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Emotional Intelligence and Conflict Styles: The Mediating Role of Trait EI in
Gender and Negotiation Experience Disparities

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Eileen Brüggler B.Sc.

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ao. Univ.-Prof. i.R. Mag. Dr. Josef Windsperger

Abstract (English)

Conflicts constitute a core aspect of organizational environments and individuals illustrate a considerable diversity in their approaches to deal with interpersonal tensions. Emotional Intelligence (EI) is found to be a central determinant of effective conflict behavior, whereas prior literature has devoted limited focus on the way how EI influences the relationship between negotiation experience or gender and the distinct Conflict Resolution Styles (Hopkins & Yonker, 2015; Morrison, 2008; Shih & Susanto, 2010). This paper investigates the connection between the different Trait Emotional Intelligence dimensions and the Compromising, Avoiding, Integrating, Dominating and Obliging Styles, and examines if Emotional Intelligence mediates the connection between negotiation experience or gender with the different Conflict approaches.

A cross-sectional online survey (N = 269) has been implemented utilizing the Rahim Organizational Conflict Inventory–II (ROCI-II) (Rahim & Magner, 1995) and the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) (Petrides & Furnham, 2006). The correlation analyses findings indicated that greater Trait EI, especially Self-Control, Sociability and Well-Being, is positively related with Compromising and Integrating behavior and negatively with Obliging and Avoiding approaches, which aligned with earlier research evidence (Morrison, 2008; Shih & Susanto, 2010; Zhang et al., 2015). Gender disparities emerged for Conflict Styles as well as EI and illustrated that females are connected with elevated Emotionality values and portrayed a greater association with Compromising, Obliging and Integrating behavior, while males endorsed a stronger connection with the Dominating Style. Mediation analyses reveal that Emotional Intelligence partially explains some of those connections. Negotiation experience is positively linked to Self-Control, Well-Being and Sociability and demonstrates a positive relationship with Integrating and a negative with

Obliging or Avoiding behaviors, whereby EI recurringly serves in multiple occasions as the mediator.

On the whole, the findings align with the theoretical frameworks that conceptualizes Emotional Intelligence as a socio-emotional mechanism via which experiential and demographical aspects impact conflict approaches. The paper empathizes the pivotal role of EI for constructive conflict handling and indicates practical applications for leadership training, negotiation skill enhancement and human resources development programs.

Abstract (German)

Konflikte stellen einen integralen Bestandteil des beruflichen Alltags dar und Individuen variieren erheblich in der Art und Weise, wie sie mit zwischenmenschlichen Disputen umgehen. Emotionale Intelligenz (EI) gilt als zentraler Prädiktor für konstruktive Formen der Konfliktbewältigung, jedoch haben die bisherigen empirischen Studien nur ansatzweise betrachtet, wie EI die Beziehung zwischen Verhandlungserfahrung oder Geschlecht und den verschiedenen Konfliktstilen beeinflusst (Hopkins & Yonker, 2015; Morrison, 2008; Shih & Susanto, 2010). Diese Studie widmet sich der Beziehung zwischen den verschiedenen Trait EI Facetten und den Compromising-, Avoiding-, Dominating-, Obliging- und Integrating-Stilen und untersucht ob emotionale Intelligenz der Mediator für die Verbindung zwischen Verhandlungserfahrung oder Geschlecht mit den unterschiedlichen Konfliktlösungsstilen ist.

Eine Querschnitts-Online-Studie (N = 269) wurde mittels des Rahim Organizational Conflict Inventory–II (ROCI-II) (Rahim & Magner, 1995) und des Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) (Petrides & Furnham, 2006) durchgeführt. Die Korrelationsbefunde offenbarten, dass ein höheres Nivel an Trait-EI, besonders Selbstkontrolle, Soziabilität und Wohlbefinden, positiv mit Compromising- und Integrating-Verhalten und negativ mit dem Obliging- oder Avoiding-Stil verbunden ist, was bereits vorliegende Befunde bestätigt (Morrison, 2008; Shih & Susanto, 2010; Zhang et al., 2015). Geschlechtsbezogene Unterschiede traten sowohl für Konfliktverhaltensstile als auch für EI auf, besonders zeigte sich, dass Frauen eine stärkere Verbindung mit Emotionalität aufweisen und stärker mit Compromising-, Obliging- oder Integrating-Verhalten verlinket sind, wohingegen Dominating-Verhalten stärker mit Männer assoziiert wird. Die Mediationsanalysen deuteten darauf hin, dass emotionale Intelligenz als Teilfaktor herangezogen werden kann zur Erklärung mehrerer dieser Beziehungen. Verhandlungserfahrung hat eine positive Beziehung mit Selbstkontrolle,

Soziabilität und Wohlbefinden und ist positive verbunden mit dem Integrating- und negative mit dem Obliging oder Avoiding-Stil, hierbei übernimmt EI erneut die Rolle des Mediators in mehreren Fällen.

Zusammenfassend bestätigen die Befunde die theoretischen Annahmen, welche emotionale Intelligenz als ein sozio-emotionale Vermittlungsinstanz einordnet, für die Beziehung zwischen erfahrungsbezogenen und demographischen Aspekten und den unterschiedlichen Konfliktverhaltensarten. Diese Studie hebt die zentrale Rolle von emotionaler Intelligenz für effektive Konfliktbewältigung hervor und macht auf die praxisrelevanten Konsequenzen für Verhandlungsschulungen, Führungskräfteentwicklungsprogramme oder HR- bezogene Intervention aufmerksam.

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List of Abbreviation

EI – Emotional Intelligence

TEIQue-SF – Trait Emotional Intelligence Questionnaire–Short Form

ROCI-II – Rahim Organizational Conflict Inventory–II

N – Sample size

SD – Standard Deviation

M – Mean

H – Hypothesis

H1, H2, ... – Hypothesis Number

α – Cronbach's Alpha / Reliability Coefficient

p – Probability Value

β – Standardized Regression Coefficient

CI – Confidence Interval

df – Degrees of Freedom

SE – Standard Error

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1. Introduction

Conflicts are an inevitable and natural element of workplace settings. When people cooperate, follow their aims or coordinate interconnected tasks, disparities in views, anticipated expectations and personal motivations unavoidably emerge (Rahim, 2002). The way how workers handle conflicts highly affect not just interpersonal connections, but also how organizations performance and the work group effectiveness (Ayoko et al., 2008; Ayoko & Konrad, 2012; Rozell & Scroggins, 2010). Over the last years, researchers have greatly stressed the fact, that conflict outcomes are influenced, not just through contextual factors, but by the psychological and emotional proficiencies of people, that are within this professional setting (Rozell & Scroggins, 2010). One of those skills appeared to be Emotional Intelligence (EI), which portrays a essential explanatory framework, providing evidence for the question, why some individuals handle disputes effectively, whereas other people reveal difficulties (Salovey & Mayer, 1990; Goleman, 1995; Petrides, 2009).

Emotional Intelligence, if framed as a ability, a mixed proficiency or as a trait, examines the way people understand, control and perceive emotions in themselves and in other individuals (Salovey & Mayer, 1990; Petrides & Furnham, 2001). A great number of studies have examined that Emotional Intelligence promotes better communication skills, effective leadership functioning, group cooperations and negotiation success (Côté & Miners, 2006; Hopkins & Yonker, 2015; Kim et al., 2015). Especially in dispute situations, Emotional Intelligence fosters adaptive reactions by facilitating affective control, empathy and change of viewpoint, proficiencies that are essential for reframing disputes into effective interactions (Morrison, 2008; Shih & Susanto, 2010).

Additionally, experience and socio-demographic variables might influence the way, how Emotional Intelligence is linked with Conflict approaches. Gender disparities in emotional

competencies were found in previous studies, highlighting that females frequently illustrate a great Emotionality level and males are found to reveal strong connections with the Sociability and the Self-Control EI dimension (Petrides & Furnham, 2000; Fernández-Berrocal et al., 2012; Siegling et al., 2012). Concerning Conflict approaches, gender differences have as well been found, but did not show a consistent structure in diverse settings (Dildar & Amjad, 2017; Brahnam et al., 2005). Likewise, negotiation experience is associated with affective control, purposeful communication and social influence, skills that are connected with Emotional Intelligence, as well as specific Conflict Styles. United, these results propose that negotiation experience and gender might contribute and shape those relationships (Smithey Fulmer & Barry, 2004; Sharma et al., 2013; Kim et al., 2015).

This paper targets these gaps by investigating the link between the five Conflict Resolution Styles and Trait Emotional Intelligence, but also examines the contribution of negotiation experience and gender. The main research question is “What is the relationship between Emotional Intelligence and Conflict Solution Styles in work-related settings?” and the subordinate question is “How does Emotional Intelligence mediate the connection between negotiation experience or gender with the distinct Conflict Styles?”.

The comprehension of the way how EI affects the tendency of dispute reaction is greatly important, particularly for workplace practices (Ayoko & Konrad, 2012; Goleman, 1995). Evidence of the connection between Conflict approaches and EI is highly meaningful for HR education, leadership quality and work group trainings (Côté & Miners, 2006; Ayoko & Konrad, 2012). Additionally, investigating negotiation and gender factors contribute to guide practical valuable implications for companies. Empirical findings illustrate stable gender disparities in EI dimensions (Petrides & Furnham, 2000; Siegling et al., 2012) and dispute reaction tendencies, stressing that EI-focused education needs to be adapted (Brahnam et al.,

2005; Dildar & Amjad, 2017). Moreover, negotiation experience is highly aligned with affective regulation and constructive social interactions, indicating that those experienced individuals might utilize EI-related tactics more efficiently. Through the clear illustration of how EI mediates those connections, the paper offers evidence to elevate EI training, conflict-resolvent education and leadership workshops (Smithey Fulmer & Barry, 2004; Kim et al., 2015).

To provide evidence for the research questions, this thesis utilizes a mixed-method procedure that incorporates a literature review and a qualitative survey that consists of empirically validated instruments, particularly the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) (Petrides & Furnham, 2006), which measures the Trait EI and the Rahim Organizational Conflict Inventory–II (ROCI-II) (Rahim & Magner, 1995), which assesses the dispute reactions. This design offers a theoretical fundamental and empirically stable construct for the research analysis (Petrides & Furnham, 2006; Rahim & Magner, 1995).

The following sections of the thesis is structured in the following way: Chapter 2 outlines the theoretical background, offering insight into the EI framework, the distinct Conflict Styles and previous literature results, addressing the relationships between, EI, Conflict approaches, gender and negotiation experience. Chapter 3 highlights the methodology framework, such as the research design, instruments, sample and analytical processes. The following Chapter 4, reveals the empirical findings. Chapter 5 contains the discussion of the findings and finally Chapter 6 rounds up the thesis with a conclusion.

2. Theoretical Background

This chapter will layout the theoretical background to offer a better understanding of the relationship between Emotional Intelligence (EI) and Conflict Resolution Styles, as well as its relevancy for organizations.

The chapter contains of three sections. The Section 2.1 rolls out the Conflict Resolution Styles and is specifically focusing on the five element model of the Rahim Organizational Conflict Inventory–II (ROCI-II) (Rahim & Magner, 1995). The Section 2.2 focuses on Emotional Intelligence, explaining its conceptual foundations and basic models, which are the Ability, Mixed, and Trait EI Model. The Section also outlines its importance in organizational settings and the connection to conflict management. Concluding, the Section 2.3 combines that theoretical knowledge to develop the hypotheses of this paper, which are going to be empirically tested in the following chapters.

2.1 Conflict Resolution Styles

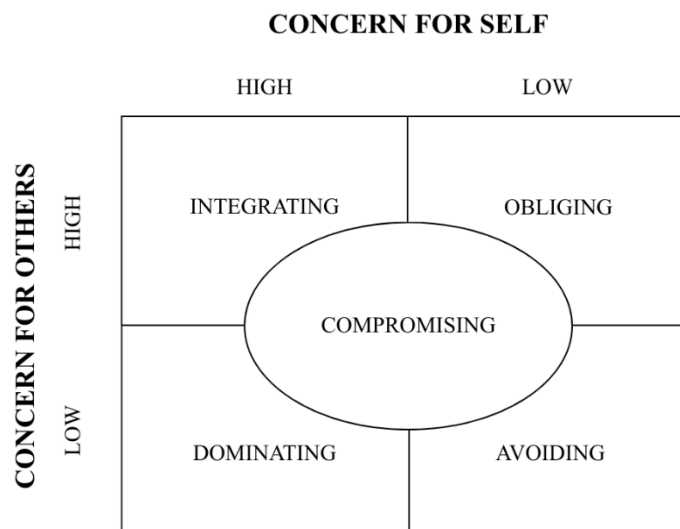
Conflict is an intrinsic and inevitable element of life especially in organizational settings. It may be caused though controversies in values, objectives and understandings between individuals or in teams (Rahim, 2002; Van de Vliert & Kabanoff, 1990). The way how someone addresses and behaves in a conflict has a great effect on the relationship between individuals and on the performance of a company or institution. Since the past decades, different theoretical frameworks evolved to distinguish Conflict Resolution Styles. One of the most famous and important one is the Dual Concern Model (Putnam & Wilson, 1982; Rahim, 2002). This model gestate Conflict Resolution Management as an equilibrium between concern for others, also called other-concern, and concern for oneself, also called self-interest. The model distinguishes between different forms of behavior, also called Conflict Resolution Styles, which demonstrate methodical procedures to address interpersonal disputes (Rahim & Magner, 1995).

Multiple other theoretical concepts of Conflict Styles have been documented in the literature. One of those is the model from Thomas and Kilmann (1977) which suggests five different dimensions, those are Accommodating, Avoiding, Compromising, Collaborating and Competing, framed around the interaction of self-assertion and collaboration. Equally, Van de

Vliert and Kabanoff (1990) imply conceptually anchored measures of conflict behaviors which stress the relevance of situational fit. Nevertheless, this study concentrates particularly on the Rahim's (2002) model of Conflict Management Styles. It provides a more fitting, extensive and empirically grounded model, and has an ideal survey length and deepness of research possibilities, for the examination of interpersonal conflicts for this study. The Rahim (2002) model determines five different dimensions, which are Compromising, Obliging, Avoiding, Integrating and Dominating. The various styles are assessed with the use of the Rahim Organizational Conflict Inventory-II (ROCI-II), a psychometrically tested instrument extensively utilized for research in organizational and intercultural contexts (Bilsky & Wülker, 2000; Rahim & Magner, 1995).

The ROCI-II evaluates the way how people normally behave in conflicts with supervisors, subordinates, and colleagues, which makes it especially suitable and important for work-related environments and very relevant for this paper (Rahim, 2002). Rahim's (2002) concept not just offers a behavioral classification but additionally incorporates psychological components shaping interpersonal dynamics, like communication, collaboration and the ability to assert oneself. The following parts of this section will describe the Integrating, Avoiding, Dominating, Obliging and Compromising Style in more detail.

Figure 1: Dual Concern Model of the Conflict Styles of the Rahim Organizational Conflict Inventory–II (ROCI–II)



Note. Rahim, M. A., & Magner, N. R. (1995). Confirmatory factor analysis of the styles of handling interpersonal conflict: first-order factor model and its invariance across groups. *Journal of applied psychology*, 80(1), 122.

The Integrating Conflict Style, as outlined by the Dual-Concern Model from Rahim (2002), represents a high concern for other people as well as for oneself (see Figure 1) and the most cooperative and problem-solving oriented strategy to handle interpersonal disputes. People who employ this approach start open conversations, participate in joint examination of issues and engage in collaborative negotiation. Their goal is to archive a win–win outcome, which address the needs or interests of both parties (Rahim, 2002; Rahim & Magner, 1995). This approach differs from the Avoiding, Dominating and Obliging Style since it empathizes engaged participation and the development of outcomes which fulfill the essential needs (Rahim, 2002). Psychologically, the style is grounded in empathy, balanced emotional control and cognitive abilities. People that are able to take on distinct viewpoints and regulate their emotions are greater equipped to interpret a interpersonal tenuous situation as an occasion of constructive exchange (Ayoko & Konrad, 2012; Jordan & Troth, 2021). Research findings

demonstrate that supervisors as well as group entities, utilizing the Integrating behavior, promote unity, trust as well as an elevated positive affective environment (Ayoko & Konrad, 2012; Chen et al., 2016). The Integrating approach is highly consistent with Emotional Intelligence. Trait EI incorporates regulations of emotions, empathic engagement and the recognition of emotions, every one of them enables collaborative management of disputes (Petrides & Furnham, 2001). Research repeatedly connects greater EI with a stronger tendency to applicate a Integrating behavior (Hopkins & Yonker, 2015; Morrison, 2008; Shih & Susanto, 2010). The findings from the meta-analysis from Schlaerth et al. (2013) identify Emotional Intelligence as a robust positive contributor of effective dispute handling, especially the Integrating approach.

The Obliging Behavior Style, also called the accommodating or yielding style, demonstrates a small concern for oneself and a large concern for others, as portrayed in Figure 1 (Rahim, 2002). Its core characteristics are the preference of a person to place greater importance on a harmonious relationship and the mental and emotional welfare of others, than its own needs and personal aims (Rahim et al., 2002; Rahim & Magner, 1995). Psychologically, the Obliging reaction reflects agreeableness as a trait, a prosocial drive and the urge for social affiliation, rendering it suitable within collaborative and dependent settings (Kaushal & Kwantes, 2006). Whatsoever, overuse might weaken self-trust, restrain personal necessities and amplify emotional stress levels (Shih & Susanto, 2010). Studies focusing on cultural disparities demonstrate that in collectivist settings, Obliging reactions are seen as socially suitable and constructive, on the other hand in cultures, that are more individualistic, it might be viewed as passive (Yu et al., 2006). This behavior as well intersects with EI, since emotional awareness and empathic traits can foster peace-seeking conflict approaches (Petrides & Furnham, 2001; Hopkins & Yonker, 2015). It is important to take into account, that great emotionality that lacks assertiveness might cause excessive accommodation (Salami, 2010). Statistical research

portrays the dilemma, that the Obliging behavior might protect interpersonal ties yet limit effective issue resolution in the case of excessive utilization (Chen et al., 2016).

The Dominating style, is characterized by little concern for other people and by a large concern for oneself (see Figure 1) (Rahim & Magner, 1995). People who utilize this style have the aim to primary fulfill their personal objectives, requirements or beliefs, often at the cost of others (Rahim, 2002). In the framework of Rahim's (2002) dual concern model, this behavior illustrates a dominance-driven and unaccommodated approach, in which one actor seeks to prevail in the conflict situation, often neglecting interpersonal repercussions. This style is often captures in performance-driven and hierarchical environments, in which results are highly valued (Van de Vliert & Kabanoff, 1990). Even though it is often regarded negatively in relational-focused settings, it might be effective in situations of time urgency or in the case when clear guidance is required (Rahim, 2002). From a psychologically viewpoint, Dominating reactions illustrate a strong drive for objectives and great assertiveness combined with reduced social awareness and empathy (Kaushal & Kwantes, 2006). Excessive dependence on this approach might generate relational conflicts, as indicated by declined trust and unity within groups of dominance orientations (Flores et al., 2018). The connection between the Dominance behavior and EI is multifaced, since little EI is frequently connected with great Dominance preferences (Morrison, 2008; Shih & Susanto, 2010), but on the other hand, Emotional Intelligence elements like Self-Control might support strategic and goal-directed assertive behavior (Côté & Miners, 2006; Hopkins & Yonker, 2015). Contextual findings likewise imply that great Emotional Intelligence could strengthen assertive tactics during negotiation settings or in authority-structured cultures (Yu et al., 2006; Zhang et al., 2015).

The Avoiding behavior is described as a approach, that shows minimal concern for other individuals and also for oneself, as illustrated in Figure 1. People who employ this strategy

favor to neglect, step back from or delay involvement in disputes instead of confronting them directly (Rahim & Magner, 1995). Avoidance might appear as an expression of withdrawal, inaction or silence, used as a strategy to mitigate unease or avert confrontation (Rahim, 2002). Rahim's (2002) Dual Concern framework, portrays the Avoiding style as the dimension with the poorest degree of involvement in disputes, defined by affective withdrawal and behavioral passivity. Even though Avoidance reactions can temporarily preserve superficial harmony, underlying unresolved issues frequently come back up on the surface with amplified intensity (Van de Vliert & Kabanoff, 1990). Capturing the style from a psychological point of view, Avoidance reflects anxiety towards conflicts, limited self-confidence as well as emotional fragility (Rahim, 2002). People that portray a great level of fear or a diminished level of assertiveness often withdraw from disputes instead of dealing with the conflict (Kaushal & Kwantes, 2006). This approach might also emerge in contexts that are very hierarchical, in which workers have a sensation of no power (Ma et al., 2008). A continued Avoidance behavior is tied to eroded trust, unaddressed conflicts and emotional fatigue (Flores et al., 2018). EI has a negative connection with this behavior, since minimal Emotional Intelligence restrains emotional control and sensitivity (Morrison, 2008; Petrides & Furnham, 2001; Shih & Susanto, 2010). Yet, people with great EI might tactically postpone to address an issue to avoid an escalation (Rahim, 2002; Der Foo et al., 2004). Findings from cross-cultural studies demonstrate that the Avoidance approach might be seen as a way to protect harmony in collectivist cultures (Yu et al., 2006; Kaushal & Kwantes, 2006).

The compromising style reveals a medium level of cooperativeness and a balanced level of assertiveness, situated in the middle of the two extremities of Avoiding and Integrating Styles in the Dual Concern Model, as described in Figure 1 (Rahim, 2002). It characterizes a practical approach aiming to detect a commonly favorable resolution of the conflict by means of negotiation and compromise. The main aim is not to seek the most favorable resolution for all

sides involved, but instead to accomplish a fast, fair and practicable consensus (Van de Vliert & Kabanoff, 1990; Rahim & Magner, 1995). Focusing on a psychological viewpoint, the style demands for emotional control, adaptability and justice, sustained through effective dialogue and trust (Kaushal & Kwantes, 2006; Ma et al., 2008). EI holds a core position of influence, since people that incorporate great emotional intelligence identify the emotional state of others, manage frustration as well as effectively manage the interplay between cooperation and assertiveness (Petrides & Furnham, 2001; Hopkins & Yonker, 2015). Negotiators that have great EI reveal great abilities in self-regulation and empathy, which facilitates cooperative compromise making (Der Foo et al., 2004; Petrides et al., 2016). Findings in the literature strongly connects EI with the Compromising approach (Shih & Susanto, 2010; Morrison, 2008), and cross-cultural findings imply that the style contributes to prevent harmony in collectivist environments (Yu et al., 2006). In summary, the Compromising reaction provides a social aware and effective compromise approach in professional settings (Zhang et al., 2015). The next chapter will examine the concepts of Emotional Intelligence and then go deeper into the relevance of EI for organizational settings

2.2 Emotional Intelligence

The concept of Emotional Intelligence developed as a reaction to the to the constraints of classical perspectives on intelligence, that mainly focused on logical and intellectual capacities (Salovey & Mayer, 1990). In their groundbreaking paper, Salovey and Mayer (1990) characterized emotional intelligence as the competence to identify and evaluate emotional cues of oneself and others, to recognize differences between them, and to apply this knowledge to shape one's own thoughts and behaviors. This framework redefined emotion as flexible and functional component of human intellect, instead of a barrier of analytical thinking. The Emotional Intelligence concept has been popularized by Goleman (1995) through his action to highlight the framework importance for interpersonal skills, leadership and motivational dive.

Over the decades, the different dominant frameworks emerged for Emotional Intelligence (Petrides & Furnham, 2001). The first one is the Ability Model, that illustrates Emotional Intelligence as a collection cognitive emotional abilities (Salovey & Mayer, 1990), the second one is the Mixed Model, that connects wider behavioral competencies with emotional proficiencies (Goleman, 1995) and the third is the Trait Model, that portrays EI as a set of self-observed emotional characteristics (Petrides & Furnham, 2001). These approaches vary in measurement techniques and long-term reliability, yet they consistently frame Emotional Intelligence as a multifaced phenomenon, which connects cognitive activities, emotions and effective interpersonal engagement. This conceptual groundwork facilitates the examination of how Emotional Intelligence impacts Conflict behavior in professional settings (Andrei et al., 2016).

The Ability EI Model, created by Salovey and Mayer (1990), frames Emotional intelligence as a cognitive intelligence which the ability to Manage, Understand, Use and Perceive Emotions. In contrast to Trait-focused frameworks, this model describes emotions as source of informational clues which improve cognitive evaluation and adaptive actions instead of disrupting them (Salovey & Mayer, 1990). The first element of this model, Perceiving Emotions, denotes to correctly recognize emotional signals in other people and in oneself, which is an essential proficiency for the correct understanding of interpersonal clues. The second dimension, Using Emotions, reveals how emotional conditions support problem resolution, steer attention and evaluation by highlighting what is personally important (Salovey & Mayer, 1990). The third facet, Understanding Emotions, comprises understanding multifaceted emotions, comprehending their determinants as well as foreseeing emotional shifts, which fosters constructive dialogs and empathy. The fourth element, Managing Emotions, describes the control of other peoples' as well as its own emotions to enhance well-being and effective discussions. United, these abilities illustrate a hierarchical framework which

incorporates affective processing within wider cognitive structures (Salovey & Mayer, 1990). In contrast to Trait EI, that describes self-observed emotional skills (Petrides et al., 2016), the Ability construct focuses on measurable, not self-perceived, emotional abilities (Salovey & Mayer, 1990).

Building upon the fundamental Ability concept of Salovey and Mayer (1990), EI studies developed into wider personality-focused models, which highlight one of the most famous models, the Trait Model from Petrides and Furnham (2001). The Trait EI, defines EI as self-observed tendencies and is therefore suitably measured with the Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides & Furnham, 2001). The concept consists of four fundamental facets, which are Well-Being, which describes happiness, self-esteem and optimistic attitudes, Sociability, that stands for influence, interpersonal competence and assertiveness, Self-Control, described as impulse regulation, affective control and stress handling, and ultimately Emotionality, characterized by empathy, affective understanding and expressive communication of feelings. These facets explain peoples' self-assessed skills to interpret, handle and articulate emotions (Petrides et al., 2016). This Trait Model is especially relevant for research in professional settings since it indicates reliable patterns of interpersonal behaviors, such as stress coping, interaction styles and conflict management choices (Petrides et al., 2016; Petrides & Furnham, 2003). This personality-focuses framework, reflects lasting habits instead of short-term situational expressions, providing a highly, robust predictive power for real-life settings especially in professional contexts (Andrei et al., 2016). Since the Trait concept offers a theoretically consistent and psychologically stable basis (Petrides & Furnham, 2003), it is found to be the most suitable for the research aim of this paper and is therefore utilized in this study.

Emotional Intelligence serves as a major determinant of workplace performance and behavior, influencing interactions, collaboration in teams, leadership and stress handling.

People with a high EI identify their own emotions and those of other individuals, promoting collaboration and effective adaptive responses (Goleman, 1995). Within team settings, greater shared EI builds trust, promotes effective communication and diminishes the amount of dysfunctional dialogs (Lee & Wong, 2019; Rezvani et al., 2019). Leaders that show affective sensitivity and empathy promote a greater cooperative ambience in settings that are diverse culturally (Ayoko & Konrad, 2012). Emotional Intelligence further mitigates stress. Workers with great EI report lower levels of burnout and show a greater use of effective conflict approaches (Lee & Ok, 2012; Moeller & Kwantes, 2015). In negotiations, Emotional Intelligence improves emotional control, fosters trust and empathy and therefore creates greater constructive results (Der Foo et al., 2004; Sharma et al., 2013). Gender and cultural disparities additionally influence EI and therefore point out its importance for workplace settings (Kaushal & Kwantes, 2006; Petrides & Furnham, 2006). EI promotes effective dispute handling through emotional sensitivity, empath and emotional control (Salovey & Mayer, 1990; Goleman, 1995), that diminishes the likelihood of Avoiding and Dominating approaches and fosters Integrating behavior (Morrison, 2008; Zhang et al., 2015). On the basis of the empirical and theoretical findings discussed in those previous subchapter, that illustrate the connections between EI and Conflict behavior, as well as indicated disparities in gender and negotiation experience that might be influential (Fernández-Berrocal et al., 2012; Kim et al., 2015), the next subsection will outline the hypothesis that emerge from this empirical evidence and that will be investigated in this paper.

2.3 Hypothesis

This previous chapter laid out the theoretical groundwork connecting Conflict Management Styles and Emotional Intelligence, negotiation-specific interpersonal-emotional abilities as well as gender-relates emotional traits. On the basis of this concept, the current research formulates different hypothesis, which creates different links between gender, EI,

negotiation experience and Conflict Resolution Styles. The central research question that drives this study is “What is the relationship between Emotional Intelligence and Conflict Solution Styles in work-related settings?” and the subsidiary question is “How does Emotional Intelligence mediate the connection between negotiation experience or gender with the distinct Conflict approaches?”.

These following hypothesis are anchored in empirical evidence, providing methodological robustness and theoretical consistency. The initial group of hypothesis address the direct association between Conflict approaches and Emotional Intelligence. A large size of research indicates that greater Emotional Intelligence is linked to cooperative styles like Compromising or Integrating, since those require dialogue, empathy and emotional control (Hopkins & Yonker, 2015; Salovey & Mayer, 1990). Shih and Susanto (2010) and Morrison (2008) identified that people with great Emotional Intelligence incline stronger to seek a outcome, that benefits both parties and illustrate adaptability and the ability to take on different viewpoints. Contrarily, a minimal score of EI has been linked with withdrawal or competitive behaviors, possibly resulting from challenges in handling frustration and involvement in solution-oriented discussions (Zhang et al., 2015; Hopkins & Yonker, 2015). Building on this robust empirical observations, the current research hypothesizes that people having greater Emotional Intelligence are going to be stronger linked with the Integrating (H1a), Obliging (H1b), and Compromising Styles (H1c) and weaker with the Avoiding (H1d) and Dominating Style (H1e).

Gender disparities will be examines by the second set of hypothesis. Many years of accumulated evidence on Trait EI highlight consistent gender-associated patterns. Those show that females generally exhibit greater Emotionality, resulting from stronger emotional expression and empathic understanding. Males, in contrast, tend to illustrate greater Sociability

and Self-Control, incorporating greater assertive reaction and confidence in interpersonal situations (Fernández-Berrocal et al., 2012; Siegling et al., 2012). Simultaneously, gender also influences the choice of Conflict Styles. Empirical literature findings portray that males are strongly linked to Dominating behavior (Brahnam et al., 2005; Dildar & Amjad, 2017). Women on the other hand are often associated with Compromising, Integrating and Obliging behavior, illustrating community-oriented social expectations and greater sensitivity towards other individuals (Gbadamosi et al., 2014). Since gender disparities appear for Conflict approaches as well as EI, Emotion Intelligence might account for the way how Conflict Styles are connected to gender. As explained before empirical findings demonstrate that females tend to report elevated Emotionality, demonstrating greater social awareness and empathy (Fernández-Berrocal et al., 2012). Given that the Integration approach depends exactly on these skills, like the ability to consider others perspectives or affective comprehension (Rahim, 2002), Emotional Intelligence illustrates a credible psychological channel through which differences in gender manifest a strong link between females and Integrating reactions (Fernández-Berrocal et al., 2012). Therefore, the gender differences in relation to the Integrating behavior might be explained partially by the elevated connection between Emotionality and women (H2a). Women's greater Emotionality additionally corresponds with norms in communities, which prioritize harmonious relationships and meeting the necessities of others (Siegling et al., 2012; Dildar & Amjad, 2017). Given that the Obliging approach depends on perceptiveness of interpersonal signals as well as empathy (Rahim, 2002), Emotional Intelligence might help explain why females are greater linked with the Obliging Style (H2b). The Compromising Style requires fairness, interpersonal sensitivity as well as the openness to integrate different viewpoints (Gbadamosi et al., 2014). As females mainly display higher emotional sensitivity and social awareness (Fernández-Berrocal et al., 2012), Emotional intelligence might work as a mediator clarifying why females more frequently show a Compromising behavior (H2c). On

a contrary view it can be said that, Emotionality on one side illustrates important emotional abilities to manage conflicts effectively (Siegling et al., 2012), but certain research tend to explain that greater emotional awareness of females might foster Avoidance reactions in the case that interpersonal disputes create an emotional overload or reflect a risk for the harmony of a relation (Dildar & Amjad, 2017; Brahnam et al., 2005). Since Emotionality shapes the way how people understand situations of dispute, Emotional Intelligence might indirectly influence disparities of gender in respect to the Avoiding approach (Brahnam et al., 2005). In this regard, Emotionality might act as the mediating factor connecting gender specific emotional characteristics with a greater connection between females and the Avoiding approach (H2d). Focusing on the greater Sociability traits of males, that reflect confidence in social situations, abilities in influence and assertiveness and greater Self-Control traits, that have been found in the literature (Siegling et al., 2012; Petrides & Furnham, 2000), it can be hypothesized that those abilities align with the Dominant behavior, that illustrate assertive striving for objectives as well as a great orientation on personal benefits (Rahim & Magner, 1995). Consequently, Emotional Intelligence might mediate this link connecting Dominating reactions and gender via Self-Control and Sociability, therefore accounting for males greater tendency to Dominating behavior (H2e).

Negotiation experience is the focus of the following group of hypotheses. Findings in the literature frequently illustrates that experienced negotiators make use of controlled emotional responses, have the skill to view situations from another perspective and obtain social awareness, which all portray skills that are strongly aligned with Emotional Intelligence (Kim et al., 2015; Sharma et al., 2017; Smithey Fulmer & Barry, 2004). Negotiation experience is also connected with greater stress resilience, elevated social confidence and purposeful awareness of emotional dynamics, indicating that people that show greater experience in negotiation, might reflect stronger Emotional Intelligence Traits like Well-Being, Self-Control

and Sociability (Kelly & Kaminskienė, 2016). These socio-emotional abilities commonly result in conflict approaches that are more constructive, for example skilled negotiators tend to have the aim to solve a conflict with a win-win outcome for both sides and actively stay involved in disputes instead of disengage (Shell, 2001; Miller, 2014; Kumar et al., 2009). Resulting from those empirical findings, this paper hypothesizes that negotiation experience is going to be positively connected with the Integrating (H3a) and Compromising approach (H3b) and negatively linked with the Avoiding (H3c) and Obliging Style (H3d) and additionally positively associated with Well-Being (H4a), Self-Control (H4b) and Sociability (H4c).

Since Negotiation proficiencies seem to affect Conflict behavior as well as Emotional Intelligence (Kelly & Kaminskienė, 2016; Shell, 2001), EI might account for those relationships as a mediator. Negotiation research findings indicate, that experience enables people to build a stronger social influence and greater emotional control, especially via frequent high-pressure interpersonal exchanges (Smithey Fulmer & Barry, 2004; Kim et al., 2015). Those abilities illustrate key principals of Trait Emotional Intelligence, particularly Self-Control, Well-Being and Sociability (Petrides & Furnham, 2001), that encourage cooperative behavior's that have the aim to solve issues constructively and to take on different viewpoints (Rahim, 2002). Consequently, the positive link between the Integrating behavior and negotiation experience might be mediated by EI (H5a). Empirical findings also demonstrate that negotiation abilities are linked with higher assertiveness as well as decreased likelihood to back down or sacrifice oneself in a dispute (Shell, 2001; Kumar et al., 2009), and given the links found in the literature between negotiation experience and the EI Traits, Well-Being, Sociability, and Self-Control (Petrides & Furnham, 2001), the paper hypothesis that EI mediates this connection and explains the negative connection between negotiation experience and Obliging behavior (H5b). Looking at the Compromising behavior, it is stated, that it needs a balance between responsiveness and assertiveness, which are proficiencies that advance with experience (Kim et al., 2015). People

with greater exposure to negotiation frequently engage stronger in value creation as well as in claiming of value at the same time, which relates to the Well-Being, Self-Control and Sociability Trait (Sharma et al., 2013). Therefore this paper hypothesizes, that EI might mediate the relationship between Compromising reactions and negotiation experience (H5c). Looking at the Avoiding approach, it is mainly connected with minimal interpersonal confidence and emotional control (Rahim, 2002), but literature shows that negotiation skills lower the likelihood to disengage in disputes (Smithey Fulmer & Barry, 2004). Taken into account the connection between negotiation experience and the specific EI dimensions, especially Self-Control, Well-Being and Sociability, which dealing with conflict withdrawal (Kelly & Kaminskienė, 2016), it is hypothesized that EI might mediate the negative relationship between Avoiding and negotiation experience (H5d).

In total, these hypotheses connect the EI framework with empirical findings on the topics Conflict Resolution Styles, gender and negotiation experience. The goal is to understand not just if EI is connected with Conflict approaches, but as well the way and the circumstances EI might mediate the relationship between negotiation experience or gender and Conflict behavior. The next chapter gives an overview of the methodological process that is implemented to test those hypothesis empirically.

3. Method

This chapter presents an overview of the study's methodological approach, that explores the empirical correlation between Conflict Resolution Styles and Emotional Intelligence (EI), specifically in workplace settings. A quantitative research approach was adopted to empirically evaluate the hypotheses that emerging from the existent body of literature (Rahim, 2002; Petrides, 2009). The subsequent sections elaborate on the Research Design (3.1), followed by the Sample and Data Collection (3.2) and the instruments utilized in section 3.3: The Trait

Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) (Petrides & Furnham, 2001) and the Rahim Organizational Conflict Inventory–II (ROCI-II) (Rahim & Magner, 1995). Ultimately, the subsection 3.4 outlines statistical methods utilized to employ the data analysis.

3.1 Research Design

The current investigation adopted a correlational, cross-sectional and quantitative research design to analyze the links between Emotional Intelligence and conflict-management approaches in an organizational context. The main goal was to examine if people with an elevated levels of Trait EI, as assessed through the four TEIQue-SF dimensions (Well-Being, Self-Control, Emotionality, Sociability) (Petrides & Furnham, 2001), illustrate distinct preferences in their conflict-management strategies, evaluated on the basis of the five facets of the ROCI-II (Integrating, Obliging, Dominating, Avoiding, Compromising) (Rahim & Magner, 1995). The hypotheses introduced in Section 2.3 constitute the basis for the analyses carried out in this research and will be subjected to empirical testing the following Chapter 4 (Results).

A subsequent goal of the research has been to investigate if negotiation experience and gender are linked with these Conflict Styles as well as if these connections are mediated by Emotional Intelligence. Following earlier research, that indicated gender and negotiation disparities in regards to conflict tendencies and emotional competencies, EI was framed as the possible mediator that connects demographic variables with Conflict Management Styles (Fernández-Berrocal et al., 2012; Kim et al., 2015; Siegling et al., 2012).

The research utilized a non-experimental design, since no random allocation or no manipulation has been conducted. Every construct has been measured via an online self-assessment questionnaire completed by participants at one measurement occasion. This model is broadly utilized in psychological studies and within workplace research to evaluate naturally emerging differences among individuals (Andrei et al., 2016; Bilsky & Wülker, 2000).

To assess the psychometrical robustness of the applied instrument in this current data set, reliability analyses (Cronbach's α) and Exploratory Factor Analyses (EFA) have been performed as an initial step. Afterwards, descriptive statistics were computed to outline the sample attributes and the key study constructs. To investigate the link connecting conflict management approaches and Emotional Intelligence a Pearson Correlation Analyses has been conducted. Ultimately, mediation constructs were calculated to research if EI mediates the connection between negotiation experience or gender and certain Conflict Styles.

This research design has been selected since it suits the theoretical framework of the investigation, that foresees naturally emerging relationships linking Conflict Styles and Emotional Intelligence instead of examining causal effects. This research framework permits the observation of indirect dynamics and relevant patterns within a great, heterogenous dataset. After outlining the analytical design of the research, the following subsection explains the sample and illustrates how the data has been retained.

3.2 Sample and Data Collection

A convenience sampling procedure was utilized to gather participants, predominantly through social networking platforms like WhatsApp, LinkedIn and Instagram, alongside outreach was also conducted through private and professional social networks. This strategy allowed an efficient access to a wide and diverse sample of participants from all around the world, which makes it particularly fitting for the exploratory research on Conflict Resolution Styles and EI (Kaushal & Kwantes, 2006; Petrides & Furnham, 2006). The application of convenience sampling was additionally substantiated by the research purpose to observe naturally emerging differences in conflict-resolution preferences and emotional intelligence across distinct sectors and positions.

Eligibility criteria restricted the respondents to have a minimum age of 15 years, to be speaking English fluently and to be employed or to possess previous professional experience. These requirements guaranteed that every respondent was capable to accurately evaluate on work-related conflict settings. The participation was fully voluntary and the respondents have been notified regarding anonymity, the confidential handling of the data and the research purpose prior to the participation. In advance to the launch of the complete survey, a brief pretest has been carried out with family and friends to verify the instruments technical functionality, comprehensibility and clarity of questions. Input obtained by the pilot phase aided to improve instructions as well as wording, resulting in an elevated user experience and quality of the ultimate version of the survey

Finally, data has been gathered through the SoSci Survey online tool within a 12-day timeframe from the 31st of October to the 12th of October 2025. The link of the survey has been shared via email-based invitations and social networks. The survey had the following structure: It started off with demographical questions, then portrayed the Trait Emotional Intelligence Questionnaire–Short Form questions (Petrides & Furnham, 2006) and concluded with the Rahim Organizational Conflict Inventory–II items (Rahim & Magner, 1995) and a gratitude note. The survey required approximately 5 to 10 minutes to be finished.

Altogether, 374 people started the survey, 272 participants fully completed the questionnaire, thereby greatly surpassing the initial sample target of 100 participants. This notably high participation rate indicates the effectiveness of digital distribution as well as the great engagement illustrated by personal contacts and social media networks. Once the eligibility requirements have been applied, three people elected “other” as their gender, consequently to the particularly minimal subgroup size, these cases had to be eliminated, since their size was insufficiently large to permit valid and statistically robust group-level

comparisons. Therefore the final utilized sample consisted of 269 respondents and focused on participants that selected male or female to secure meaningful interpretation and statistical power. The subsequent chapter outlines the tools utilized to collect the data, featuring the TEIQue-SF, ROCI-II and control variables.

3.3 Instruments

To explore the connection between Conflict Management Styles and Emotional Intelligence, this research uses psychometrically verified and widely recognized assessment tools. All variables that are fundamental to the investigation of the hypothesis and research questions were measured by utilizing uniformized self-evaluation instruments, demonstrating consistently great validity findings and reliability within psychological and occupational research (Petrides & Furnham, 2001; Rahim, 2002). Emotional Intelligence was captured by the use of the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF), which assesses four different Trait Emotional Intelligence facets that are essential for effective interpersonal interactions (Petrides & Furnham, 2001). Behavioral responses in conflict situations were measured with the Rahim Organizational Conflict Inventory–II (ROCI-II), capturing the five well-established dispute behaviors identified in Rahim’s framework (Rahim, 2002). Moreover, multiple demographic and employment-related control factors were incorporated to provide contextual grounding and to support a more reliable interpretation of the statistical outcomes. The next subsections will supply extensive information on every instrument utilized.

3.3.1 Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF)

The Trait Emotional Intelligence Questionnaire Short Form has been adopted to examine the trait EI level of participants and is the fundamental concept driving the present research (Petrides & Furnham, 2006). Trait emotional intelligence captures people’s self-

assessed characteristic tendencies and emotional abilities, illustrating its great importance for the analyzation of conflict-handling processes and social behaviors (Petrides et al., 2016). The TEIQue-SF represents a commonly applied and empirically validated short-form instrument that originating from the 153-item TEIQue, it contains 30 questions that are evaluated through a 7-point Likert scale which is ranging from 1, which accounts for completely disagree, to 7, which means complete agreement (Petrides & Furnham, 2001).

The measure assesses four major facets of trait EI, which are Sociability that refers to assertiveness or social competence, Emotionality which illustrates emotion perception or empathy, Well-Being that reflects self-esteem or optimism and Self-Control such as stress management or emotional regulation. These dimensions embody structural arrangement of the TEIQue instrument and are recognized as reliable across diverse cultural contexts and employment-based groups (Petrides, 2009). Multiple empirical researches have proven the high validity of the TEIQue-SF, rendering it a well-suited tool for investigating behavioral reactions within professional settings and interpersonal capabilities (Andrei et al. 2016). The complete survey instrument, contains all TEIQue-SF questions and is displayed in the Appendix.

For the purposes of the paper, the TEIQue-SF has been chosen due to its four-dimensional framework, which enables a detailed investigation into how distinct emotional intelligence elements might connect to dispute approaches. The findings from the factor analysis and the reliability coefficients investigation, which has been carried out can be found in the Section 4.1. To complement the measurement of EI, the current research additionally adopted a statistically validated model to evaluate people's characteristic behavioral reactions in conflict scenarios. Consequently, the subsequent section describes the Rahim Organizational Conflict Inventory-II (ROCI-II) instrument, that measures five different Conflict Styles which are highly significant for work-related settings (Rahim & Magner, 1995).

3.3.2 Rahim Organizational Conflict Inventory–II (ROCI-II)

The Rahim Organizational Conflict Inventory–II (ROCI-II) has been utilized to examine the respondent's approach in conflicts in professional settings (Rahim & Magner, 1995). The tool counts as one of the most frequently utilized instruments for Conflict behavior in organizations and emerges from the Dual Concern Model, which illustrates the five Conflict styles which are Compromising, Dominating, Avoiding Integrating and Obliging (Rahim & Magner, 1995). Since the current research concentrates on social conflict reactions in an everyday work environment, the ROCH-II portrays a suitable and highly validated instrument to address the research question (Rahim & Magner, 1995).

The ROCH-II incorporated 28 questions, which are all ranked on a 5-point Likert scale which starts off from 1, that signals strong disagreement, and reaches till 5, which means strong agreement (Rahim & Magner, 1995). The full Survey can be found in the Appendix. Great scores demonstrate a high tendency to the corresponding Conflict approach (Rahim & Magner, 1995). There are three existing versions of the ROCH-II, which are suitable to different professional settings. Form A examines how people manage conflicts in regards to their supervisors, Form B assesses dispute reactions with subordinates and Form C investigates conflict approaches in regards to disputes with peers. This paper utilizes the Form C, since it is the most suitable, because the study investigates general, non-hierarchical conflict reactions. Relationships between peers generally illustrate a highly general comparable and neutral interpersonal encounters throughout nations, professional positions and organizational sectors, rendering Form C the most fitting option for this international and heterogeneous dataset. Minimal phrasing refinement have been conducted for the Form C to increase its comprehension and usability for the respondents emerging from distinct backgrounds. Especially, the word “peers” was switched with the word “others”, since this wording clearer represents a wide group of workplace interactions, for example with clients, co-workers or other team colleagues and

on the other hand it still represents the original meaning (Rahim & Magner, 1995). No other adjustments have been performed. To ensure the context stays meaningful and applicable for all participants, even those who presently do not work, the introduction was adjusted to situate the items in an organizational context. Respondents have been instructed to picture themselves in a familiar workplace setting and to answer the questions in alliance with the way how they would normally manage disputes in those situations. The precise instruction can be found in the Survey in the Appendix.

This frame guarantee the fact that every respondent comprehended the question correctly and consistent with the research goal of the paper. The full survey with every question utilized of the ROCH-II instrument is located in the Appendix. To take into account, other variables that might affect EI and Conflict behavior, this paper also examined a great variety of control variables, which are presented in the following subchapter.

3.3.3 Control Variables

To control for personal characteristics that might have an impact on the conflict styles or EI, a range of sociodemographic and occupational attributes have been incorporated as control variables. These factors are widely applied across the fields of conflict management research and workplace psychology as they are capable of affecting professional exchanges, social interaction tendencies, and the emergence of EI levels (Kaushal & Kwantes, 2006; Rahim, 2002). Gathering these factors makes it possible for the later evaluation to be controlled for any variables that might cause a confounding bias (Rahim et al. 2002).

Starting off, participants indicated their specific gender, including answer options marked as “male”, “female” and “other”. Since just three people marked “other”, these cases were removed from the data analysis because the sample size was too small to guarantee for sufficient statistical robustness. Gender has been computed as a binary variable (0 = female, 1

= male) for the following analysis. Participants had the opportunity to report their age in a free-response numeric field, which allowed age to be computed as a continuous variable. Additionally, this information enabled the research framework to incorporate age-connected development characteristics.

Furthermore, respondents entered their nationality, providing insight into the datasets international diversity and allowing for descriptive evaluations of the cultural disposition. The educational level of the participants was examined via four response options, covering compulsory education up to university-level education, offering an overview about the respondents educational achievements.

Occupational variables were likewise incorporated, given their closely association with conflict dynamics in workplace settings. Respondents provided information about their current employment status and state if they are regularly employed, work part-time, are unemployed or run their own business. Participants furthermore provided their duration of work experience, which is captured as a continuous variable. Additionally, respondents specified their present or last occupational role, allowing for a more detailed analysis of the professional characteristic of the sample. With the aim to comprehend hierarchical mechanisms, participants identified if they presently or lately worked in an executive or supervisor position.

Ultimately, respondents evaluated their negotiation experience with the help of a 7-point Likert scale that spans from 0, which means no experience at all, to 6, which means a lot of experience. This measure was incorporated since negotiation proficiencies might affect conflict management approaches as well as the individual's capacity to implement emotional-sensitive actions during interpersonal conflict situations.

In summary, these control factors represent key employment characteristics and demographic traits which are important for the correct understanding of conflict management styles and emotional intelligence. The full Survey is located in the Appendix which illustrates every demographic item assessed. Having defined the specific control variables and assessment tools, the following section illustrates the data analysis process.

3.4 Data Analysis

All computation of statistical evaluation were carried out utilizing IBM SPSS Statistics Version 30. Before running the core analytical procedures, the dataset was reviewed for eligibility, missing values as well as accuracy. Respondents that selected “other” for the gender item have been discarded due to the insufficient size of the subgroup to meet the requirements of valid statistical comparison, which lead to a total sample size of $N = 269$ valid cases. Country, gender, education level, job function, manager position and employment status was coded as a binary dummy variable to allow its application in the mediation as well as in the correlation analysis. Gender was coded as 0 for female and 1 for male, country as 1 for German speaking countries and 0 for other countries, education level as 0 for compulsory education and 1 for higher education, job function 1 for jobs in the business sector and 0 for other jobs and manager position as 0 for no manager and 1 for manager. Employment status was coded as 0 for unemployed and 1 for regularly employed, part-time employed or self-employed.

In order to prepare the dataset for statistical evaluations, before calculating the respective scale values, the statements expressed in negative wording in the TEIQue-SF instrument have been reverse-scored (Petrides & Furnham, 2006), ensuring that every item follow the same scoring direction, that greater scale values indicate greater EI. Afterwards, the subscale values for ROCI-II and TEIQue-SF were calculated. Mean scores were utilized rather than sum scores to ensure compatibility. Prior to the performance of the inferential evaluations,

early-stage data checks were carried out to assess if the necessary statistical criteria was completed. Possible extreme-score values, distributional characteristics and the range of variable values have been reviewed and confirmed to be suitable for the application for parametric testing.

As an element of the preliminary assessment stage, exploratory factor analyses (EFA) was conducted for both measures to evaluate if the proposed factor patterns were replicated in this dataset. Furthermore, the Cronbach's alpha was utilized to measure the internal coefficients for every sub-dimension to evaluate its reliability. These steps aimed to secure the robustness of the frameworks used prior to the following hypothesis testing.

Afterwards, descriptive indicators, like the maxima, minima, standard deviations or means, were calculated for every study variable to offer a descriptive dataset outline as well as to illustrate how the attributes of the sample. As a following step, the Pearson correlation values were computed between the five Conflict resolution approaches, the four different dimensions of EI, negotiation experience and gender. Correlations have been utilized to evaluate early-stage relationships across variables as well as to verify if necessary analytic conditions for the conduction of the mediation procedures were archived.

Lastly, mediation analyses have been performed through the PROCESS tool for SPSS from Hayes (2017). Various parallel multiple mediation frameworks have been defined, one of them evaluates the connection between the five distinct conflict behaviors and gender, were the different EI dimensions function as a mediator and the second one investigates the relationship between different conflict approaches and negotiation experience with a mediation of different EI elements. In those two frameworks, indirect effects have been assessed through 5,000 bias-corrected bootstrap samples, additionally the effects only account as significant if zero was not part of the 95% confidence interval. These analysis have been chosen to examine the hypothesis

that are presented in the Section 2.3, especially concentrating on the analysis if EI explains the disparities in negotiation experience or gender in the relationships with conflict styles. Hereby, having all methodological procedures explained and the analytical approach determined, the following chapter will present the findings of the reliability analysis, descriptive statistics, factor analysis, correlations and the mediation frameworks.

4. Results

This chapter introduces the findings of the quantitative analysis performed to evaluate the connection between behavioral reaction in disputes and EI. The first subsection explains the preliminary analysis employed, especially the factor analyses and reliability evaluation of the assessment tools (4.1). Subsequently, the results of the descriptive statistics are presented, which outline the sample's attributes and central research variables (4.2). Afterward, the study reports Pearson correlation findings to analyze the relationship between the different dimensions of Conflict Resolution Styles and Emotional Intelligence and some demographic variables (4.3). The last subsection introduces mediation models, which explore if EI serves as a mediation mechanism for the link between gender (4.4.1) or negotiation experience (4.4.2) and distinct conflict-management approaches.

4.1 Preliminary Analyses

Prior to the analysis of the principal research issues, different preliminary analysis were performed to guarantee that the applied assessment tools utilized in this paper possess adequate psychometric properties for subsequent statistical analyses. Initially, Exploratory Factor Analyses (Section 4.1.1) were carried out for the ROCI-II as well as the TEIQue-SF to verify if the foundational factor configuration observed in the current dataset corresponded to the suggested conceptual framework in the literature. Subsequently, reliability evaluations (Section 4.1.2) examined the coherence of all scale subdivisions employing the Cronbach's alpha

measure. Jointly, these procedures provide evidence for the constructs' robust reliability and validity and offer a solid base for the succeeding correlational, descriptive and mediation analyses.

4.1.1 Factor Analyses

An Exploratory Factor Analysis (EFA) has been carried out to investigate the dimensionality of the facets of Conflict reactions and EI in the Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) (Petrides & Furnham, 2006) as well as for the Rahim Organizational Conflict Inventory–II (ROCI-II) (Rahim & Magner, 1995) instruments. The analysis have been conducted with the $N = 269$ cases.

This first section of this subchapter will take a look at the results of the EFA for the TEIQue-SF tool. Even though the TEIQue-SF has been originally created to feature four different dimensions, which are Sociability, Emotionality, Self-Control, Well-Being (Petrides & Furnham, 2006) (see Appendix, Table 23), analyses show that the original 30-question framework was not replicated consistently by this sample. As a result, an iterative and structured optimization procedure was performed to archive a reliable, comprehensible and theoretically consistent factor solution. Since the aim of the paper was to find the greatest robust factor pattern in the current sample and to ensure optimal interpretability, the extraction method utilized the Principal Component Analysis (PCA), the rotation chosen was the Varimax with Kaiser Normalization. The sample adequacy was verified by a .805 value for the Kaiser–Meyer–Olkin (KMO) calculation, which illustrates a meritorious robustness and the Bartlett's Test of Sphericity indicated significance, $\chi^2(66) = 841.50$, $p < .001$, indicated enough shared variance to legitimize Factor Analysis (see Appendix, Table 4). Since multiple initial results led to factor structures, which were not interpretable or unstable and illustrated many cross-loadings or rotations that did not converge, as well as factors that did not respond with the

original TEIQue-SF construct (Petrides & Furnham, 2006), 29 iterative EFA were conducted in total. Throughout this procedure, items that continuously illustrated questionable characteristics, like for example great cross-loadings or loadings on factors that did not align with the concept, were excluded systematically. This continuous optimization guaranteed that the resulting construct illustrated a psychometric robustness and was conceptually aligned with the original model. The final model incorporated 12 items, each exclusively and unequivocal loading on only four factors, which is consistent with the fundamental TEIQue-SF construct (Petrides & Furnham, 2006). The ultimate resulting factor pattern illustrated remarkable interpretability. The Factor 1 Well-Being consists of the Items 5, 20 and 27, the Factor 2 Self-Control, counts Item 4, 15, 19, and 30, Factor 3 called Emotionality, contains Item 2 and 17 and finally Factor 4 Sociability, incorporates Item 6, 11 and 21. As illustrated in the Rotated Component Matrix (see Appendix, Table 7), the final items revealed no cross-loadings as well as high primary loadings ($>.60$), and the result converted successfully within five iterations. The four factors accounted for 64.05% of the total variance, with unique factors explaining 33.19%, 11.70%, 10.21%, and 8.94% of the variance (see Appendix, Table 6). The Communities were between .50 to .80, suggesting that the selected items are greatly accounted for by the derived components (see Appendix, Table 5). It is essential to note, that even so the ultimate construct incorporated less items than the fundamental TEIQue-SF (Petrides & Furnham, 2006), the emerging factors pattern reflect precisely the original factor structure. This result provides evidence for the conceptual soundness of the TEIQue-SF model in the current dataset and indicates that the calibrated item construct produces a reliable, robust and comprehensive illustration of Sociability, Self-Control, Emotionality and Well-Being. Since the resulting factors complete align with the fundamental TEIQue-SF factors, for every following analysis in this paper the four subscales with the refined item set were utilized (Petrides &

Furnham, 2006). The full Tables 4-8 of the factor analysis for TEIQue-SF, can be found in the Appendix.

Focusing on the ROCH-II, an Exploratory Factor Analysis (EFA) has as well been carried out to investigate the pattern for the Rahim Organizational Conflict Inventory–II, Form C (ROCI-II), that consists of 28 questions (Rahim & Magner, 1995) (see Appendix, Table 24). This analysis utilized the Principal Component Analysis (PCA), as well as the Varimax Rotation with Kaiser Normalization, that aligns with the Rahim's (2002) initial strategy for validation. The adequacy of the data has been examined before the extraction procedures. The value for the Kaiser–Meyer–Olkin (KMO) illustrated a indicated high appropriateness ($KMO = .836$) and the Bartlett's Test of Sphericity revealed significance, $\chi^2(378) = 2699.94$, $p < .001$, ensuring that the correlations are suitable strong to conduct a factor analysis (see Appendix, Table 9). The primary result desirably produced five factors with eigenvalues exceeding 1 and explaining 54.90% of the total variance (see Appendix, Table 11), aligned with the original ROCH-II construct (Rahim & Magner, 1995). The Commodities reached values between .37 and .71, revealing that the items are sufficiently reflected (see Appendix, Table 10). Significantly, the Varimax Rotation reached a clear convergence within seven iterations and the Rotated Component Matrix revealed an exceptional robust and theoretically congruent pattern (see Appendix, Table 12). Each item greatly loaded on their appropriate Conflict approach, showing no considerable cross-loadings or suppressor effects and therefore no exclusion of items has been carried out. In more detail, the Avoiding items (3, 6, 16, 17, 26, 27) greatly loaded on Component 1, the Integrating questions (1, 4, 5, 12, 22, 23, 28) strongly loaded on Component 2, looking at the Obliging items (2, 10, 11, 13, 19, 24), they loaded on Component 3 and finally, the Compromising questions (7, 14, 15, 20) are illustrated by the Component 5 (see Appendix, Table 12). The remarkable alignment between the empirical loadings and the fundamental pattern from Rahim (2002), the different Conflict behaviors are

highly identifiable in this dataset. Since the original patterns have been precisely reproduced, the rotations archived a stable solution and all loadings were correctly on the stable factor, every question from the fundamental ROCH-II model was utilized and the factor scores for the following examinations were calculated as proposed by Rahim and Magner (1995). All Tables 9-13 for the Factor Analysis of the ROCH-II instrument are located in the Appendix. After the Factor Analysis, the next subchapter illustrates the Reliability Analysis of the two instruments.

4.1.2 Reliability Analyses

A reliability analysis has been carried out to examine the internal consistency for the five ROCI-II conflict resolution approaches and the four TEIQue-SF dimensions. Cronbach's alpha values, that were greater than .60 are assessed to be satisfactory for the objectives of the study (Streiner, 2003). Addressing TEIQue-SF, Self-Control illustrated a Cronbach's alpha of .724 and Well-Being scores .748, which illustrate reliability that is satisfactory. Sociability reaches an alpha of .629, that is slightly lower, yet nonetheless completes the standards of satisfactory reliability. The dimension Emotionality include just two items in the ultimate score computation. Since Cronbach's alpha is not suitable for a scale that include only two items, the internal consistency has been evaluated through the use of the Pearson correlation. The correlation revealed $r = .489$ and $p < .001$, which illustrates a statistical significance and a resulting internal consistency. Focusing on the ROCI-II, every subdimension revealed internal consistency that was satisfactory. Looking closely at the Cronbach's alpha values, they are .789 for Obliging, .696 for Compromising, .845 for Integrating, .815 for Avoiding and .786 for Dominating. In sum, the reliability analyses ensured that every scale possessed the standard reliability criteria for the utilization in the following analysis procedures. The following subchapter describes the descriptive statistics.

4.2 Descriptive Statistics

The goal of this particular subchapter is to offer an outline of the dataset as well as to capture the core attributes of every variable explored in this study. In more detail, this section will describe the descriptive statistic for every validated instrument utilized and the demographic properties of the participants.

Overall, $N = 374$ people started the questionnaire and $N = 272$ totally finished it. The data of exactly three participants had to be removed since they choose “other” as an answer for the gender item, which illustrates an insufficient subgroup size for valid comparisons, resulting in a ultimate sample size of $N = 269$ respondents. 74.7% of respondents were females and 25.3% identified themselves as males. The sample illustrated a mean age of 35.96 years ($SD = 12.71$, range = 15–76). Respondents reflect a great diversity of countries of origin with 71.0% coming from Germany, 13.8% being Austrians, 3.7% being Italians, 1.9% being Colombians, 1.5% being from the USA and some additional minor percentages form other origins.

Diving deeper into employment, 50.2% of the respondents are employed or run their own business, 33.8% work in a part-time position and 16% currently or in general without work however completed the criteria of having prior professional experience. The job functions observed are very diverse, most participants worked in the area of healthcare or social services (22.3%), marketing, customer relationship or sales (14.9%) and education, research or training (12.6%). Looking at education, 68.4% of the individuals in the sample have a higher education degree, 16.4% completed high school and 15.2% held a compulsory schooling diploma. 30.9% of the sample currently or previously worked in a manager role. Work experience differ greatly between 1 to 48 years, where the largest group of 54.9% has 1-10 years of experience, 21.4% has about 11-20 years of experience, 9.3% has 21-30 years of experience, 9.5% has 21-

30 years and 4.9% has 41-48 years of experience. The standard deviation is 12,673 and the mean revealed 13,67 years of experience.

Ultimate, negotiation experience differed throughout the dataset, with 6.3% stating to incorporate none. The largest group reported to have a medium level of experience with for example 23% scoring 2, 21.6% scoring 3 and 20.4% of individuals scoring 4 on a 0 to 6 level scale. 7.1% claimed to have a great experience. The standard deviation is 1.58 and the mean in this sample is 3.88.

The dataset highlights an international and diverse representation of individuals, offering valuable insight into behavioral and emotional dynamics related to professional settings. The research had the goal to gather data from around 100 respondents, whatsoever, the expectation has far been exceeded with 269 collected valid, complete and utilized cases. It has to be taken into account, that the gender imbalance, caused by the large participation of females might reduce the generalizability of the results. The adoption of a convenience sample method might introduce a bias caused by self-selection, since some participants illustrate an interest in the topic have a greater probability to take part in it. Yet this strategy is frequently utilized and well-suited for exploratory research for work related settings, where participant fit and practical accessibility are essential (Kaushal & Kwantes, 2006). In total, the utilized sample is sufficiently heterogeneous and large in size to provide robust statistical evaluations and interpretable results. The full Table 3, with all the detailed information about the demographic variables can be found in the Appendix.

Descriptive statistics have also been collected for the core study variables to offer an outline of the respondents' preferred conflict behavior and degrees of EI. Looking at the TEIQue-SF, respondents reflected an elevated Trait EI for every dimension. The mean scores found, reached their greatest level for Well-Being ($M = 5.91$, $SD = 1.00$). The average score

for Emotionally was also very great ($M = 5.53$, $SD = 1.10$). Medium average scores were reflected by Self-Control ($M = 4.98$, $SD = 1.05$) and by Sociability ($M = 4.76$, $SD = 1.03$).

Focusing on the ROCI-II, descriptive statistics signals that respondents largely had a preference for the integrative and collaborative conflict resolution approaches. Integrating behavior ($M = 4.14$, $SD = 0.56$) as well as the Compromising approach ($M = 3.79$, $SD = 0.63$) display the greatest average scores. Obliging show a medium mean level ($M = 3.55$, $SD = 0.62$), while the Avoiding reaction exhibit an even smaller average score ($M = 2.97$, $SD = 0.85$), as does the Dominating behavior ($M = 3.03$, $SD = 0.78$). This is described in more detail in Table 1. Following these core insights, the succeeding subchapter investigates the connection between the main study variables, gender as well as negotiation experience via a correlation analysis.

Table 1: Descriptive Statistics for Study Variables

Model	Variable	M	SD	Min	Max	N
TEIQue-SF	Well-Being	5.91	1.00	1.33	7.00	269
	Self-Control	4.98	1.05	1.75	7.00	269
	Emotionality	5.53	1.10	2,50	7.00	269
	Sociability	4.76	1.03	1.00	7.00	269
ROCI-II	Integrating	4.14	.56	2.00	5.00	269
	Obliging	3.55	.62	1.50	5.00	269
	Compromising	3.79	.63	1.75	5.00	269
	Avoiding	2.97	.85	1.00	4.83	269
	Dominating	3.03	.78	1.00	5.00	269

Note: N = sample size; M = mean; SD = standard deviation; Min = minimum observed value; Max = maximum observed value.

4.3 Correlation Analyses

The aim of this subchapter is to evaluate bivariate connections between conflict approaches, EI, gender and negotiation experience. Correlation analyses serve as a crucial preparational phase prior to examining the suggested hypothesis, since they enable an assessment if the proposed relationships connecting variables emerge at the bivariate level. A

Pearson correlations was carried out since every variable was captured on a continuous scale, the distribution completed the criteria and the sample was suitable large in size ($N = 269$).

To examine hypotheses H1a–H1e, correlations were computed among the five ROCI-II conflict behaviors and the four TEIQue-SF EI dimensions. Gender, computed as 0 for females and 1 for males was utilized as a control variable to investigate the correlation it has with Conflict approaches and EI.

The scores of each scale were obtained by calculating the mean values following the specific guidelines for the scoring. The correlations were computed through the SPSS software. Looking at the different emotional intelligence facets, Integrating illustrated a positive correlation with Sociability ($r = .379, p < .001$), Emotionality ($r = .322, p < .001$), Self-Control ($r = .287, p < .001$) and Well-Being ($r = .348, p < .001$), corresponding to the hypothesized positive association described in H1a. Looking at Obliging, a minimal negative relation revealed with Sociability ($r = -.168, p = .006$) and Well-Being ($r = -.125, p = .041$), whereas Emotionality presented a positive linkage ($r = .254, p < .001$). The findings establish the correlation groundwork for the examination of H1b. Focusing on correlation, it portrayed a positive relationship with Sociability ($r = .153, p = .012$), Emotionality ($r = .357, p < .001$), Self-Control ($r = .188, p = .002$) and Well-Being ($r = .185, p = .002$), offering first evidence that is aligned with H1c. Supporting the predicted relations in H1d, Avoiding illustrated negative associations with Sociability ($r = -.322, p < .001$), Self-Control ($r = -.162, p = .008$) as well as with Well-Being ($r = -.306, p < .001$). Correlations between Dominating and Sociability ($r = .283, p < .001$) as well as with Well-Being ($r = .147, p = .015$) are small. Relationships between Dominating and Self-Control ($r = .079, p = .194$) or Emotionality ($r = .007, p = .904$) did not reach significance. These findings offer the insights to investigate H1e.

Concentrating on negotiation experience, it was found, that it has a positive correlation with Sociability ($r = .454, p < .001$), Self-Control ($r = .249, p < .001$) and Well-Being ($r = .154,$

$p = .012$), yet on the other hand no significant relation with Emotionality ($r = .106, p = .083$). These findings support the predicted positive linkages by the hypothesis H4a, H4b, and H4c. Negotiation proficiencies additionally revealed positive relationships with Compromising ($r = .081, p = .187, n.s.$) and Integrating ($r = .221, p < .001$), aligned with the anticipated associations made by H3a and H3b. Contrarily it revealed negative linkages with Obliging ($r = -.214, p < .001$) and Avoiding ($r = -.287, p < .001$), which matches the proposed relationships by H3c and H3d.

Examining Gender, correlations are found with Dominating ($r = .182, p = .003$), Obliging ($r = -.133, p = .029$), Sociability ($r = .144, p = .018$) and Emotionality ($r = -.121, p = .047$), whereas the residual conflict behaviors and EI facets did not show significant associations with gender. The full Correlation Analysis results are portrayed in Table 2. In summary, the findings reconstructed the proposed structure of bivariate connections linking Conflict approaches, EI and negotiation experience, offering the essential basis for the following mediation analyses.

Table 2: Correlation Matrix for the EI dimensions, Conflict Styles, Negotiation Experience and Gender

Table 2: Correlation Matrix for the EI dimensions, Conflict Styles, Negotiation Experience and Gender

	Well-Being	Self-Control	Emotionality	Sociability	Integrating	Obliging	Dominating	Avoiding	Compromising	Gender	Negotiation Experience
Well-Being											
	Pearson Correlation	.432**	.248**	.412**	.348**	-.125*	.147*	-.306**	.185**	-.038	.154*
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,041	0,015	0,000	0,002	0,535	0,012
	N	269	269	269	269	269	269	269	269	269	269
Self-Control											
	Pearson Correlation	.432**	.232**	.421**	.287**	-.025	0,079	-.162**	.188**	0,095	.249**
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,679	0,194	0,008	0,002	0,121	0,000
	N	269	269	269	269	269	269	269	269	269	269
Emotionality											
	Pearson Correlation	.248**	.232**	.328**	.322**	.254**	0,007	-.089	.357**	-.121*	0,106
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,904	0,143	0,000	0,047	0,083
	N	269	269	269	269	269	269	269	269	269	269
Sociability											
	Pearson Correlation	.412**	.328**	1	.379**	-.168**	.283**	-.322**	.153*	.144*	.454**
	Sig. (2-tailed)	0,000	0,000		0,000	0,006	0,000	0,000	0,012	0,018	0,000
	N	269	269	269	269	269	269	269	269	269	269
Integrating											
	Pearson Correlation	.348**	.322**	.379**	1	0,092	.132*	-.268**	.616**	0,036	.221**
	Sig. (2-tailed)	0,000	0,000	0,000		0,131	0,030	0,000	0,000	0,560	0,000
	N	269	269	269	269	269	269	269	269	269	269
Obliging											
	Pearson Correlation	-.125*	.254**	-.168**	0,092	1	-.179**	.436**	.211**	-.133*	-.214**
	Sig. (2-tailed)	0,041	0,000	0,006	0,131		0,003	0,000	0,001	0,029	0,000
	N	269	269	269	269	269	269	269	269	269	269
Dominating											
	Pearson Correlation	.147*	0,007	.283**	.132*	-.179**	1	-.232**	0,092	.182**	.283**
	Sig. (2-tailed)	0,015	0,904	0,000	0,030	0,003		0,000	0,132	0,003	0,000
	N	269	269	269	269	269	269	269	269	269	269
Avoiding											
	Pearson Correlation	-.306**	-.089	-.322**	-.268**	.436**	-.232**	1	-.010	-.021	-.287**
	Sig. (2-tailed)	0,000	0,143	0,000	0,000	0,000	0,000		0,103	0,734	0,000
	N	269	269	269	269	269	269	269	269	269	269
Compromising											
	Pearson Correlation	.185**	.357**	.153*	.616**	.211**	0,092	-.010	1	-.029	0,081
	Sig. (2-tailed)	0,002	0,000	0,012	0,000	0,001	0,132	0,103		0,630	0,187
	N	269	269	269	269	269	269	269	269	269	269
Gender											
	Pearson Correlation	-.038	-.121*	.144*	0,036	-.133*	.182**	-.021	-.029	1	.192**
	Sig. (2-tailed)	0,535	0,047	0,018	0,560	0,029	0,003	0,734	0,630		0,002
	N	269	269	269	269	269	269	269	269	269	269
Negotiation Experience											
	Pearson Correlation	.154*	.249**	.454**	.221**	-.214**	.283**	-.287**	0,081	.192**	1
	Sig. (2-tailed)	0,012	0,000	0,000	0,000	0,000	0,000	0,000	0,187	0,002	
	N	269	269	269	269	269	269	269	269	269	269

Note. **. The correlation is significant at the 0.01 level (two-tailed). *. The correlation is significant at the 0.05 level (two-tailed). M = mean; SD = standard deviation; $p < .05$; $p < .01$.

4.4 Mediation Analyses

This part of the chapter introduces the mediation analyses performed to assess whether EI accounts for the linkages between the predictor variables, negotiation experience and gender, and the five distinct Conflict-behavior patterns. Section 4.4.1 presents the mediation models, which examine if EI explains the relationship between gender and the distinct dispute reaction styles. Section 4.4.2 introduces the aligned mediation model for with negotiation experience serving as the independent variable, once more assessed separately for distinct Conflict-resolution approaches. Taken as a whole, these evaluations offer an extensive evaluation of the indirect pathways that associate negotiation proficiency and gender with Conflict responses mediated by EI.

4.4.1 Mediation of the Effect between Gender and the Conflict Resolution Styles through Emotional Intelligence

Within the following mediation procedures, gender functions as the independent variable, coded as 0 for female participants and 1 for male participants, the facets of EI, Sociability, Emotionality and Self-Control, Emotionality, were incorporated at the same time as mediators operating in parallel and every conflict-management approach was evaluated independently as the dependent variable. Every sociodemographic factor that may contribute to variations in conflict approaches, such as educational background, age or occupational role have been entered as a covariates across all models to confirm that the mediation outcomes account for independent associations that are not influenced by participants' background attributes. This procedure permits a detailed exploration if gender-related disparities in conflict behavior can be statistically attributed to underlying variations in EI. To ensure a transparent and well organized examination, every Conflict Style is analyzed individually in the following sections.

4.4.1.1 Mediation of the Effect between Gender and Integrating through Emotional Intelligence

This section investigates the H2a, that hypothesizes that females illustrate greater levels of Integrating behavior in contrast to men as well as that emotional intelligence functions as a possible mediator for those gender disparities. The direct effect c , that portrays the link between Integrating behavior and gender, is not found to be significant ($b = -0.0148$, $SE = 0.0766$, 95% CI $[-0.1656, 0.1360]$). Additionally, no significance has been detected for the direct effect c' , that links gender and Integrating in the framework with the existence of mediators ($b = -0.0573$, $SE = 0.0823$, 95% CI $[-0.2193, 0.1047]$).

Focusing on the a-pathways, it can be said, that only the Emotionality EI facet revealed a statistical significance with Gender. Males illustrated a lower level of Emotionality in comparison to females ($b = -0.3890$, $SE = 0.1597$, $p = .016$, 95% CI $[-0.7036, -0.0745]$). On the other hand, no significant association was found for Gender and Sociability ($b = 0.1527$, $SE = 0.1391$, $p = .273$, 95% CI $[-0.1213, 0.4267]$) as well as Self-Control ($b = 0.1009$, $SE = 0.1529$, $p = .510$, 95% CI $[-0.2001, 0.4020]$).

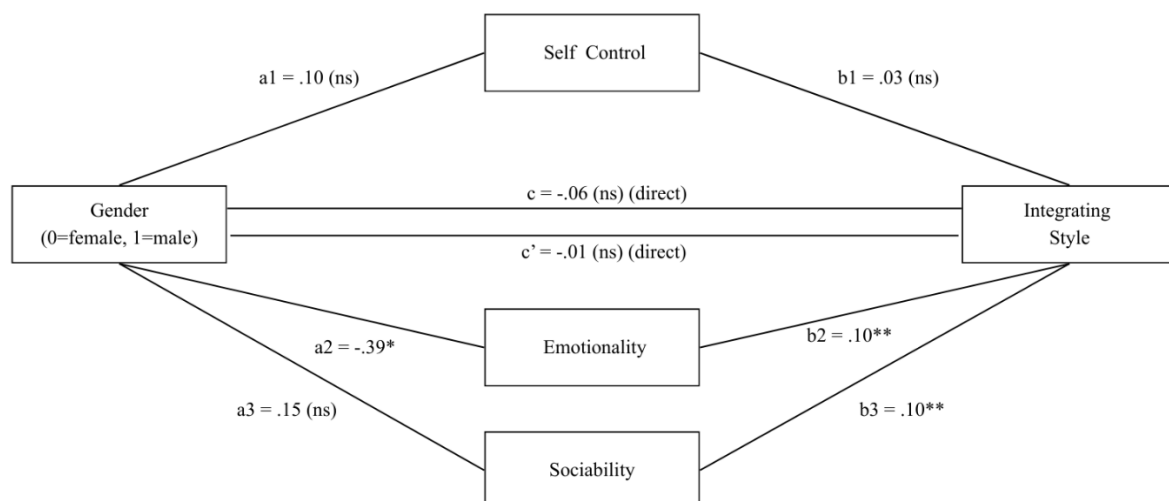
The b-pathways highlighted multiple significant connections between EI dimensions and Integrating. Integrating behavior has a positive link with Sociability ($b = 0.1014$, $SE = 0.0381$, $p = .008$, 95% CI $[0.0263, 0.1765]$), as well as Emotionality ($b = 0.1036$, $SE = 0.0310$, $p = .001$, 95% CI $[0.0425, 0.1648]$). No significant connection has been revealed between Integrating and Self-Control ($b = 0.0258$, $SE = 0.0345$, $p = .456$, 95% CI $[-0.0422, 0.0937]$).

Looking at the mediation pathways, only the indirect effect via Emotionality reached significance ($b = -0.0403$, $BootSE = 0.0211$, 95% CI $[-0.0928, -0.0089]$). No significance for the indirect effects has been found for the pathways via Sociability ($b = 0.0155$, $BootSE =$

0.0159, 95% CI [-0.0075, 0.0585]) and Self-Control ($b = 0.0026$, BootSE = 0.0087, 95% CI [-0.0073, 0.0338]).

In summary, just the Emotionality facet of EI illustrated an indirect pathway, connecting the Integrating approach and Gender, that was significant. The full Table 14 can be found in the Appendix. The graphical illustration of the mediation is illustrated in Figure 2. The following subsection examines if an equivalent pattern can be found for the Obliging Resolution Conflict Style.

Figure 2: Parallel Multiple Mediation Model for the Effect between Gender and Integrating Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: * $p < .05$, ** $p < .01$, *** $p < .001$. Indirect effects: via Emotionality = -.04.

4.4.1.2 Mediation of the Effect between Gender and Obliging through Emotional Intelligence

To investigate H2b, that hypothesizes that females are predicted to reveal greater levels of Obliging behavior in comparison to males and additionally that this gender disparity may be

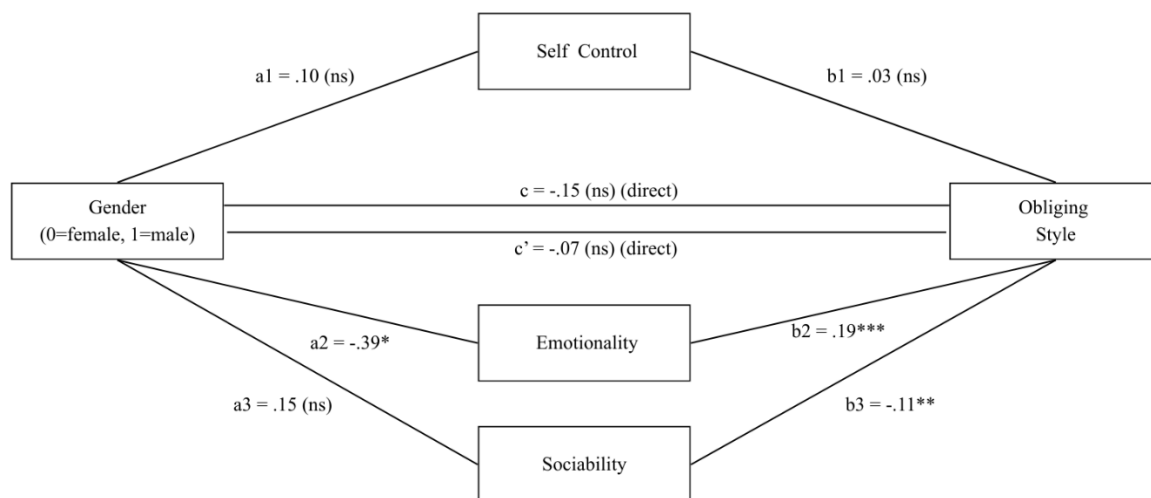
mediated through EI, especially via Emotionality, multiple parallel mediations have been executed. The direct effect c , that accounts for a connection between Obliging behavior and Gender did not show statistical significance, neither did it for the direct effect c' , that illustrates the link of the Obliging Style with Gender in the framework with mediators.

Focusing on the a -paths, there was no statistically significant connection between Gender and Sociability ($b = 0.1527$, $SE = 0.1391$, $p = .2734$, 95% CI $[-0.1213, 0.4267]$), or Self-Control ($b = 0.1009$, $SE = 0.1529$, $p = .5097$, 95% CI $[-0.2001, 0.4020]$). The link connecting Emotionality and Gender did show a statistical significance ($b = -0.3890$, $SE = 0.1597$, $p = .0156$, 95% CI $[-0.7036, -0.0745]$).

Looking at the b -pathways, many EI dimensions displayed a link with the Obliging style that was significant. Obliging reflected connections of significance with Sociability ($b = -0.1085$, $SE = 0.0445$, $p = .0155$, 95% CI $[-0.1961, -0.0209]$) as well as Emotionality ($b = 0.1937$, $SE = 0.0362$, $p < .001$, 95% CI $[0.1224, 0.2651]$). On the other hand the link relating Obliging and Self-Control did not complete statistical significance ($b = 0.0341$, $SE = 0.0403$, $p = .3980$, 95% CI $[-0.0452, 0.1133]$).

With respect to the mediation paths, the indirect effect via Emotionality illustrated significance ($b = -0.0754$, $BootSE = 0.0341$, 95% CI $[-0.1510, -0.0151]$). Contrary the indirect effects via Sociability ($b = -0.0166$, $BootSE = 0.0182$, 95% CI $[-0.0662, 0.0089]$) and via Self-Control ($b = 0.0034$, $BootSE = 0.0102$, 95% CI $[-0.0077, 0.0410]$) failed to archive significance. The complete Table 15 is located in the Appendix. A graphical illustration of the mediation is portrayed by Figure 3. In summary, just the Emotionality element of EI was able to provide an indirect pathway connecting Obliging and gender, which was significant. The next part of this chapter goes deeper into the Compromising style.

Figure 3: Parallel Multiple Mediation Model for the Effect between Gender and Obliging Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: * $p < .05$, ** $p < .01$, *** $p < .001$. Indirect effect: via Emotionality = $-.08$.

4.4.1.3 Mediation of the Effect between Gender and Compromising through Emotional Intelligence

To research H2c, that suggests that female are more likely to show a Compromising behavior in comparison to males as well that gender disparities might be mediated through EI, particularly via the Emotionality element, multi parallel mediations were carried out. The direct effect c that links Compromising and Gender did not reveal a statistical significance. Accordingly, the direct effect c' , that includes mediators in the model and illustrates the link between Compromising and Gender as well portrayed no significance.

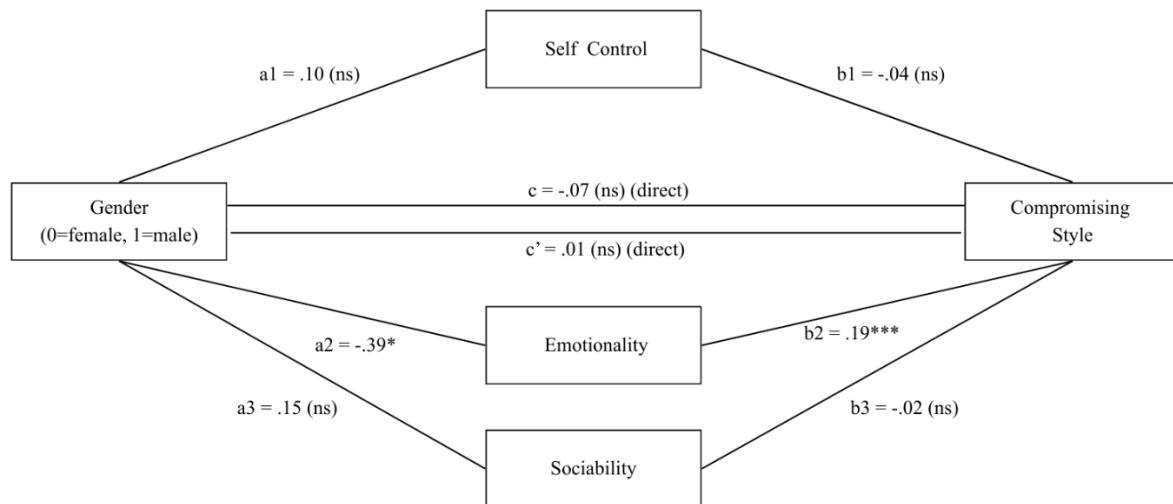
Zooming in on the a -pathways, one EI dimension has been discovered to be significantly linked to Gender. It showed, that Gender has a negative relationship with Emotionality ($b = -0.3890$, $SE = 0.1597$, $p = .016$, $95\% CI [-0.7036, -0.0745]$). On the contrary, no significant relationship exists in the sample between Gender and Sociability ($b = 0.1527$, $SE = 0.1391$, $p =$

.273, 95% CI [-0.1213, 0.4267]), as well as Self-Control ($b = 0.1009$, $SE = 0.1529$, $p = .510$, 95% CI [-0.2001, 0.4020]).

Looking at the b-pathways, they indicate that one significant relationship connecting Compromising and a specific EI dimension exists. The results revealed, that Emotionality is positively linked with the Compromising style ($b = 0.1912$, $SE = 0.0373$, $p < .001$, 95% CI [0.1177, 0.2647]). On the other hand, Sociability ($b = -0.0209$, $SE = 0.0458$, $p = .649$, 95% CI [-0.1111, 0.0694]) as well as Self-Control ($b = 0.0445$, $SE = 0.0415$, $p = .284$, 95% CI [-0.0372, 0.1261]) did not reflect such a significant connection with the outcome variable.

Focusing on the mediation pathways, the indirect effect via the EI facet Emotionality demonstrated a statistical significance ($b = -0.0744$, $BootSE = 0.0341$, 95% CI [-0.1524, -0.0174]). Contrary, the indirect effects via and Sociability ($b = -0.0032$, $BootSE = 0.0115$, 95% CI [-0.0440, 0.0105]) and Self-Control ($b = 0.0045$, $BootSE = 0.0121$, 95% CI [-0.0081, 0.0478]) are not significant. Taking all the results together, just Emotionality illustrated an indirect path connecting Compromising and gender, that was statistically significant, whereas the residual emotional intelligence elements did not portray mediation evidence in this framework. The complete Table 16 is listed in the Appendix. Figure 4 shows the graphical illustration of the mediation. The following part will study the pattern, that results for the Avoiding Conflict Management Style.

Figure 4: Parallel Multiple Mediation Model for the Effect between Gender and Compromising Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: * $p < .05$, ** $p < .01$, *** $p < .001$. Indirect effect: via Emotionality = $-.07$.

4.4.1.4 Mediation of the Effect between Gender and Avoiding through Emotional Intelligence

To evaluate hypothesis H2d, which suggests that female participants demonstrate a greater connection with the Avoiding conflict style relative to men and that this gender-related disparity would operate through EI, especially through the Emotional component. The direct pathway (c) from Gender to the Avoiding approach was found to not be statistically significant ($b = 0.0011$, $SE = 0.1239$, 95% CI $[-0.2428, 0.2451]$). The following direct effect (c') of Gender on the Avoiding style within the mediation model was correspondingly not statistically significant ($b = -0.0085$, $SE = 0.1212$, 95% CI $[-0.2472, 0.2301]$).

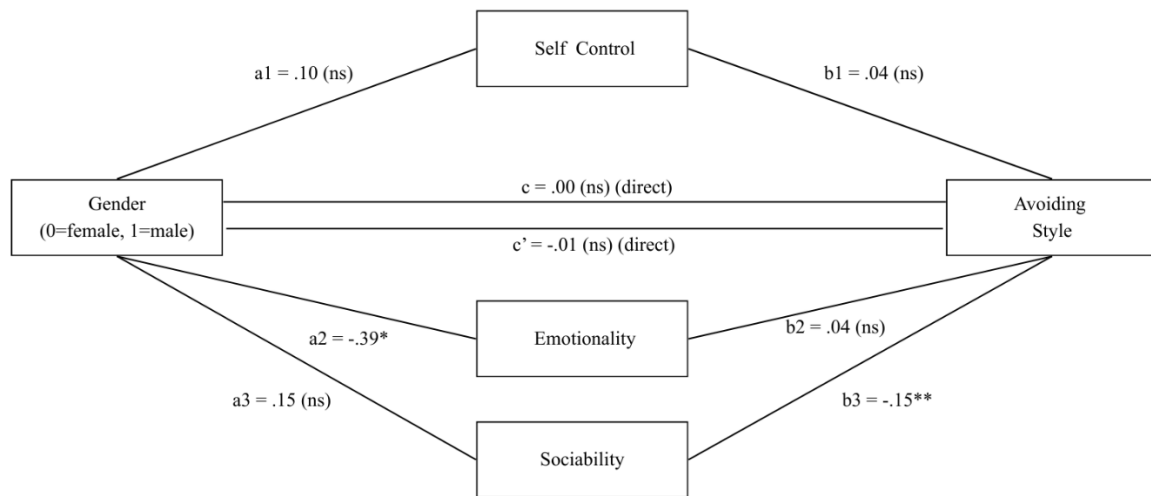
With respect to the a-path estimates, only one of the emotional intelligence facets showed a significant association with gender. Gender demonstrates a negative relation with Emotionality ($b = -0.3890$, $SE = 0.1597$, $p = .016$, 95% CI $[-0.7036, -0.0745]$), revealing that male participants scored lower on the Emotionality element compared to female participants.

Gender did not exhibit a significant association with the Sociability element ($b = 0.1527$, $SE = 0.1391$, $p = .273$, 95% CI $[-0.1213, 0.4267]$), neither with Self-Control ($b = 0.1009$, $SE = 0.1529$, $p = .510$, 95% CI $[-0.2001, 0.4020]$).

The b-path estimates revealed a statistically significant effect linking the emotional intelligence facet to the Avoiding behavior. Sociability exhibited an inverse relationship with the Avoiding conflict style ($b = -0.1451$, $SE = 0.0603$, $p = .017$, 95% CI $[-0.2639, -0.0262]$). Emotionality ($b = 0.0357$, $SE = 0.0491$, $p = .469$, 95% CI $[-0.0611, 0.1324]$) and Self-Control ($b = 0.0359$, $SE = 0.0546$, $p = .511$, 95% CI $[-0.0716, 0.1434]$) showed no significant link to the Avoiding strategy.

With respect to the mediation pathways, no indirect effects routed through the Emotional Intelligence aspect achieved statistical significance. The same pattern has been found for the indirect pathways through Sociability ($b = -0.0222$, $BootSE = 0.0252$, 95% CI $[-0.0920, 0.0122]$), Emotionality ($b = -0.0139$, $BootSE = 0.0225$, 95% CI $[-0.0745, 0.0205]$) as well as Self-Control ($b = 0.0036$, $BootSE = 0.0126$, 95% CI $[-0.0102, 0.0485]$), since every associated confidence intervals incorporated zero. The complete results Table 17 of this specific model is presented in the Appendix. A graphical illustration of the specific mediation pathways can be found in Figure 5. In total, none of the EI elements showed consistent evidence of mediation in the connection between Avoidance behavior and Gender in this framework. The following section examines the pattern associated with the Dominating Style.

Figure 5: Parallel Multiple Mediation Model for the Effect between Gender and Avoiding Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: * $p < .05$, ** $p < .01$, *** $p < .001$.

4.4.1.5 Mediation of the Effect between Gender and Dominating through Emotional Intelligence

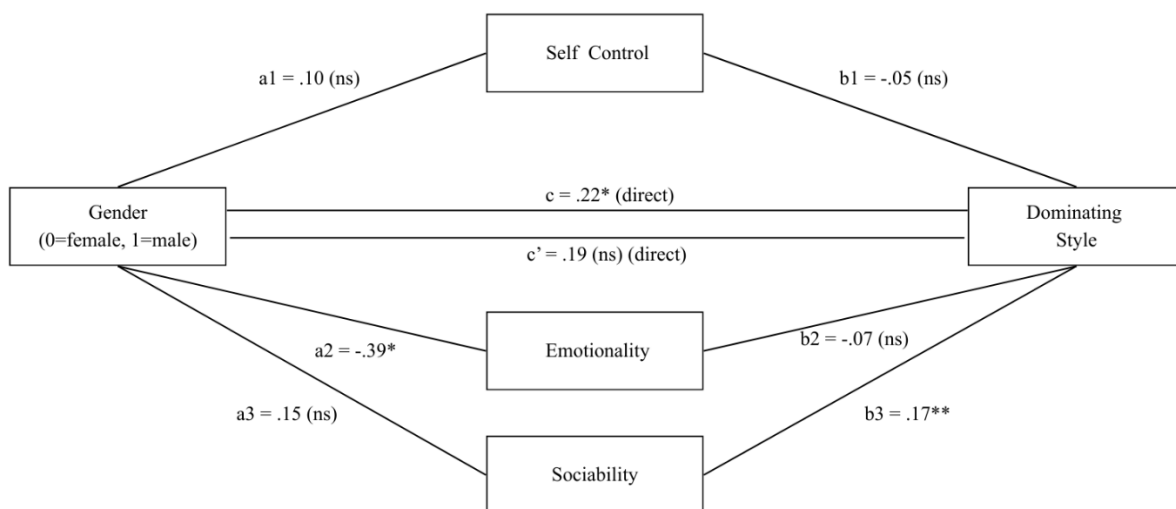
This section investigate the Hypothesis H2e, that proposes that males are expected to show a greater level of Dominating behavior in contrast to females as well as that this gender diversities might be mediated via EI, especially by Self-Control and Sociability. A statistically significance has been found for the direct effect c , that connects the Domination approach with Gender ($b = 0.2231$, $SE = 0.1105$, 95% CI [0.0056, 0.4406]). Contrastingly, no statistically significance was revealed for the direct effect c' , accounting for the relationship between the Dominating style and Gender, when the framework includes mediators ($b = 0.1891$, $SE = 0.1110$, 95% CI [-0.0295, 0.4078]).

The a -path showed, that there is no significant connection between Gender and Sociability ($b = 0.1527$, $SE = 0.1391$, $p = .273$, 95% CI [-0.1213, 0.4267]) or Self-Control ($b = 0.1009$, $SE = 0.1529$, $p = .510$, 95% CI [-0.2001, 0.4020]). The only significant relationship, that was negative in this case, was reported between Emotionality and Gender ($b = -0.3890$, $SE = 0.1597$, $p = .016$, 95% CI [-0.7036, -0.0745]).

The b-pathway showed that a positive significant link exists between Sociability and Dominating ($b = 0.1656$, $SE = 0.0553$, $p = .003$, 95% CI $[0.0567, 0.2744]$). The relationship connecting the Dominating style and Emotionality ($b = -0.0742$, $SE = 0.0450$, $p = .101$, 95% CI $[-0.1628, 0.0145]$) and Self-Control ($b = -0.0482$, $SE = 0.0500$, $p = .336$, 95% CI $[-0.1467, 0.0503]$) is not significant.

Focusing on the mediation paths, there was no indirect effect that reached significance. The indirect effect via Sociability ($b = 0.0253$, $BootSE = 0.0270$, 95% CI $[-0.0124, 0.0978]$), via Emotionality ($b = 0.0289$, $BootSE = 0.0219$, 95% CI $[-0.0007, 0.0897]$) and neither via Self-Control ($b = -0.0049$, $BootSE = 0.0128$, 95% CI $[-0.0541, 0.0087]$) is significant in this dataset. In summary, there was no evidence found in this sample for a EI mediation for the connection linking Dominating behavior and Gender in this framework. The full Table 18 is located in the Appendix. Figure 6 shows a illustration of the mediation paths. The following section dives deeper into the mediation effect of different EI facets on the relation between Conflict Resolution Styles and negotiation experience.

Figure 6: Parallel Multiple Mediation Model for the Effect between Gender and Dominating Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: $*p < .05$, $**p < .01$, $***p < .001$.

4.4.2 Mediation of the Effect between Negotiation Experience and the Conflict Resolution Styles through Emotional Intelligence

Within the subsequent sections, parallel multiple mediation analyses were applied to explore if EI illustrates the explanatory mechanism linking experience in negotiation and different Conflict approaches. Within this framework, negotiation background functions as the independent variable, the EI facets Sociability, Self-Control and Well-Being have been incorporated simultaneously as parallel mediators and distinct Conflict Management Resolutions have been analyzed individually as the dependent variable. For the mediation research purpose, every descriptive characteristic variable, such gender, educational qualification level or age, has been entered as covariates to account for a possible confounding bias. To present an orderly and easily interpretable outline, the next parts of the chapter describe the mediation findings individually for the distinct conflict behavior.

4.4.2.1 Mediation of the Effect between Negotiation Experience and Integrating through Emotional Intelligence

To evaluate hypothesis H5a, that suggests that people that inhabit that a greater level of Integrating behavior is connected a greater negotiation experience and that this link may be mediated via EI, primarily via Well-Being, Self-Control and Sociability, a jointly operating multi-mediation technique was employed. The direct effect (c) that reveals the association between Integrating and negotiation background level was proven to be significant ($b = 0.0901$, $SE = 0.0237$, 95% CI [0.0433, 0.1368]). Once the mediator was part of the framework, the direct effect (c') between Integrating and negotiation experience did no more complete statistical significance ($b = 0.0270$, $SE = 0.0242$, 95% CI [-0.0207, 0.0746]).

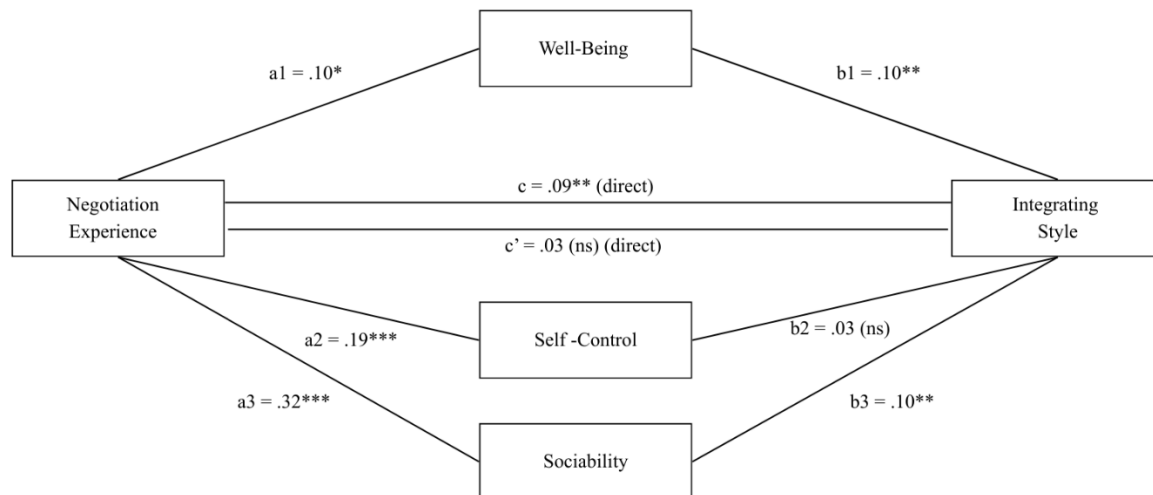
Deeper investigating the a-pathways, the connection between all EI facets and negotiation experience were positive. Negotiation proficiency demonstrated a positive linkage

to Sociability ($b = 0.3184$, $SE = 0.0401$, $p < .001$, 95% CI [0.2395, 0.3973]), Self-Control ($b = 0.1855$, $SE = 0.0440$, $p < .001$, 95% CI [0.0987, 0.2722]) and to Well-Being ($b = 0.0985$, $SE = 0.0428$, $p = .022$, 95% CI [0.0143, 0.1827]).

The b-pathways highlights that many EI dimensions are linked in a positive way to the Integrating conflict style. The Integrating conflict management style is connected positively with Sociability ($b = 0.1007$, $SE = 0.0381$, $p = .009$, 95% CI [0.0256, 0.1759]) as well as with Well-Being ($b = 0.1019$, $SE = 0.0361$, $p = .005$, 95% CI [0.0308, 0.1730]). There was no significant validated Relationship found relating Integrating and Self-Control ($b = 0.0262$, $SE = 0.0345$, $p = .448$, 95% CI [-0.0418, 0.0942]).

The evaluation of the indirect effects reflected many mediation pathways that obtained significance. One of them was the indirect effect via Well-Being ($b = 0.0100$, $BootSE = 0.0072$, 95% CI [0.0008, 0.0302]), and the second one was via Sociability ($b = 0.0321$, $BootSE = 0.0145$, 95% CI [0.0068, 0.0637]). On the contrary, no significance has been detected for the indirect effect via Self-Control ($b = 0.0049$, $BootSE = 0.0077$, 95% CI [-0.0091, 0.0213]). The entire Table 19 of results can be found in the Appendix. Figure 7 shows an illustration of the mediation pathways. The following subsection examines the trends that appear for the Obliging approach.

Figure 7: Parallel Multiple Mediation Model for the Effect between Negotiation Experience and Integrating Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: $*p < .05$, $**p < .01$, $***p < .001$. Indirect effects: via Well-Being = .01; via Sociability = .03.

4.4.2.2 Mediation of the Effect between Negotiation Experience and Obliging through Emotional Intelligence

This section examines the Hypothesis H5b, that suggests that lower level of Obliging behavior is connected with greater negotiation proficiencies as well as the proposal, that EI mediates that link, especially via Well-Being, Self-Control and Sociability. The direct effect (c), that connects Obliging with negotiation experience illustrated a significance statistically ($b = -0.0610$, $SE = 0.0266$, 95% CI $[-0.1134, -0.0085]$). On the other hand, when the framework included mediators, the direct effect (c'), which links Obliging and negotiation skills did no further show a signficancy ($b = -0.0539$, $SE = 0.0282$, 95% CI $[-0.1095, 0.0017]$).

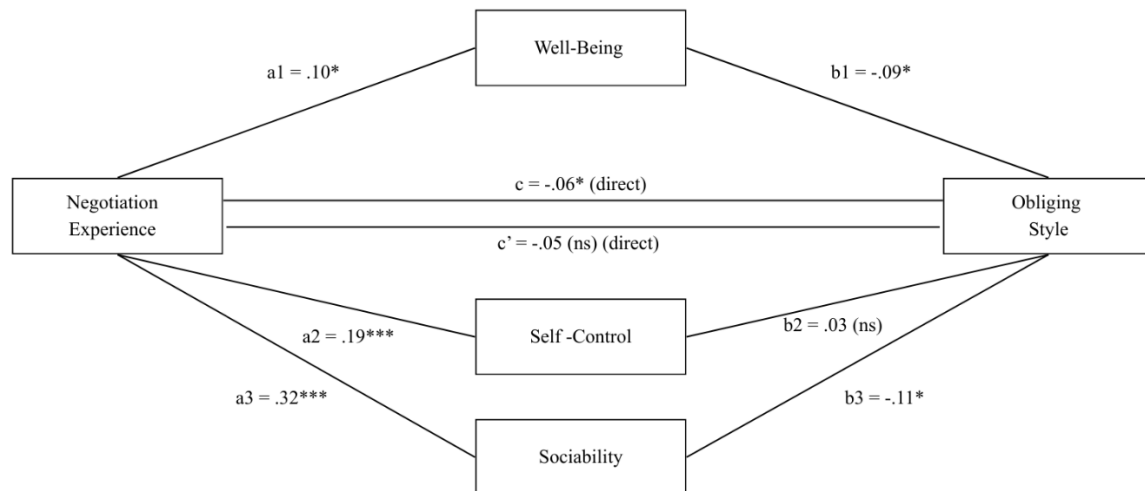
Concerning the a-paths, every EI facet has a positive connection with negotiation experience. Negotiation proficiencies is significantly positive associated with Sociability ($b = 0.3184$, $SE = 0.0401$, $p < .001$, 95% CI $[0.2395, 0.3973]$), Self-Control ($b = 0.1855$, $SE =$

0.0440, $p < .001$, 95% CI [0.0987, 0.2722]) and Well-Being ($b = 0.0985$, $SE = 0.0428$, $p = .022$, 95% CI [0.0143, 0.1827]).

Examining the b-pathways, they portray multiple relationships between EI dimensions and Obliging behavior. The Obliging approach is negatively linked to Sociability ($b = -0.1093$, $SE = 0.0445$, $p = .015$, 95% CI [-0.1970, -0.0216]) as well as to Well-Being ($b = -0.0879$, $SE = 0.0421$, $p = .038$, 95% CI [-0.1709, -0.0050]). Contrarily, no significant connection has been discovered for Obliging and Self-Control ($b = 0.0346$, $SE = 0.0403$, $p = .391$, 95% CI [-0.0447, 0.1140]).

The examination of the indirect effects illustrated exactly two mediation pathways that reached significance. Significance has been detected for the indirect effect via Sociability ($b = -0.0348$, $BootSE = 0.0147$, 95% CI [-0.0652, -0.0078]) and via Well-Being ($b = -0.0087$, $BootSE = 0.0061$, 95% CI [-0.0263, -0.0004]). On the other hand, no significance has been found for the indirect effect via Self-Control ($b = 0.0064$, $BootSE = 0.0087$, 95% CI [-0.0077, 0.0266]). The Appendix portrays the full results Table 20 in detail. A graphical illustration of the mediation is portrayed by Figure 8. Subsequently, the following part of the chapter analyses, if an equal pattern can be found for the Compromising approach.

Figure 8: Parallel Multiple Mediation Model for the Effect between Negotiation Experience and the Obliging Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: $^*p < .05$, $^{**}p < .01$, $^{***}p < .001$. Indirect effects: via Well-Being = $-.01$; via Sociability = $-.03$.

4.4.2.3 Mediation of the Effect between Negotiation Experience and Compromising through Emotional Intelligence

To evaluate H5c, that hypothesizes that greater negotiation experience is expected to show a positive link with the Compromising behavior, furthermore, the expectation was that this connection may be mediated by EI, especially Well-Being, Self-Control and Sociability, a synchronously operating multi-path mediation framework was performed. The direct effect (c) linking Compromising behavior and negotiation proficiency showed no statistical significance ($b = 0.0462$, $SE = 0.0275$, 95% CI $[-0.0080, 0.1004]$). Once the mediating factors were incorporated within the structure, the direct effect (c') still stayed illustrated no significance ($b = 0.0103$, $SE = 0.0290$, 95% CI $[-0.0468, 0.0675]$).

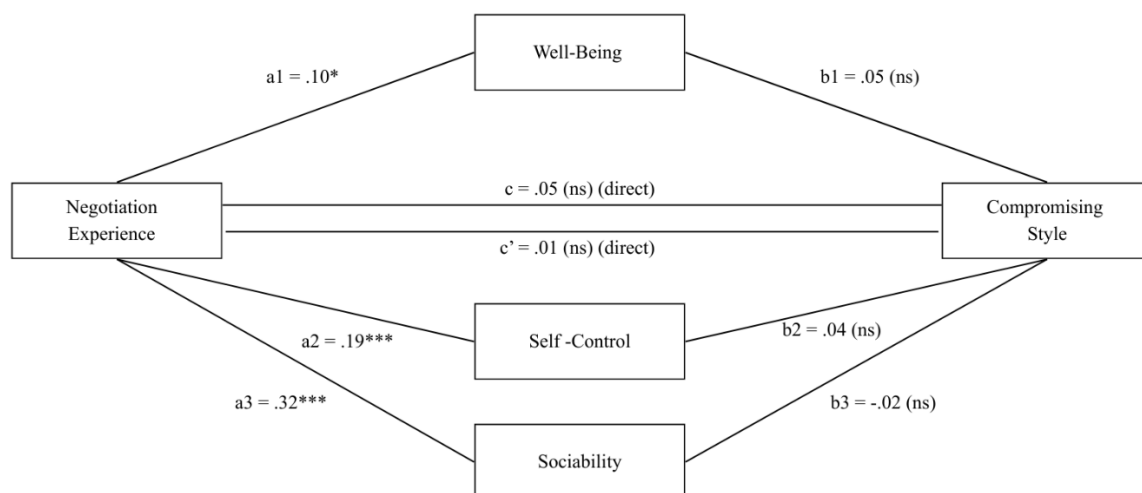
Taking a closer look at the a-paths, negotiation proficiencies have been positively linked with every EI facets. Negotiation experience is positively connected with Sociability ($b =$

0.3184, $SE = 0.0401$, $p < .001$, 95% CI [0.2395, 0.3973]), Self-Control ($b = 0.1855$, $SE = 0.0440$, $p < .001$, 95% CI [0.0987, 0.2722]) and with Well-Being ($b = 0.0985$, $SE = 0.0428$, $p = .022$, 95% CI [0.0143, 0.1827]).

The b-pathways illustrated that there were no significant link between Compromising and any of the EI elements. The connection between Sociability ($b = -0.0211$, $SE = 0.0457$, $p = .645$, 95% CI [-0.1111, 0.0690]), Self-Control ($b = 0.0446$, $SE = 0.0414$, $p = .282$, 95% CI [-0.0369, 0.1261]) and Well-Being ($b = 0.0510$, $SE = 0.0433$, $p = .240$, 95% CI [-0.0342, 0.1362]) in regards to Compromising has been found to not show statistical significance.

The examination of the indirect effects portrayed no existing significant mediation pathway. The indirect effect via Sociability ($b = -0.0067$, BootSE = 0.0176, 95% CI [-0.0427, 0.0270]), Self-Control ($b = 0.0083$, BootSE = 0.0101, 95% CI [-0.0103, 0.0299]) and Well-Being ($b = 0.0050$, BootSE = 0.0057, 95% CI [-0.0016, 0.0235]) did not fulfill statistical significance. In the Appendix lists the full result Table 21. Figure 9 shows the mediation graphically. The upcoming section explores if the Avoidance behavior style appears to have an equivalent pattern.

Figure 9: Parallel Multiple Mediation Model for the Effect between Gender and the Compromising Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: * $p < .05$, ** $p < .01$, *** $p < .001$.

4.4.2.4 Mediation of the Effect between Negotiation Experience and Avoiding through Emotional Intelligence

To investigate H5d, that hypothesis that lower levels of the Avoiding behavior is supposed to be associated with greater negotiation proficiencies and that additionally this link is mediated via EI, especially by Well-Being, Self-Control as well as Sociability, a synchronously specified multi-mediation was realized. The direct effect (c), that relates Avoiding and negotiation experience reached significance in this sample ($b = -0.1565$, $SE = 0.0357$, 95% CI $[-0.2268, -0.0863]$). At the time the mediator formed part of the model, the direct effect (c') stayed significant but diminished slightly ($b = -0.1012$, $SE = 0.0382$, 95% CI $[-0.1765, -0.0260]$).

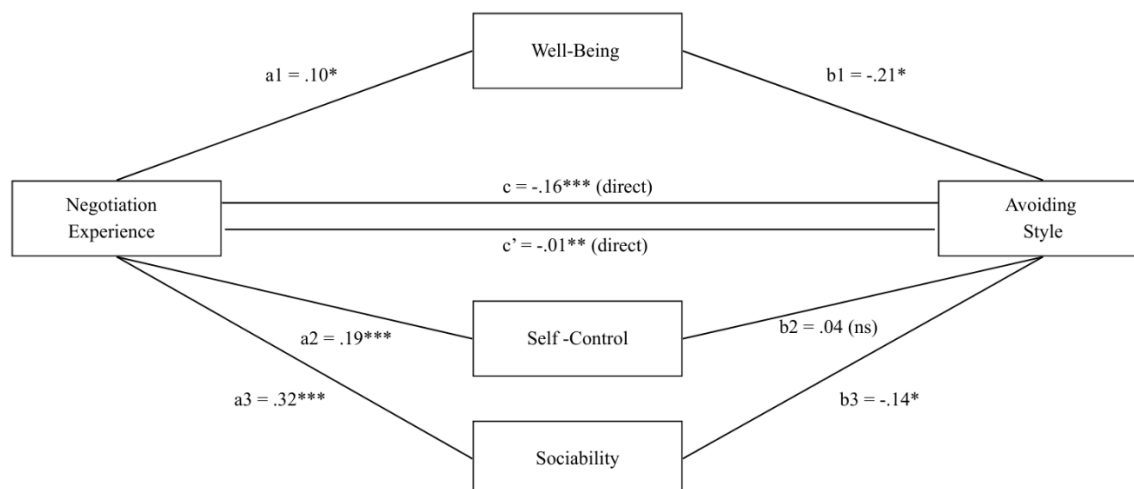
Investigating the a-path, every EI facet has been positively linked to negotiation skills. Positive association between negotiation proficiencies and Sociability ($b = 0.3184$, $SE = 0.0401$, $p < .001$, 95% CI $[0.2395, 0.3973]$), Self-Control ($b = 0.1855$, $SE = 0.0440$, $p < .001$, 95% CI

[0.0987, 0.2722]) and Well-Being ($b = 0.0985$, $SE = 0.0428$, $p = .022$, 95% CI [0.0143, 0.1827]) has been found.

In comparison, the b-pathway reflects two significant relationships connecting EI dimensions and Avoiding reactions. Avoiding is negatively connected to Sociability ($b = -0.1449$, $SE = 0.0602$, $p = .017$, 95% CI [-0.2635, -0.0263]) as well as Well-Being ($b = -0.2143$, $SE = 0.0570$, $p < .001$, 95% CI [-0.3266, -0.1021]). No significant relationship has been discovered between the Avoiding style and Self-Control ($b = 0.0358$, $SE = 0.0545$, $p = .512$, 95% CI [-0.0715, 0.1431]).

The evaluation of the indirect effects reflected two mediation pathways that counted as significant. The indirect effect via Sociability ($b = -0.0461$, $BootSE = 0.0216$, 95% CI [-0.0890, -0.0052]) as well as via Well-Being ($b = -0.0211$, $BootSE = 0.0115$, 95% CI [-0.0502, -0.0031]) completed statistical significance. On the opposite, the indirect effects via Self-Control has not been sufficiently significant ($b = 0.0066$, $BootSE = 0.0115$, 95% CI [-0.0146, 0.0311]). In the Appendix the full results Table 22 is illustrated. Figure 10 shows the mediation pathways in a graphical way. The next large chapter, interprets the results and connects it with prior empirical findings.

Figure 10: Parallel Multiple Mediation Model for the Effect between Negotiation Experience and the Avoiding Conflict Style via Trait Emotional Intelligence Facets



Note. Paths based on PROCESS Model 4. Significance: $*p < .05$, $**p < .01$, $***p < .001$. Indirect effects: via Well-Being = $-.02$; via Sociability = $-.05$.

5. Discussion

The aim of this paper has been to investigate the way how Trait Emotional Intelligence is connected with Conflict Resolution Styles and if negotiation experience and gender shape these links. The findings reveal valuable insight which corresponds, sharpens or in certain cases enhances previous research. First, the results demonstrate significant relationships between the Conflict Styles (Rahim & Magner, 1995) and Trait Emotional Intelligence Model (Petrides & Furnham, 2006). The descriptive and correlation analysis illustrate that elevated EI, especially Self-Control, Sociability and Well-Being, is positively correlated with the Compromising and Integrating approach and negatively with the Obliging and Avoiding behavior. These findings align with earlier research results, implementing that people with great emotional control, sensitivity and empathy are likely to choose an effective dispute management (Morrison, 2008; Shih & Susanto, 2010). The negative link connecting the Avoiding approach and Emotional Intelligence confirm the findings from Hopkins and Yonker (2015) and Zhang et al. (2015),

who both examined that a minimal EI level fosters more disengagement conflict reactions. Overall, this results of this paper confirmed theoretical premises which state that EI fosters cooperative and resolution-oriented dispute management (Salovey & Mayer, 1990; Mayer et al., 2001; Goleman, 1995).

Second, the research identified gender disparities in regards to Emotional Intelligence which confirm previous findings (Fernández-Berrocal et al., 2012; Siegling et al., 2012). Females illustrate a significantly greater level of Emotionality in comparison to males, which aligns with the evidence from Fernández-Berrocal et al. (2012) and from Petrides and Furnham (2000). No significant effects have been detected for the links between gender and Sociability or Self-Control, which suggests that the EI facet scores seem to be similar for women and men in this dataset. These disparities in EI align with the documented Conflict approaches within the sample group. The results illustrate, that females reveal a strong connection with the Compromising, Obliging or Integrating Style, while males are associated with Dominating behavior. These differences in gender outcomes confirm previous research, which illustrate that females frequently tend to collaborative and harmony-preventing behaviors (Brahnam et al., 2005; Dildar & Amjad, 2017), while contrastingly males often utilize competitive and assertive approaches (Gbadamosi et al., 2014). For the Avoiding approach no significant connection has been observed, which indicates that this Conflict Style in this dataset is utilized similarly across genders. The regression analysis portrayed that Emotional Intelligence partially mediates those disparities and indicates that EI facets might influence why males and females act differently in disputes. This emerged structure aligns with the concept that suggest that gender-specific social norms affect emotional capacities and social dynamics (Siegling et al., 2012).

Third, the results highlight that negotiation experience is significantly connected with Conflict approaches and EI. Respondents, that showed a great negotiation experience are strongly linked with high Well-Being, Self-Control and Sociability levels, aligning with

research evidence that states that a great level of experience in negotiation promotes social confidence and affectional control (Smithey Fulmer & Barry, 2004; Kim et al., 2015). The results showed that negotiation experience is positive related with the Integrating approach and negatively connected with Avoiding or Obliging behavior, confirming research in this area which illustrated that negotiators with great experience are likely to implement constructive behaviors in disputes (Shell, 2001; Miller, 2014; Kumar et al., 2009). No significant effect has revealed in connection with the Compromising behavior, suggesting that in this sample this Conflict Style hold a common preference independently of the level of negotiation experience. The mediation analysis extended these insights by displaying that Emotional Intelligence acts as a mediator for the relationship between Conflict behaviors and negotiation experience in several cases. EI mediates the connection linking negotiation experience and the Avoiding, obliging and Integrating approach. This indicates that people with greater negotiation experience are strongly connected to greater EI levels, as well as highly related with constructive behaviors in disputes. These findings confirm the theories that propose that EI fosters the emotional and intellectual requirements of negotiations (Kim et al., 2015; Kelly & Kaminskienė, 2016).

The results advance the existing body of research through multiple key contributions. Primarily, this research connects distinct areas of research, specifically Conflict Resolution Management, Trait Emotional Intelligence, negotiation experience and gender, merged into a single coherent framework. Even though previous research investigated these domains separately, just some papers have focused on them collectively (Petrides, 2009). Secondly, the findings confirmed the Dual Concern Model from Rahim and Magner (1995), illustrating that emotional traits foster constructive behavior in conflicts like Compromising and Integrating behavior, and on the other hand minimize the preference for Dominating or Avoiding behavior. This replicates the connection found in the meta-analysis from Schlaerth et al. (2013) that

connects EI and collaborative Conflict approaches. Ultimately, the results show how experiential and sociodemographic variables relate to conflict behaviors and how they are mediated by EI dimensions. The Examination of negotiation and gender in correspondence with the EI and Conflict style dynamics provides a deeper and wider understanding of socio-emotional disparities within professional settings.

The findings supply many practical implications for companies and organizations. Primarily, the stress the relevance of the implementation of Emotional Intelligence development within HR programs, leadership programs and team education interventions. Elevating empathy, affective control and interactions to foster greater constructive conflict participation (Côté & Miners, 2006). Secondly, the results reveal that negotiation and conflict education might positively be affected from incorporating gender-linked distinctions in emotional abilities. Thirdly, negotiation experience seems to serve as a path to strengthen emotional skills. Providing employees with possibilities to cooperate, negotiate and control emotions in real life work-related ambiances could promote adaptive Conflict behavior within the organization. In total, the paper stresses that the improvement of workers emotional abilities fosters more efficient teamwork, greater communication and leadership proficiencies, which are essential aims in current professional practices (Ayoko & Konrad, 2012; Goleman, 1995).

Despite its valuable contribution, the findings illustrate different limitations. The utilization of a convenience sample restraints the external validity of the results, especially caused by the extensive representation of female participants and particular job functions in the sample. Every variable has been measured through a self-report, that might present a bias that is related to social desirability or distortions that are connected to the self-observed proficiencies (Petrides & Furnham, 2001). Resulting from use of the cross-sectional design causality cannot be established , despite the fact that the mediation analysis suggest indirect relationships. Moreover, Cultural differences might influence the Conflict approach or EI ,

however the research did not investigate cultural moderators (Kaushal & Kwantes, 2006; Yu et al., 2006).

Future studies should utilize a more comprehensive and representative sample and additionally it should utilize experimental designs or longitude framework to have a deeper comprehension of mechanisms of development connecting Conflict Styles and EI. Cross-cultural analysis would have the possibility to illuminate how cultural expectations influence gender-specific emotional skills and conflict handling strategies. Additionally, integrating Ability-based EI assessments or externally observed evaluations would have the ability to minimize biases that emerged from self-reports and offer a multifaced comprehension of Emotional Intelligence. Ultimately, the examination of other contextual factors, like the organizational structure and team ambience, would maybe extend the comprehension of the way how EI fosters constructive Conflict handling. This chapter forms the basis for the final chapter Conclusion.

6. Conclusion

This paper has the goal to research the way how the Conflict Resolution Styles from Rahim and Magner (1995) are connected with the Trait Emotional Intelligence dimensions from Petrides and Furnham (2001) and how negotiation experience or gender influences are related to the Conflict approaches when EI functions as a mediator. As introduces earlier in the Introduction, conflict represents an inevitable element of organizational environments and comprehending the reason why people are so distinct in their Conflict behaviors is fundamental for optimizing social dynamics and organizational performance (Rahim, 2002; Ayoko & Konrad, 2012). Throughout the theoretical foundation, Emotional Intelligence was recognized as a key socio emotional factor promoting empathy, affective control and communication, abilities which foster constructive dispute behaviors (Salovey & Mayer, 1990; Mayer et al.,

2000; Petrides & Furnham, 2001; Hopkins & Yonker, 2015). This paper extends this research body through the integration of experience- and gender-related disparities within this comprehensive analytical model.

The results of this research offer insight that illustrate valuable relationships between Conflict Styles and Trait EI dimensions. In accordance with previous empirical work, greater Emotional Intelligence is linked with greater constructive behaviors in conflict situations like Compromising or Integrating approaches, while minimal EI scores are connected with Obliging or Avoiding behavior (Morrison, 2008; Shih & Susanto, 2010; Zhang et al., 2015). These findings are in line with the theoretical premises which state, that empathy, affective sensitivity and emotional control encourage issue resolution and minimize discouragement in conflicts (Morrison, 2008; Zhang et al., 2015)

Gender disparities examines in Emotional Intelligence, especially the greater connection between females and Emotionality, is in line with the prior findings for Trait EI (Petrides & Furnham, 2000; Fernández-Berrocal et al., 2012; Siegling et al., 2012). These emotional proficiencies support the understanding why females are more likely to show Compromising, Integrating or Obliging behaviors, while men are stronger linked with the Dominating behavior (Brahnam et al., 2005; Dildar & Amjad, 2017). The results also shows that Emotional Intelligence might partially explain these tendencies, illustrating that gender-specific emotional skills influence the way people handle social disputes.

Likewise, negotiation experience highlights significant links between Conflict behaviors and EI. Findings indicate that frequently negotiation practices promote interpersonal competencies, affective control and purposeful communication (Smithey Fulmer & Barry, 2004; Kim et al., 2015). Those socio-emotional competencies result to emerge into greater constructive Conflict behaviors, this is an interpretation which is in line with many negotiation researches (Shell, 2001; Miller, 2014; Kumar et al., 2009). The mediation analysis deepens the

previous insight and indicates that EI illustrates a mediation mechanism connecting Conflict behaviors and negotiation experience, explaining that experience might reinforce emotional skills that are linked to conflicts over a longer period.

This paper extends the current research body by incorporating Conflict Styles, Trait EI as well as negotiation experience and gender into a unified model, illustrating that emotional proficiencies foster constructive conflict behavior (Petrides, 2009; Rahim, 2002). The results additionally reveal that experience and socio-demographic variables influence emotional functioning and provides a deeper multifaced comprehension of the concepts and how they link to each other (Schlaerth et al., 2013).

The findings portray significant practical implementations, illustrating fostering Emotional Intelligence via leadership programs, HR education curriculum and negotiation workshops, at the same time as taking into account gender specific disparities in emotional abilities, can promote a greater constructive participation in disputes and a highly adaptive social conflict approach (Côté & Miners, 2006; Ayoko & Konrad, 2012). Additionally, the results show that negotiation experience might assist as a route of development supporting emotional skills as well as organizational aims like efficient teamwork and leadership skills (Goleman, 1995).

The research utilizes a convenience sample as well as self-repot tools that might restrain the general applicability of the results and might create a social desirability bias caused through the choice of self-observed measurement tool (Petrides & Furnham, 2001). In addition, the cross-sectional framework does not enable causal interpretations and cultural variables that have not been observed in detail might influence those relations, illustrate another limitation (Kaushal & Kwantes, 2006; Yu et al., 2006). Future research should utilize a greater diverse sample and conduct an experimental and longitudinal design to deeper investigate the connections. Ability EI elevation tools as well as observer reports should also be implemented

to minimize the self-perception bias (Petrides & Furnham, 2001), as well as differences in cultures should be part of the research and how they influence those relationships (Kaushal & Kwantes, 2006; Yu et al., 2006). Furthermore, contextual variables like the organizational structure and team ambience should be inspected to have a greater clarification of the relationships between those variables and models (Yu et al., 2006).

In conclusion, this study illustrates that Emotional Intelligence illustrates as a key actor that influences Conflict behavior, as well as that negotiation experience and gender contribute to those relationships. By connecting emotional proficiencies, social strategies and personal tendencies, the paper offers a holistic perspective on conflict in professional settings. As highlighted in the Introduction and reinforced throughout the empirical findings, comprehending the relation between EI and conflicts provide important guidelines to promote more cooperative, healthier and greater emotional competent work ambientes (Rezvani et al., 2019).

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Appendix

Table 3: Demographic Characteristics of the Sample (N = 269)

Variable	Category	n	%
Age (years)	M = 35.96 years (SD = 12.71), range = 15–76		
Gender	Female	201	74.7
	Male	68	25.03
Country	Germany	191	71.0
	Austria	37	13.08
	Italy	10	3.07
	Colombia	5	1.09
	USA	4	1.05
	Switzerland	2	0.7
	Turkey	2	0.7
	Ukraine	2	0.7
	Australia	2	0.7
	Venezuela	2	0.7
	Other (13 countries, each <1%)	13	4.08
Education	Compulsory schooling	41	15.02
	High school diploma	44	16.04
	Higher education (BA, MA, PhD)	184	68.4
Work Status	Employed or self-employed	85	50.2
	Part-time employed	57	33.8
	Unemployed	27	16
Work Experience (years)	M = 13,67 years (SD = 12,673), range = 1-48		
Job Function	Healthcare / Social Services	60	22.03
	Sales / Marketing / Customer Relations	40	14.09
	Education / Training / Research	34	12.06
	Administration / Back Office	18	06.07
	Finance / Accounting	21	7.08
	Management / Leadership	20	7.04
	IT / Software / Data	13	4.08

	Production / Engineering	10	3.07
	Hospitality / Tourism	9	3.03
	Arts / Media / Design	6	2.02
	Other	27	10.0
Managerial Position	Yes	83	30.09
	No	186	69.1
Negotiation	0 – Not at all	17	6.03
Experience (0–6)	1	37	13.08
	2	62	23.0
	3	58	21.06
	4	55	20.04
	5	21	7.08
	6 – A lot	19	7.01

Table 4: KMO and Bartlett's Test of the TEIQue-SF

Measure of Sampling Adequacy (Kaiser–Meyer–Olkin)		0.805
Bartlett's Test of Sphericity	Approx. Chi-Square	841.502
	df	66
	Significance (Bartlett)	.000

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 5: Communalities of the TEIQue-SF

Items	Initial	Extraction
4. I usually find it difficult to regulate my emotions.	1.000	0.704
5. I generally don't find life enjoyable.	1.000	0.656
11. I'm usually able to influence the way other people feel.	1.000	0.674
15. On the whole, I'm able to deal with stress.	1.000	0.554
19. I'm usually able to find ways to control my emotions when I want to.	1.000	0.614
20. On the whole, I'm pleased with my life.	1.000	0.738
21. I would describe myself as a good negotiator.	1.000	0.632
27. I generally believe that things will work out fine in my life.	1.000	0.641

30. Others admire me for being relaxed.	1.000	0.552
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1.000	0.668
2. I often find it difficult to see things from another person's viewpoint.	1.000	0.753
6. I can deal effectively with people.	1.000	0.500

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 6: Total Variance Explained of the TEIQue-SF

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.983	33.194	33.194	3.983	33.194	33.194
2	1.404	11.701	44.895	1.404	11.701	44.895
3	1.225	10.208	55.103	1.225	10.208	55.103
4	1.073	8.944	64.047	1.073	8.944	64.047
5	0.782	6.518	70.565			
6	0.647	5.395	75.959			
7	0.602	5.019	80.978			
8	0.596	4.963	85.941			
9	0.510	4.253	90.193			
10	0.427	3.559	93.752			
11	0.386	3.213	96.965			
12	0.364	3.035	100.000			

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 7: Rotated Component Matrix for the TEIQue-SF

	Factor			
	1	2	3	4
4. I usually find it difficult to regulate my emotions.	0.042	0.800	-0.063	0.242
5. I generally don't find life enjoyable.	0.771	0.120	-0.062	0.209
11. I'm usually able to influence the way other people feel.	0.006	0.040	0.784	0.239
15. On the whole, I'm able to deal with stress.	0.357	0.599	0.242	-0.098

19. I'm usually able to find ways to control my emotions when I want to.	0.131	0.720	0.178	0.217
20. On the whole, I'm pleased with my life.	0.828	0.121	0.194	-0.020
21. I would describe myself as a good negotiator.	0.179	0.202	0.748	-0.002
27. I generally believe that things will work out fine in my life.	0.737	0.222	0.201	0.088
30. Others admire me for being relaxed.	0.179	0.686	0.183	-0.123
17. I'm normally able to "get into someone's shoes" and experience their emotions.	0.098	0.035	0.263	0.767
2. I often find it difficult to see things from another person's viewpoint.	0.119	0.124	0.034	0.850
6. I can deal effectively with people.	0.393	0.265	0.493	0.180

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization, rotation converged in 5 iterations.

Table 8: Component Transformation Matrix of the TEIQue-SF

Factor	1	2	3	4
1	0.596	0.588	0.453	0.307
2	-0.314	-0.338	0.283	0.841
3	-0.688	0.720	-0.067	0.055
4	0.269	0.146	-0.843	0.443

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 9: KMO and Bartlett's Test of the ROCI-II

Measure of Sampling Adequacy (Kaiser–Meyer–Olkin)		0.836
Bartlett's Test of Sphericity	Approx. Chi-Square	2699.939
	df	378
	Significance (Bartlett)	<.001

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 10: Communalities of the ROCI-II

Item	Initial	Extraction
1. I try to investigate an issue with others to find a solution acceptable to us.	1.000	0.570
2. I generally try to satisfy the needs of others.	1.000	0.575
3. I attempt to avoid being "put on the spot"; and try to keep my conflict with others to myself.	1.000	0.472
4. I try to integrate my ideas with those of others to come up with a decision jointly.	1.000	0.625
5. I try to work with others to find solution to a problem that satisfies our expectations.	1.000	0.627
6. I usually avoid open discussion of my differences with others.	1.000	0.462
7. I try to find a middle course to resolve an impasse.	1.000	0.494
8. I use my influence to get my ideas accepted.	1.000	0.636
9. I use my authority to make a decision in my favor.	1.000	0.627
10. I usually accommodate the wishes of others.	1.000	0.676
11. I give in to the wishes of others.	1.000	0.667
12. I exchange accurate information with others to solve a problem together.	1.000	0.470
13. I usually allow concessions to others.	1.000	0.452
14. I usually propose a middle ground for breaking deadlocks.	1.000	0.482
15. I negotiate with others so that a compromise can be reached.	1.000	0.522
16. I try to stay away from disagreement with others.	1.000	0.617
17. I avoid an encounter with others.	1.000	0.552
18. I use my expertise to make a decision in my favor.	1.000	0.561
19. I often go along with the suggestions of others.	1.000	0.373
20. I use "give and take"; so that a compromise can be made.	1.000	0.551
21. I am generally firm in pursuing my side of the issue.	1.000	0.384
22. I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.	1.000	0.520
23. I collaborate with others to come up with decisions acceptable to us.	1.000	0.604
24. I try to satisfy the expectations of others.	1.000	0.559
25. I sometimes use my power to win a competitive situation.	1.000	0.626
26. I try to keep my disagreement with others to myself in order to avoid hard feelings.	1.000	0.610
27. I try to avoid unpleasant exchanges with others.	1.000	0.587
28. I try to work with others for a proper understanding of a problem.	1.000	0.471

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 11: Total Variance Explained of the ROCI-II

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.595	19.983	19.983	5.595	19.983	19.983
2	4.591	16.396	36.379	4.591	16.396	36.379
3	2.450	8.752	45.131	2.450	8.752	45.131
4	1.542	5.508	50.639	1.542	5.508	50.639
5	1.193	4.259	54.898	1.193	4.259	54.898
6	0.945	3.375	58.272			
7	0.898	3.208	61.480			
8	0.833	2.974	64.454			
9	0.815	2.910	67.364			
10	0.797	2.848	70.212			
11	0.756	2.701	72.913			
12	0.690	2.465	75.378			
13	0.652	2.327	77.705			
14	0.612	2.187	79.892			
15	0.560	1.998	81.891			
16	0.533	1.902	83.792			
17	0.508	1.816	85.608			
18	0.492	1.758	87.366			
19	0.464	1.657	89.023			
20	0.445	1.588	90.611			
21	0.416	1.487	92.099			
22	0.385	1.376	93.475			
23	0.368	1.315	94.790			
24	0.354	1.263	96.053			
25	0.315	1.125	97.178			
26	0.291	1.040	98.219			
27	0.271	0.967	99.185			
28	0.228	0.815	100.000			

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 12: Rotated Component Matrix of the ROCI-II

	Factor				
	1	2	3	4	5
1. I try to investigate an issue with others to find a solution acceptable to us.	-0.071	0.739	0.067	0.029	0.118
2. I generally try to satisfy the needs of others.	0.128	0.204	0.702	-0.156	-0.028
3. I attempt to avoid being "put on the spot" and try to keep my conflict with others to myself.	0.576	-0.300	0.162	-0.107	0.110
4. I try to integrate my ideas with those of others to come up with a decision jointly.	-0.050	0.783	0.014	0.036	0.091
5. I try to work with others to find solution to a problem that satisfies our expectations.	-0.081	0.748	0.088	0.065	0.220
6. I usually avoid open discussion of my differences with others.	0.607	-0.082	0.168	-0.225	-0.093
7. I try to find a middle course to resolve an impasse.	0.137	0.199	0.213	-0.119	0.614
8. I use my influence to get my ideas accepted.	-0.162	0.221	0.008	0.741	-0.105
9. I use my authority to make a decision in my favor.	-0.074	-0.108	0.055	0.779	0.025
10. I usually accommodate the wishes of others.	-0.075	0.022	0.809	-0.045	0.114
11. I give in to the wishes of others.	0.299	-0.131	0.739	-0.091	0.081
12. I exchange accurate information with others to solve a problem together.	-0.114	0.566	0.079	0.051	0.358
13. I usually allow concessions to others.	0.122	-0.041	0.533	0.107	0.375
14. I usually propose a middle ground for breaking deadlocks.	-0.033	0.317	0.059	-0.155	0.594
15. I negotiate with others so that a compromise can be reached.	-0.175	0.380	-0.065	0.190	0.553
16. I try to stay away from disagreement with others.	0.749	-0.012	0.199	-0.106	-0.075
17. I avoid an encounter with others.	0.721	0.003	-0.021	0.110	-0.141
18. I use my expertise to make a decision in my favor.	-0.011	0.058	-0.105	0.735	0.075
19. I often go along with the suggestions of others.	0.332	-0.008	0.505	-0.071	-0.044
20. I use "give and take" so that a compromise can be made.	-0.007	0.100	0.123	0.201	0.697
21. I am generally firm in pursuing my side of the issue.	-0.153	0.040	-0.159	0.530	0.230
22. I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.	-0.270	0.440	-0.111	0.101	0.481
23. I collaborate with others to come up with decisions acceptable to us.	-0.105	0.554	0.070	0.025	0.529

24. I try to satisfy the expectations of others.	0.360	0.216	0.613	-0.064	0.046
25. I sometimes use my power to win a competitive situation.	-0.014	0.015	-0.098	0.783	-0.055
26. I try to keep my disagreement with others to myself in order to avoid hard feelings.	0.735	-0.150	0.216	-0.029	-0.021
27. I try to avoid unpleasant exchanges with others.	0.742	-0.064	0.107	-0.119	0.081
28. I try to work with others for a proper understanding of a problem.	-0.051	0.519	-0.033	-0.020	0.444

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 13: Component Transformation Matrix of the ROCI-II

Factor	1	2	3	4	5
1	-0,548	0,604	-0,193	0,318	0,443
2	0,444	0,403	0,626	-0,233	0,440
3	0,325	-0,128	0,192	0,917	0,001
4	0,630	0,287	-0,714	-0,034	0,100
5	0,020	0,612	0,154	0,047	-0,774

Note. Extraction method: Principal component analysis, rotation method: Varimax with Kaiser normalization

Table 14: Indirect and Direct Effects between Gender and the Integrating Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect Path	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Direct Effect (c)		-0.0573	0.0823	-0.2193	0.1047	n.s.
Direct Effect (c')		-0.0148	0.0766	-0.1656	0.1360	n.s.
Indirect Effects (a*b)	via Self-Control	0.0026	0.0087	-0.0073	0.0338	n.s.
	via Emotionality	-0.0403	0.0211	-0.0928	-0.0089	Significant
	via Sociability	0.0155	0.0159	-0.0075	0.0585	n.s.

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 15: Indirect and Direct Effects between Gender and the Obliging Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Direct Effect (c)		-0.1455	0.0920	-0.3267	0.0357	n.s.
Direct Effect (c')		-0.0737	0.0893	-0.2497	0.1022	n.s.
Indirect Effects (a*b)	via Self-Control	0.0034	0.0102	-0.0077	0.0410	n.s.
	via Emotionality	-0.0754	0.0341	-0.1510	-0.0151	Significant
	via Sociability	-0.0166	0.0182	-0.0662	0.0089	n.s.

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 16: Indirect and Direct Effects between Gender and the Compromising Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Direct Effect (c)		-0.0744	0.0955	-0.2625	0.1136	n.s.
Direct Effect (c')		0.0087	0.0920	-0.1724	0.1899	n.s.
Indirect Effects (a*b)	via Self-Control	0.0045	0.0121	-0.0081	0.0478	n.s.
	via Emotionality	-0.0744	0.0341	-0.1524	-0.0174	Significant
	via Sociability	-0.0032	0.0115	-0.0440	0.0105	n.s.

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 17: Indirect and Direct Effects between Gender and the Avoiding Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Direct Effect (c)		0.0011	0.1239	-0.2428	0.2451	n.s.
Direct Effect (c')		-0.0085	0.1212	-0.2472	0.2301	n.s.
Indirect Effects (a*b)	via Self-Control	0.0036	0.0126	-0.0102	0.0485	n.s.
	via Emotionality	-0.0139	0.0225	-0.0745	0.0205	n.s.
	via Sociability	-0.0222	0.0252	-0.0920	0.0122	n.s.
	via Sociability	-0.0222	0.0252	-0.0920	0.0122	n.s.

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 18: Indirect and Direct Effects between Gender and the Dominating Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Direct Effect (c)		0.2231	0.1105	0.0056	0.4406	Significant
Direct Effect (c')		0.1891	0.1110	-0.0295	0.4078	n.s.
Indirect Effects (a*b)	via Self-Control	-0.0049	0.0128	-0.0541	0.0087	n.s.
	via Emotionality	0.0289	0.0219	-0.0007	0.0897	n.s.
	via Sociability	0.0253	0.0270	-0.0124	0.0978	n.s.
	via Sociability	0.0253	0.0270	-0.0124	0.0978	n.s.

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 19: Indirect and Direct Effects between Negotiation Experience and the Integrating Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Direct Effect (c)		0.0901	0.0237	0.0433	0.1368	Significant
Direct Effect (c')		0.0270	0.0242	-0.0207	0.0746	n.s.
Indirect Effects (a*b)	via Well Being	0.0100	0.0072	0.0008	0.0302	Significant
	via Self-Control	0.0049	0.0077	-0.0091	0.0213	n.s.
	via Sociability	0.0321	0.0145	0.0068	0.0637	Significant

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 20: Indirect and Direct Effects between Negotiation Experience and the Obliging Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Total Effect (c)		-0.0610	0.0266	-0.1134	-0.0085	Significant
Direct Effect (c')		-0.0539	0.0282	-0.1095	0.0017	n.s.
Indirect Effects (a*b)	via Well Being	-0.0087	0.0061	-0.0263	-0.0004	Significant
	via Self-Control	0.0064	0.0087	-0.0077	0.0266	n.s.
	via Sociability	-0.0348	0.0147	-0.0652	-0.0078	Significant

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 21: Indirect and Direct Effects between Negotiation Experience and the Compromising Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Total Effect (c)		0.0462	0.0275	−0.0080	0.1004	n.s.
Direct Effect (c')		0.0103	0.0290	−0.0468	0.0675	n.s.
Indirect Effects (a*b)	via Well Being	0.0050	0.0057	−0.0016	0.0235	n.s.
	via Self Control	0.0083	0.0101	−0.0103	0.0299	n.s.
	via Sociability	−0.0067	0.0176	−0.0427	0.0270	n.s.

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 22: Indirect and Direct Effects between Negotiation Experience and the Avoiding Style Through Emotional Intelligence (PROCESS Model 4, 5,000 Bootstrap Samples)

Effect	Path	Effect	SE / BootSE	LLCI	ULCI	Note
Total Effect (c)		−0.1565	0.0469	−0.2482	−0.0648	Significant
Direct Effect (c')		−0.1012	0.0388	−0.1777	−0.0247	Significant
Indirect Effects (a*b)	via Well Being	−0.0211	0.0120	−0.0502	−0.0031	Significant
	via Self Control	0.0066	0.0114	−0.0073	0.0338	n.s.
	via Sociability	−0.0461	0.0207	−0.0890	−0.0052	Significant

Note. Bootstrapping with 5,000 samples; confidence intervals = 95%.

Table 23: The assignment of questions to the respective subscales of the original TEIQue-SF

Subscale	Question Items
Well Being	5, 20, 9, 24 12, 27
Self-Control	4, 19, 7, 22, 15, 30
Emotionality	1, 16, 2, 17, 8, 23, 13, 28
Sociability	6, 21, 10, 25, 11, 26

Note. The assignment of the 30 original items of the TEIQue-SF to the 4 dimension of EI

Table 24: The assignment of questions to the respective subscales of the original ROCI-II

Subscale	Question Items
Integrating	1, 4, 5, 12, 22, 23, 28
Obliging	2, 10, 11, 13, 19, 24

Dominating	8, 9, 18, 21, 25
Avoiding	3, 6, 16, 17, 26, 27
Compromising	7, 14, 15, 20

Note. The assignment of the 28 original items of the ROCI II to the 5 conflict styles

Survey

Page 1



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Dear participant,

Welcome to my master's thesis study at the University of Vienna, which explores conflict behavior.

First of all, thank you very much for taking the time to support my research, your participation means a lot to me and **helps me a lot!**

This study will take approximately **10 minutes** to complete.

Please read each question carefully.

There are no right or wrong answers; simply respond as honestly as possible.

Your participation is **completely anonymous** and entirely voluntary.

Thank you very much in advance for your time and contribution!

Warm regards,

Eileen Brüggl

If you have any questions regarding this study, please feel free to contact me at: a12344846@unet.univie.ac.at

Page 2

1. What is your gender?

☐ female

☐ male

☐ other

2. How old are you?

I am years old

3. Which country are you from?

Country:

4. What is your highest educational achievement?

- ☐ Compulsory schooling
- ☐ High school diploma (e.g. Matura, Abitur)
- ☐ Higher education (e.g. Bachelor's, Master's, Doctorate degree)

5. Are you currently employed?

- ☐ Yes, I am employed or self-employed.
- ☐ Yes, I am part time employed.
- ☐ No, I am unemployed.

6. How many years of work experience do you have?

 years

7. Which of the following best describes your current or most recent job function?

[Please choose]

8. Do you currently or have you previously held a leadership or managerial position?

- ☐ Yes
- ☐ No

9. How much experience do you have in negotiations? (e.g. business, workplace, or personal negotiations)

Amount of experience

Not at all A lot

[illegible]

1. Expressing my emotions with words is not a problem for me.

[illegible]

2. I often find it difficult to see things from another person's viewpoint.

[illegible]

3. On the whole, I'm a highly motivated person.

[illegible]

4. I usually find it difficult to regulate my emotions.

[illegible]

5. I generally don't find life enjoyable.

[illegible]

6. I can deal effectively with people.

Completely Disagree

1 2 3 4 5 6 7

Completely Agree

7. I tend to change my mind frequently.

[illegible]

8. Many times, I can't figure out what emotion I'm feeling.

[illegible]

9. I feel that I have a number of good qualities.

[illegible]

10. I often find it difficult to stand up for my rights.

[illegible]

11. I'm usually able to influence the way other people feel.

[illegible]

12. On the whole, I have a gloomy perspective on most things.

Completely Disagree

1 2 3 4 5 6 7

Completely Agree

○ ○ ○ ○ ○ ○ ○

13. Those close to me often complain that I don't treat them right.

[illegible]

14. I often find it difficult to adjust my life according to the circumstances.

[illegible]

15. On the whole, I'm able to deal with stress.

Completely Disagree

1 2 3 4 5 6 7

Completely Agree

○ ○ ○ ○ ○ ○ ○

16. I often find it difficult to show my affection to those close to me.

[illegible]

17. I'm normally able to "get into someone's shoes" and experience their emotions.

[illegible]

18. I normally find it difficult to keep myself motivated.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

19. I'm usually able to find ways to control my emotions when I want to.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

20. On the whole, I'm pleased with my life.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

21. I would describe myself as a good negotiator.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

22. I tend to get involved in things I later wish I could get out of.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

23. I often pause and think about my feelings.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

24. I believe I'm full of personal strengths.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

25. I tend to "back down" even if I know I'm right.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

26. I don't seem to have any power at all over other people's feelings.

Completely
Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Completely
Agree

7

☐

27. I generally believe that things will work out fine in my life.

Completely Disagree							Completely Agree
1	2	3	4	5	6	7	
☐	☐	☐	☐	☐	☐	☐	

28. I find it difficult to bond well even with those close to me.

Completely Disagree							Completely Agree
1	2	3	4	5	6	7	
☐	☐	☐	☐	☐	☐	☐	

29. Generally, I'm able to adapt to new environments.

Completely Disagree							Completely Agree
1	2	3	4	5	6	7	
☐	☐	☐	☐	☐	☐	☐	

30. Others admire me for being relaxed.

Completely Disagree							Completely Agree
1	2	3	4	5	6	7	
☐	☐	☐	☐	☐	☐	☐	

Page 4

For the next part of this survey, please **imagine yourself in your workplace** (or, if you are not currently employed, think of your most recent job).

Try to picture typical work situations, for example, interactions with colleagues, supervisors, clients, or team members.

Please answer each statement below. Do not think too long about the exact meaning of the statements. **Work quickly** and try to answer as accurately as possible. There are **no right or wrong** answers.

1. I try to investigate an issue with others to find a solution acceptable to us.

Strongly Disagree				Strongly Agree
1	2	3	4	5
☐	☐	☐	☐	☐

2. I generally try to satisfy the needs of others.

Strongly Disagree				Strongly Agree
1	2	3	4	5
☐	☐	☐	☐	☐

3. I attempt to avoid being "put on the spot" and try to keep my conflict with others to myself.

Strongly Disagree				Strongly Agree
1	2	3	4	5
☐	☐	☐	☐	☐

4. I try to integrate my ideas with those of others to come up with a decision jointly.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

5. I try to work with others to find solution to a problem that satisfies our expectations.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

6. I usually avoid open discussion of my differences with others.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

7. I try to find a middle course to resolve an impasse.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

8. I use my influence to get my ideas accepted.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

9. I use my authority to make a decision in my favor.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

10. I usually accommodate the wishes of others.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

11. I give in to the wishes of others.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

12. I exchange accurate information with others to solve a problem together.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

13. I usually allow concessions to others.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

14. I usually propose a middle ground for breaking deadlocks.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

15. I negotiate with others so that a compromise can be reached.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

16. I try to stay away from disagreement with others.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

17. I avoid an encounter with others.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

18. I use my expertise to make a decision in my favor.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

19. I often go along with the suggestions of others.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

20. I use "give and take" so that a compromise can be made.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

21. I am generally firm in pursuing my side of the issue.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

22. I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

23. I collaborate with others to come up with decisions acceptable to us.

Strongly Disagree					Strongly Agree
1	2	3	4	5	
☐	☐	☐	☐	☐	

24. I try to satisfy the expectations of others.

Strongly Disagree

1

2

3

4

Strongly Agree

5

☐
☐
☐
☐
☐

25. I sometimes use my power to win a competitive situation.

Strongly Disagree

1

2

3

4

Strongly Agree

5

☐
☐
☐
☐
☐

26. I try to keep my disagreement with others to myself in order to avoid hard feelings.

Strongly Disagree

1

2

3

4

Strongly Agree

5

☐
☐
☐
☐
☐

27. I try to avoid unpleasant exchanges with others.

Strongly Disagree

1

2

3

4

Strongly Agree

5

☐
☐
☐
☐
☐

28. I try to work with others for a proper understanding of a problem.

Strongly Disagree

1

2

3

4

Strongly Agree

5

☐
☐
☐
☐
☐

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Thank you for completing my questionnaire!

I would like to thank you very much for helping me and being part of my Master thesis!

Best regards

Eileen

Your answers were submitted, you may close the browser window or tab now.