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Conflict Management Styles in an HBCU HSI Community College Setting

Natasha P. Schmittou

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CONFLICT MANAGEMENT STYLES IN AN HBCU HSI COMMUNITY COLLEGE
SETTING

A Dissertation

By

Natasha P. Schmittou, B.A., M.A.

Presented to the School of Graduate Studies of the University of the Incarnate Word
in partial fulfillment
of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

University of the Incarnate Word

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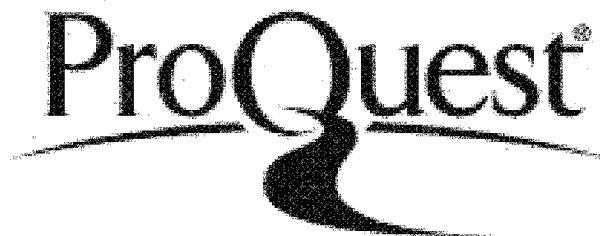


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DEDICATION

To my wonderful parents and role-models, Raymond and Janet whom instills endless values, love, faith, morals, and ethics throughout all my endeavors that I have continued to pursue. Without your love and faith in God I would not be blessed with the same qualities if it was not for your support and encouragement. The woman I am today is because of you. You both have a very special place in my heart and because of your example our family will continue to carry many future legacies. I love you both immensely.

Abstract

The purpose of this quantitative study is to investigate the conflict management styles in an HBCU and HSI community college and how gender, power position, age, educational level, and ethnicity influence conflict management. A convenience sample of 80 administrators and 220 subordinates completed an electronic demographic survey and the *Rahim Organizational Conflict Inventory-II* measuring conflict management styles--integrating, obliging, dominating, avoiding, and compromising. Nahavandi's (2003) transformational approach to leadership which is sister to the Leader-Member Exchange (LMX) Theory approach emphasizes the importance of developing and maintaining relationships between leaders and followers. Main findings showed differences in conflict management styles between power positions. The whole community college scored highest in both integrating and compromising conflict management styles, with administrators scoring higher than subordinates. The integrating and compromising environment within the institution was more influential than the expected conflict management styles related to gender, age, educational level, and ethnicity.

Table of Contents

CHAPTER 1

Background of Study	1
Conflict Management.....	3
Gender.....	3
Power Position	4
Age.....	5
Education Level	5
Ethnicity	6
Statement of the Problem.....	7
Purpose of the Study and Research Questions.....	7
Significance of the Study	8
Methodology	10
Definition of Terms.....	11
Historically Black Colleges Universities	11
Hispanic Serving Institutions.....	12
Supervisor	12
Subordinate	12
Scope and Limitations of the Study	12

CHAPTER 2

Transactional and Transformational Leadership Theory.....	14
LMX Theory	15
Conflict Management Theory	17

Constructive and Destructive Conflict Management Styles	18
Rahim's Theoretical Framework fo Conflict Management Styles	19
Conflict Management Styles of Males.....	21
Conflict Management Styles of Females	22
Power Position	25
Age.....	26
Educational Level	26
Summary	27
CHAPTER 3	
Research and Design.....	28
Population and Sample	29
Ethical Considerations	31
Instrumentation	32
Data Collection	33
Analysis.....	33
CHAPTER 4	
Descriptive Analysis	34
Principal Component Analysis	41
Research Question 1	44
Research Question 2	45
Gender.....	45
Power Position	49
Ethnicity.....	54

Age Level.....	58
Division.....	63
CHAPTER 5	
Introduction.....	73
Discussion	74
Implications.....	75
Future Research	76
References.....	77
Appendix A — Organizational Chart 2011	84
Appendix B — Conflict Management Demographics.....	85
Appendix C — Permission for ROC-II Form A Questionnaire.....	86
Appendix D — Permission to Use Rahim's Interpersonal Conflict Model	89
Appendix E — Informed Consent	91

Figures

Figure 1 – Constructive and Destructive Feedback Model.....	19
Figure 2 – Rahim’s Five Interpersonal Conflict Management Styles.....	21
Figure 3 – Hypothesized Relationship of Conflict Management Styles.....	29
Figure 4 – Community College Organizational Chart 2011	30
Figure 5 – Distribution of Gender.....	36
Figure 6 – Distribution of Age Group.....	36
Figure 7 – Distribution of Education Level	36
Figure 8 – Distribution of Ethnicity.....	37
Figure 9 – Distribution of Length of Employment	39
Figure 10 – Distribution of Employment Status	39
Figure 11 – Distribution of Faculty Classification	40
Figure 12 – Distribution of Admin Role “Yes” or “No”	40
Figure 13 – Distribution of Division.....	41
Figure 14 – Descriptive Analysis of Conflict Management Styles.....	45
Figure 15 – Tests of Normality for Gender in Integrating Conflict Management Style....	47
Figure 16 – Tests of Normality for Gender in Obliging Conflict Management Style	47
Figure 17 – Tests of Normality for Gender in Dominating Conflict Management Styles.....	48
Figure 18 – Tests of Normality for Gender in Avoiding Conflict Management Styles	48
Figure 19 – Tests of Normality for Gender in Compromising Conflict Management Style	49

Figures, Cont'd

Figure 20 – Tests of Normality for Power Position in Integrating Conflict Management Style	51
Figure 21 – Tests of Normality for Power Position in Obliging Conflict Management Style	52
Figure 22 – Tests of Normality for Power Position in Dominating Conflict Management Style	52
Figure 23 – Tests of Normality for Power Position in Avoiding Conflict Management Style	53
Figure 24 – Tests of Normality for Power Position in Compromising Conflict Management Style	53
Figure 25 – Tests of Normality for Ethnicity in Integrating Conflict Management Styles.....	55
Figure 26 – Tests of Normality for Ethnicity in Obliging Conflict Management Styles.....	56
Figure 27 – Tests of Normality for Ethnicity in Dominating Conflict Management Styles.....	56
Figure 28 – Tests of Normality for Ethnicity in Avoiding Conflict Management Styles.....	57
Figure 29 – Tests of Normality for Ethnicity in Compromising Conflict Management Styles.....	57
Figure 30 – Tests of Normality for Age Group in Integrating Conflict Management Styles.....	61

Figures, Cont'd

Figure 31 – Tests of Normality for Age Group in Obliging Conflict Management	
Styles.....	61
Figure 32 – Tests of Normality for Age Group in Dominating Conflict Management	
Styles.....	62
Figure 33 – Tests of Normality for Age Group in Avoiding Conflict Management	
Styles.....	62
Figure 34 – Tests of Normality for Age Group in Compromising Conflict Management	
Styles.....	63
Figure 35 – Tests of Normality for Educational Level in Integrating Conflict	
Management Styles.....	65
Figure 36 – Tests of Normality for Educational Level in Obliging Conflict Management	
Styles.....	66
Figure 37 – Tests of Normality for Educational Level in Dominating Conflict	
Management Styles.....	66
Figure 38 – Tests of Normality for Educational Level in Avoiding Conflict Management	
Styles.....	67
Figure 39 – Tests of Normality for Educational Level in Compromising Conflict	
Management Styles.....	67
Figure 40 – Tests of Normality for Division in Integrating Conflict Management	
Styles.....	69
Figure 41 – Tests of Normality for Division in Obliging Conflict Management	
Styles.....	69

Figures, Cont'd

Figure 42– Tests of Normality for Division in Dominatuing Conflict Management

Styles.....70

Figure 43 – Tests of Normality for Division in Avoiding Conflict Management

Styles.....70

Figure 44 – Tests of Normality for Division in Compromising Conflict Management

Styles.....71

Tables

Table 1 – Conflict Styles and Gender	24
Table 2 – Conflict Styles and Power Position	26
Table 3 – Survey Responses	34
Table 4 – Demographic Frequencies of Age Groups, Gender, Ethnicity, and Education	35
Table 5 – Employment Frequencies by Length of Employment, Status, Faculty Classification, Division, and Administrative Role	38
Table 6 – PCA of Integrating Conflict Management Styles	41
Table 7 – PCA of Obliging Conflict Management Styles	42
Table 8 – PCA of Dominating Conflict Management Styles	42
Table 9 – PCA of Avoiding Conflict Management Styles	43
Table 10 – PCA of Compromising Conflict Management Styles.....	43
Table 11 – Descriptive Analysis of Conflict Management Styles Averages.....	44
Table 12 – Tests of Normality for Gender in CMS	46
Table 13 – Tests of Differences Between Genders in CMS	46
Table 14 – Tests of Normality for Administrative Roles and Subordinates in CMS	50
Table 15 – Tests of Differences Between Power Position in CMS	51
Table 16 – Tests of Normality for Ethnicity in CMS	54
Table 17 – Tests Statistics Between Ethnicity in CMS	55
Table 18 – Tests of Normality for Age Group in CMS	58
Table 19 – Tests of Differences Between Age Group in CMS.....	60
Table 20 – Tests of Normality for Education Level in CMS.....	64

Tables, Cont'd

Table 21 – Tests Statistics Between Education Level in CMS.....	65
Table 22 – Tests of Normality for Division in CMS	68
Table 23 – Tests Statistics Between Division in CMS	72

Chapter 1

Background of the Study

Until the 1950's Supreme Court decision on desegregation, the historically black-two year college in this study, was originally denominational; comprised of an all-black student population and staff. A teacher, daughter of a former slave, dedicated her life to this school for half of a century. With her desire to transform the meaning of education for young girls and visionary leadership abilities she was able to transform this former parochial day school into a two-year fully accredited community college with an array of curricula. After World War II, student enrollment was at 150 with a faculty of fewer than 20. Today it is part of a multi-campus institution which encompasses a district of four community colleges.

The college is designated as a both Historically Black College University (HBCU) and Hispanic Serving Institution (HSI). Current enrollment as of September 7, 2011 was just over 11,000 students. The Organizational Chart 2011 (Appendix A), below depicts the organizational hierarchy of leadership. The chart represents leadership within the institution that is comprised of a president, three vice-presidents, and academics. The vice-presidents administer to areas of academics, student services, and operations. In all, there are 68 persons with administrative duties.

Presently more than 70% of the community college employees are funded under a Title III grant or "soft money." Title III funding is designed to help Institutions of Higher Education (IHE) provide funds to improve academic rigor, faculty development, leadership, and a conducive instructional environment to serve and retain low income students. Grant programs are purposed as temporary agent for assisting IHEs until fiscal

stability is established. The goal of the community college is to create positions using hard money rather than soft money. Some positions will need to be eliminated or restructured reducing the workforce to 40% of present levels. The pressure of restructuring may result in conflict among leadership and subordinates, causing tension, resistance to the adaptation to a new organizational environment and increased work tasks. Reorganization has resulted in others seeking jobs elsewhere, early retirement, and removal of positions. Once someone has left the institution, the position is replaced leaving others to carry double-weight on work tasks. With change, conflict is borne.

Conflict is inevitable when people interact in a restricted environment. Those in supervisory roles are called upon to resolve conflict with the intention that the resolution will benefit the organization. Conflict is usually perceived as a negative reaction to an unwanted behavior or an unwarranted decision involving two parties. Heightened conflict may create behaviors which are ineffective and dysfunctional to the institution. Conflict once released, according to Amason (1996), is like a Pandora's Box, uncontrollable and potentially damaging to the forces involved.

Morgan (1997) stated that:

Conflict may be personal, interpersonal, or between rival groups or coalitions. It may be built into organizational structure, roles, attitudes, and stereotypes or arise over a scarcity of resources. It may be explicit or cover[t]. Whatever the reason, and whatever form it takes, its source rests in some perceived or real divergence of interests. (p. 167)

Renwick (1975) found that intraorganizational conflict exists when encountering differences in values, beliefs, experiential organizational schemata, competing positions of power, recognition, and differences in perceptions and/or attitudes that are conceptualized on organizational structure. This type of conflict may arise in times of

apprehension, a need for personal independence, and personal dislike (Weider-Hatfield & Hatfield, 2001).

Conflict is a natural dimension of a team environment; how it is managed may determine the greatest or the worst in employee interaction (Amason, Hochwarter, Thompson, & Harrison, 1995). Conflict has been perceived as destructive; however, researchers argue that if conflicts are approached in a constructive manner, the resulting outcomes may be positive such as improvement of group creativity and productivity (De Dreu & Van de Vliert, 1997). A re-examination of conflict within organizations reveals conflict as an initiating agent for a resolution or reconstruction leading to innovation; making change more acceptable and desirable, reducing future conflicts (Litterer, 1966).

Conflict Management

A conflict management style is a behavior that an individual or leader in conflict adopts to address dissonance with others in the organization. Interpersonal conflict as measured by Rahim (1983) presents five styles of handling conflict: integrating, obliging, dominating, avoiding, and compromising. A conflict management style may vary with gender, personality, organizational culture, environment, ethics, deadlines, or power structure.

Gender. Empirical studies related to gender differences in conflict management includes the areas of information systems, organizational development, business, and psychology. Conclusions about women's style of conflict management in these areas show preference for integrating and obliging (Rahim, 1983) and avoiding (McKenna & Richardson, 1995; Cetin & Hacifazlioglu, 2004).

Carothers and Allen's (1999) study involving gender-role and employment status of females suggests that women employed in a male-oriented work environment were likely to use more aggressive tactics to resolve conflict, than when in a traditional female-oriented work environment. Males were more likely to engage in stereotypical masculine behaviors of coercion and reward. Carothers and Allen concluded that social role pressures are a contributing agent to whether females will adopt traditionally stereotyped masculine or feminine behaviors.

Power position. Conflict management between supervisors and subordinates is often influenced by gender roles. According to Renwick (1977), perception determines how female supervisors respond to conflict. Females in the workplace are more concerned with relationship behaviors than their male counterparts who are focused on goal achievements and work output (Rubin & Brown, 1975). Other research has explored how occupational roles may be related to gender-based behavior as separate facets of biological gender (Carothers & Allen, 1999).

A study on gender-based behavior (Lipman-Blumen, Handley-Isaksen, & Levitt, 1983) indicated that female supervisors demonstrated a more competitive achievement style than females in non-supervisory positions. The findings of this research suggest that power position often influences stereotypically masculine approaches from both genders. These behaviors may be assimilated by female supervisors when working in a male-dominated occupational role.

The research on attitudes towards conflict as it relates to authority, Gray-Little (1974) revealed that males exhibited less respect for those in power positions than females. However, there has been scant literature on how conflict management behaviors

play a role in supervisory positions, except as combined with gender (Shockley-Zalabak, 1981).

Litterer (1966) suggested that a supervisor may have more influence over subordinates when they are competing with each other than if they come together to work against him. He noted that subordinates may attain a substantial level of autonomy when the supervisors are in conflict, resulting in no time and energy exerted in controlling those at the lower level. Conflict may also come into play when a lower status individual is initiating an action from one of a higher status (Litterer, 1966).

Age. Age can also influence the conflict management style preference. It can be an advantage or disadvantage. Status incongruity such as age may keep employees from certain types of positions; for example, if the older person is perceived as lacking proficiency in new technologies, there may be conflict over promotion (Litterer, 1966). A comparative study by Havenga and Visagie (2006) explored interpersonal conflict handling styles at a local authority and agricultural company in South Africa. Results for the local authority illustrate that the older participants, 36 years and more, were more likely to engage in a compromising conflict management style when dealing with supervisors. The younger participants at the agricultural company, less than 36 years of age, exhibited a stronger preference for the obliging conflict management style with their supervisors. Concluding, the younger employees were also more likely to be obliging with their peers; however, the older employees appeared to be more dominating with their peers.

Educational level. Havenga and Visagie (2006) indicated that employees with 12 or less years of education were more likely to use the obliging conflict management style

than those with a diploma, certificate, or degree. The study also concluded that the participants that were “qualified” or ‘intellectually advanced” were less obliging when handling conflict with their supervisors. A study at a well-known southeastern university examined the clinical medical departments among nurses, doctors, and clinicians.

Ethnicity. Havenga and Visagie (2006) indicated a difference in conflict management style between groups from different language heritages. The Afrikaans exhibited an obliging conflict handling style. Those who spoke English or another African language were more dominant. An ethnic-racial study examined levels of effectiveness and preference among Asian, Mexican American or born outside of the United States, Chicano, and White between gender (Sadri & Rahmatian, 2003). Results indicated that Asian, a respect-oriented culture and Mexican-Americans, a people-oriented culture, were more likely to use an avoiding conflict handling style. Whites, exhibiting a task-oriented culture used dominating or assertive approaches to handling conflict. A quantitative study of 250 Thais and 64 Americans from 73 multinational companies examined ROCI-II CMS preferences with consideration to their length of exposure to other cultures (Boonsathorn 2007). The results showed that Thais favored avoiding and conflict management styles when initially introduced to other cultures, a negative association. Overtime, the preferred conflict management style used is dominating; a positive association as the length of stay increased. No significant correlations were found among Americans.

Statement of the Problem

Conflict is unavoidable in the workplace, but excessive levels of conflict may hinder the individual, the organization, and group cohesiveness, resulting in decreased productivity and increased absenteeism and turnovers (Havenga & Visagie, 2006). Current literature on conflict management styles of males and females is inconsistent (Chan, Monroe, Ng, & Tan, 2006). Although there has been heightened interest in conflict management, there has been little empirical evidence that depicts how males and females approach conflict in the workplace setting (Brewer, Mitchell, & Weber, 2002).

The literature does not currently address conflict in a HBCU and HSI settings. The literature on the influence of power position, age, educational level, and ethnicity on individual conflict management shows inconsistent results as it relates to gender membership. It is pertinent to explore further how to deal with higher education institutions of this nature when experiencing conflict due to soft money funding and budget cuts that may influence reduction in the workforce.

Purpose of Study and Research Questions

The purpose of this study is to investigate the conflict management styles in both Historically-Black Colleges Universities (HBCU) and Hispanic-Serving Institutions (HSI) and how gender, power position, age, educational level, and ethnicity influence conflict management in a community college environment.

The specific research question addressed in this study is “What is the nature of the conflict management styles of supervisors and subordinates in an HBCU and HSI community college setting? Are conflict management styles independent of gender,

power position, age, educational level, and ethnicity in an HBCU/ HSI community college setting?

Significance of the Study

The study of conflict management styles is beneficial to leaders in higher education, human resource management, and governing bodies. Leaders in higher education often spend too much time deterring conflict, which often leads to decreased performance in other arenas. Destructive behavior in an educational setting decreases employee motivation. These issues hinder the quality and output in organizations. Seeking a conflict management style that is cohesive to a community college setting will help to alleviate conflict among faculty and staff, resulting in greater employee motivation to focus on student success.

Human resource management can use the findings of the study to create a new conflict resolution process that is equal, equitable, effective, and suitable to the culture of the organization. When conflict in the workplace is reduced with the use of appropriate conflict management styles, more emphasis can be placed on developing a student-centered environment.

The type of environment we create can have an impact on the decisions made by policymakers. Organizational functionality and its success as portrayed in student data may be used as a means of assessment when re-defining roles, awarding funds, and creating new policies in the educational arena.

Policymakers, such as the United States Department of Education, Board of Directors in higher education institutions, accreditation agencies, and grant funding entities, may be informed by the results of this study in the

implementation of policies, educational plans, and the allocation of monies to assist leadership, faculty, and staff in effectively handling conflict. Since the ability to resolve conflict is a pertinent skill for effective management, it is vital to continue to investigate how conflict management will improve workplace relations among employees (McKenna & Richardson, 1995).

Past studies have argued whether gender significantly impacts how managers handle conflict with their subordinates; others have discovered relationships between gender and conflict management styles. This study will seek to add to the limited body of knowledge, describing the influence of gender, power position, age, educational level, and ethnicity on individual conflict management in both an HBCU and HSI environment.

An advantage of executing a study of this type are that findings may provide additional information that enhances the understanding of a conflict management style in association to gender, power position, age, educational level, and ethnicity. Since the study explores conflict styles and demographics by divisions within the community college, further study may investigate the relationships within a specific academia in association to conflict management style preference independent of gender.

This study may also ignite further studies on how gender may assimilate to a gender-role behavior of the engaged environment rather than the traditional gender-role. Understanding the role gender plays may be significant in developing further strategies that will assist in positive interpersonal relations between males and females.

Methodology

The study will take place in a community college setting which is both designated as an HBCU and HSI in the Southern United States. It will include a convenience sample of the population on 80 supervisors and 220 subordinates. With the approval of the Community College and The University of the Incarnate Word Institutional Review Board, the assessment was distributed via email to the population with an attached link and specific instructions for Survey Monkey. There are five divisions in the study. A link to the survey was sent to each participant's work email. The informed consent containing the survey link was included as an attachment and within the body of the email to ensure participants' confidentiality and rights in their participation of the study.

In order to explore the conflict management styles of supervisors and subordinates, data was collected using an instrument created by the researcher. (See Appendix B.)

With permission obtained from Afzal Rahim on ¹March 28, 2010, the Rahim Organizational Conflict Inventory-II (1983 & 2001) was used. (See Appendix C.) Permission does not include the reproduction of the instrument. It is a 28-item scale with three forms used to measure how an organizational member handles his or her conflict with supervisors, subordinates, and peers. The survey categorizes the conflict management styles of each individual. There are six items for each style using the 5-point Likert scale. The higher the score the more likely the use of the conflict management

¹ *Rahim Organizational Conflict Inventory-II, Form A*: Used with permission from the © Center for Advanced Studies in Management. Further use or reproduction of the instrument without written permission is prohibited.

style. Form A examines how a subordinate handles conflict with a supervisor. This study will focus on conflict between subordinates and supervisors; therefore Form B will not be used which examines how a supervisor handles conflict with a subordinates and Form C which examines how subordinates handle conflict with their peers.

The IBM Statistical Package for the Social Sciences for Windows (SPSS), Version 19.0 was used to analyze descriptive and inferential data. Descriptive statistics was employed to examine, “What is the nature of the conflict management styles of supervisors and subordinates in an HBCU and HSI community college setting?” Inferential statistics was used to test, “Are conflict management styles independent of gender, power position, age, educational level, and ethnicity in an HBCU/ HSI community college setting?”, tests of differences for the averages of numerical scores for conflict management styles, Mann-Whitney *U*, ANOVA, and Kruskal-Wallis chi-square statistic.

Definition of Terms

The following definitions are provided to ensure a general understanding of the present study.

Historically Black College Universities:

The Higher Education Act of 1965, as amended, defines an “HBCU as: ‘ . . . any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation. ’ HBCUs offer all students, regardless of race, an opportunity to develop their skills and talents. These institutions train young people who go on to serve domestically and internationally in the professions as entrepreneurs and in the public and private sectors. (U. S. Department of Education 2012)

Hispanic-Serving Institutions:

An institution of higher education that has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students. (U. S. Department of Education 2012)

Supervisor. An individual who provides directives in which subordinates are responsible for completing assigned tasks. Supervisors have the authority to engage in disciplinary action as deemed necessary, and to modify or reassign tasks at their discretion. A supervisor does not necessarily have to be a subject matter expert, but must at least be knowledgeable of the work to be completed. In this research, supervisors include the president, assistant to the president, vice-presidents, deans, directors, budget officers, coordinators, department chairs, and team leaders of the community college.

Subordinate. An individual who does not hold a supervisory role and is ranked below an authority-figure. They do not have the authority to assign tasks, provides directives, nor engage in disciplinary action.

Scope and Limitations of the Study

This is a study of supervisors in the public education sector which includes entry-level, mid-level, and high-level managers in a community college environment in a specific historically Black and Hispanic-serving community college in Texas that deals with the pressures of meeting timelines, budgets, enrollment expectations, and accreditation.

This study will not seek to explore whether conflict is likely to occur in a specific situation, rather it will embody the general everyday conflicts. The study examines the influence of demographics on conflict management in a specific setting rather than various work environments. The limitation in using the instrument is that responses were

submitted online, limiting engagement for participants' to ask questions, therefore the self-report data allows for individual interpretation. Submissions of responses online may limit the reliability and validity of the instrument. Those who respond may differ from those who don't respond which may bias the results.

The following chapter will include a description of the community college environment and a review of applicable literature in the areas of conflict management and the influence of gender, power position, age, educational level, and ethnicity on conflict management.

Chapter 2

The chapter will seek to provide an introduction of the traditional theories that embody the history of conflict, to include popular and modern approaches to handling conflict as utilized in the study. A review of literature that is relevant to research conducted in conflict management theory as situated in Leader Membership Exchange (LMX) theory and variations by demographics. This chapter will cover areas in conflict management, gender, power position, age, educational level, and ethnicity. It also provides an overview of other theories related to conflict management. The review of literature covers a timeline ranging from the early 1900s to 2011.

Transactional and Transformational Leadership Theory

Transactional leadership is an exchange that occurs between leaders and their followers (Nahavandi, 2003, p. 234). The leader exchanges resources and contingent rewards, expecting effective tasks completion, motivation, and productivity. This transaction encompasses two components. *Contingent rewards* increase the desired behavior and deter undesirable behavior in followers. This type of reward is both beneficial to the leader and follower. The leader can show effective task completion, and the follower has met or exceeds the expectations resulting in satisfying performance appraisals. In *Management by Exception (MBE)* supervisors only intercede when things go wrong, also called an *active MBE*. *Passive MBE* or *laissez-faire* supervisors tend to be less concerned or unbiased in addressing tasks with their followers. Both MBE concepts rely on discipline rather than encouragement for task completion. This leadership style theory is likely to have no impact or negativity impact when interacting with followers.

According to Nahavandi (2003), transformational leadership is a revolutionary concept that is comprised of three factors: (a) intellectual stimulation—leader encourages and empowers followers to be creative, innovative, and solve problems; (b) charisma and inspiration—leader demonstrates their deeds that provides a role model for followers and establishes a bond that develops loyalty and trust between the leader and follower;

(c) individual consideration—the followers feel needed; encouraged pursue future goals, and motivated to achieve at a high standard, each is treated differently but equitably based on their skills and talents in alignment with the organization.

The transformational approach to leadership is sister to the Leader-Member Exchange (LMX) Theory approach which emphasizes the importance of developing and maintaining an emotional relationship with each follower. Studies investigating female transformational leaders indicate that women are interpersonal; more likely to demonstrate a high concern for others, and cooperative style to managing conflict (Nahavandai, 2003). These transformational and LMX characteristics may help to deter conflict in the workplace.

LMX Theory. The LMX theory emphasizes the process of dyadic vectors between a leader and their subordinate on an individual level rather than as a whole (Green, Craven, Scott, & Gonzales, 2006). LMX also illustrates this theory as a distinctive relationship between a leader and a follower (Nahavandai, 2003). Role expectations are established by both the leader and the follower. High-quality LMX in-group followers have a shared respect, opportunities for increased professional growth and responsibilities as they are highly trusted and favored by their leaders. Followers are

loyal, enjoy being around their leaders, and welcome challenges. This results in positive exchange, high performance, and less work stress, reducing the likelihood of conflict. Low-quality LMX out-group followers experience the opposite because they are less motivated, hindering performance, therefore decreasing opportunities for promotion. Leaders tend to have a negative perception of out-group followers, resulting in low ratings, increasing work conflicts, and grievances.

A quantitative study conducted by Barrow-Green (2004) of an international company across the continental United States examined the association of Rahim's five interpersonal conflict management styles and the quality of exchange in relationship between a leader and followers, controlling for gender, age, education, and organizational tenure. The *Rahim Organizational Conflict Inventory-II* (ROCI-II) and the *Leader-Member Exchange Version 7* (LMX-7) are the two survey instruments used to capture the data for this study.

The findings were inconclusive with regards to conflict management styles and the quality of a LMX relationship due to a small leader sample. It revealed a significant relationship of the aggregate LMX and ROCI-II (Barrow-Green, 2004). In addition, a further analysis looked at the aggregate LMX with each conflict management style. The results suggested that a high quality LMX is related to an integrating conflict management style and a low quality LMX when using a compromising approach to handling conflict. LMX implies that the individual relationship between a supervisor and subordinate plays an important role in how often conflict is likely to occur and how it is handled, impacting organizational effectiveness.

Conflict Management Theory

Conflict management has been studied since the early 1900s and been a popular topic of discussion over the last 100 years. Founding Fathers of conflict management such as Follet, Fayol, Taylor, and Weber have contributed to the science of management (Taylor 1998, Zohn 1975, & Witzel, 2003). However, Follet, a social scientist took more of a human relations approach with emphasis to the sociological and psychological theories to the management of individuals (Witzel 2003, pp.103-106). Follett's philosophy of management was based on the philosophy of *creative experience* (Witzel 2003, p.106). This is initiated when two or more people collaborate their thoughts through a process of *adjustment*. Each manager reflects on the effort and actions of their counterparts, helping them to adjust events and behaviors within the organizational environment. The concept emphasizes when these elements are engaged they become interdependent, merging the different modes of thinking which embodies a continual unified harmony for organizational stability and effectiveness..

Fayol, Father of Management Principles, addressed top management through training development as an important universal principle that could be applied to all employees (Witzel 2003, p. 98). Fayol concluded, *planning, organizing, staffing, directing, co-ordinating reporting and budgeting* as common elements; if removed from a senior managers' responsibility could lead to high risk and uncertainty within the organizational compartments.

Taylor, another contributor to science management or *task management* considered investment of the employees from the bottom to the upward operative level. This structure provides subordinates to be successful within their organization when

provided an explicit delineation of authority, responsibility, distinction of planning from operational, management by exception or *MBE*, and tasks specialties (Taylor, 1998).

Weber, the Founding Father of Sociology, based his theory of management on bureaucracy (Witzel, 2003). He proposed that operative bureaucracies possess effective decision-making, a system for regulating of resources, secure workers, and attainable organizational expectations leading to an expansion of the production process, increased hierarchy and a more efficient management (Witzel, 2003).

Demands of society, an ever-evolving organizational culture, and reductions in workforce have contributed to non-traditional roles assumed by males and females, and individuals of different ages, education levels, socioeconomic status, and ethnicity. Studies as outlined in this chapter have indicated that when conflict is present, individuals are more likely to assimilate to the environment that is dominantly driven by a specific gender, assuming that at times the environment drives the need to assimilate to a social gender-role rather than the traditional role expected of a male or female.

Constructive and destructive conflict management styles. Hocker and Wilmot (1995) identify constructive conflict management styles by mutual respect, cooperation, and a need to protect others. Studies show that both males and females are more satisfied intrinsically when they engage in collaborative and compromising conflict management styles (Greeff & de Bruyne, 2000).

Greeff and de Bruyne (2000) identify characteristics of destructive conflict as coercive, manipulative, retaliatory, threatening, demeaning, insubordinate and rigid which are linked to avoidance and dominant conflict management styles. Cahn (1990) states that avoidance is the least adaptive. Competing and avoidance styles have revealed

low levels of satisfaction among both males and females (Greeff & de Bruyne, 2000).

Dissonance increases when emotions are centered on the person rather than the conflict itself. When utilizing a task-based behavior, conflict is most likely to decrease during a triggered event. Figure 1 illustrates how conflict is handled when applying a cognitive and emotional approach to an event.

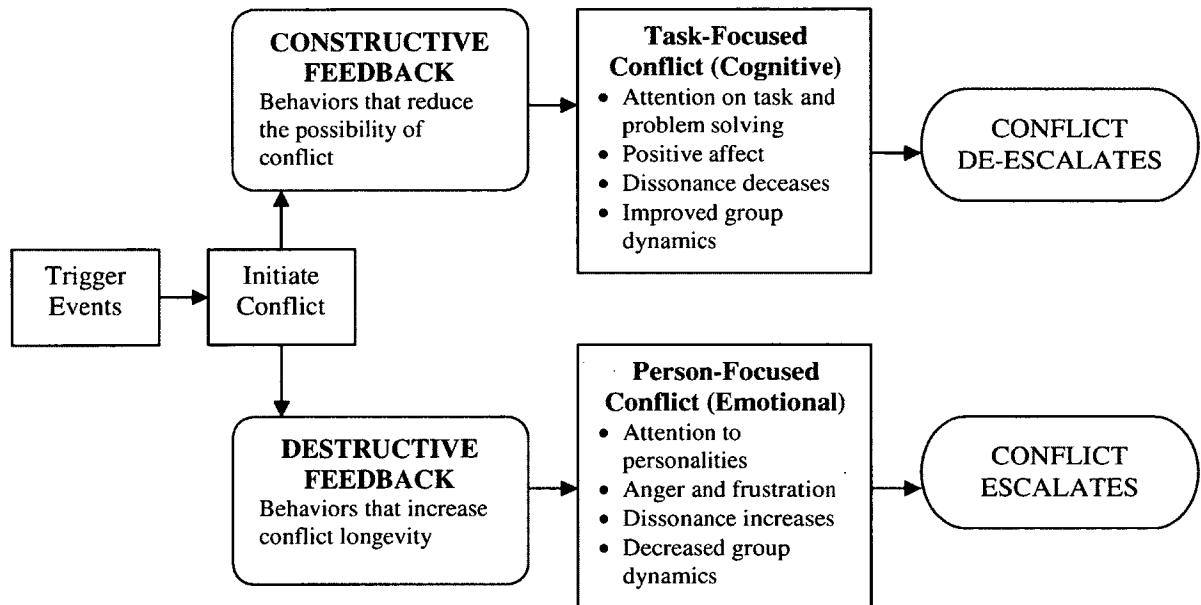


Figure 1. This model depicts the outcomes of conflict when engaging with a subordinate, peer, or a position of power in a cognitive and emotional approach. Data from Greeff, A. P. & de Bruyne, T. (2000). "Conflict management style and marital satisfaction." *Journal of Sex and Marital Therapy*, 26, 321-324.

Rahim's theoretical framework for conflict management styles. The

theoretical framework for this study is Rahim's (1983) five interpersonal conflict management styles. Based on theorists such as Follet (1940), Blake and Mouton (1964), Thomas (1976), and Rahim and Bonoma (1979). Conceptualizations focus on the different styles of handling interpersonal conflict on two dimensions, concern for others and concern for self (Rahim, Antonioni, & Psenika, 2001).

Figure 2 presents Rahim's (1983 & 2001) five distinctive styles of handling conflict:

1. ***Integrating*** (high concern for self and others) style incorporates openness, exchange of information, and the examination of the most effective solution possible for both parties. Problem solving is utilized to develop creative solutions.
2. ***Obliging*** (low concern for self and high concern for others) style is associated with attempting to play down the differences and emphasize the commonalities to satisfy the concern of the other party.
3. ***Dominating*** (high concern for self and low concern for others) style has been recognized with a win-lose orientation or with forcing behavior to win one's position.
4. ***Avoiding*** (low concern for self and others) styles has been associated with withdrawal, being judgemental, or sidestepping situations.
5. ***Compromising*** (intermediate concern for self and others) style involves give-and-take whereby both parties give up something to make a mutually acceptable decision.

Figure 2 reproduced from Rahim's (1983 & 2001) theory, presents the five interpersonal conflict management styles that an individual may engage in on two dimensions, their concern for self and concern for others (See Appendix D).

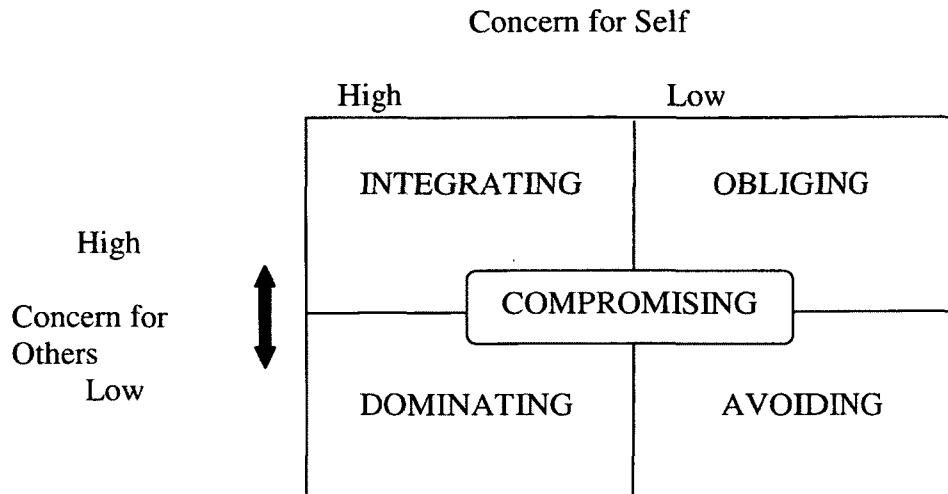


Figure 2. This model presents the five interpersonal conflict management styles that an individual may engage in on two dimensions, their concern for self and concern for others. (Rahim, 1983, p. 369). Used with permission from the author.

There is extensive research in gender and power positions and its association with conflict management. Some research explores conflict management as associated with age, educational level, and ethnicity.

Conflict management styles of males. Gender roles are important in the choice of conflict resolution styles (Chan, Monroe, Ng, & Tan, 2006). A study by Portello and Long (1994) revealed that individuals with a masculine gender role tend to be more aggressive, leading them to engage in a dominating or competing conflict management style. A study conducted by Chan et al. (2006) on conflict management styles among female and male junior level accountants also found that males preferred the dominating style.

Research conducted on gender stereotypes in 25 countries (Williams & Best, 1990) revealed that men were described as aggressive, assertive, bossy, confident, forceful, self-confident, and self-controlled when delivering discipline. Other studies endorsing conflict management strategies indicate that men prefer to be aggressive

(Kilman & Thomas, 1977) and competitive (Rosenthal & Hautaloma, 1988). However, Haferkamp (1991) found that men are expected to remain calm and controlled and are less likely to be concerned with handling relationships. Studies conducted by Rahim (2001) indicate that males are more accommodating than females. A study conducted by Brahnam, Margavio, Hignite, Barrier, and Chin (2004) indicated that males in an Information Systems setting were more likely to engage in avoidance conflict than their female counterparts.

Camp (1984) compared the conflict management scores in crisis intervention centers to those in the government and business sectors. The findings revealed that the male directors engaged in a competing style while females engaged in a more compromising conflict management style.

Conflict management styles of females. Some studies found that females have the tendency to be more cooperative, favoring the avoidance style (Baxter & Shepherd, 1978). The study conducted by Chan, et al. (2006) on conflict managing styles among junior level accountants found that females preferred the avoidance style. A comparative study on interpersonal conflict handling styles indicated that females were more likely to engage in an avoiding conflict when in conflict with their supervisors or authority figures (Havenga & Visgie, 2006). McKenna and Richardson (1995) also indicated that women were more likely to utilize an avoiding style. Another study by Cetin and Hacifazlioglu (2004) investigating teacher and university faculty members demonstrated that female faculty preferred using the avoidance style more often than the male faculty members. Avoidance conflict is often attributed to position of power of men and women rather than gender roles.

Williams and Best's (1990) research conducted on gender stereotypes in 25 countries revealed that females were described as emotional, fearful, gentle, mild, sensitive, sentimental, sort-hearted, submissive, timid, and warm when delivering discipline. More recent studies suggest that females favor accommodating strategies (Greeff & de Bruyne, 2000; Rudawsky (2001). Rahim (1983) revealed that females were more likely to use obliging and integrating styles of management. A study conducted by Brahnam, Margavio, Hignite, Barrier, and Chin (2004) indicated that females in an Information Systems setting were more likely to engage in a collaborative conflict resolution style than their male counterparts because the approach is considered by them to be more productive.

An experimental study using 114 same-sex college student dyads examined the effects of situational roles, the student's feelings before the study, and the effect on utilizing the five conflict management strategies (Rudawsky, 2001). The experiments were recorded on videotape and their reactions were identified as cooperative, competitive, accommodating, collaborative, or avoidant (Rudawsky, 2001). Rudawsky's results revealed that the women were more competitive than the men.

An exploratory study conducted by Shockley-Zalabak (1981) investigated the effects of gender differences among managers and their preference for utilizing conflict management styles in an organizational setting. A comparative analysis indicated that there was no significant difference present in male and female managers in conflict management style across any situational context. These findings are pertinent to Shockley-Zalbak's study, as past literature has indicated that females in a subordinate role are more relationship-oriented with the need to bond. However, male subordinates

present an instrumental attribute that focuses on completing work tasks at the most optimal level possible. This gender difference was not found when males assumed a management role.

In summary, Table 1 below lists various studies conducted on conflict management styles and gender. It reveals that females were found to be more likely to engage in obliging, avoiding, and compromising conflict management styles than males. Both males and females were less likely to use the integrating approach when encountering conflict. It also depicts that males are more likely to handle conflict in an aggressive manner. Importantly, it reveals that further investigation is needed to understand why some conflict management styles are used more than others.

Table 1

Conflict Styles and Gender

Conflict Management Styles	Male	Female
Dominating, aggressive, competing	Portello & Long (1994), Chan, Monroe, Ng, & Tan (2006), Williams & Best (1990), Kilman & Thomas (1977), Rosenthal & Hautaloma (1988), Camp (1984)	Rudawsky (2001)
Integrating		Rahim (1983)
Obliging, accommodating	Rahim (2001)	Williams & Best (1990), Greeff & de Bruyne (2000), Brown (1975), Rahim (1983)
Avoiding	Brahnam, Margavio, Hignite, Barrier, & Chin (2004)	Baxter & Shepherd (1978), Chan, Monroe, Ng, & Tan (2006), Randel (2002), Havenga & Visgie (2006), McKenna & Richardson (1995), Cetin & Hacifazlioglu (2004)
Compromising, cooperative, collaborative		Camp (1984), Baxter & Shepherd (1978), Brahnam, Margavio, Hignite, Barrier, & Chin (2004)

Power position. An empirical study examined Rahim's (1983) five styles of interpersonal conflict with superiors, subordinates, and peers and its relationship with position and gender. Rahim reported that subordinates more often favor the obliging style when engaging with their supervisors than with subordinates and peers. Another study indicated that a more aggressive approach is likely to be used when handling some conflict (Phillips & Cheston, 1979). The results concluded that subordinates with an equal power position will likely use a compromising approach to handling conflict. When a trigger event initiating conflict surfaces, subordinates are more likely to use the avoidance approach when handling conflict with supervisors than with subordinates (Rahim, 1983, p. 370).

More recent work by Brewer, Mitchell, and Weber (2002) investigating conflict management style of males and females holding both higher and lower organizational positions in three similar organizations implied that males and females occupying supervisory positions of equal power behave in the same manner.

A descriptive correlational study conducted by Earnest and McCaslin (1992) examined conflict management style of 66 District Directors in the North Central Region with quite different results. The majority of the individuals were male with an average age of 50. Almost three-fourths of the directors held a graduate degree and a quarter of the individuals had a postgraduate or doctoral degree. The findings revealed that the majority of the directors favored an integrating style to handling conflict management. The next preferred approach to handling conflict was compromising, then obliging. The dominating conflict management style was the fourth with avoiding being the least used.

Table 2

Conflict Styles and Power Position

Conflict Management Styles	Supervisor	Subordinate
Dominating, aggressive, competing	Phillips and Cheston (1979)	
Integrating	Earnest and McCaslin (1992)	
Obliging, accommodating	Earnest and McCaslin (1992)	Rahim (1983),
Avoiding		Rahim (1983, p. 370)
Compromising, cooperative, collaborative	Phillips and Cheston (1979)	
Equal Power	Brewer, Mitchell, and Weber (2002)	

Age. A quantitative study at an international company looks at the relationship between styles of conflict management and age among leaders and followers (Barrow-Green, 2004). A Chi-Square test of independence was used to examine the relationship between conflict management styles and age. The data implies that age is not associated with conflict management styles. It also examines whether age is independent of conflict management styles at the leader and follower level. Findings indicate that age is not associated with conflict management styles at the leader and follower level.

Educational level. Friedman, Tidd, Currall, & Tsai (2000) study examined the clinical medical departments at a well-known southeastern university investigating conflict management style and its relationship to work conflict and stress. A sample of 82 members included doctors, nurses, clinicians, and support staff. Sixty-eight females represented the majority of the sample. A little over a quarter of the sample were doctors. The findings concluded that when supervised the integrating approach, employees encountered lower levels of task conflict than when supervisors used the dominating and

avoiding approaches to managing conflict. The data showed that obliging had a high association with decreasing exposure to relationship conflict. The effect on style and stress concluded that due to decreased relationship conflict, employees experienced less stress when utilizing integrating or obliging styles than those using the dominating or avoiding approaches. The study noted that although the obliging approach decreased work stress, therefore reducing relationship stress, it also increased work stress because it lessened the employee's ability to follow their interests.

Summary

This chapter presented literature on: (a) definition of a history of conflict, (b) constructive management styles, (c) destructive management styles, (d) conflict management styles in males, (e) conflict management styles in females, (f) conflict management styles as it relates to power position, (g) conflict management styles as it relates to age; and (h) conflict management styles as it relates to educational level. The literature review reveals the importance on conflict management styles and how gender roles may attribute to organizational effectiveness. There is limited literature and studies on the demographical components of age, educational level, and ethnicity.

The research methodology of this study will be discussed in the following chapter.

Chapter 3

The purpose of this study is to investigate how gender, power position, age, educational level, and ethnicity influence conflict management in a community college environment which is both HBCU and HSI.

Research Design

A positivist or quantitative approach was used to assess the roles of gender, power position, age, educational level, and ethnicity on conflict management styles. The researcher in this design decides what to study, asks specific and narrow questions; collects numerical data from participants to be analyzed in an unbiased and objective manner (Creswell, 2005).

The type of quantitative approach that was used for this study is a descriptive and inferential exploratory research design in tests of difference in conflict management style are used among demographic groups in an HBCU and HSI setting.

The descriptive and inferential exploratory study examined:

1. What is the nature of the conflict management styles of supervisors and subordinates in an HBCU and HSI community college setting?
2. Are conflict management styles independent of gender, power position, age, educational level, and ethnicity in an HBCU and HSI community college setting?

Figure 3 below depicts the relationship among gender, power position, age level, education level ethnicity when engaging in a conflict management style.

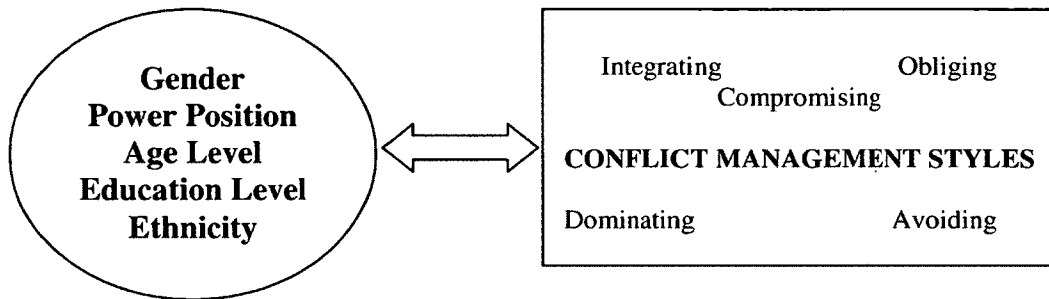


Figure 3. This model presents the hypothesized relationship among gender, power position, age level, education level ethnicity when engaging in a conflict management style.

Population and Sample

The population consisted of all employees with email addresses at the College.

Figure 4 on the next page illustrates the leadership roles of the community college in the study that have authority over subordinates. The convenience sample consisted of those who replied to the online survey. The sample design is based on the assumption that the organizational environment is presently experiencing day-to-day conflict among employees in their work setting.

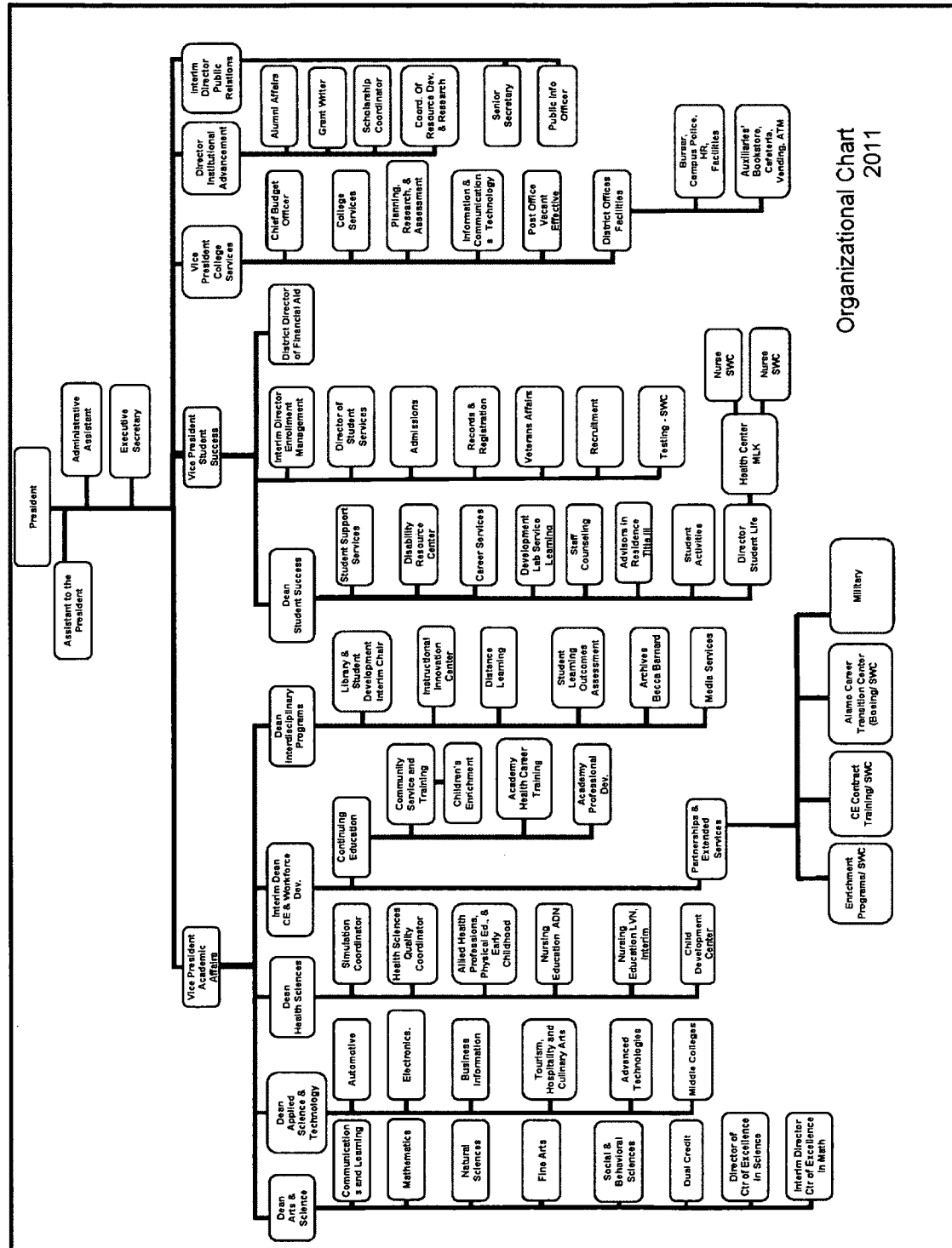


Figure 4. The Organizational Chart 2011 depicts the organizational leadership hierarchy designated at the current HBCU and HSI in the study. The positions listed are what leadership deems as positions in supervisory roles which have authority over subordinates.

Ethical Considerations

A proposal of the study was submitted to the UIW Institutional Review Board and the Community College to ensure that the participant's rights were not violated.

Participants were briefed on the aim of the study, their right to withdraw at any time, implications that the study had on their psychological, emotional, and physical well-being. During participation in the study the participants did not encounter any psychological, emotional, or physical effects. The participants at the Community College were notified of general findings with no identification of participants. The researcher protected the participants' confidentiality and privacy during and after the study.

The study involved the completion of a 15 minute confidential survey. The data was recorded by the researcher in such a manner that the participants in the study cannot be identified (See Appendix E). The researcher used the following methods to protect the confidentiality of each participant:

- Substituted codes for identifiers.
- Maintained code lists and data files in an off-site secure location to which only the researcher had access.
- Used accepted methods, such as aggregate reporting or pseudonyms, to protect against indirect identification.
- Used and protected computer passwords.
- Accessed and stored data on computers not accessible by the participating community college.
- All was destroyed once the dissertation defense was successfully completed.

Instrumentation

ROCI-II (Rahim, 1983) was used to measure the five conflict management constructs: integrating, obliging, dominating, avoiding, and compromising. The instrument, Form A used self-report data to measure interpersonal conflict management styles of administrators—deans, directors, president, or vice-president and employees—faculty and staff (Rahim, 1983d). The ROCI-II contains 28 items in which the individual responded to each statement on a 5-point Likert scale. A sample item from ROCI-II Questionnaire for Superior/Subordinate would be, “I generally try to satisfy the needs of one subordinate, 1 = *Strongly Disagree* to 5 = *Strongly Agree*. Scores are determined for each subscale by averaging the seven items that focuses on each component of conflict (Sutscheck, 2002). A higher score signifies an increased use of a conflict style. Rahim (1983d), reported that the subscales of the instrument reveal adequate reliability and validity. The ROCI-II has been a well-utilized instrument in measuring style preferences in similar studies (Sutscheck, 2002). The reliability of the questionnaire is determined by the Cronbach’s alpha coefficient. A study by Boonsathorn (2007) presented the Cronbach’s alpha for integrating, 0.86, obliging 0.84, dominating 0.77, and avoiding as 0.83.

Compromising (0.78)The overall average of the Cronbach’s alpha .76 falls in the desirable range for all conflict constructs (Havenga & Visagie, 2006).

The validity of the ROCI-II (Rahim, 1973) is based upon data and findings obtained in research studies conducted in the last thirty years. The ROCI-II (Rahim, 1973) is found to effectively discriminate anticipated differences between responses provided by males and females.

Data Collection

The type of data collection used was a survey method that sampled from a specific population using Survey Monkey. An invitation to participants with one of two links was sent to all full-time faculty, staff, and administrators who have work email addresses. The link, for Form A, was sent to subordinates that are considered to be in non-supervisory roles. The survey included Rahim's ROCI-II and the researcher designed questionnaire to collect demographic information.

The online survey ensured anonymity of participants' responses. This method was used to maintain record of the respondents that were asked to participate in the survey. Follow-up emails to the participants were utilized to increase the response rate.

Analysis

The IBM-SPSS 19 software was utilized to examine tests of independence and tests of difference of the variables mentioned in the study. The scores for each of the five conflict resolution constructs were measured by the ROCI-II (Rahim, 1983). Descriptive statistics was employed to examine, *What is the nature of the conflict management styles of supervisors and subordinates in HBCU and HSI community college setting?* Inferential statistics were utilized to test, *Are conflict management styles independent of gender, power position, age, educational level, and ethnicity in an HBCU and HSI community college setting?*; tests of independence for categories of conflict management styles by tests of difference for numerical scores for conflict management styles.

Chapter 4

This section includes results of analysis of the responses to the survey.

Demographic results are analyzed descriptively. Validity and reliability of the instrument is established using principal components analysis and Cronbach's alpha. The research questions are answered using inferential analysis.

Descriptive Analysis

The study occurred during the month of April, 2012. Surveys were distributed using each of the 300 participants valid work email addresses at the HBCU and HSI community college in the study. The surveys were sent individually with the Informed Consent inserted into the body of the email with the option to withdraw from the confidential survey. Included in the email was the link to Survey Monkey. The Informed Consent was also included in Survey Monkey with a check box that required selection if agreeing to participate in the study further. There were 102 valid surveys returned with some variation in individual categories, resulting in a 34% response rate which is considered as an acceptable response rate for analysis and reporting (Babbie, 1990). Depicted in Table 3.

Table 3

Survey Responses

Demographics	Frequency
Age Group	101
Gender	102
Ethnicity	99
Education	101
Length of Employment	101
Employment Status	101
Administrative Role (Y/N)	99
Faculty Classification	101
Division	81

Participants ranged from less than 35 to 74 years of age with fairly even distribution among groups. There were more female respondents than male. Slightly less than 20% were African American. The rest were evenly distributed between Hispanic and White or other (American Indian, Asian, and Pacific Islander). In cases where more than one ethnicity was recorded, primary classification was given first to African-American, then Hispanic, and then White or other. The majority of respondents held master's degrees. See Table 4 and Figures 5 to 8.

Table 4

Demographic Frequencies of Age Groups, Gender, Ethnicity, and Education

	Frequency	Percent
Age Group		
less than 35	9	8.9
35 to 39	12	11.9
40 to 44	11	10.9
45 to 49	11	10.9
50 to 54	14	13.9
55 to 59	18	17.8
60 to 64	13	12.9
65 to 74	13	12.9
Gender		
Male	44	43.1
Female	58	56.9
Ethnicity		
White and Other	43	43.4
African American	18	18.2
Hispanic	38	38.4
Education		
Associates	15	14.9
Bachelors	17	16.8
Masters	54	53.5
Doctorate	15	14.9

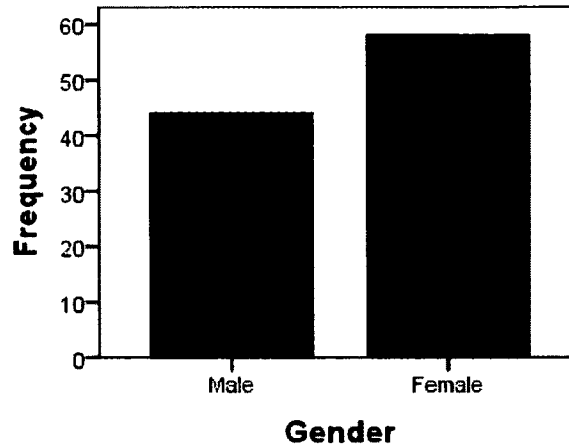


Figure 5. Distribution of gender.

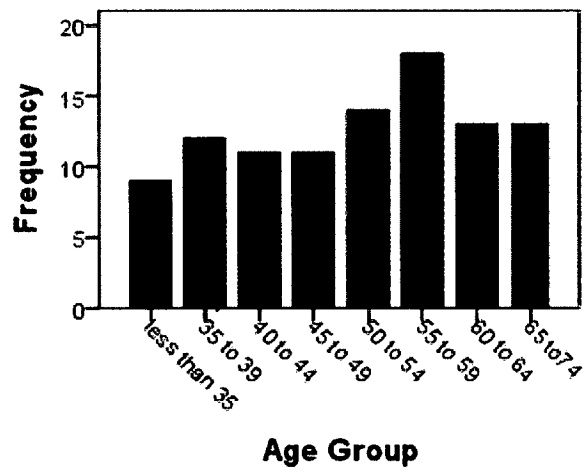


Figure 6. Distribution of age group.

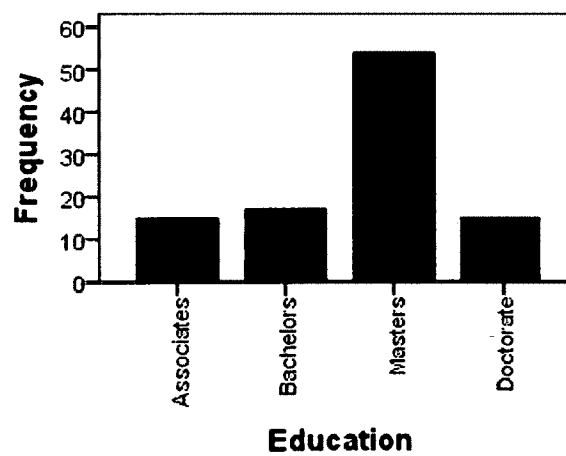


Figure 7. Distribution of education level.

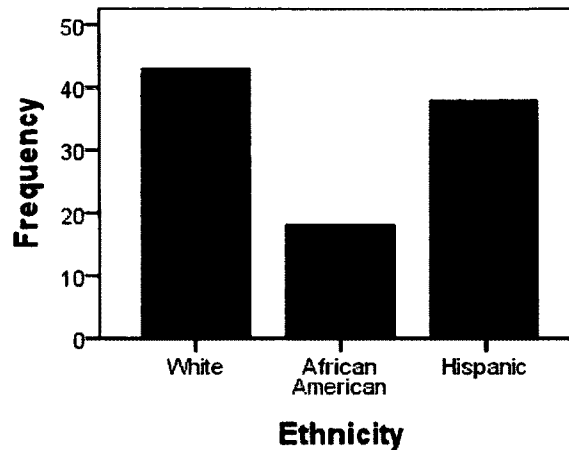


Figure 8. Distribution of ethnicity.

Thirty-three percent of respondents reported in the length of employment from one to five years. Those employed longer were a fairly even distribution among groups of 6-10, 11-15, and 15 plus years. Slightly less than 6% were administrators. More than 30% were staff, with faculty as the majority of respondents. Tenured-track faculty were slightly less than 17% of the distribution group. The remaining faculty classification indicated that there was a fairly even distribution among tenured, adjunct, and those to which faculty status did not apply. The division results for the President's Office and Institutional Advancement were less than 7% of the sample. The majority of the respondents were in Academic Affairs which includes faculty. Slightly less were in Student Success. The remaining 21% of the distribution group were in College Services. More than 60% of the respondents were not in an administrative role. See Table 5 and Figures 9-13.

Table 5

Employment Frequencies by Length of Employment, Status, Faculty Classification, Division, and Administrative Role

	Frequency	Percent
Length of Employment		
1 to 5	33	32.7
6 to 10	19	18.8
10 to 15	23	22.8
15 or more	26	25.7
Employment Status		
Administrator	6	5.9
Faculty	62	61.4
Staff	33	32.7
Faculty Classification		
Tenured	27	26.7
Tenured-Track	17	16.8
Adjunct Faculty	27	26.7
Not Applicable	30	29.7
Division		
President's Office	2	2.5
Academic Affairs	46	56.8
Student Success	12	14.8
College Services	17	21
Institutional Advance.	4	4.9
Administrative Role		
Yes	36	36.4
No	63	63.6



Figure 9. Distribution of length of employment.

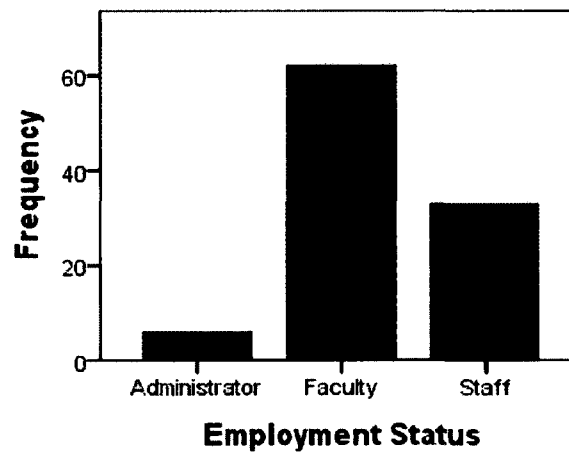


Figure 10. Distribution of employment status.

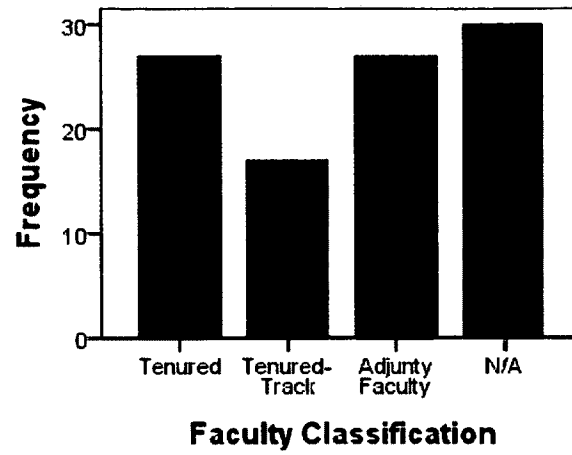


Figure 11. Distribution of faculty classification.

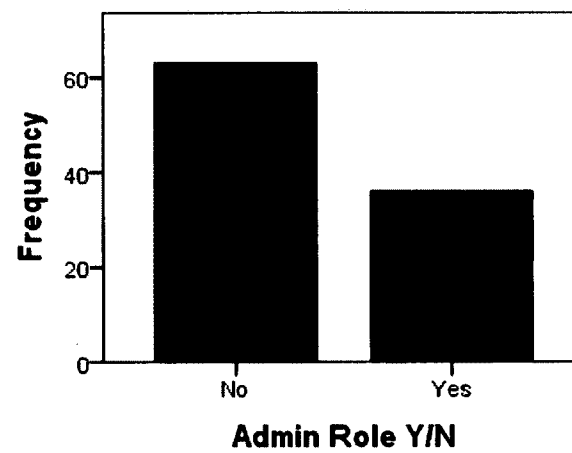


Figure 12. Distribution of administrative role, Yes” or “no”.

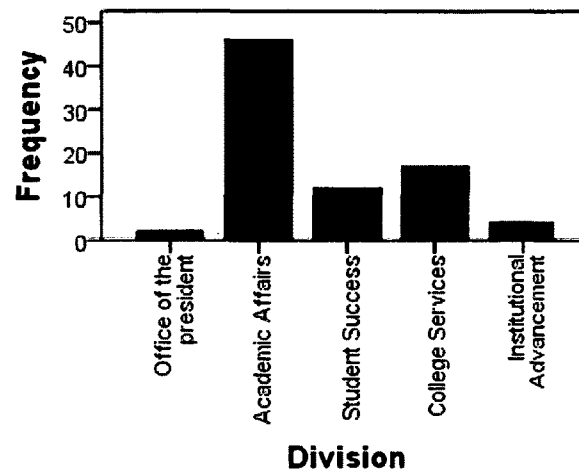


Figure 13. Distribution of division.

Principal component analysis (PCA). The PCA for this sample scores among the conflict management styles as described by Rahim is presented below. Scores for each conflict management style were calculated as the average responses to items as suggested by the instrument. The Principal Component Analysis of the seven items measuring integrating conflict management style forced to one component explained 77.43% of the variation among items with a Cronbach's alpha of .95 as shown in Table 6. Communalities and factor loadings were well within acceptable ranges for each item.

Table 6

PCA of Integrating Conflict Management Styles

ROCI-II CM Items	Communalities	Factor Loading	% Variation Explained	Alpha Deleted	Alpha
			77.43		.95
1	.77	.88		.943	
4	.81	.90		.941	
5	.85	.92		.939	
12	.68	.82		.949	
22	.74	.86		.945	
23	.78	.89		.942	
25	.79	.89		.942	

The Principal Component Analysis of the six items measuring obliging conflict management style forced to one component explained 53.00% of the variation among items with a Cronbach's alpha of .81 as shown in Table 7. Communalities and factor loadings were well within acceptable ranges for each item.

Table 7

PCA of Obliging Conflict Management Styles

ROCI-II CM Statements	Communalities	Factor Loading	% Variation Explained	Alpha Deleted	Alpha
			53.00		.81
2	.56	.75		.787	
10	.57	.75		.773	
11	.55	.74		.776	
13	.40	.63		.801	
19	.57	.76		.778	
24	.54	.74		.790	

The Principal Component Analysis of the five items measuring dominating conflict management style forced to one component explained 49.92% of the variation among items with a Cronbach's alpha of .73 as shown in Table 8. Although its communality was low and removal would have increased the Alpha, item 21, asking the degree of firmness when following a concern, was retained in the analysis to maintain comparability with other research using the same instrument.

Table 8

PCA of Dominating Conflict Management Styles

ROCI-II CM Statements	Communalities	Factor Loading	% Variation Explained	Alpha Deleted	Alpha
			49.92		.73
8	.65	.80		.637	
9	.65	.80		.657	
18	.55	.74		.657	
21	.12	.73		.774	
25	.53	.35		.686	

The Principal Component Analysis of the six items measuring avoidance as a conflict management style forced to one component explained 58.74% of the variation among items with a Cronbach's alpha of .86 as shown in Table 9. Communalities and factor loadings were well within acceptable ranges for each item.

Table 9

PCA of Avoiding Conflict Management Styles

ROCI-II CM Statements	Communalities	Factor Loading	% Variation Explained	Alpha Deleted	Alpha
			58.74		.86
3	.43	.66		.851	
6	.58	.76		.834	
16	.63	.79		.828	
17	.58	.76		.836	
26	.64	.80		.824	
27	.67	.82		.822	

The Principal Component Analysis of the four items measuring compromising conflict management style forced to one component explained 61.22% of the variation among items with a Cronbach's alpha of .79 as shown in Table 10. Communalities and factor loadings were well within acceptable ranges for each item.

Table 10

PCA of Compromising Conflict Management Styles

ROCI-II CM Statements	Communalities	Factor Loading	% Variation Explained	Alpha Deleted	Alpha
			61.22		.79
7	.60	.78		.741	
14	.64	.80		.724	
15	.64	.80		.726	
20	.56	.75		.754	

The results shown in Tables 6 to 10 were taken as evidence of validity and reliability of the instrument. All individual components isolated into conflict management style each explained greater than 49% or (between 49% to 77%) and alpha levels between (.73 to .95). No items were removed.

Research question one. *What is the nature of the conflict management styles in an HBCU and HSI community college setting?* The Table 11 below shows a descriptive analysis of each conflict management style. The results show that the Community College uses the integrating style the most and is least likely to apply the dominating approach when managing conflict. See Figure 14.

Table 11

Descriptive Analysis of Conflict Management Styles Averages

CM Style	M	SD	Valid	Missing
Integrating	4.28	.78	95	7
Obliging	3.80	.63	93	9
Dominating	2.77	.71	94	8
Avoiding	3.17	.95	94	8
Compromising	3.76	.77	98	4

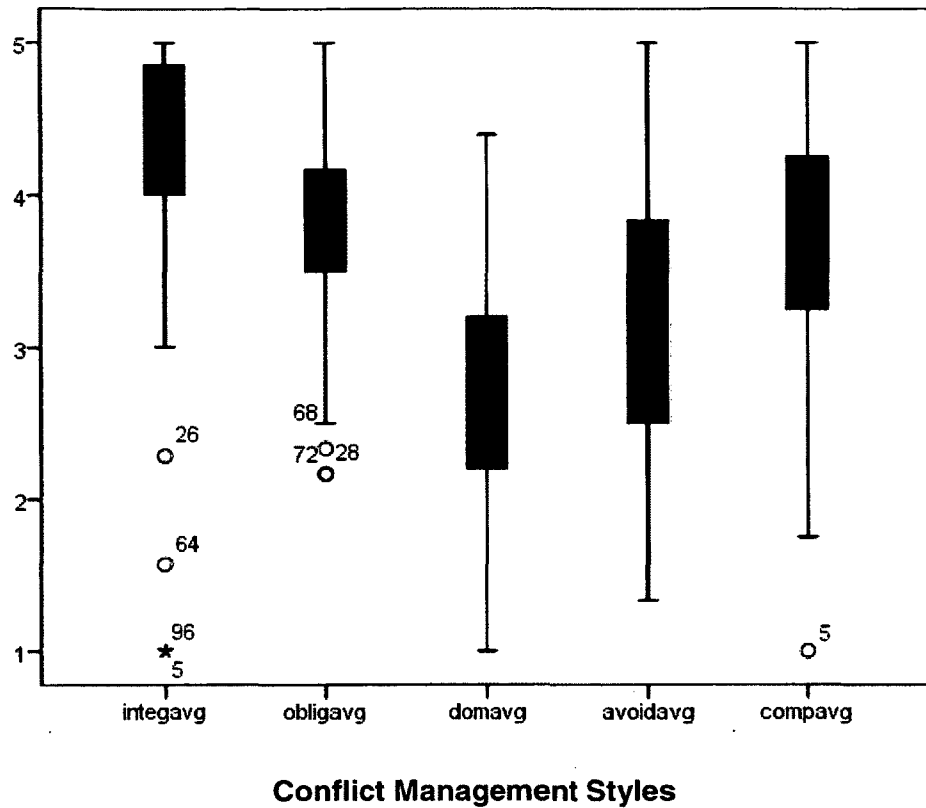


Figure 14. Descriptive analysis of integrating (integavg), obliging (obligavg), dominating (domavg), avoiding (avoidavg), and compromising (compavg) conflict management styles averages.

Research question two. *Do conflict management styles differ among gender, level of power position, age level, educational level, and ethnicity in an HBCU and HSI community college setting.*

Gender. The Kolmogorov-Smirnov tests of normality were significant for integrating, obliging, and compromising conflict management styles. Since normality is not assumed, a Mann-Whitney U was used to test these differences. The Kolmogorov-Smirnov was not significant for dominating and avoiding conflict management styles, therefore normality was assumed; an independent sample t -test of differences was used. See Table 12.

Table 12

Tests of Normality for Gender in Conflict Management Styles (CMS)

CMS	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Integrating Average	Male	.195	36	.001	.714	36	.000
	Female	.168	50	.001	.816	50	.000
Obliging Average	Male	.092	36	.200*	.961	36	.225
	Female	.127	50	.043	.960	50	.086
Dominating Average	Male	.117	36	.200*	.979	36	.721
	Female	.109	50	.194	.979	50	.495
Avoiding Average	Male	.094	36	.200*	.974	36	.548
	Female	.085	50	.200*	.975	50	.359
Compromising Average	Male	.207	36	.000	.891	36	.002
	Female	.123	50	.055	.944	50	.019

Note. a. Lilliefors Significance Correction, *. This is a lower bound of the true significance.

A *t*-test or Mann-Whitney *U* was used as indicated in Table 13 to test the differences in conflict management styles between genders. The tests of differences indicated that there was no significant difference found between genders in any of the five conflict management style as displayed in below. See Figures 15-19.

Table 13

Tests of Differences Between Genders in Conflict Management Styles (CMS)

CMS	Male		Female		Test Statistic	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Integrating	4.23	.88	4.31	.71	<i>U</i> = 1057.00	.704
Obliging	3.92	.55	3.72	.66	<i>U</i> = 902.50	.239
Dominating	2.86	.80	2.70	.62	<i>t</i> (70.917) = 1.024	.309
Avoiding	3.07	.91	3.24	.97	<i>t</i> (92) = .881	.380
Compromising	3.74	.81	3.78	.74	<i>U</i> = 1165.50	.939

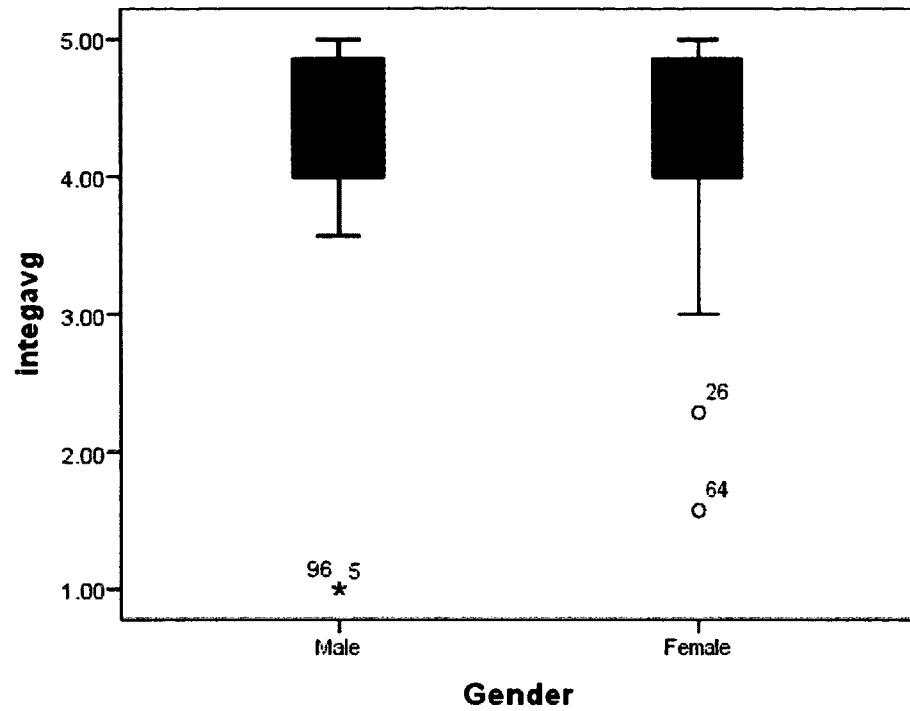


Figure 15. Tests of normality for gender in integrating conflict management style.

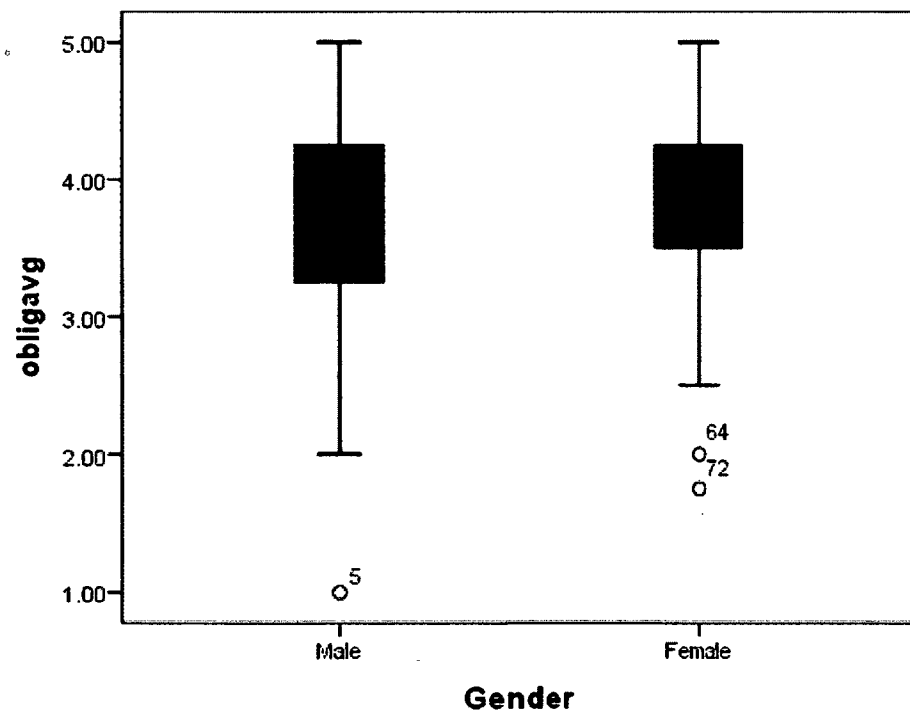


Figure 16. Tests of normality for gender in obliging conflict management style.

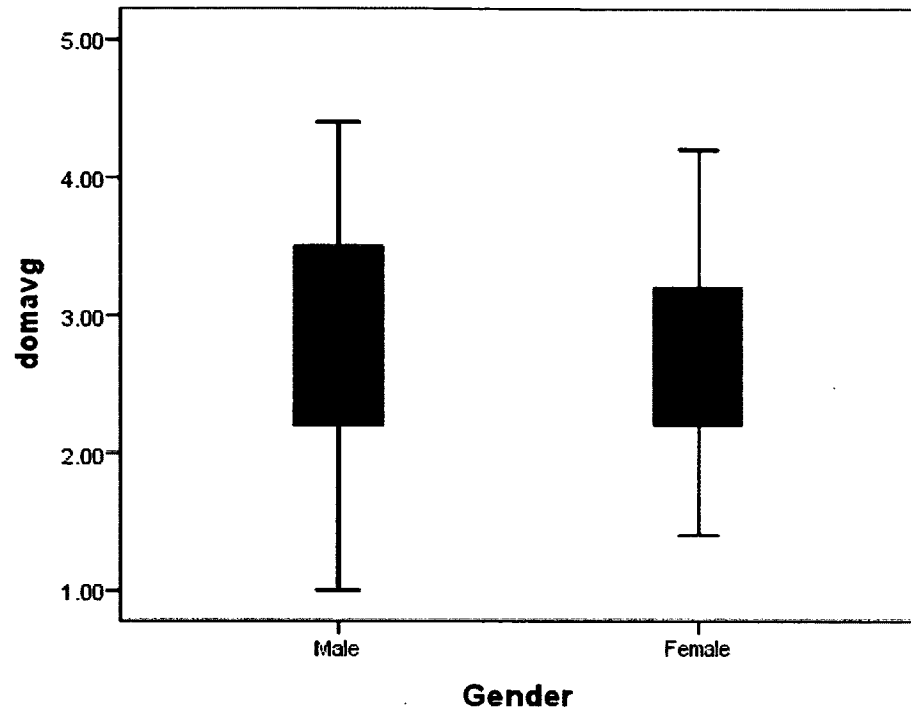


Figure 17. Tests of normality for gender in dominating conflict management style.

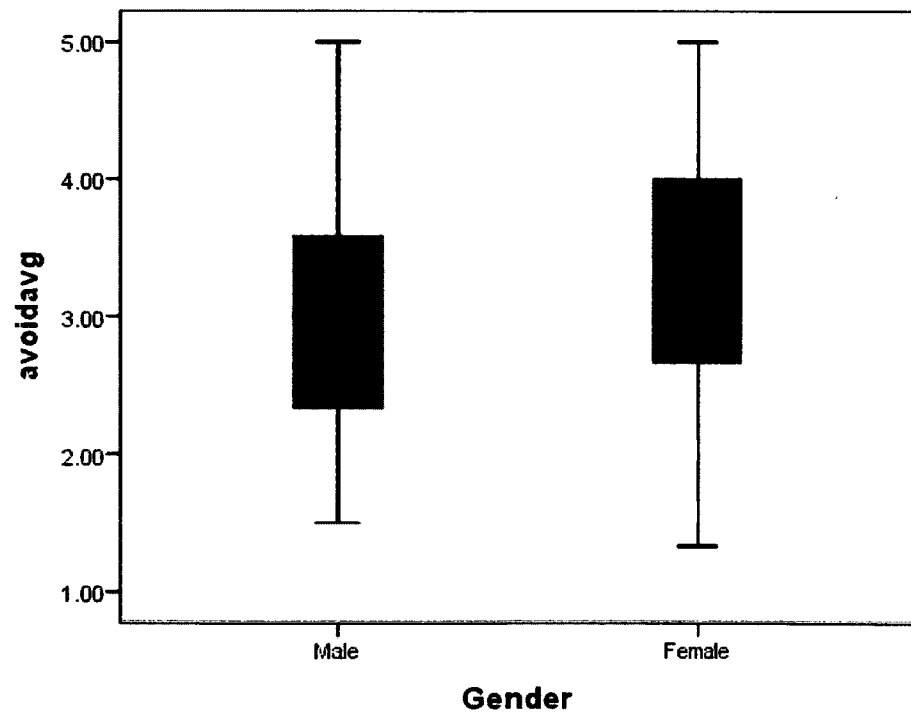


Figure 18. Tests of normality for gender in avoiding conflict management style.

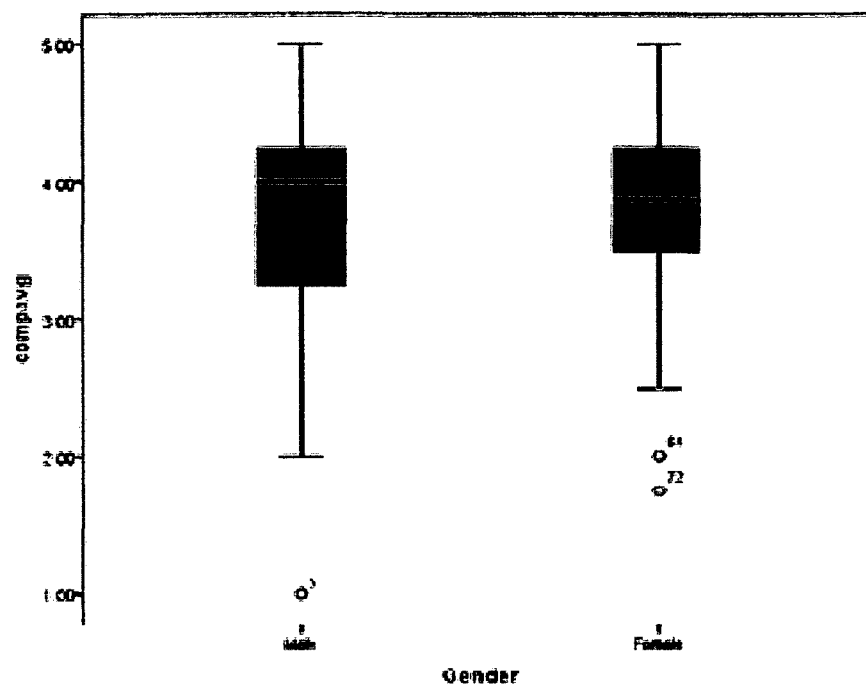


Figure 19. Tests of normality for gender in compromising conflict management style.

Power position. The Kolmogorov-Smirnov tests of normality for power position were significant for integrating, obliging, and compromising conflict management styles. Since normality is not assumed, a Mann-Whitney U was used to test the differences. The Kolmogorov-Smirnov tests of normality was not significant for dominating and avoiding conflict management styles, therefore normality was assumed; an independent sample t -test of differences was used. See Table 14.

Table 14

Tests of Normality for Administrative Roles and Subordinates in Conflict Management Styles (CMS)

CMS	Admin role Y/N	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Integrating Average	No	.229	51	.000	.775	51	.000
	Yes	.192	35	.002	.832	35	.000
Obliging Average	No	.144	51	.010	.941	51	.014
	Yes	.122	35	.200*	.969	35	.411
Dominating Average	No	.116	51	.084	.981	51	.579
	Yes	.112	35	.200*	.983	35	.850
Avoiding Average	No	.088	51	.200*	.976	51	.368
	Yes	.094	35	.200*	.969	35	.422
Compromising Average	No	.141	51	.012	.929	51	.005
	Yes	.189	35	.003	.918	35	.013

Note. Lilliefors Significance Correction, *. This is a lower bound of the true significance.

The Community College in this study shows that both administrators and subordinates use the integrating style the most and is least likely to apply the dominating approach when managing conflict. See Figures 20-24.

There was a significant difference between administrators and subordinates use of the integrating style, ($U = 618.500$, $p = .001$) and compromising, ($U = 740.00$, $p = .005$) in conflict management styles. Administrators had higher scores in both. The effect sizes were calculated using Cohen's d for two independent groups for $d = (m_2 - m_1)/s_p$ pooled standard deviation assuming equal variances (Cumming, 2012). Large effect sizes are indicated for power position differences in both integrating and compromising conflict management styles. See Table 15.

Table 15

Tests of Differences Between Power Position in Conflict Management Styles (CMS)

CMS	Administrator		Subordinate		Test Statistic	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Integrating	4.61	.43	4.07	.88	$U = 618.500$	.001	.71
Obliging	3.76	.56	3.82	.66	$t(90) = .364$	.717	
Dominating	2.92	.68	2.67	.70	$t(90) = -1.794$	.076	
Avoiding	3.00	.87	3.26	.98	$t(90) = 1.127$	.263	
Compromising	4.02	.57	3.61	.83	$U = 740.00$	.005	.54

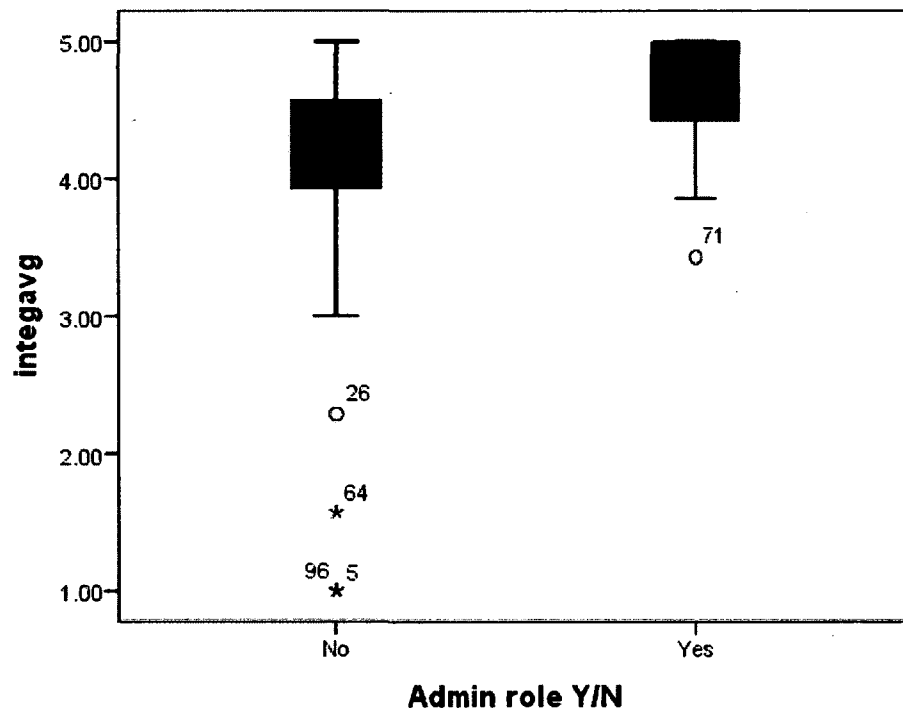


Figure 20. Tests of normality for power position in integrating conflict management styles.

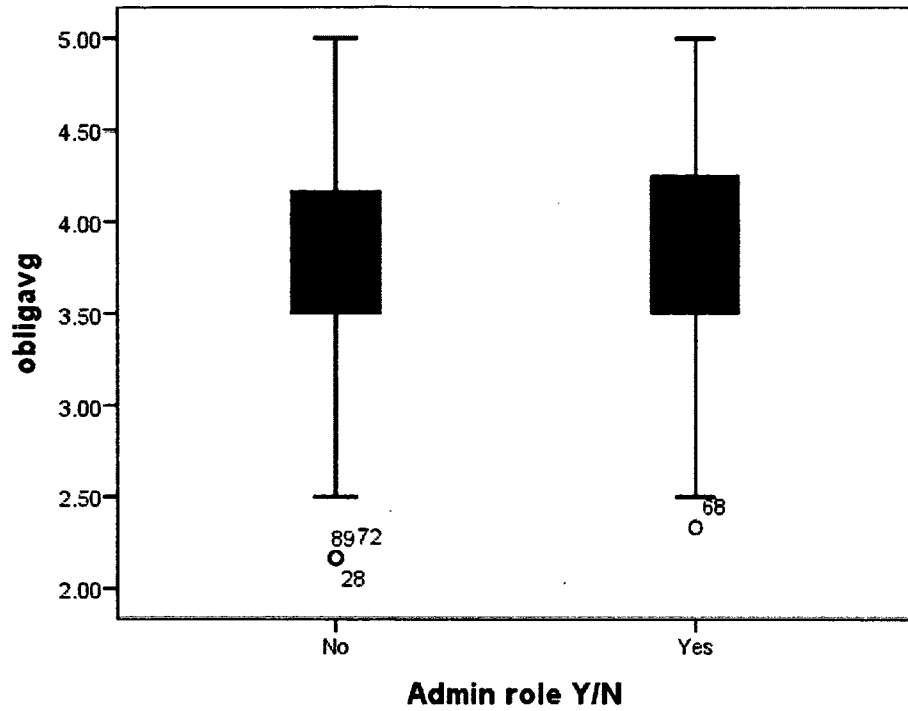


Figure 21. Tests of normality for power position in obliging conflict management styles.

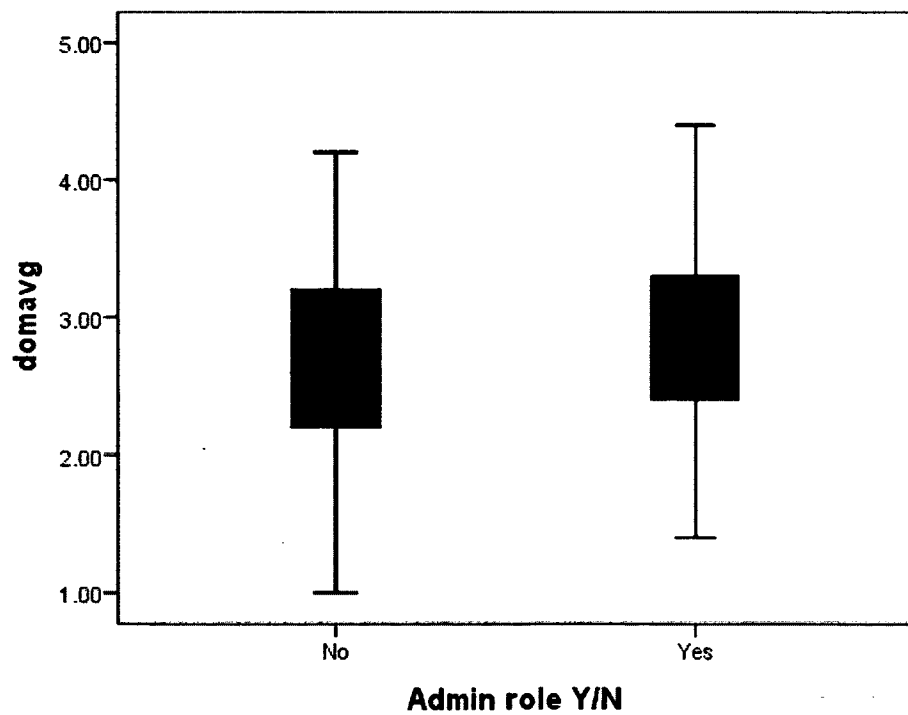


Figure 22. Tests of normality for power position in dominating conflict management styles.

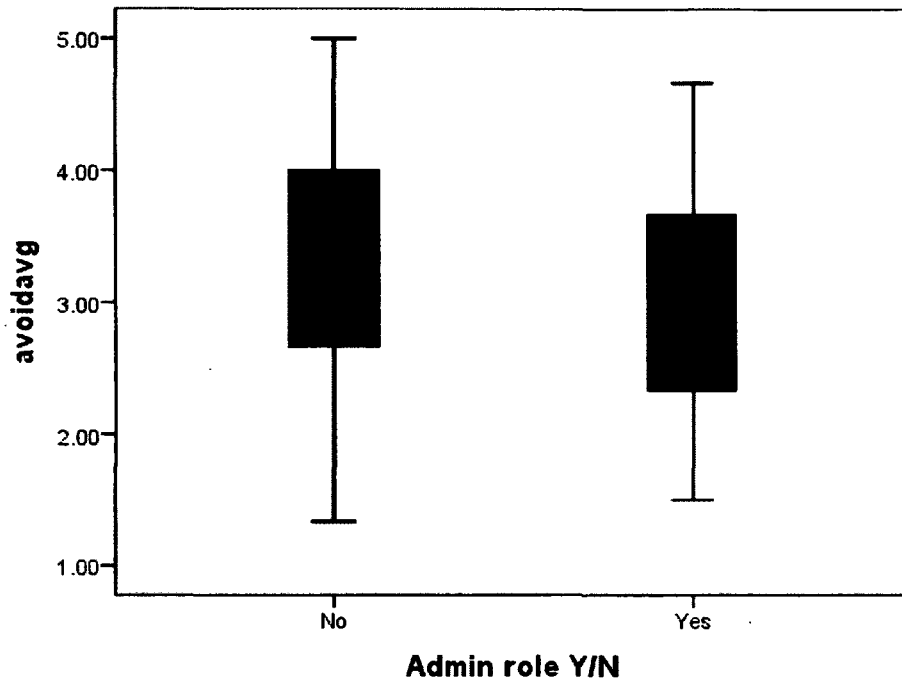


Figure 23. Tests of normality for power position in avoiding conflict management styles.

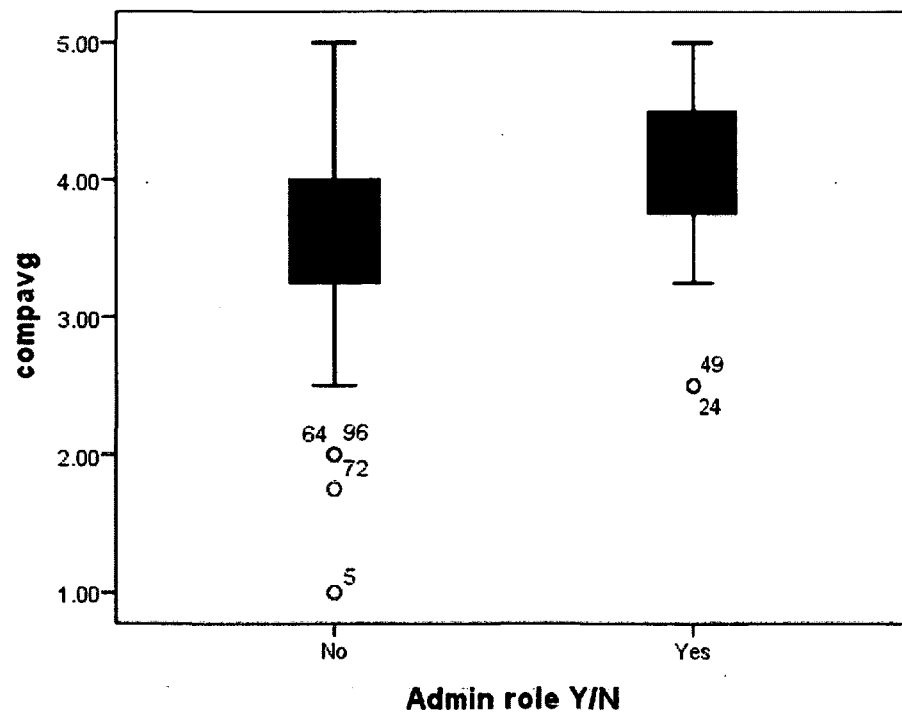


Figure 24. Tests of normality for power position in compromising conflict management styles.

Ethnicity. The Kolmogorov-Smirnov tests of normality for ethnicity was significant for integrating and dominating conflict management styles as shown in Table 16 indicating Kruskal-Wallis tested median. It was not significant for obliging, avoiding, and conflict management styles, indicating a normal distribution, therefore normality was assumed, and an ANOVA was conducted.

Table 16

Tests of Normality for Ethnicity in Conflict Management Styles (CMS)

CMS	Ethnicity	Kolmogorov Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Integrating Average	White	.128	39	.104	.880	39	.001
	African American	.275	17	.001	.581	17	.000
	Hispanic	.226	29	.001	.752	29	.000
Obliging Average	White	.153	39	.022	.935	39	.026
	African American	.153	17	.200*	.948	17	.432
	Hispanic	.115	29	.200*	.958	29	.285
Dominating Average	White	.165	39	.009	.946	39	.062
	African American	.242	17	.009	.878	17	.029
	Hispanic	.108	29	.200*	.976	29	.727
Avoiding Average	White	.091	39	.200*	.969	39	.360
	African American	.185	17	.123	.910	17	.099
	Hispanic	.115	29	.200*	.969	29	.545
Compromising Average	White	.113	39	.200*	.963	39	.218
	African American	.198	17	.075	.921	17	.151
	Hispanic	.232	29	.000	.861	29	.001

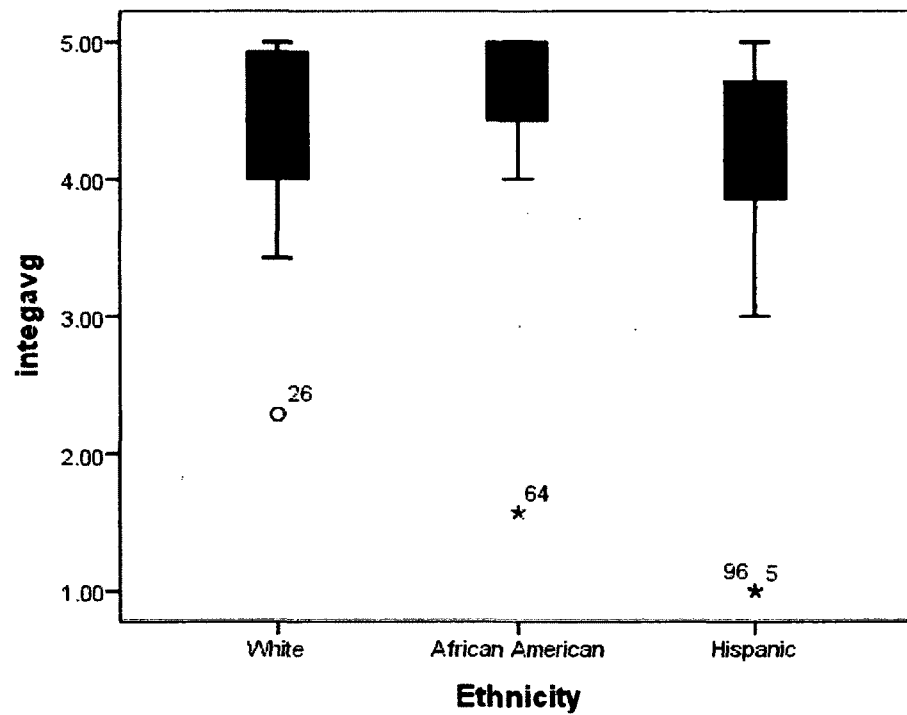
Note. a. Lilliefors Significance Correction, *. This is a lower bound of the true significance.

Since normality is not assumed, a Kruskal-Wallis chi-square statistic is used to test whether the medians are equal across the groups. The results of the analysis indicate that there are no significant differences in the medians $\chi^2(2) = 4.640, p = .098$ and $\chi^2(2) = .232, p = .890$. Levene's test illustrated that since $p > .05$, the variances were equal in obliging, avoiding, and conflict management styles between groups. No significant difference in conflict management styles were found among ethnicities. See Table 17 and Figures 25-29.

Table 17

Tests Statistics Between Ethnicity in Conflict Management Styles (CMS)

CMS	White		African American		Hispanic		Test Statistic	p
	M	SD	M	SD	M	SD		
Integrating	4.33	.59	4.51	.81	4.05	.99	$\chi^2(2) = 4.640$	.098
Obliging	3.85	.55	3.82	.64	3.64	.74	$F(2,88) = .766$	.468
Dominating	2.84	.73	2.79	.55	2.66	.78	$\chi^2(2) = .232$	.890
Avoiding	3.11	.93	3.44	.92	3.16	.89	$F(2,90) = .826$	.441
Compromising	3.73	.59	3.87	.77	3.74	.91	$F(2,92) = .228$	.791

*Figure 25. Tests of normality for ethnicity in integrating conflict management styles.*

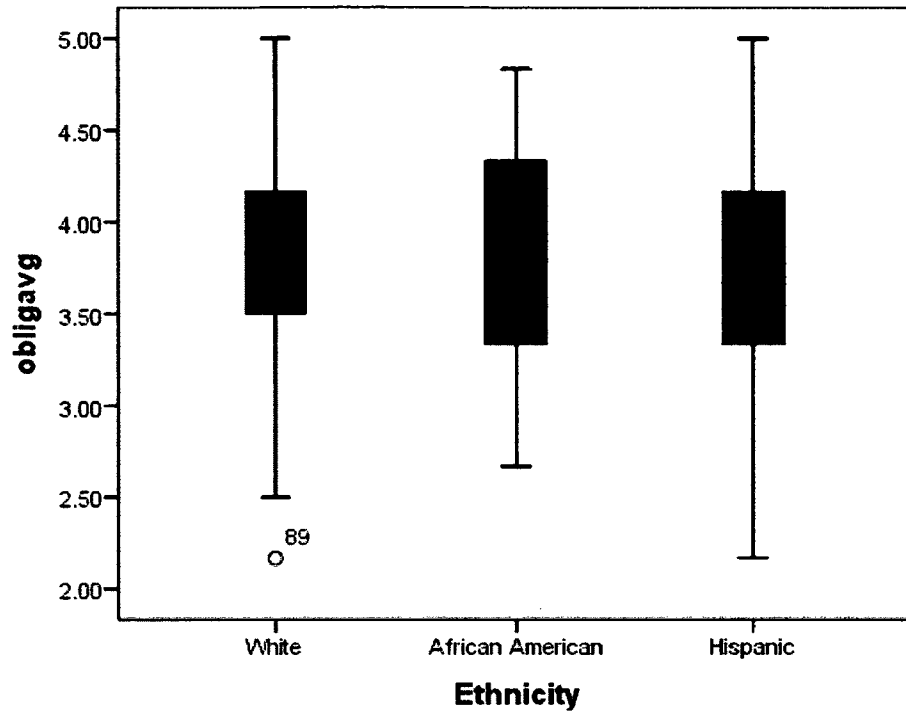


Figure 26. Tests of normality for ethnicity in obliging conflict management styles.

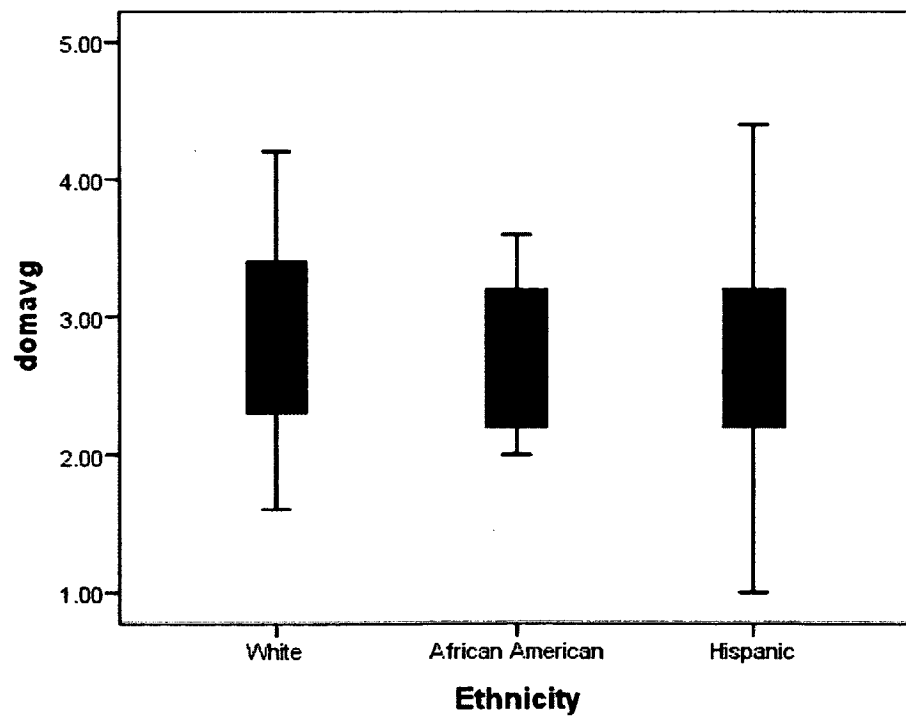


Figure 27. Tests of normality for ethnicity in dominating conflict management styles.

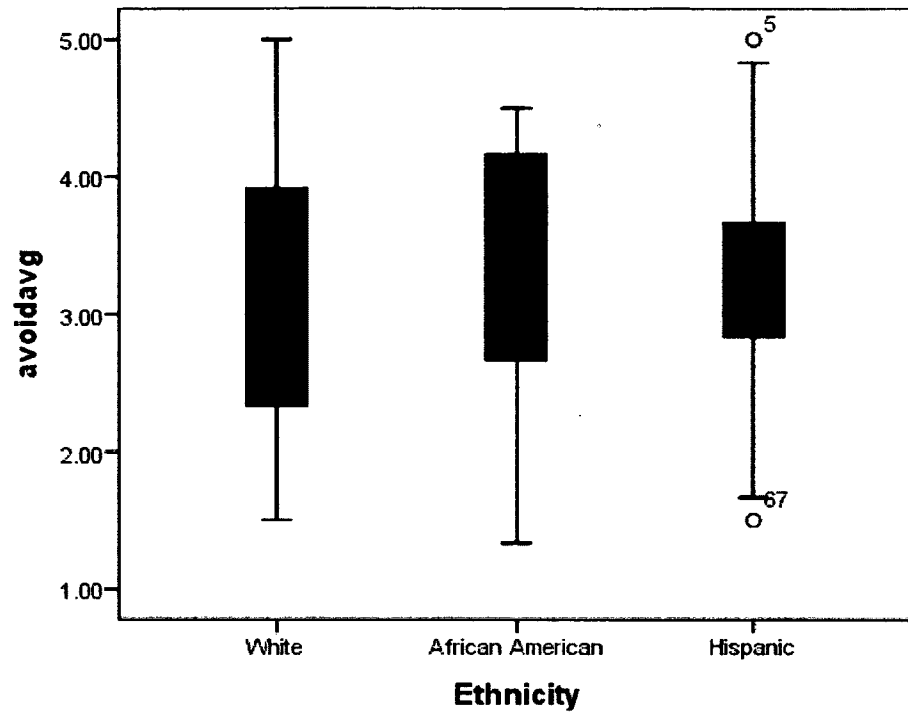


Figure 28. Tests of normality for ethnicity in avoiding conflict management styles.

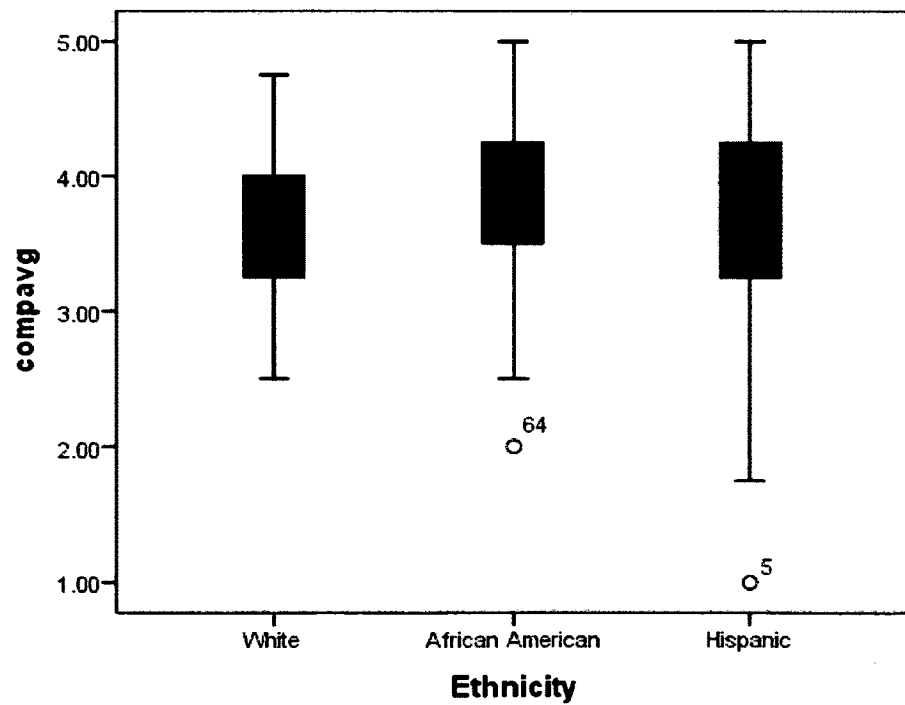


Figure 29. Tests of normality for ethnicity in compromising conflict management styles.

Age level. The Kolmogorov-Smirnov tests of normality for age group in Table 18 were significant for integrating conflict management styles. Since normality is not assumed, a Kruskal-Wallis chi-square statistic is used to test whether the medians are equal across the groups. The results of the analysis indicate that there are no significant differences in the medians $\chi^2(7) = 13.486; p = .061$.

Table 18

Tests of Normality for Age Group in Conflict Management Styles (CMS)

CMS	Age Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Integrating Average	less than 35	.265	9	.069	.796	9	.018
	35 to 39	.195	10	.200*	.939	10	.544
	40 to 44	.315	10	.006	.717	10	.001
	45 to 49	.285	10	.021	.808	10	.018
	50 to 54	.283	11	.014	.671	11	.000
	55 to 59	.232	16	.021	.844	16	.011
	60 to 64	.264	8	.105	.748	8	.008
	65 to 74	.233	12	.071	.803	12	.010
Obliging Average	less than 35	.182	9	.200*	.880	9	.155
	35 to 39	.201	10	.200*	.925	10	.405
	40 to 44	.181	10	.200*	.955	10	.726
	45 to 49	.227	10	.155	.804	10	.016
	50 to 54	.160	11	.200*	.969	11	.872
	55 to 59	.238	16	.016	.863	16	.021
	60 to 64	.204	8	.200*	.893	8	.251
	65 to 74	.242	12	.051	.896	12	.140
Dominating Average	less than 35	.256	9	.092	.861	9	.098
	35 to 39	.308	10	.008	.805	10	.017
	40 to 44	.194	10	.200*	.905	10	.250
	45 to 49	.216	10	.200*	.933	10	.483
	50 to 54	.280	11	.016	.861	11	.059
	55 to 59	.087	16	.200*	.973	16	.887
	60 to 64	.300	8	.032	.819	8	.045
	65 to 74	.263	12	.022	.869	12	.063

Note. a. Lilliefors Significance Correction, *. This is a lower bound of the true significance.

Table 18 Cont'd

Tests of Normality for Age Group in Conflict Management Styles

CMS	Age Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Avoiding Average	less than 35	.253	9	.100	.940	9	.580
	35 to 39	.182	10	.200*	.948	10	.648
	40 to 44	.184	10	.200*	.957	10	.752
	45 to 49	.252	10	.072	.872	10	.105
	50 to 54	.188	11	.200*	.932	11	.430
	55 to 59	.114	16	.200*	.962	16	.698
	60 to 64	.223	8	.200*	.870	8	.149
	65 to 74	.109	12	.200*	.970	12	.913
Compromising Average	less than 35	.320	9	.008	.632	9	.000
	35 to 39	.132	10	.200*	.954	10	.718
	40 to 44	.175	10	.200*	.905	10	.247
	45 to 49	.185	10	.200*	.909	10	.271
	50 to 54	.301	11	.006	.770	11	.004
	55 to 59	.224	16	.030	.898	16	.076
	60 to 64	.201	8	.200*	.972	8	.913
	65 to 74	.175	12	.200*	.908	12	.203

Note. a. Lilliefors Significance Correction,*. This is a lower bound of the true significance.

The Kolmogorov-Smirnov was not significant for obliging, dominating, avoiding, and compromising conflict management styles, indicating a normal distribution, therefore normality was assumed, therefore an ANOVA was conducted. The Levene's test illustrated that since $p > .05$, the variances were equal in obliging, dominating, avoiding, and compromising conflict management styles between groups. See Table 19 and Figures 31-34.

Table 19

Tests of Difference Between Age Group in Conflict Management Styles (CMS)

	less than 35		35 to 39		40 to 44		45 to 49		
CMS	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Test Statistic <i>p</i>
Integrating Average	3.79	1.15	4.17	.43	4.21	.73	4.71	.36	$\chi^2(7) = 13.486$.061
Obliging Average	4.04	.63	3.83	.67	3.82	.49	3.97	.72	$F(7,85) = 1.037$.411
Dominating Average	2.64	.72	2.70	.58	2.98	.75	2.70	.63	$F(7,86) = .537$.804
Avoiding Average	3.24	1.10	3.48	.72	3.18	1.08	3.55	1.15	$F(7,86) = .820$.574
Compromising Average	3.64	1.04	3.85	.58	3.48	.41	4.25	.62	$F(7,89) = .165$.165
	50 to 54		55 to 59		60 to 64		65 to 74		
CMS	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Integrating Average	4.13	1.17	4.33	.53	4.18	1.14	4.55	.50	
Obliging Average	3.38	.78	3.84	.55	3.60	.54	3.81	.67	
Dominating Average	2.69	.81	3.05	.68	2.43	.93	2.77	.69	
Avoiding Average	2.98	.87	3.14	.75	2.77	.93	3.04	.91	
Compromising Average	3.61	.91	3.73	.61	3.34	.81	4.08	.51	

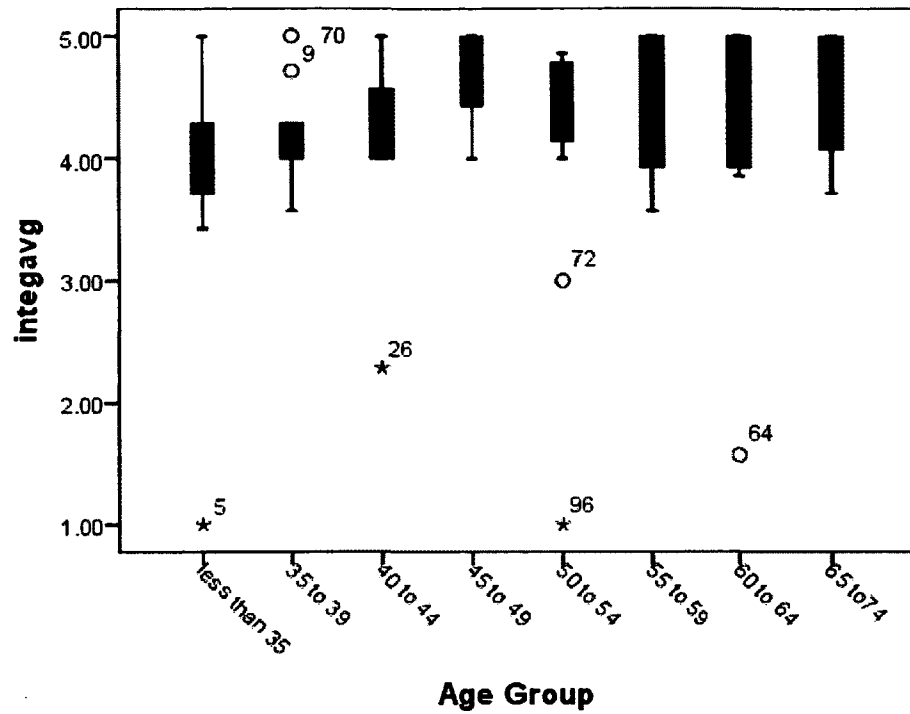


Figure 30. Tests of normality between age group in integrating conflict management styles.

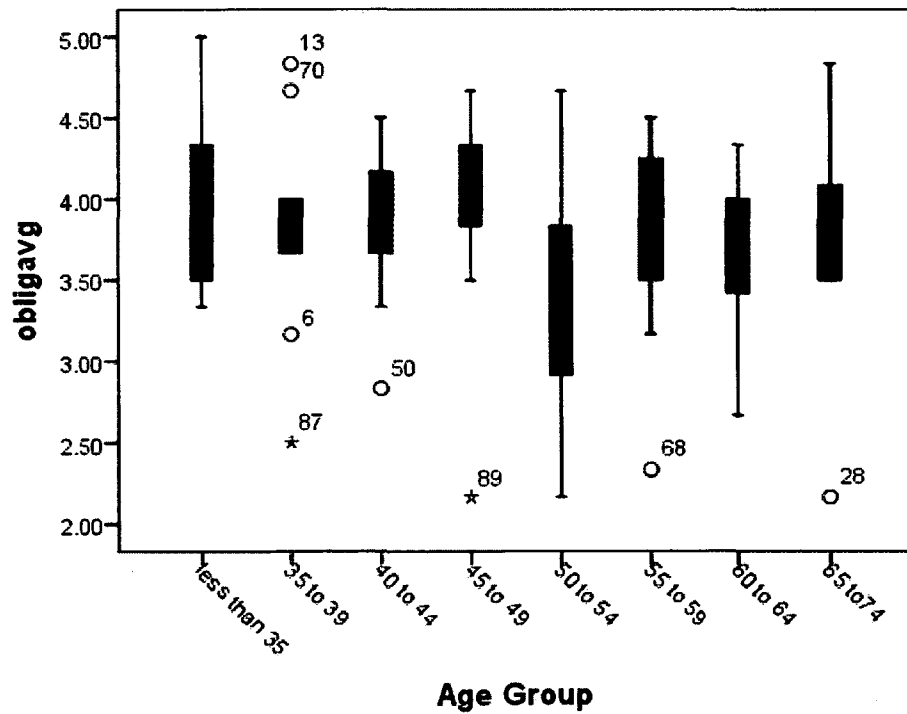


Figure 31. Tests of normality between age group in obliging conflict management styles.

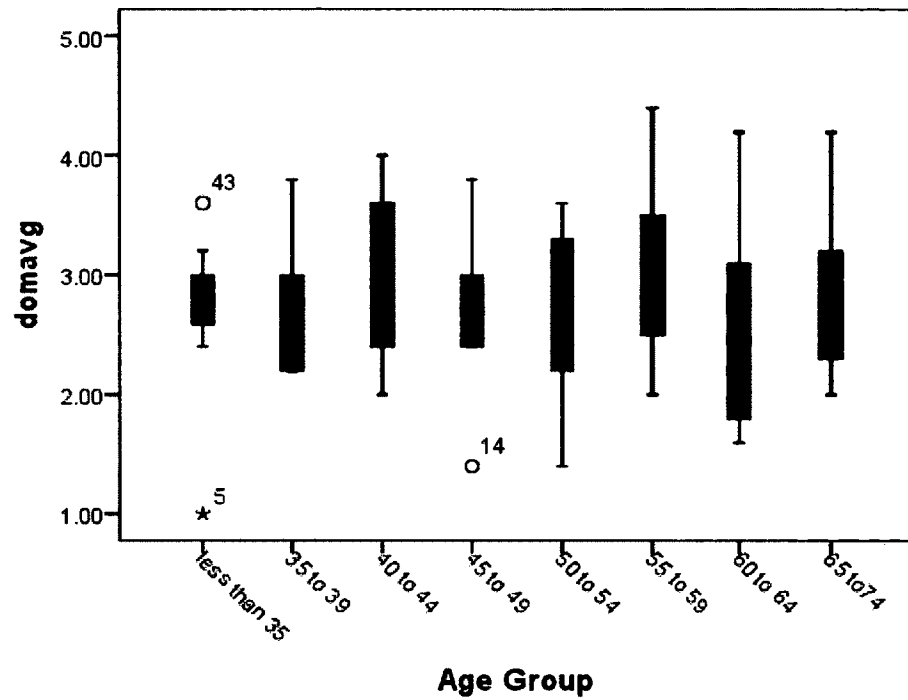


Figure 32. Tests of normality between age group in dominating conflict management styles.

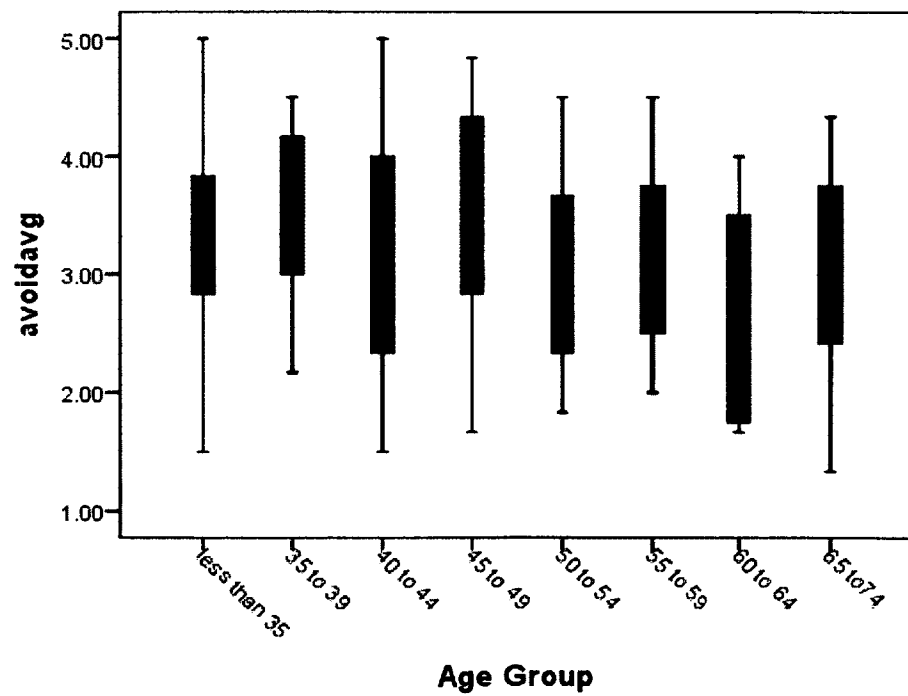


Figure 33. Tests of normality between age group in avoiding conflict management styles.

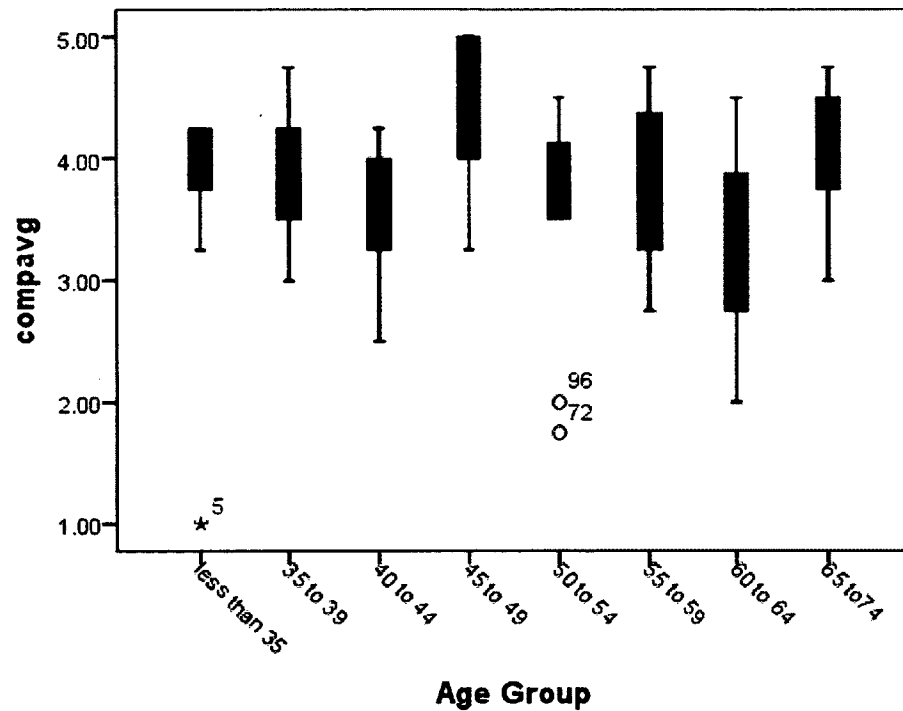


Figure 34. Tests of normality between age group in compromising conflict management styles.

Education level. The Kolmogorov-Smirnov tests of normality for education level were significant for integrating and compromising conflict management styles. See Table 20. Since normality is not assumed, a Kruskal-Wallis chi-square statistic is used to test whether the medians are equal across the groups. The Kolmogorov-Smirnov was not significant for obliging, avoiding, and dominating conflict management styles, indicating a normal distribution, therefore normality was assumed; therefore, an ANOVA was conducted. See Table 20.

Table 20

Tests of Normality for Education Level in Conflict Management Styles (CMS)

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
CMS	Education	Statistic	df	Sig.	Statistic	df	Sig.
Integrating Average	Associates	.260	14	.011	.684	14	.000
	Bachelors	.247	15	.015	.733	15	.001
	Masters	.107	44	.200*	.915	44	.003
	Doctorate	.349	13	.000	.532	13	.000
Obliging Average	Associates	.162	14	.200*	.934	14	.346
	Bachelors	.134	15	.200*	.966	15	.790
	Masters	.155	44	.010	.949	44	.049
	Doctorate	.241	13	.038	.895	13	.114
Dominating Average	Associates	.133	14	.200*	.976	14	.942
	Bachelors	.180	15	.200*	.943	15	.420
	Masters	.151	44	.014	.957	44	.097
	Doctorate	.226	13	.067	.904	13	.152
Avoiding Average	Associates	.178	14	.200*	.947	14	.508
	Bachelors	.113	15	.200*	.975	15	.919
	Masters	.097	44	.200*	.968	44	.248
	Doctorate	.114	13	.200*	.957	13	.711
Compromising Average	Associates	.129	14	.200*	.954	14	.630
	Bachelors	.257	15	.009	.717	15	.000
	Masters	.128	44	.067	.966	44	.217
	Doctorate	.273	13	.009	.739	13	.001

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The results of the analysis illustrate that there are no significant differences in the medians $\chi^2(3) = 6.994, p = .072$ and $\chi^2(3) = 7.246, p = .064$. Levene's test illustrated that since $p > .05$, the variances were equal; therefore, fail to reject the null due to insufficient evidence that the mean square for education level differs in obliging, avoiding, and dominating conflict management styles between groups. See Table 21 and Figures 35-39.

Table 21

Tests Statistics Between Education Level in Conflict Management Styles (CMS)

CMS	Associates		Bachelors		Masters		Doctorate		Test Statistic	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Integrating Average	4.26	1.04	4.13	.99	4.26	.57	4.53	.92	$\chi^2(3) = 6.994$	.072
Obliging Average	3.96	.477	3.77	.69	3.74	.66	3.78	.68	$F(3,89) = .366$	.778
Dominating Average	2.59	.574	2.97	.83	2.70	.69	2.98	.76	$F(3,90) = .909$	.440
Avoiding Average	3.26	.88	3.36	.95	3.07	.95	3.23	.89	$F(3,90) = .439$	.725
Compromising Average	3.73	.79	3.70	.85	3.69	.67	4.13	.73	$\chi^2(3) = 7.246$	.064

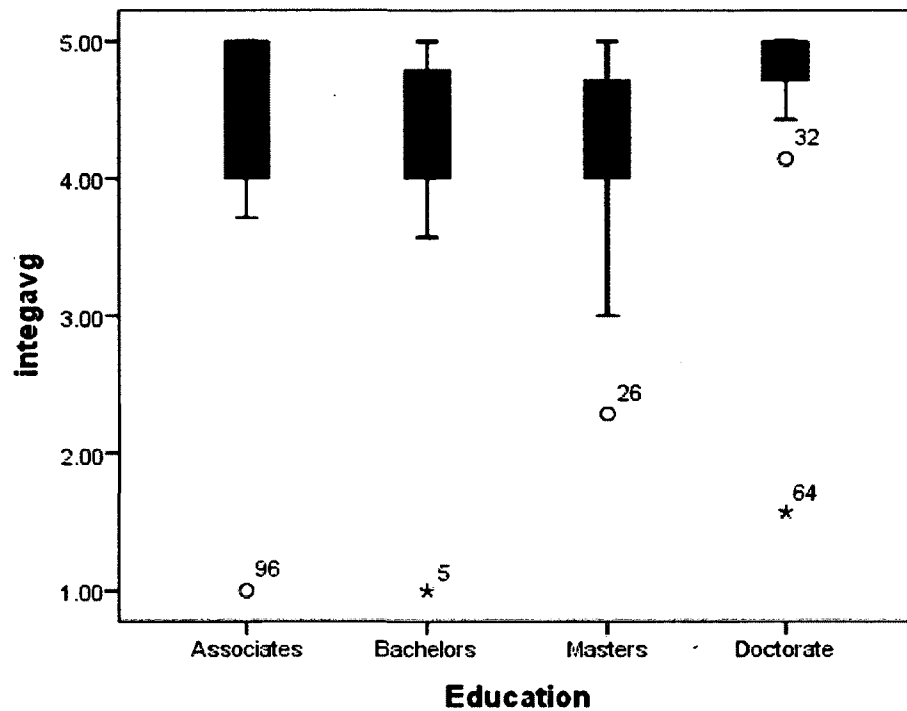


Figure 35. Tests of normality for education level in integrating conflict management styles.

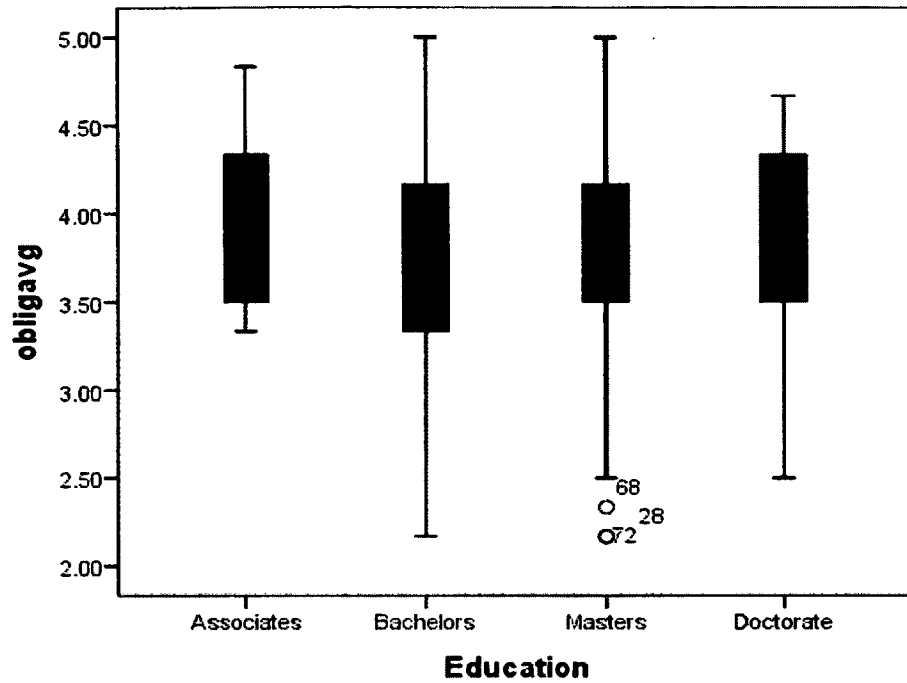


Figure 36. Tests of normality for education level in obliging conflict management styles.

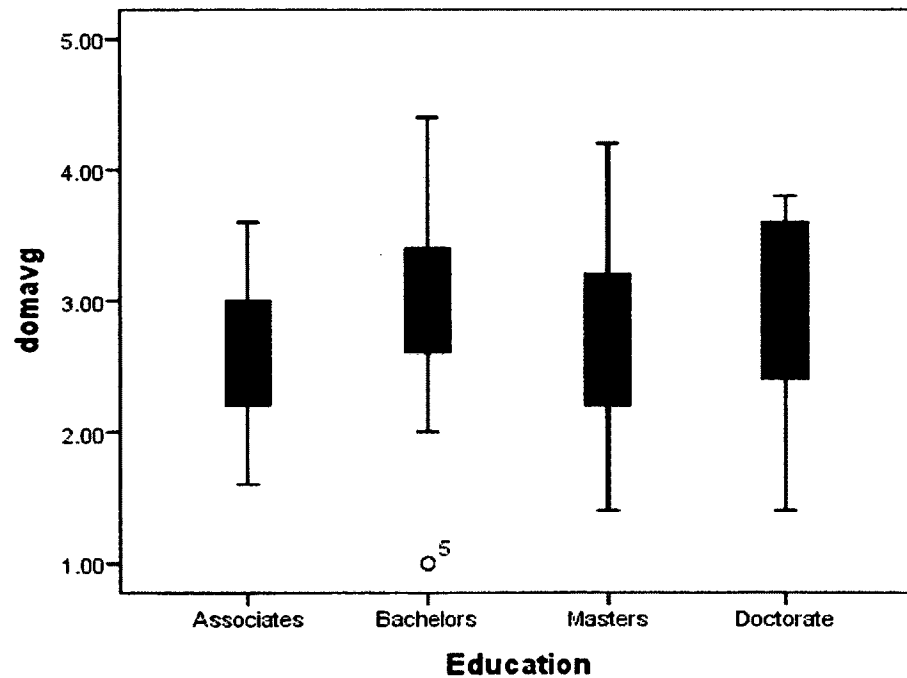


Figure 37. Tests of normality between education level in dominating conflict management styles.

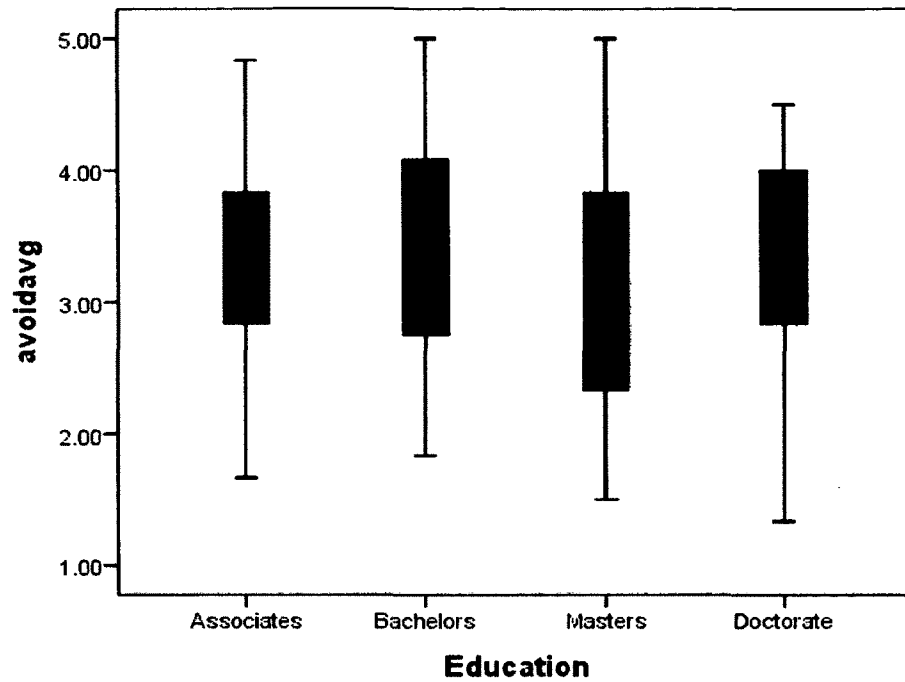


Figure 38. Tests of normality between education level in avoiding conflict management styles.

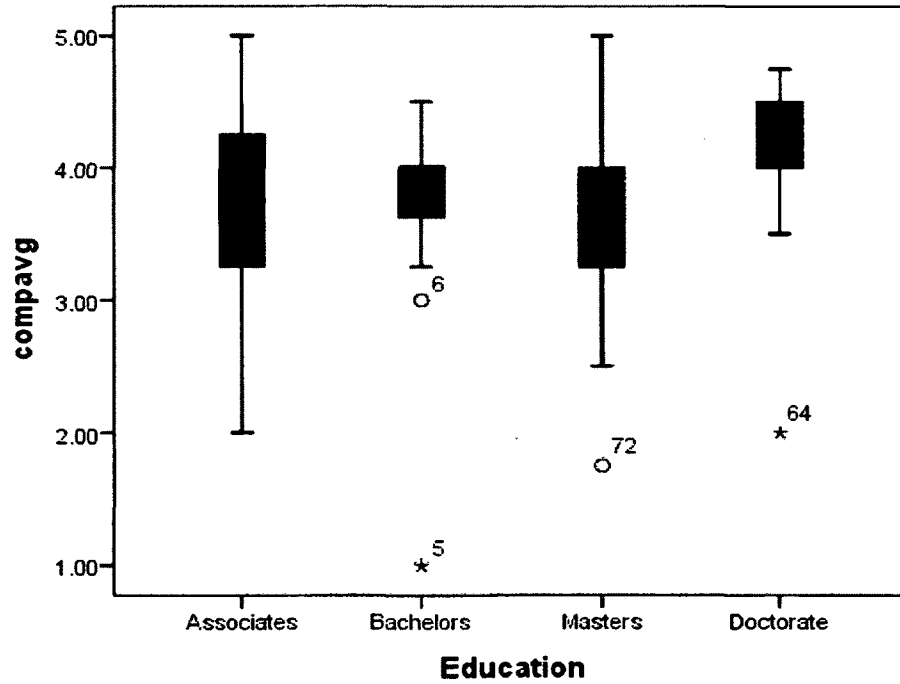


Figure 39. Tests of normality between education level in compromising conflict management styles.

Division. The Kolmogorov-Smirnov tests of normality for division was significant for integrating conflict management styles. Since normality is not assumed, a Kruskal-Wallis chi-square statistic is used to test whether the medians are equal across the groups. The Kolmogorov-Smirnov was not significant for obliging, dominating, avoiding, and compromising conflict management styles, indicating a normal distribution, therefore normality was assumed; therefore, an ANOVA was conducted. See Table 22 and Figures 40-44.

Table 22

Tests of Normality for Division in Conflict Management Styles (CMS)

CMS	Division	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Integrating Average	Office of the President	.260	2	.			
	Academic Affairs	.167	41	.006	.798	41	.000
	Student Success	.308	7	.043	.758	7	.015
	College Services	.266	15	.005	.727	15	.000
	Institutional Advancement	.260	4	.	.912	4	.492
Obliging Average	Office of the President	.260	2	.			
	Academic Affairs	.141	41	.038	.949	41	.063
	Student Success	.260	7	.167	.939	7	.633
	College Services	.128	15	.200*	.972	15	.888
	Institutional Advancement	.283	4	.	.863	4	.272
Dominating Average	Office of the President	.260	2	.			
	Academic Affairs	.127	41	.094	.966	41	.246
	Student Success	.222	7	.200*	.947	7	.702
	College Services	.191	15	.148	.953	15	.567
	Institutional Advancement	.218	4	.	.920	4	.538
Avoiding Average	Office of the President	.260	2	.			
	Academic Affairs	.128	41	.088	.958	41	.139
	Student Success	.243	7	.200*	.928	7	.537
	College Services	.105	15	.200*	.951	15	.540
	Institutional Advancement	.185	4	.	.972	4	.855
Compromising Average	Office of the President	.260	2	.			
	Academic Affairs	.136	41	.055	.962	41	.180
	Student Success	.381	7	.003	.746	7	.011
	College Services	.176	15	.200*	.905	15	.114
	Institutional Advancement	.441	4	.	.630	4	.001

Note. a. Lilliefors Significance Correction, *. This is a lower bound of the true significance.

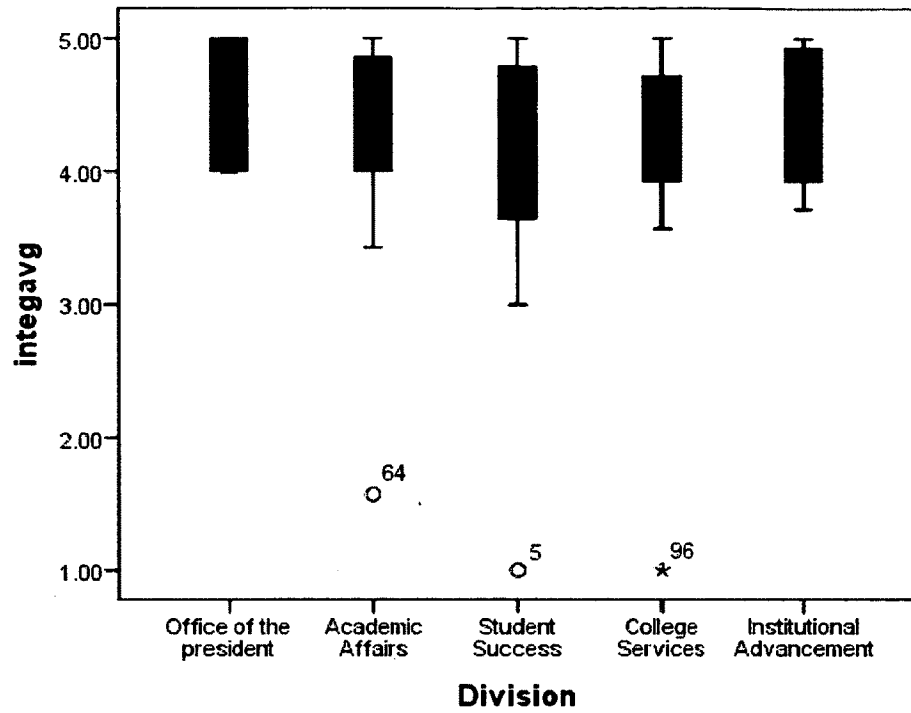


Figure 40. Tests of normality for division in integrating conflict management styles.

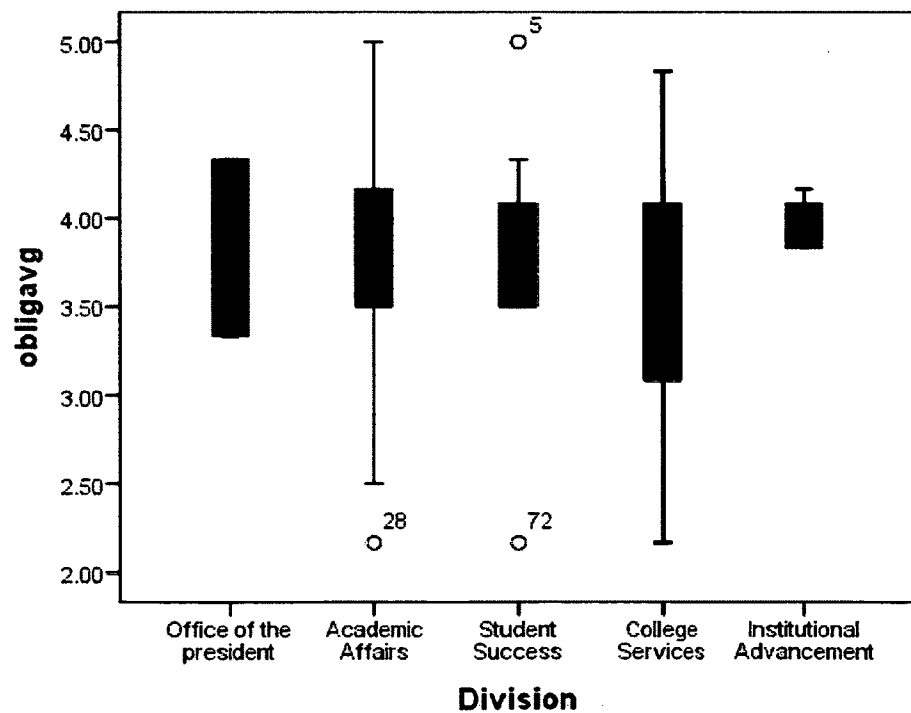


Figure 41. Tests of normality for division in obliging conflict management styles.

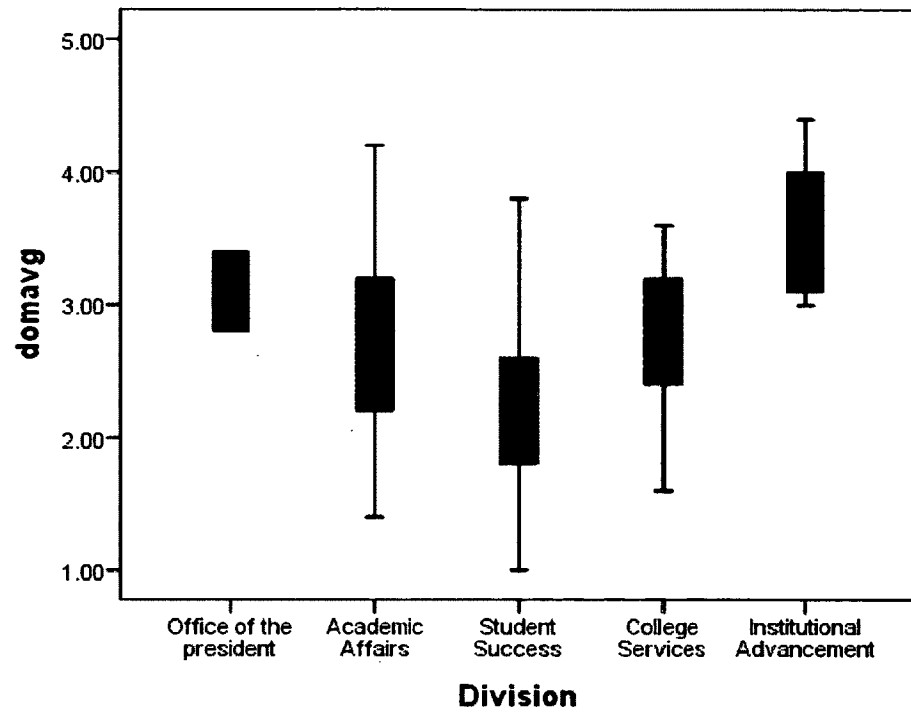


Figure 42. Tests of normality for division in dominating conflict management styles.

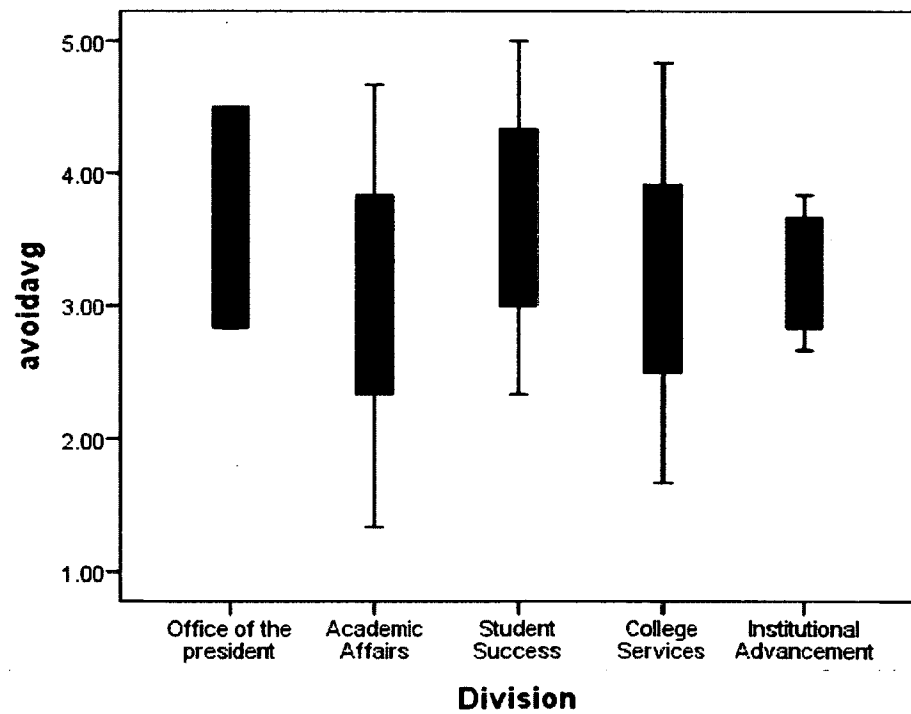


Figure 43. Tests of normality for division in avoiding conflict management styles.

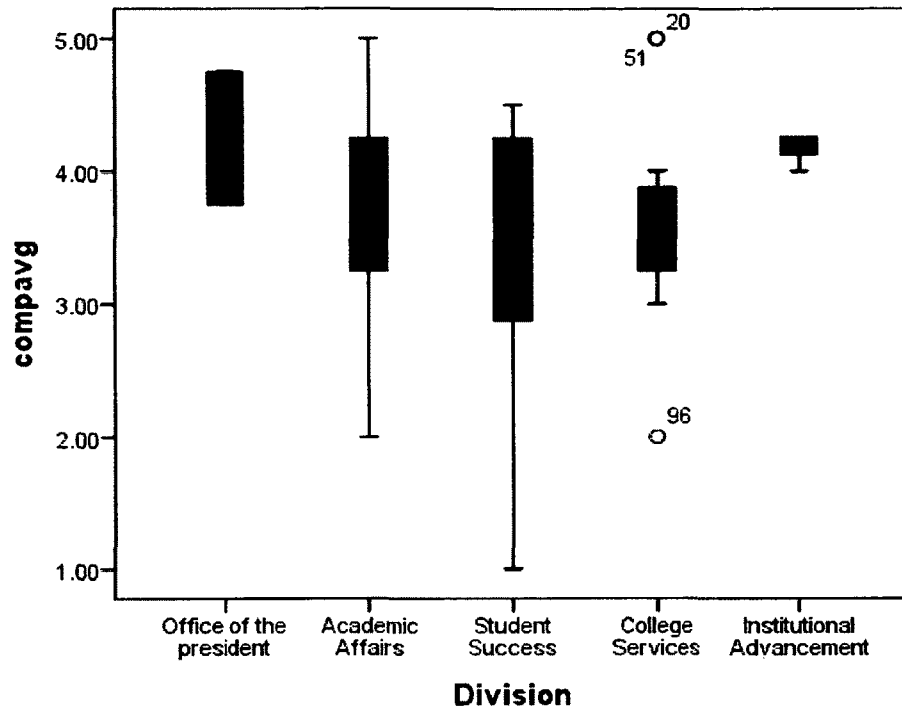


Figure 44. Tests of normality for division in compromising conflict management styles.

The results of the analysis illustrate that there are no significant differences in the medians $\chi^2(4) = 2.536, p = .638$. The Levene's test illustrated that since $p > .05$, the variances were equal in obliging, dominating, avoiding, and is not equal for compromising conflict management style between groups. See Table 23.

Chapter 5

Main findings showed differences in conflict management styles between power positions. The differences in gender were not as expected. Administrators scored higher in both integrating and compromising conflict management styles. Findings are related to literature on high-quality LMX in-group followers (Green & Craven, 2006) where the leader membership exchange is high in trust and respect, allowing for welcomed integration of ideas between administrators and subordinates. Recent work by Brewer, Mitchell, and Weber (2002) explored conflict management styles in males and females in low and higher leadership positions among three like organizations. The results were conclusive to the finding in this study as both genders behaved in a similar manner although supervisory positions assumed were of equal power.

The results also compared to a quantitative study by Barrow-Green (2004) of an international company across the United States. The study examined Rahim's conflict management styles and exchange quality between leader and follower; results indicated a high-quality LMX as related to integrating conflict management style and low-quality LMX when using compromising as related to the results of the community college.

The results are compelling, in that gender, power position, ethnicity, age group, and educational level, did not affect administrators and subordinates management style to approaching conflict. During a time of change, the relationship of the leaders in the community college in the study is significant as they value and consider the philosophies of their subordinates in decision-making and work task completion.

Discussion

Each result is compared with literature. Studies over the last 100 years have shown that individuals are more likely to assimilate to their environment that is driven dominantly by gender. Results of this study were significant as it illustrated that administrators and subordinates were more likely to engage in integrating and compromising conflict management styles regardless of gender. In this case, it can be assumed since the community college in the study is predominantly female leadership; women assumed the traditional gender roles that empowered an integrative and compromising environment indicating an intrinsically fulfilling environment for both males and females as in the study by Greeff and de Bruyne (2000).

Other studies in gender revealed that males were more likely to engage in a dominating and avoiding conflict management style which was inconclusive to findings in this study. (Chan et al., 2006, Williams & Best, 1990; Kilman & Thomas, 1977, Rosenthal & Hautaloma, 1988, and Camp 1984).

Past and recent gender studies found that females were more likely to utilize the avoiding style to managing conflict in a business and education setting, which was inconsistent with present study as there was no significance present (Chan et al., 2006, Havenga & Visgie, 2006; Cetin & Hacifazlioglu, 2004). Rahim (1983) found that females were more likely apply the integrating style to conflict. Although, the integrating conflict management style was equal across groups, female administrators and subordinates did utilize this approach to handling conflict.

An exploratory and comparative analysis examining the effects of gender differences among managers and their style to managing conflict (Shockley-Zalabak,

1981) indicated no significant difference between males and females and is conclusive and congruent to the findings in the present study.

Findings in the current study indicated no significant differences among ethnicities and contradictory when compared to the study by Havenga and Visagie (2006) which indicated a difference in conflict management style between groups from different language heritages. Afrikaans used the obliging conflict handling style, than those who spoke English or another African language were more dominating. The community college in the study did not test for language groups; however the institutional environment English as the primary language is equal across groups. It can be assumed in the present study that administrators and subordinates do not feel the need to compete or be dominant as they are all equal in power in the language they communicate.

The findings in this study explained no significance on age group. A quantitative study conducted by Barrow-Green (2004) looked at the relationship between conflict management styles of leaders and followers and age. The findings were conclusive to the present study as the data implied that age is not associated or related to the way one handles conflict.

Although there was a higher preference to integrating, there was no significant difference for obliging, avoiding, and dominating conflict management styles. As compared to the Friedman, Tidd, Curall, & Tsai (2000) southeastern university study was conclusive to the present study as it indicated low levels of task conflict when supervisors utilized the integrating approach to managing conflict.

Implications. Understanding how to deal with conflict is important to sustaining higher education and a student-centered environment. Since organizational change is a

transition and a process and may sometimes create resistance, employing and improving the way conflict is handled in the time of uncertainty will help to create a positive climate. The community college in the study should investigate the areas in which avoiding and dominating conflict exists. The failure to address negative conflict will result in unhealthy environment for administrators, faculty, staff, and students, increasing high employee turnovers and decreased student retention. Encouragement of positive conflict and its relationship to the evolving changes of higher education support the changes that are needed to assist higher education growth and development.

The community college in the study should continue to provide a shared support system for exchange ideas and problem-solving. These results can be used to improve current conflict resolution processes, mediation, and training.

Future research. Further research should explore best practices when dealing with dominating and avoiding conflict. There is a plethora of literature on conflict and its association with different variables. Future studies will require a proactive approach to how conflict can be resolved amongst the separate levels of powers as a unified approach rather than a segregated approach to problem-solving.

Future studies should seek to explore conflict and its association with language groups. An individual's cultural language may play a role in the context of communication. Misunderstandings and conflict can arise when those involved do not have a schema of one's perceived social and language background in regards to culture. A comparative study of designated HBCU and HSI or with similar designation across the United States should explore the conflict management styles are addressed at the different levels.

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Appendix A

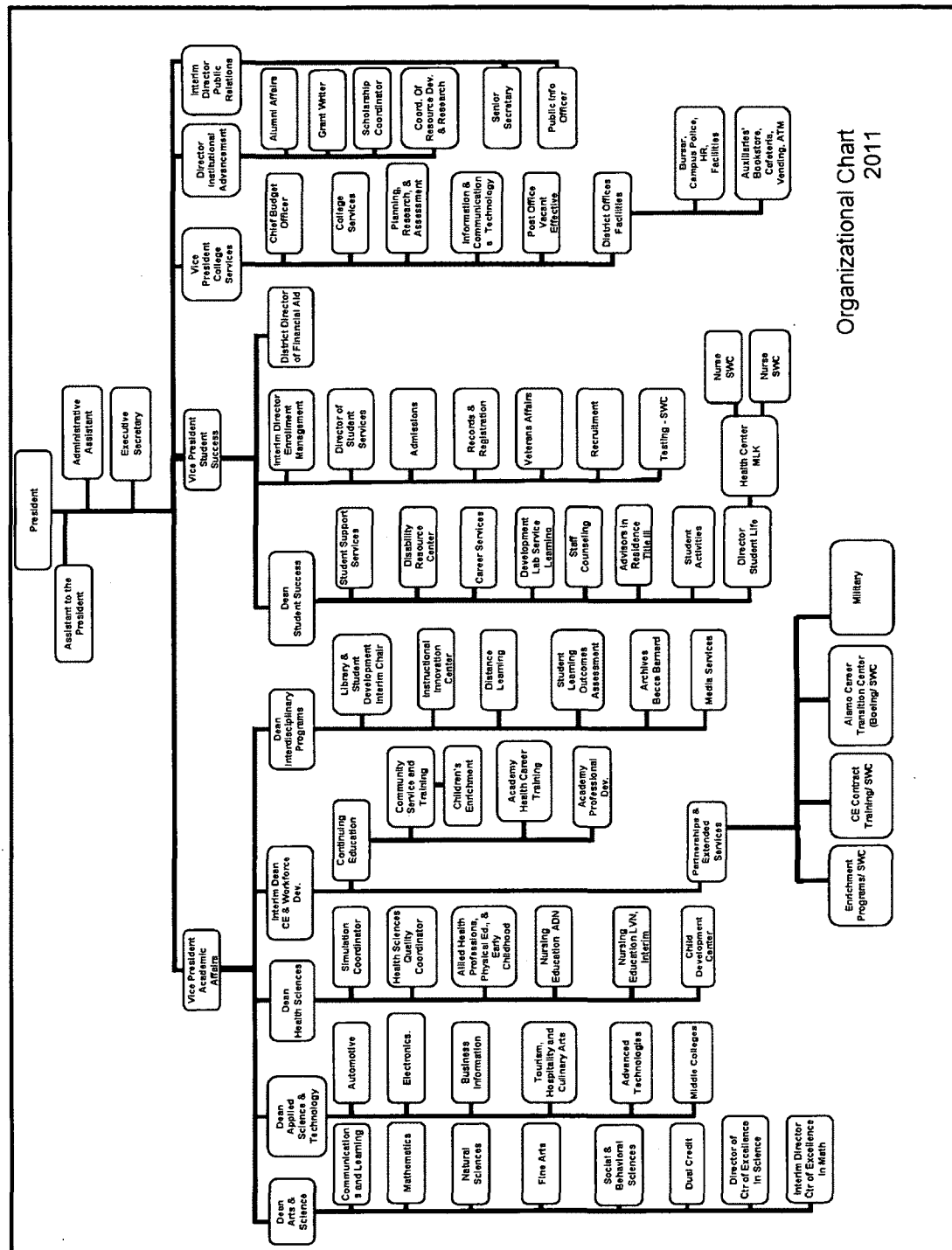


Figure 4. The Organizational Chart 2011 depicts the organizational leadership hierarchy designated at the current HBCU and HSI in the study. The positions listed are what leadership deems as positions in supervisory roles which have authority over subordinates.

Appendix B

Conflict Management Demographics

DEMOGRAPHIC DATA: Please *select all* that apply.

Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		Length of employment at community college: <input type="checkbox"/> 1 to 5 years <input type="checkbox"/> 6 to 10 years <input type="checkbox"/> 10 to 15 years <input type="checkbox"/> 15+ years
Age: <input type="checkbox"/> 15 to 19 years <input type="checkbox"/> 20 to 24 years <input type="checkbox"/> 25 to 29 years <input type="checkbox"/> 30 to 34 years <input type="checkbox"/> 35 to 39 years <input type="checkbox"/> 40 to 44 years <input type="checkbox"/> 45 to 49 years	<input type="checkbox"/> 50 to 54 years <input type="checkbox"/> 55 to 59 years <input type="checkbox"/> 60 to 64 years <input type="checkbox"/> 65 to 69 years <input type="checkbox"/> 70 to 74 years <input type="checkbox"/> 75 years or older	
Ethnicity: <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian and Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian and Other Pacific Islander		Employment Status: <input type="checkbox"/> Administrator <input type="checkbox"/> Faculty <input type="checkbox"/> Staff
Education: <input type="checkbox"/> Certificate <input type="checkbox"/> Masters <input type="checkbox"/> Associate's <input type="checkbox"/> Doctoral <input type="checkbox"/> Bachelors		Division: <input type="checkbox"/> Office of the President <input type="checkbox"/> Academic Affairs <input type="checkbox"/> Student Success <input type="checkbox"/> College Services <input type="checkbox"/> Institutional Advancement <input type="checkbox"/> Public Relations
Administrative Titles: <input type="checkbox"/> President <input type="checkbox"/> Coordinators/Officer <input type="checkbox"/> Vice-President <input type="checkbox"/> Chairs <input type="checkbox"/> Deans <input type="checkbox"/> Team Leads <input type="checkbox"/> Directors		Faculty: <input type="checkbox"/> Tenured <input type="checkbox"/> Tenured-Track <input type="checkbox"/> Non-Tenured-Track <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> N/A

Appendix C.

From: Afzal Rahim
To: SCHMITTOU, NATASHA P
Subject: Re: [Roci] Permission to use the ROCI-I & II and other instruments
Date: Thursday, September 30, 2010 9:49:54 PM

We cannot send you a copy of any of our questionnaires as these were misused by some researchers. Please can find enough discussion of this famous instrument in the Internet.

Thanks.

Mir S. Haque

-----Original Message-----

From: SCHMITTOU, NATASHA P
 <nschmittou@alamo.edu> To: Afzal Rahim
 <mgt2000@aol.com>
 Sent: Wed, Sep 29, 2010 11:33 am
 Subject: RE: [Roci] Permission to use the ROCI-I & II and other instruments

To Whom This May Concern,

I would like to present to my Dissertation Chair one copy of the ROC-II Form A and B for my Dissertation Proposal. In order to be approved by the Institutional Review Board they would like to see how this relates to my study. Is it possible for you to send me a copy of this that reads do not Duplicate across the instrument in order to assure you that I do not plan on duplicating the instrument unless given permission and that it is directly purchased through you. Any help would be greatly appreciated.

Best Regards,

Natasha Schmittou
 Instructional Designer
 Instructional Innovation Center
 St. Philip's College
 210-486-2442
 nschmittou@alamo.edu



Appendix C, Cont'd

From: Afzal Rahim
To: Schmittou, Natasha P
Subject: ROCI-II
Date: Thursday, March 22, 2012 11:24:54 PM
Attachments: ROCI-II-Form A & Key (5 point scale).doc
ROCI-Bibliography-2012.doc

Dear Natasha P. Schmittou,

Thank you very much for your order for which we received \$394.00. Attached please find our camera-ready ROCI-II. You are authorized to make 300 copies of the ROCI- II. You are required to mention the following as a footnote when you refer to the use of this instrument first time.

Rahim Organizational Conflict Inventory-II, Form A: Used with permission from the © Center for Advanced Studies in Management. Further use or reproduction of the instrument without written permission is prohibited.

We would like to receive a copy of your report when it is ready.
Attached please find our ROCI Bibliography which should help in your research.

Good luck with your research. Thanks.

Mir S. Haque, Manager
Center for Advanced Studies in Management
1574 Mallory Court
Bowling Green, KY 42103, USA
Phone/Fax: 270-393-4393
Email: mgt2000@aol.com

Appendix C, Cont'd

From: Afzal Rahim
To: SCHMITTOU, NATASHA P
Subject: Re: ROCI-II Permissions and Order
Date: Monday, November 14, 2011 12:02:47 PM

You can use the survey monkey, but you need to decide how it is going to be done. You need to limit access to the questionnaire to 300 people and discontinue the website after the study is done.
Thanks. Mir

-----Original Message-----

From: SCHMITTOU, NATASHA P <nschmittou@alamo.edu> To: Afzal Rahim <mgt2000@aol.com>
Cc: beauford <beauford@uiwtx.edu> Sent: Mon, Nov 14, 2011 10:46 am
Subject: RE: ROCI-II Permissions and Order

To Whom This May Concern,

Thanks for your response. What is the process that I will need to go through for collecting data through Survey Monkey? I will have to submit this methodology to the Committee and Institutional Review Board by November 30, 2011.

Best Regards,

Natasha Schmittou
Instructional Designer
Instructional Innovation Center
St. Philip's College
210-486-2442
nschmittou@alamo.edu



Appendix D

From: Afzal Rahim [mailto:mgt2000@aol.com]
Sent: Sunday, November 13, 2011 1:17 PM
To: SCHMITTOU, NATASHA P
Subject: Re: ROCI-II Permissions and Order

Hi ,

We are glad to know that you are planning to use our conflict instrument *Rahim Organizational Conflict Inventory-II* in your research. Please do not change the Figure.

Seven instruments including the ROCIs are now published by the Center for Advanced Studies in Management. Please fill out and return the attached Order Form so that we can send you our camera-ready instrument and a complimentary comprehensive Bibliography. Minimum order for any instrument is for 300 copies. Special arrangement has to be made for collecting data through website.

We would like to receive a copy of the report when the study is completed.

Thanks.

Mir S. Haque, Manager
Center for Advanced Studies in Management
1574 Mallory Court
Bowling Green, KY 42103, USA
Phone/Fax: 270-782-2601

Appendix D, Cont'd

-----Original Message-----

From: SCHMITTOU, NATASHA P <nschmittou@alamo.edu>

To: Afzal Rahim <mgt2000@aol.com>

Sent: Fri, Nov 11, 2011 9:51 am

Subject: ROCI-II Permissions and Order

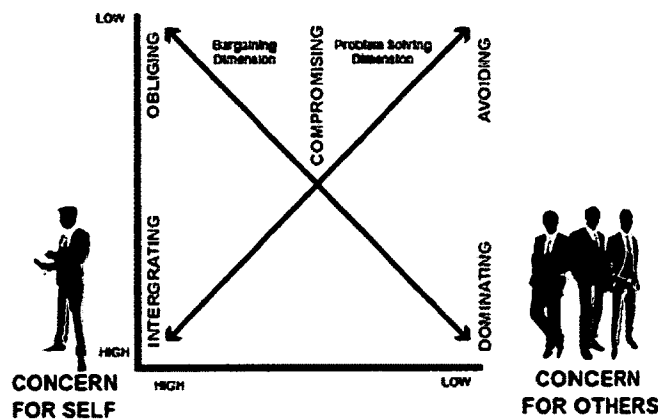
Good Morning Mr. Rahim,

I am currently a doctoral candidate at the University of The Incarnate Word in San Antonio, Texas. I would like to use the ROCI-II for my dissertation research in conflict management. I plan on purchasing several individual copies so that I may use it in an online survey tool.

To ensure confidentiality of the study, I would like to use the ROC-II via Survey Monkey, with your permission. Do I have your permission to do so?

I have also created a Figure that I have interpreted from your research. Please view the *Figure* below, as I do not want to be in violation of a copyright infringement.

With your permission, may I use the *Figure* that I have created? (I can also include the *Figure* is "Adapted from" and cite a research article of your choice.)



Thank you for your time and careful review.

Best Regards,

Natasha Schmittou
Instructional Designer
Instructional Innovation Center
St. Philip's College
210-486-2442
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Appendix E

INFORMED CONSENT

Thank you for agreeing to participate in this voluntary study, which will take place on December 2011 through January 2012. This form details the purpose of this study, a description of the level of your involvement required and your rights as a participant.

The purpose of this study is to investigate how gender, power position, age, educational level, and ethnicity influence conflict management in a community college environment which is both Historically-Black Colleges Universities (HBCU) and Hispanic-Serving Institutions (HSI).

The benefits of conducting a study of this nature include the following:

- Seeking a conflict management style that is cohesive to a community college setting will help to alleviate conflict among faculty and staff, resulting in greater employee motivation to focus on student success.
- Human resource management can use the findings of the study to inform the conflict resolution process for equitably, effectiveness, and suitability to the culture of the organization.

The study will involve your completion of a 15 minute confidential survey. The data will be recorded by the researcher in such a manner that the participants in the study cannot be identified. The researcher will use the following methods to protect the confidentiality of each participant:

- Substitute codes for identifiers.
- Maintain code lists and data files in an off-site secure location to which only the researcher will have access.
- Use accepted methods, such as aggregate reporting or pseudonyms, to protect against indirect identification.
- Use and protect computer passwords.
- Access and store data on computers not accessible by the participating community college.
- All data will be destroyed once research analysis is completed.

Upon careful review The University of the Incarnate Word and Community College Institutional Review Board (IRB) have granted permission to continue with the study and have established that the rights and welfare of human research subjects are protected. The IRB and researcher have ensured that the participants will not incur any financial costs, loss of their employment, or defamation of character.

You have the right to withdraw from the study at any time. In the event you choose to withdraw from the study, your refusal to participate will not result in penalty or loss of benefits.

As per Rahim, dated September 29, 2010, "We cannot send you a copy of any of our questionnaires as these were misused by 7 some researchers." I

Best Regards,

Natasha P. Schmittou

Natasha P. Schmittou, Researcher