman, 1995; Runde & Flanagan, 2006). Conflict has evolved into an exorbitant financial burden for numerous organizations, specifically the control of conflict, which is a documented proficiency gap in the skill set of individuals in positions of leadership (Dana, 2008). Through this research study, the consideration of conflict management as a skill was augmented, by affording organizational leadership with knowledge to speak to this precarious proficiency gap, in order to increase the total capability of their organizations. Chapter 4 describes the findings of the research investigation.

Chapter 4: Results

This quantitative correlation investigation surveyed first-tier supervisors and managers in an organization within the public sector in a country located in the British Caribbean, in an effort to examine the relationship between emotional and social intelligence (ESI) and conflict management behavior (CMB). The independent variable of this study was ESI scores, which measured the total competencies of Personal Competence (self-awareness and self-management) and Social Competencies (social awareness and relationship management). The dependent variable encapsulated CMB as measured by the CDP. The dependent variable included constructive responses (active and passive), destructive responses (active and passive), and the nine “hot buttons”/triggering events (unreliable, overly analytical, unappreciative, aloof, micro-managing, self-centered, abrasive, untrustworthy, and hostile). Figure 9 summarizes the independent and dependent variables. Chapter 4 includes a description of the research participants, data collection methods, survey instruments, details of the statistical analysis, summary of results, and conclusions about the research questions and hypotheses. This chapter also serves to present and discuss the results of the analyses conducted in relation to this study’s hypotheses. In all cases, due to non-normality, Spearman’s rho was used in order to test the five hypotheses incorporated within this study. These analyses serve to present an illustration of the direction of the association between the measures of ESI and CMB analyzed, along with the strength of the effect and whether or not the association itself achieves statistical significance.

EIA Independent Variable	CDP-I Dependent Variable
Total ESI Personal Competence <ol style="list-style-type: none"> 1. Self-Awareness 2. Self-Management Social Competence <ol style="list-style-type: none"> 1. Social Awareness 2. Relationship Management 	Constructive Responses <ol style="list-style-type: none"> 1. Active 2. Passive Destructive Responses <ol style="list-style-type: none"> 1. Active 2. Passive Hot Buttons <ol style="list-style-type: none"> 1. Unreliable 2. Overly-Analytical 3. Unappreciative 4. Aloof 5. Micro-Managing 6. Self-Centered 7. Abrasive 8. Untrustworthy 9. Hostile

Figure 9. Research variables. *EIA = Emotional Intelligence Appraisal. * CDP = Conflict Dynamics Profile.

Participants and Procedures

The study was based on a sample size of 75 participants (N=75). Participants ranged from 20 to 57 years of age, with 48% between 20-30 years of age, 27% between 31-40 years of age, and 25% between the ages of 41 and 57. Of the 75 participants, 37 were female and 38 were male. All participants were Afro-Caribbean. The Spearman rho product-moment(r) correlations calculated the relationship between ESI, as measured by the EIA, and the CMB of leadership as measured by the CDP. Permission was granted for the execution of this study by the Chief Executive Officer of the organization. The main

stipulations were that the country, organization, and the participants were de-identified. First-tier managers and supervisors that had a small span of command were randomly selected via simple random sample and were emailed a unique password granting them access to both assessments. Interested participants were invited to be included in the selection process. Detailed information about the investigation was provided along with the researcher's contact information in the event that participants needed clarification of information. As the participants and the organization were promised anonymity, interested participants were not required to sign a consent form; participating in the study and responding to the assessments were understood to be completely voluntary.

Data Collection

The data was collected via two electronic-based assessments including the Emotional Intelligence Appraisal (EIA) and the Conflict Dynamics Profile-*Individual* (CDP-I). Participants were not required to complete a separate participant data form as this was included on both assessments. All participants were of the same educational level, nationality, and ethnicity. The only demographic information that was used was that of gender. The assessments were administered at a private location of the participants' choice. The EIA and CDP-I assessments were scored and entered into SPSS.

Data Analysis

A series of correlations were conducted for the analyses of the relationship between ESI and CMB. In all cases, Spearman's correlations were used as histograms conducted on these data as well as measures of skewness and kurtosis indicating a high degree of non-normality. The initial set of correlations conducted focused on the first three hypotheses included in this study and are presented below.

H1: The level of emotional and social intelligence of participants will be positively correlated with their conflict management behavior.

H2: Participants high in emotional and social intelligence levels will be positively associated with active-constructive responses in the management of conflict.

H3: Participants low in emotional and social intelligence will be positively associated with active-destructive behavior in the management of conflict.

Table 5 summarizes the results of the analyses conducted in relation to these first three hypotheses. As illustrated in the following table, all correlations conducted between ESI and active-constructive responses in the management of conflict were found to be positive and nearly all were moderate to strong in strength. All correlations were also found to achieve statistical significance. In addition, all correlations conducted between ESI and active-destructive behavior in the management of conflict were found to be negative with all correlations with the exception of one which was also found to achieve statistical significance. Focusing on all significant correlations, all correlations were also found to be moderate to strong in strength. These results lend strong support to the first three hypotheses included within this study. There were significant correlations between all hypotheses. As expected in the constructs of self-criticizing and self-awareness it was found that the null hypothesis was accepted as there was not an association between the two.

Table 5
Spearman's Correlations: Hypotheses 1-3

Variable	Personal Competencies			Social Competencies			
	Personal Comp.	Self-Aware.	Self-Manage	Social Comp.	Social Aware.	Rela. Manage.	EI
<i>Constructive Responses</i>							
Perspective Taking	.725***	.488***	.677***	.595***	.596***	.524***	.680***
Creation Solutions	.563***	.434***	.503***	.646***	.649***	.585***	.657***
Expressing Emotions	.444***	.323**	.360**	.509***	.491***	.464***	.553***
Reaching Out	.623***	.467***	.527***	.567***	.552***	.530***	.604***
Reflective Thinking	.455***	.306**	.427***	.523***	.520***	.428***	.529***
Delay Responding	.483***	.272***	.493***	.519***	.504***	.444***	.572***
Adapting	.631***	.415***	.620***	.529***	.474***	.512***	.613***
<i>Destructive Responses</i>							
Winning	-.782***	-.590***	-.690***	-.688***	-.699***	-.626***	-.783***
Displaying Anger	-.695***	-.430***	-.653***	-.647***	-.578***	-.615***	-.739***
Demeaning Others	-.634***	-.423***	-.596***	-.680***	-.641***	-.677***	-.724***
Retaliating	-.625***	-.383***	-.628***	-.624***	-.562***	-.652***	-.685***
Avoiding	-.627***	-.472***	-.570***	-.639***	-.581***	-.620***	-.688***
Yielding	-.590***	-.451***	-.514***	-.498***	-.446***	-.534***	-.600***
Hiding Emotions	-.578***	-.473***	-.446***	-.490***	-.486***	-.487***	-.598***
Self-Criticizing	-.358**	-.203	-.389**	-.384**	-.311**	-.410***	-.406***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

Next, the fourth hypothesis included within this study consisted of the following:

H4: Participants with lower levels of emotional and social intelligence, will be positively associated with the hot buttons of: abrasive, aloof, hostile, micromanaging, overly analytical, self-centered, unappreciative, unreliable, and untrustworthy.

Additional Spearman's correlations were conducted in order to test this hypothesis, with these correlations being summarized in Table 6. All hot buttons were included within these analyses. As shown, significant correlations were only found in three cases in total. First, positive, significant correlations were found between self-awareness and the hot buttons of self-centered and hostile. These two correlations were found to be approximately moderate in strength. Additionally, a significant, negative correlation was also found between social awareness and the hot button of overly analytical. This correlation was found to be weak to moderate in strength and was negative. Overall, these results do not lend substantial support to this fourth hypothesis.

Table 6

Spearman's Correlations: Hypothesis 4

Variable	Personal Competencies			Social Competencies			
	Personal Comp.	Self-Aware.	Self-Manage	Social Comp.	Social Aware.	Rela. Manage.	EI
<i>Hot Buttons</i>							
Unreliable	-.039	.049	-.138	-.029	-.085	-.025	.005
Overly Analytical	-.088	-.005	-.139	-.179	-.240*	-.160	-.112
Unappreciative	.047	.133	.013	-.016	-.002	-.034	.002
Aloof	.051	.200	-.018	-.017	-.021	-.064	-.013
Micro-Managing	.091	.069	.084	.065	.033	.040	.124
Self-Centered	.174	.274*	.060	.165	.173	.068	.163
Abrasive	.072	.172	-.006	-.036	-.116	.034	.026
Untrustworthy	.055	.152	-.011	.098	.080	.064	.079
Hostile	.152	.339**	-.062	.130	.114	.095	.135

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

Finally, the fifth hypothesis included within this study, presented below, focused upon whether or not there was a significant relationship between ESI and CMB when differentiated by gender.

H5: There will be a statistically significant relationship between ESI and CMB in participants, even when differentiated by gender.

Table 7 summarizes the results of these correlations. As shown, regardless of gender, the correlations conducted between ESI and active-constructive responses in the management of conflict were found to be overwhelmingly positive and statistically significant, while the correlations conducted between ESI and active-destructive behavior in the management of conflict were overwhelmingly found to be negative and statistically

significant, again independent of respondents' gender. These results lend strong support to the study's fifth hypothesis.

Table 7

Spearman's Correlations: Hypothesis 5

Variable	Personal Competencies			Social Competencies			
	Personal Comp.	Self-Aware.	Self-Manage	Social Comp.	Social Aware.	Rela. Manage.	EI
<i>Female Constructive</i>							
Perspective Taking	.647***	.048**	.608***	.563***	.577***	.467**	.541**
Creation Solutions	.626***	.561***	.481**	.644***	.664***	.620***	.668***
Expressing Emotions	.212	.231	.066	.332*	.378*	.295	.288
Reaching Out	.625***	.498**	.538**	.659***	.636***	.678***	.662***
Reflective Thinking	.316	.193	.309	.356*	.320	.322	.372*
Delay Responding	.419*	.217	.456**	.612***	.579***	.540**	.598***
Adapting	.624***	.412*	.612***	.616***	.537**	.548***	.581***
<i>Female Destructive Responses</i>							
Winning	-.771***	-.599***	-.707***	-.712***	-.719***	-.661***	-.729***
Displaying Anger	-.624***	-.354*	-.644***	-.654***	-.550***	-.565***	-.640***
Demeaning Others	-.683***	-.484**	-.628***	-.678***	-.658***	-.694***	-.701***
Retaliating	-.704***	-.480**	-.710***	-.730***	-.675***	-.724***	-.711***
Avoiding	-.632***	-.532**	-.470**	-.619***	-.546***	-.633***	-.685***
Yielding	-.561***	-.476**	-.495**	-.447**	-.444**	-.541**	-.514**
Hiding Emotions	-.518**	-.436**	-.362*	-.520**	-.575***	-.489**	-.548***
Self-Criticizing	-.367*	-.304	-.298	-.394*	-.295	-.432**	-.447**
<i>Male Constructive</i>							
Perspective Taking	.725***	.442**	.704***	.641***	.607***	.567***	.747***
Creation Solutions	.536**	.303	.539***	.688***	.688***	.566***	.667***
Expressing Emotions	.676***	.393*	.613***	.643***	.560***	.661***	.754***

Reaching Out	.615***	.403*	.510**	.467**	.487**	.369*	.571***
Reflective Thinking	.491**	.353*	.469**	.625***	.628***	.471**	.604***
Delay Responding	.556***	.330*	.522**	.443**	.476**	.341*	.561***
Adapting	.628***	.431**	.631***	.515**	.476**	.493**	.628***
<i>Male Destructive Responses</i>							
Winning	-.785***	-.568***	-.658***	-.697***	-.706***	-.625***	-.821***
Displaying Anger	-.740***	-.461**	-.664***	-.684***	-.644***	-.674***	-.813***
Demeaning Others	-.586***	-.347*	-.530**	-.653***	-.611***	-.629***	-.712***
Retaliating	-.618***	-.290	-.591***	-.598***	-.545***	-.633***	-.707***
Avoiding	-.635***	-.389*	-.645***	-.650***	-.648***	-.610***	-.699***
Yielding	-.614***	-.422**	-.513**	-.519**	-.448**	-.511**	-.655***
Hiding Emotions	-.699***	-.509**	-.539***	-.485**	-.430**	-.501**	-.666***
Self-Criticizing	-.399*	-.043	-.513**	-.416**	-.370*	-.361*	-.461**

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

Summary

Chapter 4 reported the findings from the data collected and analyzed from 75 supervisors and managers employed in an organization in the public sector located in the British Caribbean. Data was collected and analyzed for the purpose of exploring the relationship between ESI and CMB. The EIA and CDP-I were the instruments applied to assess ESI and CMB. Though demographics information was collected, only the information concerning gender was utilized.

In conclusion, the analyses conducted for this study indicated a strong degree of support for hypotheses 1, 2, 3, and 5, while no substantial support was found for hypothesis 4 based upon the analyses conducted here. Chapter 5 will serve to discuss these results in relation to previous literature and also discuss the limitations inherent

within this study as well as possibilities for future research. Conclusions, implications, and recommendations resulting from this study are presented. Finally, suggestions for future research are presented.

Chapter 5: Discussion, Conclusion, and Recommendations

Chapter 5 delivers a summary of the study, reviews the purpose, and comprises a discussion of the findings as presented in Chapter 4 as in relation to the results identified in previous research about these topics. The present study examined the relationship between ESI as measured by the EIA-*Me*, and the CMB as measured by the CDP-I, of first-tier leadership in a public-sector organization in a country located in the British Caribbean. One hundred and thirty-six first-tier managers and supervisors employed in the organization were randomly selected via sealed envelopes which were mailed to the gatekeeper who allowed the researcher anonymous access into the organization. Of those, 75 cases were selected to participate. All seventy-five participants produced valid sets of data instruments that were collected for this study. The discussion of these findings is followed by conclusions and implications for leadership in organizational settings. An analysis of the hypotheses and significant findings are presented. Implications for change within the field of conflict resolution when measuring soft skills are recommended.

Summary of Purpose

The ‘Age of Technology’ has ushered in rapid global economic expansion with major development of multinational organizations, a newly diverse demographic of academic scholars, and progressively intellectual workforce (Raines, 2013). It has been suggested in the literature that the aforementioned global changes have contributed to negative stress, especially in the workplace. Runde and Flanagan (2013) support that there are many inner and peripheral influences that have fueled the rise in negative stress—a catalyst for the proliferation of unproductive/negative conflict. A critical element of this unpredictable environment is the transmission of workplace conflict

necessitating fundamental competencies of leaders to manage it (Sherman, 2009). When dormant conflict is not managed in an intentional manner, it can fester until it spirals into anger (Raines, 2013). Conflict management behavior and skills, though multidimensional, can improve how successful a leader is in the management of negative conflict, interpersonal and intergroup conflict, and the employment of positive conflict for the advancement of the organization (Sherman, 2009).

The purpose of this quantitative, correlational study was to explore the relationship between ESI and CMB among supervisors and managers in a public-sector organization in a country located within the British Caribbean. The independent variables in this study included the overall ESI scores. The dependent variables were the conflict management behavior (competing, collaborating, compromising, avoiding, and accommodating). Spearman's rho correlation was employed to assess the strength of relationships among the variables. Since the sampling was "purposive" in nature, this study did not conclude any generalizations beyond the participating ESI-*Me* and CDP-I of first-tier managers located in the home country of the participants. When the term "first-tier managers" is used, it is in reference to the supervisors and managers with a small span of command—overseeing 10 to 15 subordinates—that were participants of this study. The instruments used for this study were the Emotional Intelligence Appraisal and the Conflict Dynamics Profile.

The two reliable and recognized instruments that were used in the study were the Emotional Intelligence Appraisal (EIA) and the Conflict Dynamics Profile-*Individual* (CDP-I). This study explored a significant gap in leadership inquiry through the exploration of the ESI construct in the context of CMB functions.

Scope and Limitations

Research participants included 75 individuals that held either supervisor or management positions that were employed at a public sector organization located within the British Caribbean. The participants were selected via simple random sampling and cooperatively dedicated two hours to complete the assessments. Participants were furnished with their individual results upon their request at the close of the study.

The assumptions included that participants would be assured of their confidentiality in relation to the completion of the surveys, would reply to each item on the surveys truthfully, would complete the instruments in a reliable manner, and would be currently functioning in a supervisory or managerial position. It must be mentioned that this study observed a 100% completion rate of all instruments by all participants. The CEO of the organization handled all communications concerning the study with those individuals who volunteered to be a part of the study.

Limitations of the study included that the validity of the research results were dependent upon the reliability and validity of the research instruments. Other limitations encompassed prospective partiality and the probability of the research participants leaving the research study due to extenuating circumstances that disabled their ability to complete the instruments. No research participants withdrew from the study. The delimitations include that results may have been obstructed by the culture of both the organization and region in which the study was executed. A further delimitation was that the results may not have been generalizable throughout other industries or across public sector organizations outside of the British Caribbean. Therefore, interpretation of the results of this work should be limited to the context of this study. The study was limited

by the honesty of the participants in completing the assessments. The possibility also exists that contravening variables may have influenced the results of the study. Data collection took place in a time of ambiguity and anxiety due to the deleterious effect of the wage freezes within public sector organizations in this particular British Caribbean country. The specific validity and reliability of the instruments are detailed in Chapters 2 and 3.

Discussion of Findings

The study sought to explore the relationship between ESI and CMB. The first two research questions were designed to focus the study on exploring the individual relationships between ESI and CMB. The third research question sought to explore the combined relationship between ESI and CMB through the lens of the demographic variable of gender. A discussion of protuberant results related to the demographic variable and each research question and hypothesis follows.

The following research questions were examined:

1. Is there a relationship between emotional and social intelligence as measured by the Emotional Intelligence Appraisal and conflict management behavior as measured by the Conflict Dynamics Profile.
2. Is there a relationship between social and emotional intelligence, as measured by the Emotional Intelligence Appraisal and the triggering events as put forth in the hot buttons section measured by the Conflict Dynamics Profile.
3. Is there a relationship between emotional and social intelligence as measured by the Emotional Intelligence Appraisal and conflict management behavior as

measured by the Conflict Dynamics Profile-Individual, when differentiated by gender?

The first research question asked if there was a statistically significant relationship between ESI and CMB. Based on the results of this study, there is a statistically significant relationship between ESI and CMB. The results of this study indicated that all correlations concerning the relationship between ESI and CMB were found to be moderate to strong in strength. Based on Spearman's rho correlations, there is a direct relationship with one's level of ESI and CMB.

Understanding emotions is the ability to label emotions and to reason with them at an understandable level (Mayer et al., 2002). Active-constructive behaviors involve the utilization of more collaborative efforts that move toward working with one's counterpart to come to a mutually acceptable agreement. In true collaboration there is a sense of finding value before claiming value (Katz & Flynn, 2011) in an effort to move toward a mutually acceptable agreement (Katz et al., 2011). This moderate to strong positive relationship suggests that as understanding emotions increases, so is the likelihood that one will move toward more collaborative measures.

The results indicated a significant negative relationship between self-management and passive-destructive behaviors. Self-management is successfully managing and coping with one's own emotions. Emotional self-management involves the consciousness, recognition, and utilization of emotions in problem solving (Mayer et al., 2000). Passive-destructive behavior is neither active nor constructive and is essentially uncooperative (Capobianco et al., 2008). Participants displaying passive-destructive behaviors are less likely to address conflict and find it easier to withdraw from situations that have

overtone of negative conflict (Runde & Flanagan, 2013). This negative relationship implies that as self-management increases, avoiding decreases and vice versa. It may be reasoned that individuals high in the ability to manage emotions would be less likely to take on a more passive role. In conflict situations, individuals proficient in problem solving are likely to choose to speak to the issue rather than avoid the situation (Katz et al., 2011). While individuals low in self-management may feel insufficient to manage certain circumstances and may practice the passivity.

Discussion of Hypotheses

The results of the present study indicated a positive relationship exists between active-constructive responses to conflict and all four of the ESI clusters: self-awareness, self-management, social awareness, and relationship management.

H1: The level of emotional and social intelligence of participants will be positively correlated with their conflict management behavior.

As illuminated in Table 5, all correlations conducted between ESI and active-constructive responses in the management of conflict were found to be positive and nearly all were moderate to strong in strength. All correlations were also found to achieve statistical significance. Additionally, all correlations conducted between ESI and active-destructive behavior in the management of conflict were found to be negative, with all correlations with the exception of one also found to achieve statistical significance. Focusing upon all significant correlations, all correlations were also found to be moderate to strong in strength. These results lend strong support to the first three hypotheses included within this study. Interpersonal conflict may be positive, particularly when the resolution is beneficial to the group or supports collaboration (Katz et al., 2011). During the process of

collaboration, there is a much higher level of information exchanged between individuals. This exchange of communication can increase empathy and understanding of the interests or perspective of the other side (Katz et al., 2011). One element of ESI and CMB in building significant relational bonds, especially in organizational settings, is that of social capital. The theory states that the more relational quality that individuals have within the organization, the greater their social capital is. At the root of these relationships is the value inherent in social capital (Cohen & Prusak, 2001).

H2: Participants high in emotional and social intelligence level will be positively associated with active-constructive responses in the management of conflict.

As summarized in Table 5 the results of the analyses conducted in relation to the second hypothesis on the correlations conducted between ESI and active-constructive responses in the management of conflict were found to be positive and were moderate to strong in strength. All correlations were also found to achieve statistical significance. Concentrating upon all significant correlations, all correlations were also found to be moderate to strong in strength. These results lend strong support to the second hypothesis, which states that participants high in ESI level will be positively associated with active-constructive responses in the management of conflict.

In reflecting on the literature as it pertains to active-constructive responses and emotional intelligence, participants who veer toward active-constructive responses also have a greater sense of self-awareness. The behaviors associated with active-constructive responses are: perspective taking, creating solutions, expressing emotions, and reaching. Encapsulated in all behaviors is the sense of self and social awareness, working toward a

resolve for both individual and counterpart. The aforementioned behaviors are highlighted below.

Perspective Taking. Participants that have high scores on the perspective taking (PT) scale respond to conflict by attempting to put themselves in the other person's situation and recognize the other individual's perspective. Conversely, participants that had low scores on perspective taking rarely attempt to envision themselves in the other person's situation. Perspective taking is an active-constructive response to conflict (Capobianco et al., 2008). When participants tried to understand the conflict from their counterparts' point of view, this is said to make them more aware of new information, or new ways to understand knowledge that is new to their perception. For this reason, perspective taking is said to be effective in the proliferation of one's knowledge base. As Katz et al. contend perspective taking is a key concept in reflective listening, where the listener is able to recap the essence of what the speaker is saying and feeling.

Creating Solutions. Participants that had high scores on the creating solutions (CS) scale respond to conflict by trying to work with the other person to create solutions that are acceptable to everyone (Capobianco et al., 2008). Conversely, participants that had low scores on the CS scale were less likely to participate in brainstorming or chunking with their counterparts to arrive at a mutually acceptable agreement (Katz et al., 2011). It is not commonplace for individuals during a conflict to automatically move toward more creative resolves, even though when people work toward solutions together, the outcomes are more positive (Katz et al., 2011). Adversaries can begin to work side-by-side and transform into allies, which makes for a more pleasant interaction.

Expressing Emotions. Participants that had high scores on the expressing emotions (EE) scale respond to conflict by talking honestly with the other person about their thoughts and feelings. People with low scores rarely communicate their feelings concerning the conflict, or do so obliquely. Expressing emotions is an active-constructive response to conflict (Capobianco et al., 2008). EE was deemed to be advantageous as it brings to reality the possibility of effective communication between two or more parties. In addition, honest communication is usually necessary for reaching a mutual acceptable agreement. Therefore, it is not difficult to recognize that a high score in EE does not merely mean exhibiting anger during a conflict; the focus of this scale is on authentic and accurate communication between counterparts involved in a conflict. A second advantage of expressing emotions is that people generally feel better about the conflict resolution process when they have moved toward efforts to be understood; the honest communication of thoughts and feelings contributes to this (Capobianco et al., 2008).

Reaching Out. Participants with high scores on the reaching out (RO) scale respond to conflict by making the first move to break a stalemate or try in some way to make amends with the other person. On the other hand, participants that had lower scores are less likely to initiate a resolve. Reaching out is an active-constructive response to conflict (Capobianco et al., 2008). The advantages of reaching out to the other person in this way can be very powerful. One of the most difficult problems to overcome in a conflict is an impasse. The first step to break the impasse can be difficult; it requires that at least one party be willing to take a risk (Dana, 2010).

H3: Participants low in emotional and social intelligence will be positively associated with active-destructive behavior in the management of conflict.

As summarized in Table 5, correlations conducted between ESI and active-destructive responses in the management of conflict were found to be positive and nearly all were moderate to strong in strength. Correlations conducted between ESI and active-destructive behavior in the management of conflict were found to be negative, with all correlations with the exception of one, also found to achieve statistical significance. Focusing upon all significant correlations, all correlations were also found to be moderate to strong in strength. These results lend strong support to the first three hypotheses included within this study.

Winning at All Cost. Participants with high scores on the winning at all cost (WI) scale respond to conflict by trying hard to prevail and arguing vigorously for their own position. People with low scores are usually not adamant about their position; they usually alienate others by appearing exorbitant or egocentric. Winning at all cost is an active-destructive response to conflict, and by attempting to win at all costs, participants were likely to argue for their own position to such a degree that they missed opportunities for constructive solutions that would satisfy both parties. Essentially, winning is emphasized so much that the relationship is disregarded. While there are indeed periods when one should protect their own position actively, individuals who do this regularly jeopardize the opportunity for a win-win outcome and also are inclined to disaffect the other party by appearing irrational and egocentric (Capobianco et al., 2008).

Displaying Anger. Participants with a high score in displaying anger (DA) scale respond by raising their voices or using harsh, angry words. People with low scores seldom do openly or aggressively express their anger. DA is an active-destructive response to conflict (Capobianco et al., 2008). Exhibiting anger can have several different negative

outcomes. First, such displays often contribute to the intensification of conflicts; even a trivial disparity can develop into a serious conflict when one of the parties loses his or her temper. Second, displays of anger can inhibit and destroy trust, teamwork, and open communication (Capobianco et al., 2008).

Demeaning Others. Participants with high scores on the demeaning others (DO) scale respond to conflict by laughing at the other person or ridiculing the ideas of others. People with low scores seldom engage in demeaning others with behaviors such as sarcasm or rolling their eyes when others speak. Demeaning others is an active-destructive response to conflict (Capobianco et al., 2008). Demeaning others may be the most destructive of all the responses to conflict. Although we can sometimes overlook it when the other party becomes angry, or try to win at all costs, it is hard to ignore when the other person actually indicates contempt and disrespect. Such demeaning response very frequently leads to escalation of the conflict, and almost always leads to feelings of resentment and anger toward the person who acts in this way (Capobianco et al., 2008).

Retaliating. Participants with high scores in retaliating (RE) scale respond to conflict by trying to get even or get revenge on the other party later. People with low scores seldom try to retaliate or even passively obstruct the other person. Retaliating is an active-destructive response to conflict. As with the winning it all cost, displaying anger, and demeaning others scales, high scores on the RE scale contribute to prolonging escalating conflicts, rather than resolving them effectively. Obstructing the other person and seeking revenge at a later time are serious signals that one is not a team player, and that you do not accept the legitimacy of the outcome of the initial conflict. In addition to

its effect on conflict escalation, this behavior may also have negative repercussions as to how the retaliator is seen within the organization (Capobianco et al., 2008).

H4: Participants with lower levels of emotional and social intelligence will be positively associated with the hot buttons of: abrasive, aloof, hostile, micromanaging, overly analytical, self-centered, unappreciative, unreliable, and untrustworthy.

Additional Spearman's correlations were conducted in order to test this hypothesis, with these correlations being summarized in Table 6. All hot buttons were included within these analyses. As shown, significant correlations were only found in three cases in total. First, positive, significant correlations were found between self-awareness and the hot buttons of self-centered and hostile. These two correlations were found to be approximately moderate in strength. Additionally, a significant, negative correlation was also found between social awareness and the hot button of overly analytical. This correlation was found to be weak to moderate in strength and was negative. Overall, these results do not lend substantial support to this fourth hypothesis.

Hot Buttons Discussed

As mentioned before, in addition to the scales that measure how participants typically respond to precipitating events in their lives, another portion of the CDP-I measured nine hot buttons—the particular kinds of behaviors in other people that are especially likely to irritate or upset you (Capobianco et al., 2008). An individual's hot buttons can be thought of as the kind of people and behaviors that are especially likely to serve as precipitating events for that person. Many of these hot buttons bring individuals to one of the most difficult forms of conflicts in the field of conference resolution—

values conflict. These conflicts are said to be intractable (Katz et al., 2011). Intractable conflicts concerning one's morals or values tend to arise when an individual's beliefs and actions of another individual or group believes that these actions are fundamentally malevolent to the point where they surpass the boundaries of acceptance, for instance, conflicts over dishonesty or dishonest interactions. Protracted conflicts sometimes result from a clash between differing worldviews. One group's most fundamental and cherished assumptions about the best way to live may differ radically from the values held by another group. Parties may have different standards of rightness and goodness and give fundamentally different answers to serious moral questions. When groups have different ideas about the good life, they often stress the importance of different things, and may develop radically different or incompatible goals. This when brought into question, can lead to conflict.

Abrasive. Participants that had high scores on the abrasive hot button report that they become particularly offended when dealing with an individual who is arrogant, sarcastic, and generally abrasive. Capobianco et al. (2008) report that abrasive people have an unpleasant interpersonal style, and the absence of fundamental social skills frequently results in disrespectful or terse exchanges. Abrasive individuals are said to be inconsiderate, impervious to others, and embody an arrogant stance that can make interaction with them quite demoralizing (Capobianco et al., 2008).

Aloof. Participants that had high scores on the aloof hot button reported that they become particularly offended when they have to interact with an individual who is detached, and does not seek input from others, or is hard to approach. Communication with an aloof person is said to be more formal and sparse. When an aloof manager

assigns tasks, for instance, he or she may do so without offering adequate direction as to the details of the tasks. The aloof individual's laissez-faire style may also result in a lack of advice regarding performance, which may leave individuals with a good amount of ambiguity as it concerns their position and stability within the organization. Conversely, this construct can also be advantageous in that it tends to cultivate independence and self-reliance (Capobianco et al., 2008).

Hostile. Participants that scored high on the hostile hot button reported that they become particularly distressed when they have to interact with individuals who have short tempers, become angry, or shout at others. Hostile individuals are one of the most problematic categories of people to contend with. Such people lose their tempers, are known for outbursts, scream, curse, and otherwise act belligerently. People who become the target of this hostility, as well as individuals who are in close proximity of the outburst may feel overwhelmed, afraid, and powerless. Dealing with a hostile colleague can be an intimidating experience and may cause one to feel as though he or she is constantly on guard so as not to set the person off (Capobianco et al., 2008).

Micromanaging. Participants with high scores on the micromanaging hot button reported that they become particularly troubled when they have to encounter people who continually invigilate and check up on the work of others. Individuals who micromanage repeatedly check up on others and meticulously inspect others' work. They may, for instance, try to arrange every move, authenticate all calculations, or scrutinize each portion of paperwork; micromanagers may be disproportionately apprehensive about deadlines, budgets, development, and flawlessness (Capobianco et al., 2008).

Overly Analytical. Participants who scored high on the overly analytical hot button reported that they become especially upset when having to deal with an individual who is a perfectionist, over analyzes things, and focuses too much on minor issues. By focusing too much on minor issues, they often miss the big picture. They are overly concerned with details and may perform an in-depth analysis before undertaking even the most routine task. When making decisions overly analytical individuals painstakingly gather facts, analyze every potential outcome, and meticulously deliver pros and cons. Often, this process takes too much time, and others are kept waiting, resulting in unreasonable delay. Overly analytical people value order, specialists, and exactitude. Subsequently, an overly analytical colleague is talented in the delivery of training in organizational and analytical skills, project management, and decision-making (Capobianco et al., 2008).

Self-centered. Participants who scored high on the self-centered hot button report becoming especially upset when they have to deal with people who are self-centered or who believe they are always correct. People who are self-centered believe they are always correct, and commonly put themselves first. Given the focus on themselves, self-centered individuals may be moderately oblivious to others. They may not distinguish that others need or aspire to contribute. They may be ignorant that their contention of always being correct suggests that others are usually incorrect, and that such a stance can be insulting (Capobianco et al., 2008).

Unappreciative. Participants that scored high on the unappreciative hot button reported that they become particularly offended when interacting with individuals who fail to give credit to others. Such individuals usually fail to praise, reward effort, or offer

encouragement. Some unappreciative people may even go in the other direction and become overly critical. It is problematic for an individual to gain an understanding of their work performance quantitatively or qualitatively in an organizational environment that lacks recognition, gives few rewards, and no praise (Capobianco et al., 2008).

Unreliable. Participants with high scores on the unreliable hot button reported that they become especially upset when they have to work with individuals who are unreliable, procrastinate, and undependable. Unreliable people often make commitments but usually do not follow through. They defer, neglect deadlines, are not organized, and don't take crises seriously. Their unreliability may affect the effective function of work-teams or the organization on a whole (Capobianco et al., 2008).

Untrustworthy. Participants who scored high on the untrustworthy hot button may become particularly offended when they have to interact with an individual who manipulates others, takes unmerited acclaim, or is not trustworthy. Untrustworthy people are said to be exploitative, manipulative, and dishonest (Capobianco et al., 2008). They use other people for their own purposes and may be quite willing to deceive and cheat. They may try to undercut colleagues or deliberately sabotage others work by, for instance, keeping important information to themselves (Capobianco et al., 2008).

The question of hot buttons may be best deliberated from the theoretical framework of values. As postulated by Schwartz (2012), individuals are usually reluctant to negotiate conciliation with regard to topics that are intertwined in value. Undeniably, if the basic insufficient matters of the conflict are profoundly implanted in the participant's values, these issues are probable to be quite intractable.

Driver (2012) suggests an individual's values are related to practices, patterns of thinking, and patterns of language. As they are socialized, individuals learn to focus their judgments on values and procedures fundamental to their own common culture. Driver goes further to say that values provide a set of meanings through which one recognizes one's experiences and draw conclusions about what is appreciated and significant. These patterns of significance are understood to contour the way in which individuals understand truths and disputes, and assist them in the development of a sense of identity. Schwartz (2012) affirms that one's social reality also dictates what counts as appropriate action and sets boundaries on what people are able to do. It even affects the way in which emotions are labeled, understood, and acted upon. Therefore, an individual's viewpoints, axioms, and engagements should be comprehended through the lens of a certain social domain.

The participants in this study were from the same culture. It has been found that people from the same culture have more or less equivalent realities and mindsets. Their values assumptions and procedures become commonplace for them. However, when two parties that do not share norms of communication and expectations about behavior must interact, they often clash. Each party may believe that his or her way of doing things and thinking about things is the best way and come to regard other ways of thinking and acting as inferior, strange, or morally wrong.

The fifth hypothesis included within this study, presented below, focused upon whether or not there was a significant relationship between ESI and CMB when differentiated by gender.

H5: There will be a statistically significant relationship between ESI and CMB in participants, even when differentiated by gender.

As shown, irrespective of gender, the correlations conducted between ESI and active-constructive responses in the management of conflict were found to overwhelmingly be positive and statistically significant, while the correlations conducted between ESI and active-destructive behavior in the management of conflict were overwhelmingly found to be negative and statistically significant, again independent of respondents' gender. These results lend strong support to the study's fifth hypothesis. Further these findings support gender research done with both the EIA-*Me* and the CDP-I. In studies pertaining to gender on both instruments, there was no statistical significance between the EIA and CMB of men and women.

Conclusions

Conflict and emotion are fundamental to the human condition, especially in arenas where there is an abundance of human interaction. Conflict is said to be one of the greatest reducible costs in organizations today. Yet, unmanaged conflict is still measured as a major threat to organizations. Given the rapid pace at which technology is moving, the massive changes in the demographic of education, and the very diverse global community, it is probable that conflict will increase as well as the costs, both financial and relational, that are associated with it. However, when looking at these global changes from the perspective of human values, it can be predicated, that even though there are global changes, individuals within societies, sub-cultures, and cultures should develop congruence with one another, as posed by Consequentialists (Driver, 2012; Findlay, 1968; Schwartz, 2012). It helps in the investigation of change over a period of time and

clarifies the motivators of attitudes and behaviors of groups or individuals. Driver (2012) asserts that one's moral appraisal is fundamental to the key criterion of the human condition (p. 1).

From a theoretical perspective at the core of fostering sustainable relationships within organizations, is respect for the values of team members. Leadership should try to expand upon the levels of bonding social capital which are the commonalities shared by team members that aids in the longevity of an organization that is aligned. Further, based on the aforementioned theories of leadership, the leader that is more situational and collaborative, is one that is more fitting to navigate today's organizational structure. The leader of the 21st century uses a dynamic, collaborative method where guidance is dispersed amongst a number of interactive individuals, frequently noted to as teams, for the determination of attaining beneficial results for the organization. Features of this leader are comprised of distributed collaboration, cooperative accomplishment of tasks, mutual encouragement, the development of proficiency, shared goals, and a cohesive voice. These features are further enriched through collective collaboration that engages joint responsibility, partnership, fairness, and ownership.

Though studies of emotional intelligence have been a strong part of organizational leadership research for almost two decades, and research focused on conflict management style has progressively gained momentum since the 1970s. This research sought to investigate and further increase the understanding and knowledge of ESI paradigms from the perspective of conflict management behavior. This study also explored the implications of gender and the relationship of CMB and ESI.

This study focused on exploring the relationship between ESI and CMB. While

many studies have attempted to explore the relationship of these constructs with leadership effectiveness, few studies have explored these constructs in the context of conflict management behavior. Global transformations, brought about by the vast technological advances and globalization, have developed into an organizational atmosphere with vigorous phases of modification, emotion, conflict, vehemence, and complication (Runde & Flanagan, 2008). Workplace constructs are flatter and less hierarchal and necessitate leaders that are able to deal with multifaceted interactions that span space, time, and conventional reporting structures. Pearce (2007) supports that with the concurrent flattening of organizations, there is an increased value in leadership abilities that surpasses the Western norms of logical and linguistic intelligence and moves to more Eastern norms of intrapersonal and interpersonal intelligence which are more aligned with the definitions associated with ESI, as posed by Gardner (1999).

The speed of transformation and struggles in today's organizational setting make multidisciplinary leadership necessary for organizations to fulfill their bottom-line. Lipman-Blumen contends that the Connective Era demands leadership in the form of "denatured Machiavellianism." This speaks to the fact that organizational leadership has traversed globally. It can be suggested then, for this contemporary workforce, 'Connective leaders' who are theorized to be more collaborative and are known for their ability envision common ground and diverse possibilities, as opposed to the 'traditional autocratic leader' who usually sees differences and division. It can be further suggested that these collaborative leaders may be more effective in the navigation of today's organization by strategically tracking the pace at which their human capital moves further away from one single culture which can be defined by similar mores, customs, and values

and closer toward an organization that is more global, that can be characterized as multicultural.

The most significant results of these findings were the confirmation of a statistically significant relationship between ESI and CMB. Additionally, the ability to manage emotions directly relates, influences, and may predict the likelihood of a leader making a conscious decision to either avoid conflict or practice collaboration. The findings indicated a positive, statistically significant relationship between self-management and active-constructive behaviors. Furthermore, the finding determined a negative, statistically, significant relationship between self-management and passive-destructive behavior. These findings are significant because they distinguish one aspect of ESI as specifically influencing how leadership manages in conflict conditions.

The challenge for leaders is to utilize their ESI and CMB skills, to not only understand these cultures, but also assist their human capital in moving from ‘bridging social capital’ which offers the relations between members across separate groups, to being social capital in the shape of bonding, which is created in the relationships that would be found in groups that have commonalities—such as ethnicity or race. The leader can then be the intermediary for collaboration and teamwork regardless of the present differences. With the leaders increased ability to use more active-constructive strategies for dealing with conflict, the differences/conflict can be used for the growth of the organization as the organization moves into ‘bonding’. Putnam (2000) held the contention that ‘bonding’ is the element that increases the emotional investment among human capital, and helps in the emergence of a cohesive unit.

Participants in this study also read circumstantial dynamics and social prompts

within a precipitating event to select the most appropriate conflict-management reply based on the situation presented (Bradberry & Greaves, 2001). An individual's approach to managing conflict is contingent upon situational factors and their skill sets. Based on the results of this study, individuals high in the ability to manage emotions are more likely to choose to collaborate and less likely to avoid conflict. In fact, the analysis of this study not only confirmed the existence of a relationship between self-management and active-constructive behavior, but also indicated a predictive relationship. Given these significant findings, the self-management aspect of ESI has been identified as the key emotional intelligence scale related to conflict management. Self-management is the key to increasing collaborative and decreasing passive behavior in the context of conflict management in the workplace. Self-management is the behavior within the larger construct of ESI that includes being open and closed to emotional information at different times. Self-management also refers to the ability of emotional consciousness, acknowledgment, and use of emotions in problem solving (Bradberry & Greaves, 2001). In effect, self-management is the ability to understand emotions and use this understanding for practical problem solving. These results are meaningful because they single out the self-management scale of emotional intelligence as potentially holding the key to conflict management. This study provides additional insight into the nature of emotional intelligence in the context of conflict management. This valuable information provides organizational leaders with meaningful information to potentially grow and develop leaders with more effective conflict management competencies.

Implications for Organizational Leaders

The Great Recession of 2009 was a period in our history where the employed and

unemployed workforce pulled together to move forward. This motion was grounded in the trust, mutual understanding, and shared values—social capital—that bound human networks, as many regardless of economic challenges united within a fallen world economy. As the world moves forward into economic recovery, giving the workforce more motivation to be confident in its resilience, organization development experts report an increase in highly talented workers voluntarily leaving their current positions in pursuit of different employment opportunities. In October of 2013, the US Bureau of Labor Statistics (BLS) reported that the number of employees willingly leaving their jobs had eclipsed the number terminated through redundancies and other categories of layoffs. In February 2014 the BLS reported that there were 4.2 million job openings, which was 94 percent higher than the low in July 2009. The level was still below the 4.7 million openings at the peak in March 2007. Job openings in the private sector decreased steeply during the recession, falling from 3.9 million in December 2007 (the beginning of the recession) to a low of 1.9 million in July 2009. Since July 2009, the number of vacancies increased by 102 percent, reaching 3.8 million in February 2014. Voluntary turnover in the private sector naturally declined during the recession, starting at 2.7 million in December 2007 and reaching a low of 1.5 million in September 2009. By February 2014 the voluntary turnover has increased by 46 percent, to 2.3 million. Experts attribute this exodus of talent to the added stress and growth in distrust between employer and employee during the Great Recession. Even though many people were relieved to be employed, their workload was heavy and the organization was now deemed as disloyal. Many industry experts said that the Great Recession marked the end of employee loyalty. They were asked to do more in less time under the umbrella of pay freezes. With the

current data being what it is it will be very important for organizations to employ leaders that have less bargaining and technical skills and an increase in their soft skills such as ESI and CMB in order to steer the workforce in this fast-paced, competitive global environment.

Bagshaw (2000) and Dana (2003) both contend that when conflict is not managed in an appropriate manner, there is a negative effect on both the human and financial capital of organizations. Some of the direct and indirect costs include presenteeism (Raines, 2013), lowered creativity, poor decision-making quality, decreased morale, stress related illness, lowered motivation, sabotage, theft, absenteeism, and retribution. Individually these products of organizational conflict are limiting to the effectiveness of the organization on a whole in meeting its bottom line. It is through this lens that organizational leaders should urgently find solutions and strategies to hire, develop, and grow managers adept in managing conflict and building workable solutions to complex problems in this changeable environment. Managers across industries are struggling when it comes to dealing with this increase in emotion and conflict in the workplace (Myers & Larson, 2005). Managing conflict is central to understanding the practice of organizations (Tjosvold, 1991). Unmanaged conflict negatively impacts the bottom line of organizations and results in turnover, absenteeism, dysfunctional stress, retribution, manager and executive time waste, and legal costs. Low morale, intense conflict, and stressors all limit organizational performance (Bagshaw, 1998). The future of organizations will depend upon the ability of organizational leaders to develop managers who can successfully manage conflict. “Unmanaged conflict is the largest reducible cost in organizations today, and the least recognized” (Dana Mediation Institute, 2008, p. 1).

Conflict is a high-risk venture for all organizational leaders and the stakes could not be higher. Conflict is not inherently positive or negative. Rather, conflict represents the potential for growth, innovation, or the potential for rising, reducible costs that threaten profitability and long-term viability. Effectively managed conflict can be a positive force, helping to maintain and advance an optimal level of stimulation and activation among organizational members and contribute to creativity and innovation (Callanan, Benzing, & Perry, 2006). Research indicates that emotion, when properly managed, can drive trust, loyalty, and commitment, leading to greater productivity, innovation, and achievement for individuals, work teams, and organizations (Cooper, 1997). The key determinant to the successful management and leveraging of conflict for an organization is a management force with effective leadership practices that translate positively in the context of conflict.

Given the current economic climate, controlling costs, and sustaining productive business practices is more important than ever and necessary for survival. Organizational leaders are in the right era to learn the specific behaviors that translate into effective conflict management. Kramer and Crespny (2011) reason that shared/collaborative leadership is fundamental at all organizational levels in order to assure that conflicts are handled in a way that is beneficial rather than destructive. This, they say, can increase the possibility for social transformation inherent in conflict, as opposed to being misplaced in the infliction of the negative effects that can be devastating to a work environment (Kramer & Crespny, 2011). This study affords valuable information that will help organizational leaders engineer meaningful management development programs that focus on developing the competencies necessary to effectively manage emotion and

conflict in the workplace. This study also provides organizational leaders with research that indicates the importance of emotional intelligence aptitudes in the practice of conflict management.

Organizational leaders can use the results of this study to focus on the construct of ESI in the context of conflict management. The real value in this study is found in the specificity of the results. The products of the study display specific scales or aspects of ESI and self-management that result in an increase in more collaborative resolves and a decrease in active-destructive methods to managing with conflict.

While Capobianco et al. (2008) contend that no one conflict management behavior category is the best fit in all situations, the active-constructive category is a balanced approach that is both assertive and collaborative and involves considering the principal interests and matters that move toward the discovery of innovative resolutions that satisfy both sides (Runde & Flanagan, 2008). The passive-destructive construct is both damaging and unassertive (Runde & Flanagan, 2008). Research has confirmed collaborative measures to be integral to increasing cohesion within workgroups (Katz & Fynn, 2013). Katz et al. (2011) contend that collaboration is the secret to releasing a group's potential and attaining high performance. The key significance of this study is the implication that the improvement of higher levels of ESI proficiencies may lead to more successful conflict management. Based on the results of this study, organizational leaders and managers interested in enriching conflict management competencies should concentrate on addressing gaps in ESI.

Organizational leaders should recognize that the implementation of responses that are appropriate for situations of conflict should generate progressive outcomes for the

individuals involved and for the organization (Dana, 2008). This study has identified the important connection between CMB constructs, situations/values, and ESI competencies. This information can serve as an effective foundation for conflict management training, established on genuine situations and the application of the four conflict management behaviors coupled with the understanding of precipitating events (hot buttons). The exclusive capacity of self-management within the construct of the ESI scale offers organizational leaders with valued insight. This information will allow organizational leaders to hone in on fundamental ESI constructs in the mission to cultivate more effective managers of conflict within this rapidly changing global environment.

The results will bolster organizations through the increase of effective conflict managers, empowering organizations to benefit from the advanced, innovative, and creative nature of conflict as well as to reduce the dysfunctional and extortionate characteristics that threaten the potential of organizations. Leadership of organizations that are successful in developing and fostering values that enhance the positive properties of conflict and change are more probable to accomplish the goal of safeguarding the long-term strength and robustness of their organizations.

The work of organization development practitioners is to help organizations move toward a more solid effective work environment that is grounded in the concept of sustainable human capital. From a more idealistic perspective, the healthy work environment that organizations strive for is an environment in which individuals find their jobs motivating, managers are more connected to their team members and can remark with accuracy about performance, and an overall environment that is growth driven and healthy. This organizational setting is one where team members have the

desired success of the organization; there is organizational pride, trust, and shared thoughts on how to improve performance—groups working together, solving problems, establishing standards of excellence, and appreciating the diversity of their colleagues. Organizational leadership standards are more values driven and connective, which means the leadership style is centered on leading people in ways that result in profits, productivity, innovation, and real organizational learning, all of which ultimately lies in the leaders perspective. This leader understands that their people are their greatest assets.

The post-recession leader embodies a more collaborative mindset, as set out in the theoretical framework of shared/collaborative leadership. In addition to being people-sensitive and judicious, leaders and managers will need other competencies and skills. In the most fundamental sense the current workforce needs leaders that are governed by more restorative standards that are also known as soft skills. These skills promote growth through collaborative efforts and sustainability through the fostering of a good rapport among team members. This leader has high ESI and employs a more active-constructive, collaborative stance in the management of conflict. Since change is so widespread and constant, these should employ a more entrepreneurial work ethic. The core qualities needed to create the ideal work environment begins with acumen, passion, a strong work ethic, team cohesion, and an authentic concern for human beings.

This study has also elucidated a new set of competencies for organizational leaders that surpass the standard knowledge, skills, and abilities that can be gained through the attainment of an MBA. The leader of today, who can be named the Millennial Leader (see Figure 10), must be grounded in the constructs of emotional and social intelligence and move toward more active-constructive or collaborative measures

in dealing with interpersonal and group conflict. Further, this leader should utilize the theoretical constructs of social capital and values, as posed in Consequentialism, to strategically navigate the new global organization that endeavors to move as one cohesive unit, an end result of bonding social capital. This leader should embody the ability to harness ESI to steer a workforce that is diverse, specifically in the area of values. As Katz and colleagues (2011) affirm, one of the most difficult forms of conflict to resolve is a values conflict. Yet, with organizational expansions at hand, the Millennial Leader can circumnavigate the flattened organizational structure through the process of moving from a bridged values structure to a bonded values structure, by strategically using these soft-skills—ESI and CMB.

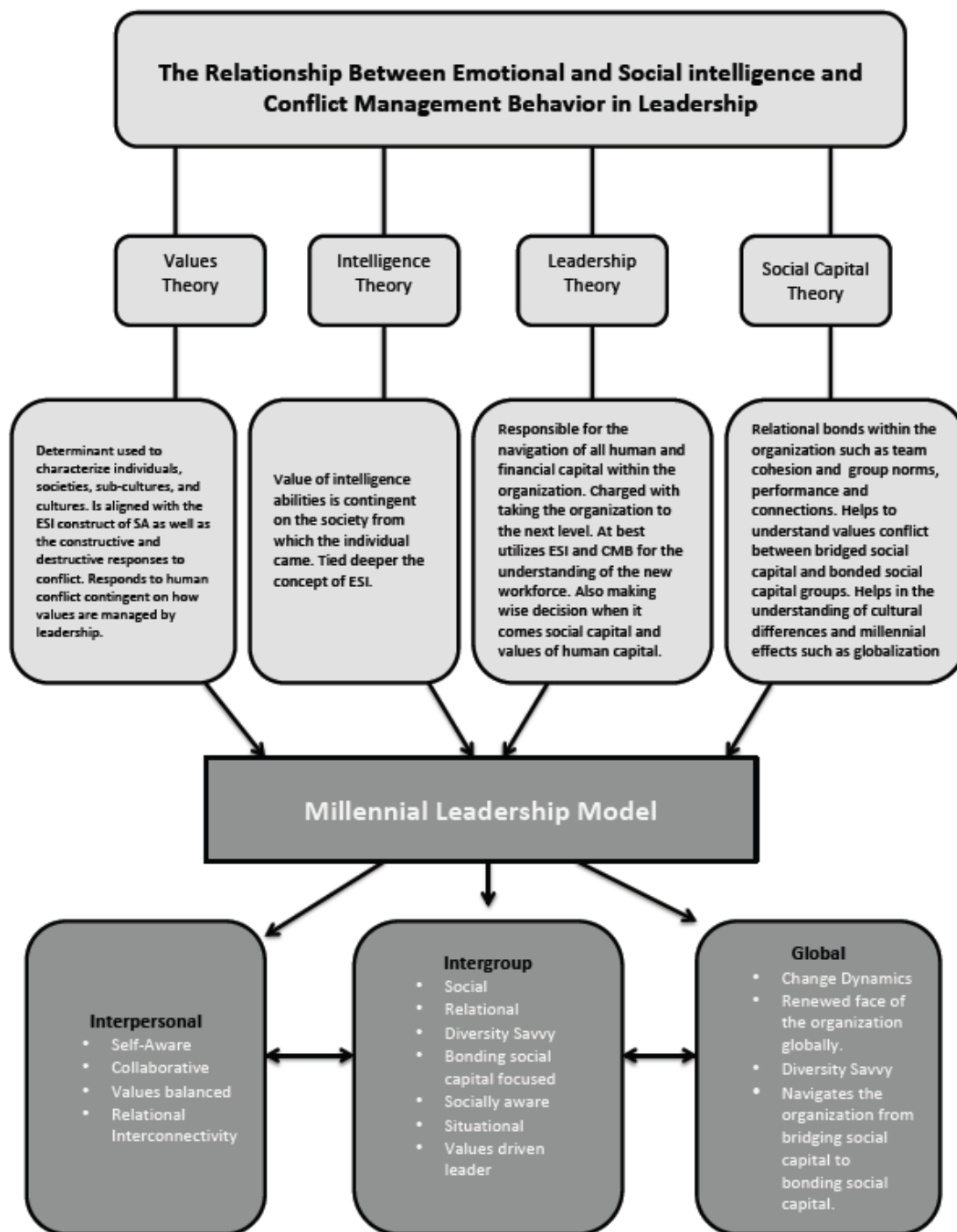


Figure 10. Relationship between Emotional and Social Intelligence (ESI) and Conflict Management Behavior in Leadership.

Recommendations for Future Research

Additional research is needed in order to further explore and expand the knowledge and understanding of the ESI construct in the context of conflict management behavior. Significant research has focused on investigating the relationship between emotional intelligence and leadership effectiveness (Goleman, 1998). A research gap exists on the specific relationship between ESI and CMB. Future conflict management research should focus at the individual and cultural level. Furthermore, when using the Emotional Intelligence Appraisal and Conflict Dynamics Profile, it stands to reason that cultural norms may be different from one region of the world to the next. In case studies of gender and emotional intelligence, it has been reported that women score higher than men (Goleman, 1998). Yet, in the case of this study there was not a significant difference between ESI and CMB regardless of gender.

This study has identified significant relationships among all constructs of the emotional intelligence appraisal and the conflict dynamics profile. Given the limited population for this study, future research should be expanded across industries and cultures to augment generalizability. Further, based on the results of this study, ESI may hold the key to understanding the requisite competencies that enhance a leader's ability to select appropriate responses to conflict for the given situation (Lipman-Blumen, 1996). The exploration of the specific competency of self-management and the relationship to active-constructive behaviors in managing conflict, helps leaders to increase their tool-kit by utilizing more reflective and collaborative tools, such as reflective listening. If a predictive relationship is confirmed through future research, this could prove to be valuable in the conflict management arena, specifically in the category of workplace

conflict.

Future research should also focus on organizational conflict and how successful organizations are able to create a culture in which change and conflict are integral components. As Katz et al. (2011) confirm, conflict is fundamental to human interaction and to all aspects of business practices. They go further to say, unmanaged conflict threatens organizations today resulting in significant reducible costs. Given the economic climate, conflict is likely to increase along with the associated costs (Runde & Flanagan, 2008). Despite these trends, conflict also represents hope and opportunity. Conflict can inspire innovation, creativity, and commitment, which are critical drivers of organizational performance. These are all aspects of business that will be integral to survival and growth in this challenging economic environment.

This study sought to find if there was a relationship between ESI and CMB. Even though the study results proved that there is a relationship between ESI and CMB, there is still the unique variable of hot buttons when dealing with emotional intelligence. The hot buttons section has proven that even though the participants may have varied by their level of emotional intelligence and conflict management behavior, there was hardly a variance when it came to the hot buttons, particularly those hot buttons that connote values, such as dishonesty and disrespect. The values that are called into question are more objective than subjective concerning the individuals that participants were asked if they liked working with if they were: abrasive, aloof, hostile, micromanaging, over analytical, self-centered, unappreciated, unreliable, and untrustworthy. It is believed that further investigations in the form of qualitative analyses may reveal additional information as to why participants responded to the hot buttons section of the assessment

regardless of their level of emotional intelligence or even their conflict management behavior construct.

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Appendix A: Letter of Authorization to Conduct Research

OUR REF: F/12

DATE: JULY 20TH, 2013

Informed Consent: Permission to Use, Premises, Name, and/or Subjects

Governmental Organisation in Central Jamaica

Name of Facility, Organization, University, Institution, or Association

I hereby authorize Suzzette A. Harriott student of Nova Southeastern University's School of Humanities and Social Sciences of the Department of Conflict Analysis and Resolution, to use this governmental organisation in Central Jamaica, to conduct a study entitled "The Relationship Between Emotional and Social Intelligence and Conflict Management Behavior in Leadership". Suzzette Harriott is not authorized to identify this organization by name in her dissertation or in any publication that might result from her dissertation.

Appendix B: Authorization to Use an Existing Instrument



ECKERD COLLEGE

CENTER FOR CONFLICT DYNAMICS

August 29, 2013

Suzzette Harriott
Doctoral Student
Nova Southeastern University
Ft. Lauderdale, FL

Dear Ms. Harriott:

This letter grants permission from the Center for Conflict Dynamics at Eckerd College for you to use the Conflict Dynamics Profile assessment instrument as part of your research for your Ph.D. dissertation on The Relationship Between Emotional and Social Intelligence and Conflict Management Behavior in Leadership being done at Nova Southeastern University.

Sincerely,

A handwritten signature in blue ink that reads "Craig Runde".

Craig Runde
Director

Appendix C: Authorization to Use an Existing Instrument



PERMISSION TO USE AN EXISTING TALENTSMART SURVEY

Date: 08/27/2013

Suzzette Harriott, Doctoral Student
Nova Southeastern University
Florida

Thank you for your request for continuing permission to use *Emotional Intelligence Appraisal - Me Edition* survey in your research study. We are willing to allow you to use the instrument, on-line, as indicated in our conversation with a 50% reduction in normal charge with the following understanding:

- You will use these assessments only for your research study and will not sell or use them with any compensated management/curriculum development activities.
- You will purchase one assessment per survey participant. The assessment, scoring, and report will not be reproduced in any way, as in agreement with intellectual property laws.
- You will send your completed research study and one copy of reports, articles, and the like that make use of this assessment data promptly to our attention, once complete.
- You will include no more than three sample items in the written copy.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,

Melissa Oates
Manager of Assessment Services, TalentSmart
858-509-0582 x115
mjo@talentsmart.com

I understand these conditions and agree to abide by these terms and conditions.

Signed  Date: 8/27/2013

Expected date of completion: 11/20/2014

Appendix D: Research Instrument – Conflict Dynamics Profile

Instructions for Completing the CDP Individual Version

To maximize the validity and usefulness of this *Conflict Dynamics Profile: Individual (CDP-I)* instrument, you should follow these step-by-step instructions.

1. Respond to the questions in the *CDP-I Questionnaire*, using the *CDP-I Answer Sheet* to record your answers. Be sure to follow all the instructions on the questionnaire and answer sheet. Make sure to answer all the questions.
2. Compute your scores using the *CDP-I Scoring Sheet* (the sheet right below the answer sheet).
3. Once you have computed your scores, plot them on the appropriate graph: *Displaying Your Constructive Responses*, *Displaying Your Destructive Responses*, and *Displaying Your Hot Buttons* on pages 2-4 of the *CDP-I Development Guide*.
4. Using these graphed scores, complete the two worksheets (*CDP-I Developmental Worksheet: Responses to Conflict* and *CDP-I Developmental Worksheet: Hot Buttons*) on pages 5 and 6 of the *CDP-I Development Guide*.
5. Read pages 7-37 of the *CDP-I Development Guide* which describe the *CDP* model and the various *CDP* scales or behaviors. You should pay special attention to those areas in which your scores indicate some room for improvement.
6. Based on your scores, your worksheets, and your reading of the *CDP-I Development Guide*, construct an action plan using the Steps for Successful Action Planning appearing on pages 38-40 of the development guide.

Key for Questions 1-63

1	=	I never respond in this way.
2	=	I rarely respond in this way.
3	=	I sometimes respond in this way.
4	=	I often respond in this way.
5	=	I almost always respond in this way.

26. I try to get even.
27. I physically avoid the other person's presence.
28. I yield to the other person just to end the argument.
29. I hold my emotions in because I can't express them well.
30. I am critical of myself for not handling the conflict better.
31. I put myself in the other person's shoes and imagine his/her point of view.
32. I brainstorm with the other person to create new ideas.
33. I directly communicate my feelings at the time.
34. I try to make amends with that person.
35. I think carefully about the pros and cons before responding.
36. I wait things out and see if the situation improves.
37. I try to just make the best of the situation.
38. I try to win at all costs.
39. I express my anger.
40. I laugh at the other person's arguments.
41. I try to get revenge later on.
42. I keep as much physical distance as possible from that person.
43. I do what the other person wants.
44. I hold my feelings inside even though it is hard to do so.
45. I replay the incident over and over in my mind.
46. I imagine how I would feel if I were in that person's position.
47. I ask the other person questions to help figure out a solution.
48. I honestly express how I am feeling to the other person.
49. I make the first move to get communication started again.
50. I reflect on the best way to proceed.
51. I temporarily leave the situation.
52. I do my best to adapt to the situation.
53. I adamantly stick to my own position.
54. I use harsh, angry words.
55. I ridicule that person's ideas.
56. I passively obstruct the other person.
57. I deliberately ignore that person.
58. I give in to the other person just to make life easier all the way around.
59. I feel upset but don't show it.
60. I can't stop thinking about the conflict afterwards.
61. I openly express my thoughts and feelings.
62. I let things calm down before proceeding.
63. I remain flexible and hope for the best.

Not only is it important to understand how people respond to conflict, it is useful to know what kinds of situations and circumstances are most likely to *create* conflicts. In this section, please indicate how *upset* you get when you have to deal with various kinds of people and behaviors. These items ask you to indicate which situations produce the *most* and *least* irritation and frustration for you—the kind of irritation and frustration that leads to interpersonal conflict. For each of the following items, please indicate how upset you get, using the following choices:

Key for Questions 64–99

1	=	This situation does not upset me at all.
2	=	This situation upsets me to a small degree.
3	=	This situation upsets me to a moderate degree.
4	=	This situation upsets me to a considerable degree.
5	=	This situation makes me extremely upset.

Working with someone who:

64. Cannot be counted on to get the work done.
65. Pays too much attention to detail.
66. Seldom praises good performance.
67. Isolates himself/herself from others.
68. Is constantly checking others' work.
69. Believes he/she is always correct.
70. Is abrasive.
71. Exploits others.
72. Is hostile and aggressive.
73. Makes commitments but then doesn't follow through.
74. Focuses too much on minor issues.
75. Does not reward hard work and loyalty.
76. Will not make changes based on input from others.
77. Constantly monitors co-workers.
78. Is self-centered.
79. Focuses on the negative.
80. Tries to undercut people at work.
81. Over-reacts and becomes angry.
82. Consistently misses deadlines.
83. Is a perfectionist.
84. Fails to give credit to others for their contributions.
85. Is not open with other people.
86. Is always looking over people's shoulders.
87. Is a "know it all".
88. Is arrogant.
89. Cannot be trusted.
90. Has angry outbursts.
91. Is not reliable.

Key for Questions 64-99

1	=	This situation does not upset me at all.
2	=	This situation upsets me to a small degree.
3	=	This situation upsets me to a moderate degree.
4	=	This situation upsets me to a considerable degree.
5	=	This situation makes me extremely upset.

- 92. Overanalyzes things.
- 93. Is not appreciative of hard work by others.
- 94. Does not seek input from others.
- 95. Continuously checks up on the progress of others.
- 96. Is a brown-noser.
- 97. Is very sarcastic.
- 98. Takes undeserved credit for others' success.
- 99. Loses his/her temper and yells.

Once you have recorded all of your answers on the *CDP-I* Answer Sheet, being sure to bear down firmly, remove the Answer Sheet and calculate your scores on the *CDP-I* Scoring Sheet.

CDP Individual Answer Sheet

1. _____	16. _____	31. _____	46. _____	
2. _____	17. _____	32. _____	47. _____	
3. _____	18. _____	33. _____	48. _____	61. _____
4. _____	19. _____	34. _____	49. _____	
5. _____	20. _____	35. _____	50. _____	
6. _____	21. _____	36. _____	51. _____	62. _____
7. _____	22. _____	37. _____	52. _____	63. _____
8. _____	23. _____	38. _____	53. _____	
9. _____	24. _____	39. _____	54. _____	
10. _____	25. _____	40. _____	55. _____	
11. _____	26. _____	41. _____	56. _____	
12. _____	27. _____	42. _____	57. _____	
13. _____	28. _____	43. _____	58. _____	
14. _____	29. _____	44. _____	59. _____	
15. _____	30. _____	45. _____	60. _____	

Please continue at top of
next column for
question 61!

64. _____	73. _____	82. _____	91. _____
65. _____	74. _____	83. _____	92. _____
66. _____	75. _____	84. _____	93. _____
67. _____	76. _____	85. _____	94. _____
68. _____	77. _____	86. _____	95. _____
69. _____	78. _____	87. _____	96. _____
70. _____	79. _____	88. _____	97. _____
71. _____	80. _____	89. _____	98. _____
72. _____	81. _____	90. _____	99. _____

Instructions

Using a pen or pencil, please write your answer to each question in the space corresponding to the number of that question.

Please press firmly so that your answer will be recorded on the scoring sheet below this answer sheet. Once you have answered every question, remove this top page to see the scoring sheet.

cdp
conflict dynamics profile

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After completing this test, to determine your score, lift top sheet at perforation and reveal the scoring sheet beneath.

Appendix E: Research Instrument – Emotional Intelligence Appraisal

EMOTIONAL INTELLIGENCE APPRAISAL™



EMOTIONAL INTELLIGENCE APPRAISAL QUESTIONS: PART TWO

For each question, check one box according to how often you...

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(16) are open to feedback.						
(17) recognize other people's feelings.						
(18) accurately pick up on the mood in the room.						
(19) hear what the other person is "really" saying.						
Scoring area for questions 16 through 19 only						
(20) are withdrawn in social situations.						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(21) directly address people in difficult situations.						
(22) get along well with others.						
(23) communicate clearly and effectively.						
(24) show others you care what they are going through.						
(25) handle conflict effectively.						
(26) use sensitivity to another person's feelings to manage interactions effectively.						
(27) learn about others in order to get along better with them.						
Scoring area for questions 21 through 27 only						
(28) explain yourself to others.						

EMOTIONAL INTELLIGENCE APPRAISAL™

SCORING YOUR RESULTS: SELF-AWARENESS SCORE

Congratulations, your survey is complete. You will now score your results in four small parts. Begin here with the first part, which consists of questions 1-6 on page five.

Step One: For questions 1-5 only, add up the number of checks in each column and write the totals in the shaded area directly below question #5 on page five. Transfer this directly to the shaded area of Column A on this page.

Step Two: In the non-shaded area of Column A on this page, enter a 1 next to the response you chose for question #6 on page five.

Step Three: Multiply each row of Column A by the number directly next to it in Column B. Write the answer for each row in Column C.

Step Four: Add up all the numbers in Column C and write the answer on the line next to the phrase "Total Column C."

Step Five: Find your total from Column C in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Self-Awareness score. Self-Awareness is one of the four skills that make up emotional intelligence.

Step Six: Write your Self-Awareness score in the table on page 11.

		COLUMN A	COLUMN B	COLUMN C
QUESTIONS 1-5	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 5	
	Always		X 6	
QUESTION 6	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 5	
	Almost Always		X 6	
	Always		X 4	

Total Column C = _____

Column C	Self-Awareness
6-7	10
8	14
9	21
10	26
11	33
12	39
13	46
14	52
15	58
16	61
17	64
18	67
19	70
20	72
21	73

Column C	Self-Awareness
22	74
23	76
24	77
25	79
26	82
27	83
28	85
29	86
30	89
31	90
32	92
33	94
34	96
35	98
36	100

EMOTIONAL INTELLIGENCE APPRAISAL™



SCORING YOUR RESULTS: SELF-MANAGEMENT SCORE

Now it's time to score the next part of your results. This section covers questions 7-15 on page five.

Step One: For questions 7-13 only, add up the number of checks in each column and write the totals in the shaded area directly below question #13 on page five. Transfer this directly to the shaded area of Column D on this page.

Step Two: For questions 14-15 only, add up the number of checks in each column and write the totals in the shaded area directly below question #15. Transfer this directly to the non-shaded area of Column D on this page.

Step Three: Multiply each row of Column D by the number directly next to it in Column E. Write the answer for each row in Column F.

Step Four: Add up all the numbers in Column F and write the answer on the line next to the phrase "Total Column F."

Step Five: Find your total from Column F in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Self-Management score. Self-Management is one of the four skills that make up emotional intelligence.

Step Six: Write your Self-Management score in the table on page 11.

		COLUMN D	COLUMN E	COLUMN F
QUESTIONS 7-13	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 5	
	Always		X 6	
QUESTIONS 14-15	Never		X 6	
	Rarely		X 5	
	Sometimes		X 4	
	Usually		X 3	
	Almost Always		X 2	
	Always		X 1	

Total Column F = _____

Column F	Self-Management
9-10	10
11	13
12	15
13	16
14	18
15	20
16	21
17	23
18	26
19	28
20	31
21	33
22	34
23	36
24	37

Column F	Self-Management
25	39
26	40
27	45
28	49
29	52
30	55
31	58
32	62
33	65
34	68
35	71
36	73
37	74
38	75
39	76

Column F	Self-Management
40	78
41	80
42	82
43	85
44	87
45	91
46	92
47	93
48	94
49	95
50	96
51	97
52	98
53	99
54	100


EMOTIONAL INTELLIGENCE APPRAISAL™
SCORING YOUR RESULTS: SOCIAL AWARENESS SCORE

Now score the third part of your results, questions 16-20 on page six.

Step One: For questions 16-19 only, add up the number of checks in each column and write the totals in the shaded area directly below question #19 on page six. Transfer this directly to the shaded area of Column G on this page.

Step Two: In the non-shaded portion of Column G, enter a 1 next to the response you chose for question #20.

Step Three: Multiply each row of Column G by the number directly next to it in Column H. Write the answer for each row in Column I.

Step Four: Add up all the numbers in Column I and write the answer on the line next to the phrase "Total Column I."

Step Five: Find your total from Column I in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Social Awareness score. Social Awareness is one of the four skills that make up emotional intelligence.

Step Six: Write your Social Awareness score in the table on page 11.

		COLUMN G	COLUMN H	COLUMN I
QUESTIONS 16-19	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 5	
	Always		X 6	
QUESTION 20	Never		X 5	
	Rarely		X 6	
	Sometimes		X 4	
	Usually		X 3	
	Almost Always		X 2	
	Always		X 1	

Total Column I = _____

Column I	Social Awareness
5	10
6	15
7	20
8	25
9	32
10	40
11	47
12	54
13	58
14	62
15	64
16	65
17	68

Column I	Social Awareness
18	70
19	72
20	74
21	76
22	77
23	79
24	81
25	88
26	90
27	92
28	93
29	96
30	100

EMOTIONAL INTELLIGENCE APPRAISAL™

MY EMOTIONAL INTELLIGENCE SCORES

Emotional intelligence is made up of four skills.

- Write each of your skill scores in the following table. They are the numbers you circled at the bottom of pages 7-10.
- Add the four skill scores and place the value next to where it says, "Total of Skill Scores."
- Find your total in the left-hand column of one of the tables below. The number directly next to it, in the right-hand column, is your overall emotional intelligence (EQ) score. Be sure to circle your score and write it in the Overall EQ Score box.

<i>Skill Score</i>	
SELF-AWARENESS	
SELF-MANAGEMENT	
SOCIAL AWARENESS	
RELATIONSHIP MANAGEMENT	

OVERALL EQ SCORE

Total of Skill Scores = _____

Sum of Skill Scores	Overall EQ Score
40-48	10
49-68	15
69-88	20
89-108	25
109-128	30
129-148	35
149-167	40
168-187	45
188-203	50
204-211	52
212-219	54
220-227	56
228-238	58
239-242	60
243-246	61
247-250	62
251-254	63
255-258	64

Sum of Skill Scores	Overall EQ Score
259-262	65
263-266	66
267-270	67
271-273	68
274-277	69
278-281	70
282-285	71
286-289	72
290-293	73
294-297	74
298-301	75
302-305	76
306-309	77
310-313	78
314-318	79
319-323	80
324-326	81
327-330	82

Sum of Skill Scores	Overall EQ Score
331-334	83
335-337	84
338-341	85
342-344	86
345-348	87
349-352	88
353-356	89
357-360	90
361-364	91
365-368	92
369-372	93
373-376	94
377-380	95
381-385	96
386-389	97
390-393	98
394-396	99
397-400	100

EMOTIONAL INTELLIGENCE APPRAISAL™

**WHAT THE SCORES MEAN**

Scores on the Emotional Intelligence Appraisal™ come from a “normed sample.” That means your scores are based on a comparison to tens of thousands of responses to discover where you fall relative to the general population. Read the following descriptions to better understand what your scores mean about your current skill level.

SCORE	MEANING
90-100	<p>A STRENGTH TO CAPITALIZE ON</p> <p>These scores are much higher than average and indicate a noteworthy strength. These strengths probably come naturally to you, or exist because you have worked hard to develop them. Seize every opportunity to use these emotionally intelligent behaviors to maximize your success. You are highly competent in this skill, so work to capitalize on it and achieve your potential.</p>
80-89	<p>A STRENGTH TO BUILD ON</p> <p>This score is above average. However, there are a few situations where you don't demonstrate emotionally intelligent behavior. There are many things you are doing well to have received this score and a few that could be better with some practice. Study the behaviors for which you received this score and consider how you can polish your skills.</p>
70-79	<p>WITH A LITTLE IMPROVEMENT, THIS COULD BE A STRENGTH</p> <p>You are aware of some of the behaviors for which you received this score and you are doing well. Other emotionally intelligent behaviors in this group are holding you back. Lots of people start here and see big improvement in their emotional intelligence once it's brought to their attention. Use this opportunity to discover your potential and improve in the areas where you don't do as well.</p>
60-69	<p>SOMETHING YOU SHOULD WORK ON</p> <p>This is an area where you sometimes demonstrate emotionally intelligent behavior but not usually. You may be starting to let people down. Perhaps this is a skill that doesn't always come naturally for you or that you don't use. With a little improvement in this skill, your credibility will go way up.</p>
59 or below	<p>A CONCERN YOU MUST ADDRESS</p> <p>This skill area is either a problem for you, you don't value it or you didn't know it was important. The bad news is your skills in this area are limiting your effectiveness. The good news about this discovery and choosing to do something about it is it will go a long way toward improving your emotionally intelligent behavior.</p>

Appendix F: Recruitment Letter to Participants



Invitation to Participate in a Research Study Entitled

The Relationship Between Emotional & social intelligence and Conflict Management Behavior in Leadership

Dear Research Participant,

I am a doctoral student at the Nova Southeastern University, which is located in Davie, Florida in the United States of America. I am pursuing a doctorate degree in Conflict Analysis and Resolution – Conflict in Organizations and Schools. I am conducting a research study entitled The Relationship Between Emotional Intelligence and Social Intelligence, and Conflict Management Behavior of Leadership. The purpose of this research study, is to examine the relationship between emotional & social intelligence and the conflict management behavior employed by leadership. The Executive Director has given me permission to conduct this research study on this Organization located in the British Caribbean. *[Note: the name of the individual granting permission to use the premises and the pseudo name, Organization located in the British Caribbean, will be replaced with the organization's legal name when distributing the form letter.]*

Your participation will involve completing two instruments. The instruments are the Emotional Intelligence Appraisal and the Conflict Dynamics Profile. The time required to complete the survey instruments is estimated to be between 30 to 45 minutes. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published, but your name will not be used and your results will be maintained in confidence. All records of your participation

In this research, there are no foreseeable risks to you. There are also no direct benefits for research participants. The results of this study will provide valuable research data in the field of conflict analysis and resolution. Individual results will be provided to participants upon request at the close of the study. These results will provide individual information on emotional intelligence, and conflict management behavior.

If you choose to participate please let the Secretary/Manager know and he will then give you a sealed envelope with which will contain the pertinent information that you will need to log into the two assessment sites for the Conflict Dynamics Profile and the Emotional Intelligence appraisal. The envelope will also include a number that will be used in place of your first and last name as well as an email address that the assessment will be sent to. If you choose to see the results of your assessment, I can send them to you after the final defense of my dissertation.

I am thankful that you have taken the time to read this letter and look forward to working with you.

Warm regards.

Suzzette A. Harriott

Doctoral Candidate

Nova Southeastern University

Graduate School of Humanities & Social Sciences

Department of Conflict Analysis & Resolution

3301 College Avenue

Fort Lauderdale, Florida 33314

Appendix G: Institutional Review Board Approval Letter



MEMORANDUM

To: Suzzette A. Harriott, MS
Graduate School of Humanities and Social Sciences

From: David Thomas, M.D., J.D. *RD for DT*
Chair, Institutional Review Board

Date: November 12, 2013

Re: *The Relationship between Emotional and Social Intelligence and Conflict Management Behavior in Leadership* – NSU IRB No. 10231317Exp.

I have reviewed the revisions to the above-referenced research protocol by an expedited procedure. On behalf of the Institutional Review Board of Nova Southeastern University, *The Relationship between Emotional and Social Intelligence and Conflict Management Behavior in Leadership* is approved in keeping with expedited review category #7. Your study is approved on **November 11, 2013** and is approved until **November 10, 2014**. You are required to submit for continuing review by **October 10, 2014**. As principal investigator, you must adhere to the following requirements:

- 1) **CONSENT:** You must use the stamped (dated consent forms) attached when consenting subjects. The consent forms must indicate the approval and its date. The forms must be administered in such a manner that they are clearly understood by the subjects. The subjects must be given a copy of the signed consent document, and a copy must be placed with the subjects' confidential chart/file.
- 2) **ADVERSE EVENTS/UNANTICIPATED PROBLEMS:** The principal investigator is required to notify the IRB chair of any adverse reactions that may develop as a result of this study. Approval may be withdrawn if the problem is serious.
- 3) **AMENDMENTS:** Any changes in the study (e.g., procedures, consent forms, investigators, etc.) must be approved by the IRB prior to implementation.
- 4) **CONTINUING REVIEWS:** A continuing review (progress report) must be submitted by the continuing review date noted above. Please see the IRB web site for continuing review information.
- 5) **FINAL REPORT:** You are required to notify the IRB Office within 30 days of the conclusion of the research that the study has ended via the IRB Closing Report form.

The NSU IRB is in compliance with the requirements for the protection of human subjects prescribed in Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46) revised June 18, 1991.

Cc: Dr. Ismael Muvingi
Dr. Niel Katz
Ms. Jennifer Dillon



Invitation to Participate in a Research Study Entitled

The Relationship Between Emotional and Social Intelligence and Conflict Management Behavior in Leadership


Dear Research Participant,

I am a doctoral student at the Nova Southeastern University, which is located in Davie, Florida in the United States of America. I am pursuing a doctorate degree in Conflict Analysis and Resolution – Conflict in Organizations and Schools. I am conducting a research study entitled The Relationship Between Emotional Intelligence and Social Intelligence, and Conflict Management Behavior of Leadership. The purpose of this research study, is to examine the relationship between emotional and social intelligence and the conflict management behavior employed by leadership. The Executive Director has given me permission to conduct this research study on this Organization located in Central Jamaica. *[Note: the name of the individual granting permission to use the premises and the pseudo name, Organization located in Central Jamaica, will be replaced with the organization's legal name when distributing the form letter.]*

Your participation will involve completing two instruments. The instruments are the Emotional Intelligence Appraisal and the Conflict Dynamics Profile. The time required to complete the survey instruments is estimated to be between 30 to 45 minutes. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published, but your name will not be used and your results will be maintained in confidence.

In this research, the risks involved are minimal. There are also no direct benefits for research participants. The results of this study will provide valuable research data in the field of conflict analysis and resolution. Individual results will be provided to participants upon request at the close of the study. These results will provide individual information on emotional intelligence, and conflict management behavior.

If you choose to participate please let the Secretary/Manager know and he will then give you a sealed envelope with which will contain the pertinent information that you will need to log into the two assessment sites for the Conflict Dynamics Profile and the Emotional Intelligence appraisal. The envelope will also include a number that will be used in place of your first and last name as well as an email address that the assessment will be sent to. If you choose to see the results of your assessment, I can send them to you after the final defense of my dissertation.


 NOVA SOUTHEASTERN UNIVERSITY
 Institutional Review Board
 Approval Date: NOV 11 2013
 Continuing Review Date: NOV 10 2014

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I am thankful that you have taken the time to read this letter and look forward to working with you.


Warm regards,

Suzette A. Harriott

Email: hsuzzett@nova.edu

Phone: 1(954) 882-2736

Doctoral Candidate
Nova Southeastern University
Graduate School of Humanities & Social Sciences
Department of Conflict Analysis & Resolution
3301 College Avenue
Fort Lauderdale, Florida 33314


NOVA UNIVERSITY
Institutional Review Board
Approval Date: NOV 11 2013
Continuing Review Date: NOV 10 2014



Letter of Participation in the Research Study Entitled:
 "The Relationship Between Emotional and Social Intelligence and Conflict Management Behavior in
 Leadership"

Funding Source: None.

IRB protocol #: 10231317


Principal investigator
 Suzzette A. Harriott, MS-HRM

1440 SW 106th
 Terrace, Davie,
 FL 33324
 Phone: 954-882-2736

Co-investigator
 Neil H. Katz degree PhD

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 Sciences
 3301 College Avenue
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For questions/concerns about your research rights, contact:
 Human Research Oversight Board (Institutional Review Board or IRB)
 Nova Southeastern University
 (954) 262-5369/Toll Free: 866-499-0790
IRB@nsu.nova.edu


 Institutional Review Board
 Approval Date: NOV 11 2013
 Continuing Review Date: NOV 10 2014

The purpose of this work is to evaluate the relationship between emotional and social intelligence (ESI) and the conflict management behavior (CMB) of lower level members of management or managers in training in organizations. The instruments that will be utilized for research are the Emotional Intelligence Appraisal (EIA), and the Conflict Dynamic Profile (CDP-I).

The results of this research should highlight the affect that the emotional and social intelligence of a leader has on his or her ability to manage interpersonal conflict between subordinates effectively, and to display personalized deliberations that move toward the reduction of workplace conflict. The following research question will be examined: Is there a relationship between emotional and social intelligence and conflict management behavior in individuals in leadership positions?

I Suzzette A Harriott – The Principal Investigator, will be conducting a study 75 voluntary participants out

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- of a pool of 136 employees of your organization, who are all in a supervisory/first line manager positions.
- The Executive Director of your organization will select participants through simple random selection. He will instruct the potential participants not to share their information on the envelope with anyone, inclusive of the himself. During the distribution of the envelopes, the executive director should remind potential participants that even though they may be selected to be part of the study, their participation is completely voluntary. Only 75 envelopes will contain a number, which is the indication that the individual has been chosen to be a participant in the study.

As a participant you will receive your own log in code, which will be used as your identification, which should only be known to you. All participants will be randomly chosen then randomly assigned a number 1 to 75 along with log in information for both The Center for Conflict Dynamics and TalentSmart, to take their assessment. You will be given 1 month to take the assessments. These assessment will take a maximum of 30 to 45 minutes to complete together.


In this research, the risks involved are minimal. There are also no direct benefits for research participants. There are no costs to you or payments made for participating in this study. The results of this study will provide valuable research data in the field of conflict analysis and resolution. Individual results will be provided to participants upon request at the close of the study. These results will provide individual information on emotional intelligence, and conflict management behavior.

If you choose to participate please let the Secretary/Manager know and he will then give you a sealed envelope with which will contain the pertinent information that you will need to log into the two assessment sites for the Conflict Dynamics Profile and the Emotional Intelligence appraisal. The envelope will also include a number that will be used in place of your first and last name as well as an email address that the assessment will be sent to. If you choose to see the results of your assessment, I can send them to you after the final defense of my dissertation.

You have the right to leave this study at any time or refuse to participate. If you do decide to leave or you decide not to participate, you will not experience any penalty or loss of services you have a right to receive. If you choose to withdraw, any information collected about you before the date you leave the study will be kept in the research records that will be locked in the home office of the Principal Investigator for 36 months from the conclusion of the study but you may request that it not be used. If significant new information relating to the study becomes available, which may relate to your willingness to continue to participate, this information will be provided to you by the investigator.

The completion of the Emotional Intelligence Appraisal and the Conflict Dynamics Profile - / survey instruments, indicates my agreement to participate in this research study and that:

- this study has been explained to you
- you have read this document or it has been read to you


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- your questions about this research study have been answered
- you have been told that you may ask the researchers any study related questions in the future or contact them in the event of a research-related injury
- you have been told that you may ask Institutional Review Board (IRB) personnel questions about your study rights
- you are entitled to a copy of this form.
- you voluntarily agree to participate in the study entitled "The Relationship Between Emotional and Social Intelligence and Conflict Management Behavior in Leadership"

Again, if you have any questions please feel free to contact me at either my email address or phone number provided in the heading of this document.

Sincerely,

Suzzette A Harriott
Principal Investigator


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