

Exploring Conflict Management: A Qualitative Study on the Lack of Compromise and  
Collaboration in Historically Black Colleges and Universities in Mississippi

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Exploring Conflict Management: A Qualitative Study on the Lack of Compromise and  
Collaboration in Historically Black Colleges and Universities in Mississippi

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## Abstract

Conflict management is a very important part of higher education, and is the process of limiting negative aspects of conflict while increasing the positive aspects of collaboration. The success of conflict management in HBCUs has become ineffective due to the lack of collaboration and compromise in HBCU leader practice. Prior research concerning HBCU leaders' perceptions of the lack of compromise and collaboration in HBCUs has been inconclusive. In order to determine why there is a lack of compromise and collaboration in HBCUs, a clearer understanding of HBCU leaders' perceptions of the lack of collaboration and compromise in HBCUs must be established. The purpose of this qualitative study was to discover the perceptions of HBCU leaders regarding the lack of compromise and collaboration in HBCUs. The research method was a qualitative case study that utilized face-to-face interviews. The participants were 10 HBCU leaders with supervisory responsibilities at two HBCUs in Mississippi. After data were collected, examined, and categorized, the NVivo software was used to help determine themes that emerged. In response to the research questions, HBCU leaders perceived that the lack of compromise and collaboration was due to lack of conflict management training. HBCU leaders perceived that the lack of conflict management training is the culprit of the lack of implementation of effective conflict management strategies in HBCUs. An implication of these findings was that effective training and support in understanding conflict management strategies are critical to the way HBCU leaders implement effective conflict management in their respective departments. A recommendation to address this implication was for HBCUs to provide required conflict management training in order for their leaders to be properly trained on how to effectively implement conflict management strategies.

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## Chapter 1: Introduction

In the field of higher education, conflict management is an extremely important part of the structure of an institution of higher learning, especially in historically Black colleges and universities (HBCU) (Aylward, 2013; Rimmer, 2014; Veazy, 2014). In higher education, conflict management's purpose is to accommodate the needs of all employees, to handle conflict tactfully, and to ensure departmental cohesiveness and efficiency (Anderson, 2015; Brown, 2012; Comans, 2014; Fair & Garrison, 2016; Johnson, 2015). Conflict management is an important aspect of successfully managing an institution of higher learning, and has the potential to contribute to the success or failure of a college or university (Anderson 2015; Aylward, 2013; Dorgan, 2013). Conflict management in an HBCU can be vastly different from other types of institutions because styles of leadership, availability, and funding for conflict management training, department size, and number of employees have a great effect on conflict management, and tend to be much different from non-HBCUs (Johnson & Reynolds, 2016; Purdue, 2013; Rimmer, 2014; Veazy, 2014). The significance of the difference is that 75% of HBCUs survive off funding that comes from both the government as well as private donations, which causes their endowment to be much lower than non-HBCUs (Reynolds, 2016).

Conflict is unavoidable when employees are in a restricted work environment (Aylward, 2013; Barkley & Mabry, 2016; Brown, 2012; Comans, 2014). Those in supervisory roles are called upon to resolve conflict with the purpose that the resolution will be advantageous to the organization (Dillard, 2016; Dorgan, 2013; Fair & Garrison, 2016; Gunvalson & Johnson, 2016). Jimmerson (2012) noted that conflict is usually perceived as an adverse response to unsolicited behavior or an unjustifiable decision involving two parties. Intensified conflict may produce performances that are unproductive and dysfunctional to the institution (Jimmerson, 2012;

Johnson, 2015; Johnson & Reynolds, 2016). Once conflict is in effect, according to Nabors (2014), it is overwhelming and potentially damaging to the forces involved.

Nabors (2014) stated that conflict may be personal, interpersonal, or between opposing groups or alliances. It may be formed into organization structure, roles, attitudes, and stereotypes or may even arise over an insufficiency of resources (Comans, 2014; Gunvalson & Johnson, 2016; Johnson, 2015; Nabors, 2014; Veazy, 2014). No matter how conflict is formed, its foundation rests in some observed or actual separation of interests (Aylward, 2013; Nabors, 2014; Percy & Shegog, 2016). Pellington (2013) mentioned that conflict occurs when combatting variances in morals, principles, pragmatic organizational plans, opposing positions of power, acknowledgment, and differences in perceptions and/or attitudes that are hypothesized on organizational structure.

## **Background**

Emerson (2016), through a comparative case study, explored conflict management in HBCUs, and how HBCU leaders implement conflict management into their respective departments. Through the findings, Emerson (2016) revealed that when conflict was being handled, 23% of HBCU leaders were not collaborating or compromising with their fellow leaders or those who were involved in the conflict. Thus, conflict management has become ineffective in many HBCUs across the United States of America (Emerson, 2016; Norris, 2016). This has also caused many upper level administrators in HBCUs to question the need for conflict management training and its effectiveness (Norris, 2016). Emerson (2016) discovered that HBCU leaders were unaware of their need to understand the proper implementation of effective conflict management, and their need to be adequately prepared to implement conflict management strategies in their leadership practices. Effective training and support in

understanding conflict management strategies are critical to improve the way HBCU leaders implement effective conflict management in their departments (Emerson, 2016; Norris, 2016).

### **Statement of the Problem**

Effective conflict management in higher education is important to college and university stakeholders (Sedina, 2016), and represents a broad spectrum where leaders are responsible for ensuring the institution reaches multifaceted success (Emerson, 2016; Jackson, 2016; Klingel & Maffie, 2016; Sedina, 2016; Woods, 2016). Unfortunately, researchers have shown that conflict management is often ineffectively implemented at HBCUs (Anderson, 2015; Brown & Dancy, 2014; Veazy, 2014; Woods, 2016). Conflict management is the process of limiting negative aspects of conflict while increasing the positive aspects of collaboration (Klingel & Maffie, 2016). For HBCU leaders to achieve institutional success, conflict mediation skills are required (Emerson, 2016; Woods, 2016). Accommodating, avoiding, collaborating, compromising, and competing are the five different conflict management strategies required for effective leader practice (Amadi, 2016; Bryant 2016; Emerson, 2016). Collaborating and compromising are two conflict management strategies that are missing from HBCU leader practice, which is directly linked to conflict management failures (Amadi, 2016; Bryant 2016; Jackson, 2016; Norris, 2016; Shepherd 2016). Without these two strategies, HBCU leaders continue to foster ineffective conflict management in their institutions (Amadi, 2016; Emerson, 2016; Norris, 2016).

The problem addressed in this study is that collaborating and compromising are not widely practiced at HBCUs (Emerson, 2016; Norris, 2016; Shepherd, 2016; Woods, 2016). There is a gap in effective conflict management training and literature relative to the perceptions of HBCU leaders about how to promote collaboration and compromise to round out the conflict management strategies needed for institutional success (Amadi, 2016; Bryant, 2016; Emerson,

2016; Jackson, 2016; Norris, 2016; Shepherd, 2016; Woods, 2016;). Without this knowledge and proper training, critical conflict management approaches may continue to be neglected, jeopardizing the success of HBCUs. If this problem is not addressed, important opportunities for effective leadership through conflict management in HBCUs will be lost.

### **Purpose of the Study**

The purpose of this qualitative case study was to discover the perceptions of HBCU leaders regarding the lack of compromise and collaboration and to identify strategies and training needed to promote the inclusion of these critical conflict management practices. The study will provide an opportunity for HBCU leaders to share perspectives of conflict management strategies that have been effectively used to mediate conflict within their institution and those that are still needed. Upon completion of the study specific strategies for conflict management effectiveness were identified to close a gap in existing knowledge.

A case study research design was utilized to provide participants an opportunity to respond to open-ended questions. Yin (2011) stated that at least 10 participants is sufficient in case study research to reach data saturation. To ensure saturation was reached, 10 HBCU leaders from two HBCUs in the state of Mississippi will be used as a sample for this study.

### **Theoretical Framework Overview**

A theoretical framework provides an important perspective to contextualize new understanding with regard to conflict management equality (Reynolds 2016; Rimmer, 2014; Veazy, 2014) because it provides the educational research with the lucidity and focus to comprehend a specified area under investigation and then conduct formal inquiry. To ensure that conflict management is being implemented into HBCUs, one must investigate and understand the experiences and perceptions of the conflict management decisions made by HBCU leaders

(Rimmer, 2014). John Burton, the creator of the human needs theory suggests that it is vital for conflict management to be effective, equal, and unbiased (Rimmer, 2014; Reynolds, 2016). Conflict is a normal component of a group atmosphere; how it is achieved may regulate the greatest or worst in employee collaboration and compromise (Anderson, 2015; Schouler, 2016; Thomas, 2014). Conflict has been perceived as destructive; however, John Burton contends that if conflicts are managed in a beneficial manner, the developing outcomes may be progressive such as enhancement of group innovation and efficiency (Scholar, 2016; Sedina, 2016). A reevaluation of conflict within organizations discloses conflict as an initiating instrument for a resolution or refurbishment leading to advancement and making transformation more adequate and suitable in order to lessen potential conflicts (Anderson 2015; Schouler, 2016).

According to Reynolds (2016), the application of successful conflict management in higher education, specifically HBCUs, provides opportunities for leaders to meticulously accommodate their employees. HBCU leaders have been challenged by their superiors to develop innovative methods of conflict management to better suit the needs of their employees (Reynolds, 2016). However, without a strong understanding of the perceptions of HBCU leaders that are responsible for implementing these methods into their respective departments, it is impossible for conflict management in HBCUs to be adequately explored (Reynolds, 2016).

Effective leader practice can give HBCU leaders the opportunity to become vehicles of change when it comes to conflict management (Emerson, 2016). With John Burton's human needs theory in mind, conflict management efficiency must be as seamless as possible (Burton, 1990; Morrison, 2014). Essentially, those leaders can change the entire department's attitude for the better if better decisions are made for the sake of their employees and their department (Rimmer, 2014; Sedina, 2016). Conflict management strategies are behaviors that a person of

authority in conflict implements to tackle conflict with others in the organization (Schouler, 2016; Sedina, 2016). The utilization of a conflict management strategy may differ with sex, disposition, managerial philosophy, setting, morals, goals, or control structure (Sedina, 2016).

Burton (1990), the creator of the human needs theory, stated that leaders in organizations should primarily focus on accommodating their employees by ensuring that their needs are met completely. The human needs theory focuses on the needs of the employees within organizations, and promotes successfully handling conflict (Burton, 1990). It has been theorized that conflict management effectiveness is based on the proper use of conflict management strategies (Burton, 1990; Emerson, 2016; Rimmer, 2014; Schouler, 2016). HBCU leaders can excel in conflict management if collaborating and compromise become more widely used in their practice (Emerson, 2016; Norris, 2016; Shepherd, 2016; Woods, 2016).

### **Research Questions**

The following research questions were developed to support this study.

- Q1.** What conflict management strategies do HBCU leaders perceive to be associated with institutional success?
- Q2.** What conflict management strategies do HBCU leaders believe are lacking in current practice by higher education leaders?
- Q3.** What perceptions do HBCU leaders have regarding the research showing a lack of collaboration and compromise used to mitigate conflict?
- Q4.** How do HBCU leaders perceive the benefits of conflict management training for implementing conflict management strategies?

## **Nature of the Study**

The nature of this qualitative study was based on John Burton's human needs theory, and the discovery of new knowledge that will aid HBCU leaders in ensuring effective leader practice. The methodology used for this study prescribes a process of thorough data comparison and conceptualization, whereby through the assignment of codes and writing of memos, researchers eventually uncover emerging themes that ultimately lead to a theory in the respective research area (Potter, 2014; Schouler, 2016).

This area of study, conflict management, is uniquely positioned within the realm of qualitative research. The majority of qualitative educational research methodologies examine the consistency of relationships between known variables (Potter, 2014). In contrast, this study will enable the discovery of variables that emerge during research and that are grounded in the data collected from the participants (Potter, 2014; Schouler, 2016). The emergence and importance of conflict management has added a new dimension to HBCUs (Rimmer, 2014). While there is evidence that it is important for HBCU leaders to understand the pertinence of utilizing conflict management strategies when handling conflict (Pellington, 2013; Rimmer, 2014; Schouler, 2016; Veazy, 2014), there is a lack of knowledge regarding how to promote collaboration and compromise (Rimmer, 2014; Veazy, 2014). As a result, existing conflict management theories must be reexamined (Anderson, 2015; Potter, 2014), or a new theory must be discovered.

Data for the study were gathered through a series of in-person, Skype, and phone interviews that were based on the open-ended grand tour question (Rimmer, 2014; Schouler, 2016). The aim of the study was not to test a hypothesis or theory (Potter, 2014; Veazy, 2014), but to allow each HBCU leader that participates to retain control of the interview process and



discuss what he or she considers important. Therefore, I used a theoretically sensitive approach during the interview process in order to maintain minimum bias or interjection (Schouler, 2016).

Directly following each interview, data were labeled and coded according to emerging and common themes. As the process of data collection evolves, data, codes, and categories from additional sources, such as research articles, blogs, websites, and other archived information were constantly compared (Jedson, 2015). The source of data was dependent on the issues or concerns vocalized by the participants. The use of memos and theoretical sorting of the memos will help establish relationships between and among codes and concepts. The process will occur in an overlapping, ongoing, non-specific manner (Johnson & Reynolds, 2016).

### **Significance of the Study**

This study is significant for leaders and all employees in HBCUs because the lack of compromise and collaboration affects the leaders, their subordinates, and their institution, in a negative way. According to Anderson (2015), there is an obvious disconnect between the ongoing implementation of conflict management and the theoretical understanding of the importance of compromise and collaboration. This is because current theories applied to conflict management are failing to include HBCU leaders' perceptions of conflict management. (Rimmer, 2014; Veazy, 2014; Schouler, 2016). Theories may therefore not be fully suited to satisfy the needs of HBCU departments, leaders, and non-leaders (Rimmer, 2014). This may lead to the loss of important opportunities for the creation of innovative conflict management styles and techniques. A deeper understanding regarding how HBCU leaders' perceptions and experiences with conflict management may improve conflict management effectiveness (Rimmer, 2014; Veazy, 2014; Schouler, 2016).

This study is significant for knowledge, because it will allow HBCUs and other institutions of higher learning to utilize the study to aid in improving the use of conflict management strategies to better handle conflict that may arise. This study is significant for practice because it will give future HBCU leaders much needed empirical information that will aid them in handling conflicts when they become leaders. Current HBCU leaders who are experiencing issues with conflict management can use this study to discover a new method of handling conflict in their departments, which also makes this study significant for leadership (Rimmer, 2014; Schouler, 2016; Sedina, 2016). The resulting theory will aid HBCU leaders and employees with ways to prevent conflict management ineffectiveness in HBCUs, which makes this study significant for theory.

Conflict management was examined by investigating HBCU leaders' perceptions, and was addressed through prior research; however, the research lacks the perceptions of HBCU leaders (Rimmer, 2014). The emerging theory was based on accurate information and will represent a theory that is grounded in experiential data (Dorgan, 2013). In addition to documenting the perceptions of HBCU leaders, the study involved a theoretical analysis that educational researchers such as (Dorgan, 2013), Rimmer (2014), and Veazy (2104) consider necessary with regards to conflict management equality in HBCUs. The study will enhance our understanding of the factors that affect the efficiency of conflict management. The study further contributed to the current research literature by accommodating the need to expand on existing or provide a new theory that addresses the ongoing changes in the field of conflict management within HBCUs (Rimmer, 2014; Veazy, 2014, Schouler, 2016). The resulting theory will enrich the academic body of knowledge and also will provide potential for practical improvements for

conflict management in HBCUs. The study is relevant to educational theorists and will provide valuable insights into the learning perceptions and preferences of conflict management.

### **Definitions of Key Terms**

**Alternative Dispute Resolution.** Alternative Dispute Resolution (ADR), is the use of different methods to resolve conflict. (Reynolds, 2016).

**Conflict management.** Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict (Somaya & Dellington, 2014).

**Higher Education.** Higher education is education beyond high school, especially that of a college or university (Darwin, 2016).

**Historically Black College or University (HBCU).** An HBCU is any accredited historically black college or university that was created prior to 1964, whose objective was, and is, the instruction of black Americans. (U.S. Department of Education, 2012).

**Institution of Higher Learning.** An institution of higher learning is a college, university, or post secondary institution (Darwin, 2016).

**Supervisor.** A person who delivers directions to subordinates (Johnson & Reynolds, 2016).

### **Summary**

HBCU leaders consider the use of conflict management beneficial to their departments (Rimmer, 2014). While research confirms that conflict management has a positive influence on HBCU departments, and institutions of higher learning in general (Dorgan, 2013), there are currently no theories that address the lack of collaboration and compromise in HBCU leader practice. The purpose of this study was to develop a theory that explains how HBCU leaders can improve their use of conflict management strategies in their departments, and how the absence of

collaborating and compromising can negatively affect conflict management decisions. In order to develop this theory, the perceptions and experiences of HBCU leaders with regard to conflict management as a vehicle to enhance leader practice was studied.

The research explored the lack of collaboration and compromise in HBCU leader practice, and the perceptions of HBCU leaders regarding conflict management. The study was qualitative and based on John Burton's human needs theory. Data was collected via a series of one-on-one face-to-face interviews, Skype or phone interviews. Additional sources of data were included. The collected data was coded according to common themes (Rimmer, 2014). Throughout the process, data was continuously compared and analyzed until a theory emerges. Data was saturated when no new information emerged (Rimmer, 2014).

## **Chapter 2: Literature Review**

In the field of higher education, specifically in HBCUs, conflict management is a critical part of the structure of a foundation of higher learning. Conflict management is a multifaceted management advent that specializes in making decisions that are best for an organization, its employees, and its stakeholders (Reynolds, 2016; Whetten & Cameron, 2012). Additionally, in higher education, it is a temperament and an assiduous approach that allows a person in any part of the organization to lead from the peak core, or bottom of an institution of higher learning (Anderson, 2015; Comans, 2016; Reynolds, 2016). Conflict management is an extensive piece of hierarchical administration, particularly in higher education, and it can be a component that contributes to the achievements of a school or college. Leaders who help in building up powerful conflict management will add to the inspiration of the workplace, and the achievement of the organization.

The objective of this qualitative case study was to ascertain the perceptions of HBCU leaders concerning the lack of compromise and collaboration and to discover strategies and preparation needed to encourage the inclusion of these critical conflict management practices. The study offered an opportunity for HBCU leaders to distribute their perspectives of conflict management strategies that have been efficiently utilized to mediate conflict within their university. Upon completion of the study, detailed strategies for conflict management efficiency were acknowledged to close a gap in preexisting knowledge.

A case study research design was used to give the participants a chance to answer to open-ended questions. Yin (2011) declared a minimum of 10 participants is adequate in case study research to achieve data saturation. 10 HBCU leaders from two HBCUs in the state of Mississippi were utilized as a sample for this study to ensure data saturation.

Conflict management in higher education is critical and it speaks to an exceptionally expansive range that basically covers the leaders who are in charge of driving the college or school to multifaceted achievement (Din, Khan, and Bibi, 2016; Klingel and Maffie, 2016; Whetten & Cameron, 2012). Conflict management is a pathway toward demarcating the pessimistic or harmful parts of conflict while simultaneously escalating the constructive and optimistic parts of conflict. The purpose of conflict management in higher education is to advance knowledge and data collection while incorporating practicability or implementation in a supervisory setting (Comans, 2016; Reynolds, 2016). Without legitimate peace promotion set up amongst the overseers in an establishment of higher learning, it is to some degree difficult to actualize fruitful administration strategies, and make an expert and dynamic workplace without the nearness of a compelling conflict management framework. Struggle in the working environment is something that it is inescapable, and is totally and completely unavoidable as a result of the nearness of differing states of mind, perspectives, initiative and administration styles, and hardworking attitude (Din, Khan, and Bibi, 2016; Klingel and Maffie, 2016; Whetten & Cameron, 2012). College and school administrators have given careful consideration to the expanding authorization of higher education and have reacted by arranging themselves and sharing data (Whetten & Cameron, 2012; Zelizer, 2015; Somaya & Dellington, 2014).

### **Conflicts in Academia**

There is a connection between conflicts and organizations, specifically higher education, which is to a great extent dictated by its topic and its destinations, and the method of communication between the general population working in and for that institution (Rimmer, 2014; Sedina, 2016; Zelizer, 2015). It is thus that the range of 'contention culture' fluctuates significantly. This may, for instance, be seen when contrasting conflict conduct among manual

laborers in customary businesses and among scholastics (Sedina, 2016). Scholastics appreciate and – properly or wrongly – have faith in scholarly opportunity, and their occupation in research and educating requires flexibility of thought and assessment, separately and majority and satisfactory investment and in addition representation, with just a couple of components of progression and outer meaning of destinations (Klingel and Maffie, 2011; Rimmer, 2014; Sedina, 2016; Zelizer, 2015). These elements reflect and support predominance of individual interests, which may now and again hint at carelessness for overall needs and interests of the association all in all (Sedina, 2016; Zelizer, 2015).

Additionally, in connection to the outside world, there are customs in which scholastics see themselves as to be somewhat disconnected from outer political, societal, financial or comparative requests, which are regularly wrongly and maybe by method for self-double dealing deciphered as the center of scholarly independence (Sedina, 2016). Inside and out, these elements add to the individual qualities, which should be remembered keeping in mind the end goal to comprehend the specifics of contention and conflict determination in foundations of higher education and research (Klingel and Maffie, 2011; Rimmer, 2014).

Furthermore, and in spite of or due to solid qualities of people and self-sufficiency, scholastic authoritative culture is aggressive (Sedina, 2016; Whetten & Cameron, 2012). The more effective in the scholarly world individuals from higher education establishments are, the higher their notoriety, and the more material and budgetary assets are made accessible to them (Rimmer, 2014; Sedina, 2016; Zelizer, 2015). Both these delicate and hard elements of notoriety and assets actually initiate struggle, be it clandestine or obvious. The accentuation on the part of the scholastic as an aggressive individual, the college as an association in quest for comprehensive targets is frequently joined by ideas and practices of majority rule investment

through various sheets and boards, while there is a comprehension in numerous a nation that institutional leaders, for example, ministers or senior members ought to be kept in powerless positions with a specific end goal to safeguard independence and opportunity in research and instructing (Din, Khan, and Bibi, 2012; Klingel and Maffie, 2011; Sedina, 2016). Leaders and chairmen are regularly seen basically as occasions, which regulate, control, and farthest point instead of empower (Sedina, 2016). These perspectives and practices are visit sources of contention in higher education foundation (Sedina, 2016).

This reflects on leaders and initiative in numerous cases. Driving a higher education foundation may not be sufficiently appealing, and this may think about the selection of leaders and initiative (Rimmer, 2014). The possibility to practice control with a specific end goal to guide the foundation is little, both due to open administration limitations (Sedina, 2016). A scholarly as a pioneer may lean toward not to relinquish time which he could somehow or another spend working scholastically and sparing himself the danger of dropping out with his partners (Rimmer, 2014; Sedina, 2016). The low engaging quality of the salary, when contrasted with the comparable positions in the private area, may influence the selection of leaders for official positions. As a result, leaders may not consider themselves to be being experts fit the employment; truth be told, they may trust that college individuals may not need them to be experts in authority and organization (Sedina, 2016).

To start with, to the extent individual recognizable proof with research and showing yield is concerned, scholastics generally relate themselves emphatically with their execution and take a stab at notoriety (Sedina, 2016). If their work is condemned or confined in any capacity, by organization in diminishing assets, it could without much of a stretch transform into an individual slight and conflicts may rapidly be individualized (Klingel and Maffie, 2011; Sedina,



2016; Zelizer, 2015). Second, there may be hazardous biases against the managerial civil servants and strategists thwarting flexibility of research by their extremist administration methodologies and systems (Sedina, 2016). There is additionally individual conflict potential from the perspective of organizational administrators. From their point of view, scholastics are regularly seen as a fairly special class, furnished with critical freedoms, including adaptable working hours, time outs, holidays, voyaging, or private pay sources (Klingel and Maffie, 2011). The circumstance may bring about envy and may bring about making an effort not to give them a chance to take the path of least resistance. In individual cases, dismissing applications, rejecting reserves or superfluously amplifying regulatory methodology applies power.

Scholarly leaders frequently need involvement in taking care of contentions in scholastic associations, in spite of the fact that they more often than not understand that their administration part obliges them to be able in determining rising conflicts and that building up this capability is to be sure required (Sedina, 2016; Zelizer, 2015). The absence of involvement in managing conflict is regularly owed to the way toward selecting scholarly leaders since they, in opposition to what might be standard practice in business, have small preparing or experience to build up their administration abilities (Zelizer, 2015). Rather, in numerous cases, they pick up a main position in light of their scholarly standing and less so in perspective of their initiative or administration abilities (Din, Khan, and Bibi, 2012). From the pioneer's perspective, this reality can have as a result subjective incertitude in taking care of rising conflict enough, in this manner irritating, or if nothing else not alleviating, potential debate (Din, Khan, and Bibi, 2012; Sedina, 2016).

## **Views of Conflict**

Conflict in higher education is an inevitable part of being employed at an institution of higher learning. Conflicts can be great or terrible relying upon how they are overseen. A contention is a focused circumstance where one employee knows that another employee has a contrary position those conflicts with the interests. At a fundamental level, the contentions will emerge on the grounds that venture work includes employees from a variety of areas that are working as a group to complete an impulsive mission (Sedina, 2016; Zelizer, 2015).

## **Sorts of Conflicts**

Conflict can emerge from having distinctive needs, and targets. There are part and process conflicts which can emerge from the significance of parts and reporting associations and on obligations and incomparability for actions, capacities, and choices, from contrasts in hard working attitudes, styles, consciences, and identities of the employees. These are called character conflicts. There are additionally disguising conflicts, which include purposeful preoccupations of consideration from the genuine purposes of dispute (Whetten & Cameron, 2012; Zelizer, 2015; Somaya & Dellington, 2014).

## **Helpful and Destructive Conflicts**

Conflict can be productive in higher education when it helps in the development and growth of employees and improving the institution of higher learning by increasing any needed resources for its employees and stakeholders (Barkley & Mabry, 2016; Dillard, 2016; Fair & Garrison, 2016; Johnson, 2015; Longale, 2015). It can convey essential issues to the surface and be a fountain of knowledge. The forceful and non-confident conflict management practices that are widely used in higher education prompt win-lose results and do not provide the opportunity for a win-win determination. Conflicts need to rapidly become recognizable with the goal that

they can be determined and at times, administrators must give them a chance to play out.

Conflict needs to deteriorate before it can show signs of improvement are exceptionally well suited with regards to conflict management.

### **Perspectives of Conflict**

The conventional view is that contention is terrible, is created by troublemakers and ought to be dodged. The contemporary view is that contention is a characteristic aftereffect of human collaboration and is not generally terrible and if very much oversaw, can enhance execution and employee cooperative energy. In conclusion, the interactions see expresses that contention ought to really be empowered on the grounds that it is regularly helpful since it is brought on by a pledge to objectives and is important to build execution (Whetten & Cameron, 2012; Zelizer, 2015; Somaya & Dellington, 2014).

Conventional methodologies towards struggle like compelling, smoothing (accentuating territories of assentation as opposed to zones of distinction), and pulling back (withdrawing from potential conflict circumstance) systems are by and large not viable in evaluating conflicts because they avoid maintaining the indisputable grounds for the clash (Comans, 2014; Johnson, 2015). In any case, they might be suitable when it is imperative to create an instance of peace and concordance while the higher education leaders implement their preeminent strategy to manage the conflict at hand. For risk administration circumstances, community oriented methodologies that look to touch base at an agreement in the midst of various view focuses, and critical thinking approaches including give-and-take and investigation of choices are more viable. Having comprehended conflict, and having acknowledged that contentions will happen, and having perceived that contentions are neither great nor terrible must be figured out in order to figure out how to impact their results. Having understood that all contentions in the end get

determined (once in a while at incredible cost), we can now analyze the key components we require with a specific end goal to adequately oversee conflicts in venture groups (Klingel and Maffie, 2011; Rimmer, 2014).

### **A Structured Win-Win Procedure**

All contentions have regular components thus the initial step is to set up a methodology one can simply take after while determining conflicts. Initially, set the scene by telling both sides that the contention will be determined through examination and not through animosity (Comans, 2014; Hammer, 2014; Littleton, 2013; Pellington, 2013; Radford, 2016). At this stage, emphatically try to comprehend the view of every employee through dynamic listening procedures including restating, rewording and outlining the places of every employee. Besides, assemble data and comprehend the contention in target terms. Concentrate on venture execution issues and not identities. Thirdly, recognize there is in fact an issue to be tended to. At that point fourthly, together conceptualize on conceivable arrangements while staying open and adaptable. In conclusion, arrange an answer. At this stage, if the initial four phases are directed well, the arrangement will be evident to both sides and one will simply need to smooth out the wrinkles (Comans, 2014; Hammer, 2014; Littleton, 2013; Pellington, 2013; Radford, 2016).

### **Listen Actively**

Listen to acquire an understanding. Keep in mind that anger is a supplementary feeling that conceals agony or dread. One must put the feeling of anger in the past, and look to see precisely what the involved individuals are questioning. One must utilize a dynamic physical and verbal sign that displays togetherness and comprehend what the involved party is stating. Ensure that the person who is speaking feels as though their part or view of his/her story is inviting and

that their perspective is respected. (Thomas, 2013; Veazy, 2014). Ask open-ended questions to reframe resistance.

### **Stay Away from Habitual Pettiness**

Attack the issue, not the identity. When someone feels faulted, they look at the discussion (Schouler, 2016). Concentrate on the critical thinking, not who is to blame. It is imperative that higher education leaders guide their concentration to what can be done to take care of the issue at hand (Schouler, 2016). Leaders must maintain a strategic distance from conflicts and divert the energies to gainful procedures that will help prevent future conflicts within the specified department (Reynolds, 2016; Veazy, 2014). Leaders in higher education should convey the main problems to the surface and move to the positive aspects of the conflict (Reynolds, 2014). To best handle the conflict without approaching habitual pettiness, leaders should connect with those involved in the conflict, in order to discover alternatives that will successfully handle the issue (Anderson, 2015; Schouler, 2016; Veazy, 2014).

### **Observe Successful Resolution**

As suggested by Comans (2016), where conceivable, those involved in a successfully settled conflict can go for lunch or supper to commend the win-win arrangement and empower the groups to bond and see each other from an alternate perspective. Giving a congratulatory gesture guarantees the contention determination closes on a decent tone and every involved employee leaves with a positive attitude (Comans, 2016; Johnson, 2015). Kurtzberg and Mueller (2016) stated that it is contended that meanings of conflict change so much since states of mind toward conflict shift broadly also. Williams and Dexter (2015) directed a study so as to recognize which affiliations individuals have with "conflict", the accompanying reactions were given: annihilation, outrage, difference, threatening vibe, war, nervousness, strain, estrangement,

savagery, rivalry, danger, grief, agony, and sadness. Affected employees saw conflict as a negative drive. Johnson (2015) stated that even researchers depicted conflict as an undesirable procedure up until the mid-1960s. However, when a successful conflict resolution takes place, it is always a drive towards positivity (Williams & Dexter, 2015).

### **Negative Conflict Presumptions**

For example, Williams and Dexter (2015) offered a rundown of general negative presumptions of conflict. Conformity is typical and disagreements are unusual. Conflicts and differences are similar marvels, are considered to be neurotic and should always be decreased or maintained (Williams & Dexter, 2015). Conflict can be the consequence of conflicts of identity, are not quite the same as feelings and veritable conflict (Williams & Dexter, 2015). Then again, a few specialists contend that conflict can be viewed as positive. Brown (2012) presented three suppositions that demonstrate that conflict can be sure: Since conflict is common, great and fundamental, it can empower imaginative speculation when it is overseen in the correct way (Brown, 2012). Most conflicts depend on genuine contrasts are seen as characteristics because of life's instability (Brown, 2012).

Conflict, musings and activities are performed on the grounds that they are constant. Struggle permits an examination of the need of these musings and activities. The third presumption brings up that individuals think that its simpler to live with uncertain misconception than confronting the way that crucial contrasts do exist, they request acknowledgment and suitable administration (Brown, 2012; Aylward, 2013). In 1977 another match of scientists communicated the view that conflict is certain. Aylward (2013) trusts that conflict is satisfactory because of the accompanying elements: Firstly, conflict is "inborn in the way that power is tricky" and besides, "struggle is advanced by conflicting objectives, achievement criteria, and

heterogeneity of the customer base". These analysts contend that conflict "can enhance associations by constraining change and bargain. It challenges suppositions and makes distress with existing practices" (Victor, 2012).

Conflicts are a basic part of a human's life in all angles. One can't stay away from conflicts in families, at work or when viewing the news on TV (Victor, 2012). Verifiably, the accompanying perspectives on conflict are distinguished: - Traditional view (1930-1940): One school of thought says that conflict must be kept away from and that it reflects malefaction inside the employee. Conflict is seen contrarily and is connected with savagery and pulverization. Conflict is an aftereffect of poor correspondence and, an absence of trust between individuals. Struggle can be dispensed with or settled just at elevated amounts of administration. As indicated by this view on conflict, all conflicts ought to be kept away from, along these lines there is a need to focus on the reasons for struggle and to right them with a specific end goal to enhance assembles and authoritative execution (Victor, 2012). - The Human Relations view or Contemporary view (1940-1970): Conflict is a characteristic event in all employees. The human relations school acknowledges struggle. They trust that conflict may profit a employee's execution (Victor, 2012). Struggle is unavoidable as individuals have diverse states of mind toward day-by-day issues. Debate happen every now and then and it is not astute to put a lot of exertion into maintaining a strategic distance from or keeping the conflict. There is no compelling reason to determine each conflict. Individuals ought not focus on minor conflicts or immaterial issues, rather concentrating on the improvement of other more basic parts of their day-by-day exercises. Focusing just on extensive or basic conflicts permits individuals to determine the conflict in a superior and more compelling way (Littleton, 2013). The Interactionist School supports struggle as it could prompt to changes and developments. Struggle

is totally important for the employee to perform viably, yet not all conflicts are great.

Interactionist School has distinguished a few sorts of conflict:

Task struggle (relationship conflict) identifies with the substance and objectives of the work. It concentrates on interpersonal connections. Process conflict identifies with how the function completes (Littleton, 2013). The interactionists decipher struggle in a very surprising manner from traditionalists and individuals with a contemporary view. As indicated by interactionists, struggle can be recognized as either useless or practical. Conflict is a piece of individuals' lives and a characteristic wonder in all associations (Littleton, 2013). A low level of conflict won't be hurtful for day by day operations yet will make smooth working by better comprehension of the current issues. Conflict at the fancied level can motivate imagination when taking care of the issue and settling struggle. In this way conflict can be certain in workplaces, yet at whatever point a basic or significant conflict happens, it ought to be settled as the undesired level of conflict can be hurtful and broken for the organization (Littleton, 2013).

#### **Nature of Conflict: Healthy or Unhealthy General Conflict**

The classical organizational hypothesis saw conflict as undesirable and something that ought to be dispensed with. As pointed out by Longale (2015) the likelihood of conflict happening in the association could be alleviated through sufficient employment definition, nitty gritty particular of connections among positions, cautious determination of individuals to fill positions, and intensive preparing of individuals once they had been appointed. Later specialists have seen conflict as a pre-essential of developing association, connecting contrasts of assessment a need for advancement and inventiveness (Comans, 2014; Johnson, 2015). Scientists have referred to other utilitarian parts of conflict in the association, proposing that event of conflict helps the administration in identifying deficient utilization of the procedures or



individuals (Jedson, 2015). So to condense it can be expressed that conflict at the work environment serves as a pointer, distinguishing the failing frameworks inside an association, helping us in their recognizable proof and alarming us to deliberately find a way to oversee it successfully. Conflict has the ability to change critical parts of the association, for example, reward or asset assignment and managerial allotment. It's not just the presence of conflict that can prompt to such adjustments. It relies on upon the greatness of the conflict that what kind of changes will happen as an aftereffect of it and which zones will be affected by it (Hammer, 2014).

The purpose of this exchange is not to make a rundown of its favorable circumstances, but rather to underline that conflict is not generally broken and it can be of significance on occasion (Dillard, 2016; Hammer, 2014; Victor, 2012). Incidentally, the dialog additionally draws consideration towards the prospect that accepting conflict as a useful piece of individuals and procedures depicts a halfway part of this marvel (Hammer, 2014). Conflict under specific conditions is considered as valuable and satisfactory inside the associations. Nevertheless, the employee standards figure out whether the conflict is seen as alluring or something unfavorable that should be killed. Dillard (2016) has offered a theory for the way of conflict as being practical or harming for the association. It has been contended that conflict can bolster association in moving towards development, however, such speculations depict it as an inherently valuable variable for the association (Dillard, 2016; Hammer, 2014). It has been further expressed that the useless parts of conflict has a tendency to have a more significant impact on the employees and groups at the work environment when contrasted with utilitarian viewpoint. In view of this conclusion, Dillard (2016) has again raised questions about the

suspicious analysts and authoritative administration had about the positive effect of working environment conflict.

The dimensions of conflict model are a usually utilized model to comprehend conflict sorts concentrates on interpersonal, intergroup and intragroup conflict inside the working environment (Johnson, 2015; Dorgan, 2013). Different models of conflict have received an alternate point of view to this wonder. Rather than restricting their point of view to the heading of conflict inside or outside the employee, analysts have dug into more bland models of conflict (Gutierrez 2016; Radford, 2016). A resultant yield is the grouping of emotional and substantive conflict, alluded to as relationship and assignment conflict (Schouler, 2016; Pellington, 2013). These types of conflict are observed to be pertinent on both inside meetings and between meetings setting in the organization. As per Percy and Shegog (2016), full of feeling struggle emerges when an ambiguity happens in the passionate experience of at least two workers. Then again substantive conflict is identified with the hierarchical procedures, where workers may encounter difference as far as the courses in which particular authoritative undertakings can be performed (Schouler, 2016). Errand struggle can be showed in situations when colleagues get diverse bearings from various divisions (Pellington, 2013). The representatives may need to face guidelines from their administrator and other departmental heads which may are incongruent. Sometimes, colleagues hold diverse feelings about the method for playing out the designated errands (Radford, 2016; Victor, 2012). It gets to be hard to distinguish what perspective is the most appropriate one considering the present situation as the errand conflict may grow into full of feeling one because of consideration of negative feelings (Purdue, 2013; Radford, 2016). From a helpful point of view, undertaking conflict improves inventiveness, individuals get substitute thoughts for the job needing to be done, it invigorates dialog and productive input from

the employees is probably going to stream in, so therefore the employee performs better (Purdue, 2013; Rimmer, 2014). It has additionally been watched that accessibility of changed viewpoints helps the work environment groups to offer better efficiency as the information of various representatives is absorbed to play out the allotted undertakings (Williams & Baker, 2016). Jedson (2015) attested that direct level of substantive conflict can have gainful ramifications for the work groups as the colleagues are urged to theorize the distinctive thoughts, take part in intellectual examination of the accessible alternatives and work towards achieving a commonly concurred conclusion. Jedson (2015) has advance upheld this thought by belligerence that nonattendance of substantive conflict may deny the colleagues of the required subjective incitement, along these lines restricting their level of efficiency. Nonetheless, it ought to be viewed as that an abnormal state of undertaking struggle can make hindrances in the powerful working of the group (Jedson, 2015; Longale, 2015; Schouler, 2016). To summarize, regardless of the possibility that undertaking related conflict has preferences, it can move from one measurement to the next, getting the negative impacts with that change (Remmington & Mason, 2015; Somaya & Dellington, 2014). As noted before, undertaking conflict can transform into relationship struggle if the reactions created by the distinctions of assessment move towards negative emotionality. The criticism a employee part gives to another might be gotten with antagonistic vibe, in this manner portraying sentiments of aversion among the beneficiary (Percy & Shegog, 2016; Remmington & Mason, 2015). Additionally, impressions of the input as an appearance of individual abhorrence can facilitate enhanced loss of employee communication (Percy & Shegog, 2016).

Relationship struggle is connected with various negative results, for example, loss of profitability, breakdown of employee solidarity, poor execution of representatives and so forth (Schouler, 2016). At the point when a conflict is activated by negative emotionality of the employees, the work groups are probably going to dynamically decline as the emphasis on representative shifts from undertaking fruition towards random issues (Schouler, 2016; Troy, 2016; Veazy, 2014). If there should be an occurrence of relationship or full of feeling conflict individuals regularly stress the need to address individual assaults coordinated at them and react to dangers from other employees (Schouler, 2016; Troy, 2016). Besides, relationship conflict may give the colleagues a method of reasoning for concentrating on upgrading their own energy and ruling the basic leadership handle (Brown, 2016). Relationship conflict is a complicated phenomenon as different variables can trigger or hinder its nearness in a work group (Brown, 2016; Jordan, Lawrence, & Troth, 2006). Brown (2016) has distinguished workgroup "fault lines" as a key element which advances struggle among the employee. Since individuals relate themselves with the subgroups inside a bigger work group, this affiliation can bring about issues, for example, preference towards a few individuals from the employee (Brown, 2016). As a result, the representatives encounter emotional conflict inside the group. Nonetheless this, fault lines can blend negative sentiments of one work group towards another, prompting to intergroup struggle. A couple of the imaginable results of relationship conflict is diminishing level of trust, expanded feeling of disdain and uplifted level of dissatisfaction. A third measurement of conflict is clear in the writing, is procedural or handle struggle, which involves the distinctions of assessment relating to the circulation of work duties (Brown, 2016; Jedson, 2015). Inside the setting of procedural conflict, the employees may discuss over which errand ought to be performed by whom, advancing alternate points of view (Jedson, 2015). It has been further

contended that mind boggling nature of work environment methods and nearness of bureaucratic hierarchical structure may improve the odds of such procedural conflict (Johnson, 2015). However, distribution of work obligations can offer ascent to struggle among work groups, the administration keeps on utilizing the apparatuses of occupation revolution and occupation enhancement to expand the level of inspiration of the representatives (Brown, 2016). This demonstrates procedural conflict doesn't convey as harming results as emotional conflict. All things considered, conflicts over occupation duties can stretch out past straightforward procedural dialog, moving towards individual based conflict, in this way activating full of feeling struggle (Brown, 2016; Radford, 2016). Despite what might be expected, procedural conflict can help the employees in distinguishing the individual employment fit inside the employee, mulling over the different points of view (Johnson, 2015; Radford, 2016). There is a plausibility that one measurement of conflict is harming while the other one indicate era of various thoughts, in this manner encouraging systematic speculation among workers. Because of this suggestion, administration keeps on survey conflict in a positive and also a negative structure. An intriguing thing to note here is that distinctions of assessment are empowered, yet a generous measure of accentuation is put on struggle determination too (Radford, 2016).

Working in an institution of higher learning or any organization for that matter, conflict is essentially inevitable, especially seeing that employees and leaders have different identities and distinctive perspectives on life (Aylward, 2013; Radford, 2016). Thus, they can't stay away from conflicts in the working environment. Amid the previous 25 years, associations have changed, so did their disposition to conflict management (Radford, 2016). Organizations attempt to receive a key way to deal with overseeing hierarchical conflicts (Aylward, 2013). For the most part, there are four sorts of hierarchical conflict: Interpersonal conflict can take an interpersonal shape. The

sources of this conflict might be close to home abhorrence or identity contrasts (Gunvalson & Johnson, 2016). According to Percy and Shegog (2016), in 2010 an overview was led among 174 of the US supervisors. The object was to discover the reason that makes them most uncomfortable in the working environment. Usually identity conflicts start from inconsequential disturbances. Identity conflict situations are extremely normal in work environments. The incivility of individuals can end in viciousness making an interpersonal conflict (Fair, 2016). Intragroup conflict is the conflict inside an interior employee, group or office. This sort of conflict includes more than one individual inside a employee (Gunvalson & Johnson, 2016). The concordance inside branches of the organization is fundamental. It keeps up efficiency and work environment resolve, in addition to other things. Whenever at least two individuals don't get along together, that individual conflict can influence everybody around them. Intragroup conflict might be associated with ethnic, religious or sex bias, furthermore different identity contrasts. Contingent upon how solid the conflict is, a chief may require outside assistance to determine the issues. At this stage, it could be valuable for a chief to have a trusted or generally target outsider who has involvement in peace making and settling question (Gunvalson & Johnson, 2016). Intergroup struggle is the conflict between various employees, groups and divisions. Fights amongst bookkeeping and operations groups or between bleeding edge laborers and online client benefit specialists can be a major issue, particularly if clients are included (Brown, 2016; Fair, 2016; Gunvalson & Johnson, 2016). One employee of representatives can join against other employee. Such conflicts can emerge from the distinctions in status and negating objectives of the employees. Intergroup conflict as a rule prompts to miscommunication or even to no correspondence, influencing an association's capacity to work (Gunvalson & Johnson, 2016). The director can attempt to determine the issue through critical thinking strategies or taking after

an inside debate determination prepare. Here and there a facilitator can be valuable to examine issues of conflict and related concerns. Such sorts of conflicts ought to be tackled rapidly as though issue proceeds with it can wreck the association (Gunvalson & Johnson, 2016). Struggle between various employees or groups can turn into a danger to hierarchical competitiveness. Organizational conflict is the conflict between various associations (Dorgan, 2013). There are three sorts of organizational struggle: substantive conflict, passionate conflict and social conflict (Comans, 2016; Dorgan, 2013; Judson, 2015). Substantive conflict shows up when an essential difference emerges between the two associations at a central level (Judson, 2015). Emotional conflict happens when individuals from various associations respond on an enthusiastic level – out of dread, desire, or envy (Judson, 2015). Cultural conflict depends on social needs and wishes, and these conflicts are frequently the consequence of misconception and stereotyping (Comans, 2016; Dorgan, 2013; Judson, 2015). Organizational struggle regularly can be settled through intercession and recognizing social contrasts (Dorgan, 2013). A few conceivable routes exist for settling every kind of conflict (Judson, 2015). An administrator needs to recognize the introduction of the conflict he/she is managing have before thinking of a determination methodology (Judson, 2015).

### **Introductions to Conflict: Constructive or Destructive**

For decades, higher education administrators had been educated to view conflict just as a negative compel (Fair & Garrison, 2016). Two unique introductions to struggle have advanced: practical and inoperative (Anderson, 2015; Jimmerson, 2012). Useful type of conflict, or helpful conflict, underpins the objectives of the organization and enhances its execution (Jimmerson, 2012; Nabors, 2014). Useful conflict may really empower more prominent work exertion and assignment execution. One of the primary advantages of productive conflict it is that it allows its

individuals to recognize the issues and see the open doors (Jimmerson, 2012; Nabors, 2014). It can rouse to new thoughts, learning, and development among leaders in higher education (Jimmerson, 2012; Nabors, 2014). At the point when people take part in valuable conflict, they can take in more about themselves as well as other people. Also, it can enhance connections among individuals, since when two sides take a shot at settling a contradiction together, they feel that they have commonly achieved something (Jimmerson, 2012; Nabors, 2014). Such introduction to struggle can for the most part be found in US in interpersonal correspondence writings (Fair, 2016). Conflict is an important renegotiation of a suggested contract – a redistribution of chance, arrival of strain, and recharging of connections (Hammer, 2014). The main suspicion implies that in spite of the fact that conflict is a confounded procedure, it can fortify connections (Hammer, 2014; Jimmerson, 2012). On the off chance that the conflict is overseen effectively, it will prompt to more grounded, more advantageous and all the more fulfilling relationship. For this situation conflict additionally expands cohesiveness of employees. With reference to the second and third suspicions the primary thought is to perceive struggle as quickly as time permits and work through it beneficially (Dorgan, 2013). Alluding to broken conflict, it is accepted to be damaging. Such type of conflict more often than not obstructs hierarchical execution and prompts to diminish profitability. Contending singular interests abrogating the business' general advantages describe this conflict introduction. Chiefs withhold data from each other. Representatives damage others' work, either purposefully or through unpretentious, conflict motivated lack of engagement in collaboration (Fair & Garrison, 2016). The contrasts between these two sorts of conflict are not in their sources but rather in the way in which each of them is communicated. In useful conflict, every employee opposes assaulting the other. Rather, both sides partake in astute examination. They hear each out other's perspective,



and attempt to discover commonly helpful arrangements. By complexity, in useless conflict both sides are included in showdown, which doesn't prompt to any useful arrangement (Whetten and Cameron, 2012).

### **The Conflict Procedure**

Conflict is a procedure in which one employee proposes that its advantages are being restricted by another employee. When in doubt individuals see just the noticeable piece of conflict – furious words, activities of restriction. This is just a small aspect of conflict process (Dorgan, 2013). The conflict procedure comprises of five phases: Potential restriction or Incompatibility; Cognition and personalization; Intentions; Behavior; Outcome.

### **Nature of Conflict: Healthy or Unhealthy Conflict in Organizations**

As pointed out by Longale (2015) the likelihood of conflict happening in the association could be moderated through sufficient employment definition, nitty gritty determination of connections among positions, cautious choice of individuals to fill positions, and intensive preparing of individuals once they had been allocated. Later analysts have seen conflict as a pre-essential of developing association, connecting contrasts of conclusion a need for advancement and imagination (Comans, 2014; Johnson, 2015). Analysts have referred to other useful parts of conflict in the association, proposing that event of conflict helps the administration in distinguishing proof of deficient working of the procedures or individuals (Jedson, 2015). So to abridge it can be expressed that conflict in the work environment serves as a pointer, distinguishing the failing frameworks inside an association, helping us in their recognizable proof and alarming us to deliberately find a way to oversee it adequately. Struggle has the ability to change imperative parts of the association, for example, reward or asset portion and managerial assignment. It's not just the presence of conflict that can prompt to such changes. It

relies on upon the size of the conflict that what kind of changes will happen as a consequence of it and which regions will be affected by it (Hammer, 2014). The purpose of this examination is not to make a rundown of its points of interest, but rather to stress that conflict is not generally broken and it can be of significance on occasion. By and by, the exchange draws consideration towards the prospect that accepting conflict as a practical piece of individuals and procedures depicts an incomplete part of this marvel (Anderson, 2015; Comans, 2016; Hammer, 2014). Conflict under specific conditions is esteemed as valuable and worthy inside the associations. In any case, the employee standards figure out whether the conflict is seen as alluring or something unfavorable that should be removed (Dillard, 2016). Dillard (2016) has offered assist hypothesis for the way of conflict as being utilitarian or harming for the association. It has been contended that conflict can bolster association in moving towards development, however, such speculations depict it as a naturally helpful component for the association. It has been further expressed that the useless parts of conflict have a tendency to have a more significant impact on the employees and groups at the work environment when contrasted with utilitarian perspective. In light of this conclusion, Dillard (2016) has again raised questions about the suppositions specialists and hierarchical administration had about the positive effect of work environment struggle.

### **Dimensions of Conflict**

An ordinarily utilized model to comprehend conflict sorts concentrates on interpersonal, intergroup and intragroup conflict inside the work environment (Johnson, 2015; Dorgan, 2013). Different models of conflict have received an alternate point of view to this wonder. Rather than constraining their viewpoint to the course of conflict inside or outside the employee, specialists have dove into more non-specific models of conflict (Gutierrez 2016; Radford, 2016). A resultant yield is the characterization of full of feeling and substantive conflict, additionally

alluded to as relationship and assignment struggle (Schouler, 2016; Pellington, 2013). These types of conflict are observed to be appropriate on both inside employee and between employees setting in the association. As per Percy and Shegog (2016), full of feeling conflict emerges when confusion happens in the passionate experience of at least two representatives. Then again substantive conflict is identified with the authoritative procedures, where workers may encounter difference as far as the routes in which particular hierarchical errands can be performed.

Assignment struggle can be showed in situations when colleagues get diverse headings from various divisions (Percy & Shegog, 2016). The workers may need to face guidelines from their manager and other departmental heads, which tend to be contradictory. At times, colleagues hold distinctive sentiments about the method for playing out the allotted undertakings (Jimmerson, 2016; Schouler, 2016; Pellington, 2013). It gets to be hard to distinguish what perspective is the most appropriate one in light of the current situation as the errand struggle may grow into full of feeling one because of incorporation of negative feelings. Johnson and Reynolds (2016) have recognized the interconnectedness of various measurements of conflict. From a valuable viewpoint, assignment struggle improves innovativeness, individuals get substitute thoughts for the job that needs to be done, it animates dialog and helpful input from the employees is probably going to stream in, so thus the employee performs better. It has been watched that accessibility of fluctuated points of view helps the work environment groups to offer better profitability as the information of various representatives is absorbed to play out the assigned undertakings (Williams & Baker, 2016). Jedson (2015) affirmed that direct level of substantive conflict can have valuable ramifications for the work groups as the colleagues are urged to guess the distinctive thoughts, participate in intellectual investigation of the accessible alternatives and work towards achieving a commonly concurred conclusion. Jedson (2015) has upheld this

thought by belligerence that nonattendance of substantive conflict may deny the colleagues of the required subjective incitement. Conflict should be viewed as that an abnormal state of errand struggle can make obstructions in the powerful working of the group. To summarize, regardless of the possibility that assignment related conflict has focal points, it can move from one measurement to the next, acquiring the negative impacts with that change. As noted before, assignment struggle can transform into relationship conflict if the reactions created by the distinctions of feeling movement towards negative emotionality. The criticism a employee part gives to another might be gotten with threatening vibe, subsequently delineating sentiments of aversion among the beneficiary. Besides, impression of the criticism as a sign of individual abhorrence can advance increases the loss of employee working. Relationship conflict is connected with various negative results, for example, loss of profitability, breakdown of employee solidarity, poor execution of workers and so forth (Schouler, 2016). At the point when a conflict is activated by negative emotionality of a group of employees, the work groups are probably going to continuously deteriorate as the emphasis on a representative's shifts from errand fruition towards disconnected issues (Schouler, 2016). In the event of relationship or full of feeling, conflicted individuals frequently stress the need to address individual assaults coordinated at them and react to dangers from other employees (Pellington, 2013). Moreover, relationship struggle may give the colleagues a reason for concentrating on improving their own energy and overwhelming the basic leadership handle. Full of feeling or Relationship struggle is a perplexing phenomenon as different elements can trigger or restrain its nearness in a work group. Brown (2012) has recognized workgroup "fault lines" as a key component, which advances conflict among the employee. Since individuals relate themselves with the subgroups inside a bigger work group, this affiliation can bring about issues, for example, preference

towards a few individuals from the employee. As a result, the representatives encounter full of feeling conflict inside the group. Fault lines can blend negative sentiments of one work group towards another, prompting to intergroup struggle (Anderson, 2015; Jedson, 2015). A couple of the feasible results of relationship conflict is diminishing level of trust, expanded feeling of hatred and elevated level of disappointment. According to Jedson (2015), the third measurement of conflict is additionally apparent in the writing, is procedural or prepares conflict, which involves the distinctions of feeling relating to the dispersion of work obligations. Inside the setting of procedural conflict, the employees may wrangle over which undertaking ought to be performed by whom, advancing alternate points of view (Jedson, 2015). It has been further contended that complex nature of work environment techniques and nearness of bureaucratic hierarchical structure may improve the odds of such procedural conflict (Johnson, 2015). However, distribution of work obligations can offer ascent to conflict among work groups, the administration keeps on utilizing the devices of occupation pivot and employment advancement to expand the level of inspiration of the representatives. This demonstrates procedural conflict doesn't convey as harming results as emotional conflict (Schouler, 2016). By and by, conflicts over employment obligations can reach out past straightforward procedural examination, moving towards individual based conflict, along these lines activating full of feeling conflict (Schouler, 2016). In actuality, procedural conflict can help the employees in recognizing the individual occupation fit inside the employee, contemplating the different points of view. There is a probability that one measurement of conflict is harming while the other one indicate era of various thoughts, along these lines encouraging explanatory intuition among representatives (Jedson, 2015; Radford, 2016). Because of this suggestion, administration keeps on survey struggle in a positive and a negative structure. A fascinating thing to note here is that distinctions

of conclusion are supported, yet a generous measure of accentuation is set on conflict determination too (Radford, 2016). The double reaction to authoritative conflict can be credited to the multi-dimensional nature of conflict in the working environment. Since full of feeling and substantive conflict have diverse effect on the work aggregates, the administrative recognition and reaction towards these conflict sorts differs. A lot of research in the space of hierarchical conflict has been fixated on the individual components and their commitment in making, keeping up and improving conflict inside an association (Radford, 2016). Assignment conflict then again has not got a similar level of consideration from the researchers. Undertaking conflict principally is seen as a contradiction identified with the final product of the hierarchical procedures (Thomas, 2013; Veazy, 2014).

### **Components of Intragroup Conflict**

Jedson (2015) has made a critical commitment by recognizing the nearness of four parts of intragroup conflict: negative emotionality, significance, adequacy and determination potential. These parts are not just identified with the setting of intragroup conflict, however can be connected on interpersonal and intergroup conflict inside the work environment. Negative Emotionality: Researchers have understood that felt and communicated feelings by employees can assume an essential part in the event, continuation and determination of conflict (Jedson, 2015). At the point when bunch individuals are overwhelmed by negative feelings, their cognizance and conduct mirrors a similar cynicism. Thomas (2014) declared that negative feelings can hamper sound thinking processes about the people in the work group, in this manner representing the harming results of pessimistic feelings on basic leadership abilities. Nabors (2014) upheld these discoveries by demonstrating that enthusiastic encounters of employees amid conflict decide the relative simplicity with which the conflict can be tended to. The way to

conflict determination can get to be troublesome if the representatives encounter an abnormal state of negative feelings. The reasons why full of feeling or relationship conflict hampers profitability of the representatives is that the specialists concentrate on agonizing over the conflicts as opposed to putting their time in dealing with their work obligations. Also, concentrating on the enthusiastic part of associating with others brings about diminished utilization of scholarly system for managing the circumstance. If individuals decipher a employee's criticism as an individual assault, and if that translation is exacerbated with negative emotionality, the resultant conflict can be a harming one. Passionate part is additionally present in errand and process conflict, in any case, its negative impact is insignificant as people are more centered on fulfilling their assignments. Regardless, contradiction about playing out an errand in a particular way can clear the way for negative emotionality which thusly moves the conflict towards relationship based difference (Wojick & Carson, 2014; Schouler, 2016). For instance, a group pioneer encounters antagonistic feeling when colleagues do not acknowledge his thought and an option choice is proposed. This threatening vibe if dies down can have no significant effect on employee profitability. Despite what might be expected, if this outrage transforms into disdain towards colleagues, the pioneer can understand and express negative feelings towards the partners, paying little heed to their commitment in the group. The aim of negative enthusiastic expression will be to pick up a sentiment control inside the employee, which is an indication of fundamental relationship conflict. Another measurement of conflict is significance, which is viewed as the degree or size of a conflict (Wojick & Carson, 2014; Schouler, 2016). The significance of the conflict is not just dictated by the quantity of individuals required in the issue but at the same time is affected by the position of those people and additionally the conceivable results of the conflict for the association (Schouler, 2016; Whetten & Cameron, 2012; Wojick &

Carson, 2014). Undertaking, relationship of process conflict, which is positioned low on the measurement of significance, proposes that the result doesn't have extreme effect for the work groups and associations (Barkley & Mabry, 2016; Schouler, 2016). Then again, if a conflict is put at a more elevated amount of significance, such a choice emerges out of the traverse of impact the conflict can have for workers and the association in general (Jedson, 2015). Minor issues are not given a considerable measure of consideration, while the conflicts which are given higher level of significance because of abnormal state of danger of hierarchical disappointment they convey are managed due ingenuity (Jedson, 2015).

The adequacy as a part of conflict alludes to the standards held by the individuals from a work group or representatives of an association, which make a qualification amongst satisfactory and inadmissible practices for the faculty (Jedson, 2015; Schouler, 2016). In the event that if an employee urges its individuals to talk about their grievances, looking for answer for the negative sentiments of various employees, the colleagues are probably going to take part in these practices (Anderson, 2015; Barkley & Mabry, 2016; Radford, 2016; Troy, 2016). Supporting the individuals in offering their sentiment to advance dialog in the employee can be a case of employee standard which can encourage errand or process struggle (Radford, 2016; Troy, 2016). Worthiness of assignment struggle can offer ascent to an association culture that permits the representatives to participate in dynamic talk about the diverse method for taking care of their work duties (Troy, 2016). Besides, authoritative standards, which recommended that conflict was something to be debilitated, incidentally, pushed the work force to investigate at their errand conflict as something unfavorable (Hammer, 2014; Littleton, 2013; Radford, 2016; Schouler, 2016). Thus workers attempted to maintain a strategic distance from open examination about various feelings and abstained from acting in conflicting ways (Hammer, 2014; Jimmerson,



2012). Thusly it demonstrates that the employee standards decide the example in which the conflict is communicated, the kind of conflict that develops and the procedure through which it is settled (Jimmerson, 2012; Schouler, 2016).

### **Determination Potential**

The likelihood of the difference to be settled effectively is another segment of the conflict (Fair, 2016). Conflict determination procedures can contrast starting with one employee then onto the next (Fair, 2016; Johnson, 2015). Besides, the individual qualities and ascribes offer ascent to variety in the peace making approach. Fair (2016) demonstrated that representatives in an association can give diverse answers for a particular conflict. There are sure sorts of the conflicts which are regarded as having a high capability of effective determination (Fair, 2016). For example, handle conflicts can be tended to without hardly lifting a finger (Jedson, 2015), while relationship or full of feeling struggle is more many-sided in nature making it hard to totally alleviate its nearness (Remmington & Mason, 2015).

Conflicts of more noteworthy significance, for example, difference about business determination of a reasonable business level procedure among top power are seen as having low determination potential (Radford, 2016). Conflicts of low significance and emotionality were regularly seen as more promptly resolvable than high-feeling, high significance conflicts, paying little mind to struggle sort. Jedson (2015) has recognized few of the key components, which decide the determination capability of a difference. The identity qualities of the general population required in the conflict, the elements of the employee and the nearness of different segments of the conflict including significance, emotionality and agreeableness influence the potential for conflict determination (Jedson, 2015; Johnson, 2015; Remmington & Mason, 2015).

Jedson (2015) has validated this thought by stating that in associations where work groups have low level of process conflict. According to Gutierrez (2016), the general yield of the group is better when contrasted with work gathers that are presented to infrequent process conflicts. Jedson (2015) has demonstrated that the accomplishment of the work employees was fundamentally determined by the nearness of medium level of undertaking conflict, while the procedure struggle was insignificant. It ought to be noticed that the parts of intragroup conflict talked about above impact the work yield of individual representatives and work groups (Dillard, 2016; Jedson, 2015). Scientists have proposed that the relationship between assignment struggle and yield of the representatives goes past the basic direct one (Dillard, 2016).

Actually, the nearness of some level of assignment conflict might be expected to guarantee that the workers keep up enthusiasm for the occupation and utilize their intellectual abilities to handle the employment duties (Drayton & Ulrich, 2015; Pellington, 2014). The nearness of relationship conflict close by the assignment struggle can bring about decrease in the yield of representatives and work group. Bunch standards that urge the workers to take part in some level of assignment conflict appear to have a higher level of usefulness when their individuals experience undertaking struggle (Drayton & Ulrich, 2015). The same is not the situation for relationship conflict as its nearness and adequacy means that troublesome association between employees. In light of this thought it can be surmised that ideal performing employees will have direct level of errand struggle with slightest impact of emotional contradiction (Drayton & Ulrich, 2015; Johnson, 2015; Pellington, 2014). Moreover, amasses that can give ideal execution are portrayed by the standards that bolster the nearness of undertaking struggle, while debilitate the utilization of negative feelings to manage the employees. Writing audit demonstrates that specialists have situated conflict as something

helpful (Jedson, 2015; Johnson, 2015; Schouler, 2016), the unsafe effect of unconstructive conflict can't be ignored either. Issues, for example, abnormal state of negative feelings can decrease the specialist's level of efficiency, driving the employee towards breakdown and poor execution. Formed conflict models have been produced on the premise of the writing audit, delineating the sorts and parts of hierarchical conflict.

### **Conflict Models**

**Conflict Model I – Potential Restriction or Incongruence.** This stage incorporates conditions that can make open doors for struggle to emerge (Aylward, 2013). The causes on the other hand sources, of conflict have been partitioned into three classes: Interchanges, Structure, and Individual Variables.

***Interchanges.*** The term interchanges comprises of various words and undertones. Lacking trade of data and clamor in correspondence channel can be the explanations behind conflict (Aylward, 2013; Pellington, 2014). In this way, either an excessive amount of or too little interchanges can be the establishment for struggle and conflict.

***Structure.*** The term structure incorporates such factors as size, level of specialization in the undertakings allotted to employees, jurisdictional clarity, part objective similarity, initiative styles, remunerate frameworks and the level of reliance between bunches (Aylward, 2013; Pellington, 2014). Above all specialization and size empower struggle. On the off chance that a employee is huge, there is more prominent plausibility that exercises will be more specific, in this manner there are more possibilities that could prompt to conflict (Aylward, 2013; Pellington, 2014). Moreover, a high turnover and youthful individuals can detail the reason for another conflict.

***Individual Variables.*** Individual factors incorporate an individual esteem framework that each individual has (Aylward, 2013). Certain identity sorts, for example, tyrant and overbearing, can make a struggle. There is another variable in the investigation of social conflict - contrast in esteem frameworks (Aylward, 2013; Pellington, 2014). Esteem contrasts can clarify differing issues, for example, bias differences over one's commitment to the employee and rewards one merits.

**Conflict Model II - Cognition and Personalization.** In this progression conflict issues ought to be characterized. Parties choose what the conflict is about and feelings assume a noteworthy part in making observations (Aylward, 2013; Pellington, 2014). The parties then utilize their own emotions and personal feelings to make the involved employees cognizant of their actions.

**Conflict Model III - Intentions.** Expectations can be depicted as interceding between individuals' discernment and feelings furthermore, their plain conducts (Pellington, 2014). With the assistance of two measurements - helpfulness (the level of ability of one employee to fulfill the other party's interests and decisiveness (how much one party needs to fulfill its own advantages) five conflict taking care of goals were distinguished.

***Competing (decisive and uncooperative).*** When one individual needs to fulfill his or her own advantages in spite of the effect on alternate employees required in the conflict, this individual is contending (Pellington, 2014).

***Collaborating (emphatic and helpful).*** The circumstance in which the involved individuals of the conflict are craving to completely fulfill the worries of the considerable number of those involved (Aylward, 2013; Pellington, 2014). In working together the employees attempt to take care of the issue by illuminating contrasts instead of by obliging different

perspectives. For example, a win-win arrangement is when both sides can achieve their objectives (Aylward, 2013).

*Avoiding (unassertive and uncooperative).* Avoiding happens when the individual finds out about a conflict yet chooses to pull back from conflict (Pellington, 2014). An illustration can disregard a conflict and maintaining a strategic distance from individuals with whom a man opposes this idea (Aylward, 2013; Pellington, 2014).

*Accommodating (unassertive and agreeable).* Keeping in mind the end goal to keep up a relationship, one employee is prepared to put another employee's advantages over its own particular advantages (Aylward, 2013).

*Compromising (midrange on both self-assuredness and helpfulness).* The circumstance when every employee will surrender something (Aylward, 2013). For this situation there is no victor or washout. Parties acknowledge the arrangement where interests of them two are fulfilled (Aylward, 2013; Pellington, 2014). Expectations characterize every employee's motivation. A few people need to win, some need to discover a commonly helpful arrangement. Individuals pick intension as indicated by their demeanor to the circumstance (Pellington, 2014).

**Conflict Model IV – Progression.** In this progression a conflict gets to be obvious, therefore individuals typically tend to concentrate on this stage (Aylward, 2013). Amid this stage conflicting employees make articulations, activities and responses. These conflict practices are connected by the employees to execute their expectations. There might be a few erroneous conclusions or an untalented authorization now, which is the reason clear practices may contrast from unique expectations (Aylward, 2013). The stage IV is a dynamic procedure of connection. All conflicts are found along this continuum. The most minimal level of continuum speaks to conflicts with exceptionally controlled types of goal that have aberrant character (Aylward,

2013). At that point struggle moves upward along the continuum until they turn out to be exceptionally damaging. When in doubt, practical conflicts can be distinguished on the lower scope of the continuum (Aylward, 2013).

**Conflict Model V- Outcomes.** Every conflict has its outcomes. There are two sorts of results: useful and fragmented (Aylward, 2013). Conflict is productive when its impact is certain (Anderson, 2015; Aylward, 2013). It enhances and recreates inventiveness and advancements, empowers intrigue and interest, subsequently it enhances the nature of choices furthermore, the adequacy of an employee (Aylward, 2013). Useful conflict is extremely useful for mindless compliance as it challenges the present state of affairs and in this way can impact on the production of new thoughts (Aylward, 2013).

### **Conflict Auxiliary Factors**

There are eight auxiliary parts of an association that are perceived as the reasons for conflict: specialization, basic assets, objective contrasts, association, power connections, status contrasts, jurisdictional ambiguities, and parts and desires. Specialization Employees have a tendency to wind up experts in a specific occupation or to get general information of many errands. On the off chance that most workers in an association are experts, it can prompt to conflicts since they have little information of each other's employment duties (Aylward, 2013). For example, a secretary at a camera repair store says that the camera can be repaired in 60 minutes. Truth be told, the repair will take a week, the secretary doesn't know much about expert's employment and in this manner he can't give a sensible due date when the camera will be prepared. This circumstance can prompt to a conflict between the assistant and the specialist.

### **Common Resource**

In many work circumstances, we need to share assets. The scarcer the asset in the organization, the more noteworthy the possibility for a conflict circumstance. Asset shortage prompts to a conflict on the grounds that every individual that requirements a similar asset fundamentally undermines other people who seek after their own particular objectives (Aylward, 2013). Restricted assets may incorporate cash, supplies, individuals, or data (Aylward, 2013).

### **Interdependence**

Probability of conflict typically tends to increment with the level of errand reliance (Aylward, 2013). At the point when a man needs to rely on upon another to finish his undertaking, it gets to be simpler to accuse an associate when something turns out badly. Generally speaking, reliance exists when colleagues must interface during the time spent work and get results, which rely on upon the execution of others (Aylward, 2013).

### **Authority Relationships**

In many organizations there is a basic pressure amongst directors and representatives on the grounds that the vast majority don't care for being told what they need to do (Somaya & Dellington, 2014; Whetten & Cameron, 2012). It is watched that extremely strict supervisors regularly have conflicts with their workers. In numerous associations directors have benefits (adaptable hours, free individual long-remove calls, and longer breaks), which are denied to different representatives (Whetten & Cameron, 2012). In the event that one needs to know who is truly imperative in the association, simply watch the signs in the parking garage and look for the separation between the stopping and the workplace building; the greater the sign and the nearer to the building, the higher the status of the occupant. Sometimes individuals attempt to

take part in conflict to build their power or status in an association (Somaya & Dellington, 2014; Whetten & Cameron, 2012; Zelizer, 2015).

### **Jurisdictional Ambiguities**

At the point when the lines of obligation in an association are dubious then jurisdictional, ambiguities appear (Whetten & Cameron, 2012). Representatives have an inclination to pass undesirable duties to someone else when obligations are most certainly not unmistakably expressed (Zelizer, 2015). In this circumstance point by point sets of expectations can push representatives to kill jurisdictional ambiguities and accordingly to maintain a strategic distance from conflicts (Somaya & Dellington, 2014; Whetten & Cameron, 2012; Zelizer, 2015).

### **Roles and Expectations/Individual and Personal Factors**

A part of roles and expectations that it contains a conduct that is normal from an worker (Zelizer, 2015). Each worker has at least one parts in the association. These parts incorporate such components as occupation title, depiction of obligations, and assertions between the representative and the association (Whetten & Cameron, 2012; Zelizer, 2015). Director subordinate conflict can result when the subordinate's part is not unmistakably decided and every employee has a diverse comprehension of that part (Whetten and Cameron, 2012). Individual components that can prompt to authoritative conflict are aptitudes and capacities, identity conflicts, recognitions, assorted qualities, and individual issues (Zelizer, 2015).

### **Skills, Abilities, and Personality Conflicts**

The individuals from offices or work groups have diverse levels of aptitudes and capacities (Whetten & Cameron, 2012). For example, conflict can show up when a worker with great experience must work with an amateur who doesn't have enough pragmatic information. Identity conflicts happen all the time in the working environment (Radford, 2016; Whetten &



Cameron, 2012). One of the troublesome identity characteristics is abrasiveness (Littleton, 2013). This sort of individual is regularly persevering and accomplishment arranged, however basic and harsh toward sentiment others (Jimmerson, 2012; Littleton, 2013; Nabors, 2014). Other identity characteristics that can support struggle are lethargy furthermore, tattling. An identity struggle can be an outcome of contrasts in identity, dispositions and convictions. A few people basically don't get along or don't see things also or simply have distinctive impression of circumstances (Whetten and Cameron, 2012; Radford, 2016). There are five identity measurements that influence business related conduct and employment execution:

**Conscientiousness.** Individuals are watchful, tried and true, self-restrained. Individuals with low honesty are reckless, more scattered, and flippant (Aylward, 2013; Whetten & Cameron, 2012). High conscientiousness workers have an abnormal state of hierarchical citizenship and when in doubt give great client benefit.

**Agreeableness.** It incorporates such qualities as polite, genial, empathic, and minding (Aylward, 2013). Workers with abnormal state of suitability tend to handle client relations and resolve conflict circumstances all the more viably (Whetten & Cameron, 2012). The general population with low pleasantness can be uncooperative, irascible, and bad tempered.

**Neuroticism.** For this situation individuals have an abnormal state of nervousness, threatening vibe, discouragement and reluctance (Aylward, 2013). Concerning individuals with low neuroticism, they are balanced, secure and quiet.

**Openness.** Individuals have a tendency to be delicate, adaptable, inventive and Inquisitive (Aylward, 2013). Individuals with low level of openness to experience are typically impervious to change and, less open to new thoughts.

**Extroversion.** A social butterfly individual could be portrayed as friendly, not on edge, also, amiable self-assured. The inverse of extroversion is inner-directedness, these individuals are bashful, stopped, and mindful, and they guide the enthusiasm to thoughts than to social occasions (Aylward, 2013).

### **Diversity**

Assorted qualities are an assortment of individual contrasts and similitudes, which exist among individuals (Anderson, 2015; Aylward, 2013; Comans, 2016). This term applies to the arrangement of individual contrasts that make individuals unique in relation to and like each other (Comans, 2016). Workers can be contrasted and seashells from the shoreline; they arrive in an assortment of shapes, sizes, what's more, hues (Dorgan, 2013; Hammer, 2014). Lee Garden Swartz and Anita Rowe, the individuals from the differences master's group, recognized four layers of differences that aid in deciding in various alternatives that individuals demonstrate that identity is in the central area of the differing qualities hover as it speaks to stable attributes, that are in charge of individual character (Hammer, 2014; Whetten & Cameron, 2012). The second layer incorporates inward measurements, which speak to essential measurements of differing qualities. The third layer of differing qualities comprises of outside impacts (Hammer, 2014; Darwin, 2016; Dorgan, 2013). They speak to the auxiliary measurements of differing qualities. It involves singular contrasts that employees have control over. It can impact a higher education employee's judgments, performance, and demeanors (Aylward, 2013; Hammer, 2014). The last layer of assorted qualities comprises of hierarchical measurements, for example status, work title, capacity and work area (Aylward, 2013). The foundation of quarrels among workers in educational organizations can be contrasted in age, social foundation, morals, and qualities. For example, a long-serving worker who feels faithful to the association may have conflict with a

youthful newcomer who sees the association as a venturing stone in his future profession (Whetten & Cameron, 2012).

### **Theoretical/Conceptual Framework**

It has been demonstrated through research that there are three principle sorts of conflict: conflict in view of the work procedure, how work is performed and commitment of group parts and obligations (Kutzberg & Mueller, 2005). The second type of contention is the relationship-based conflict, where connections and association between colleagues are the source. At long last the third frame is the assignment-based conflict where contradictions about the work errand itself causes the issue. There is a straight relationship between group execution and undertaking based conflicts, research has brought up that at times assignment based conflicts can really be useful (Kutzberg & Mueller, 2016; Sedina, 2016; Zelizer, 2015). Kurtzberg and Mueller (2016) revealed that procedure based and relationship-based conflict just can effectively affect group execution. The positive commitment through undertaking based conflict is as the advancement and disclosing of alternate points of view, which could invigorate development and inventive considering. The conceivable negative impacts of a contention are subsequently dependably a danger. As indicated by Kurtzberg and Mueller (2016) mental effects and colleague connections are at all times extremely defenseless. Kurtzberg and Mueller (2016) contend, it is hugely troublesome for people to stay objective around a circumstance when they feel that others are deviating, or dislike their purpose of view.

An alternate point of view on conflict and presents an alternate arrangement. The primary conflict structure is called irreconcilable circumstance and concerns issues amongst individuals and their interests (Kurtzberg & Mueller, 2016). Subjective conflict is the second shape, which emerges through individuals having distinctive perspectives on things. The third and last shape is

called esteem conflict and happens through contradictions concerning distinctive qualities or desires.

A few parts of the structure of the college work environment may empower it to endure more uncertain conflict than different working environments (Rimmer, 2014). Employees have a high level of independence over their instructing and inquire about, and may do quite a bit of their work alone. Divisions and schools inside a school are inexactly coupled with each other, and can settle on numerous choices about their operation without influencing different offices or capacities on grounds (Rimmer, 2014; Klingel & Maffey, 2016; Kurtzberg, 2016). Scholastics who have employer stability and work in an office with frail intra departmental binds can regularly stand to withdraw behind their office entryways when conflicts emerge with their companions (Sedina, 2016).

The college society can likewise encourage resilience for specific sorts of contentions that don't achieve a rapid conclusion (Klingel & Maffey, 2016). Arrangement conflicts are a decent illustration. Shared administration arrangements at numerous open universities energize collegiality and discussion and there are regularly various employees accessible for raising approach issues (Rimmer, 2014). Another element that can add to this resilience is that college experts frequently invest decades at the same foundation where they have grown profound binds to their encompassing groups (Sedina, 2016). This can rouse a fall back on toleration when in doubt theory. In any case, the elements of college culture that make it conceivable to settle on a truce can likewise make determining or overseeing intense or obstinate conflicts between associates more troublesome (Rimmer, 2014; Sedina, 2016). The points of confinement to higher education's resistance of conflict turned out to be particularly clear amid the 1960s and 1970s,

when schools and colleges the nation over saw an ascent in understudy, and some of the time personnel, dissents (Klingel & Maffey, 2016).

Disagreements about equivalent pay, race relations, educational programs substance, and hostile to war dissents emitted on grounds the country over (Klingel & Maffey, 2016; Sedina, 2016). Because of Universities are work environments where conflict is a fundamental part of the fabric of hierarchical life, the components of college culture that make it conceivable to settle on a truce and can make determining unmanageable conflicts between companions more troublesome (Klingel & Maffey, 2016). Schools and colleges, responding to this rising social agitation, frequently swung to inside human asset experts to determine strains on grounds. Staff unions began shaping at some state colleges in the 1970s, including more formalized grievance techniques for livelihood debate (Klingel & Maffey, 2016).

Extra Alternative Dispute Resolution procedures, for example, the ombudsman office, and the scholarly office dedicated to conflict determination, were conceived at numerous state funded colleges in the 1980s (Klingel & Maffey, 2016). All the more as of late, financial difficulties have constrained numerous state funded colleges to receive disliked measures, for example, combining offices, expanding showing loads, or taking out bolster staff (Klingel & Maffey, 2016). These progressions have put an alternate sort of a strain on the grounds environment, prompting or intensifying interpersonal conflict between companions. As one eyewitness takes note of, the same qualities of the college work environment that permits it to endure struggle in generally stable times, may not make it particularly all around prepared to handle high conflict between companions in times of belt-fixing: The way of life of higher education makes the opposition independence method of contention much excessively pervasive (Klingel & Maffey, 2016; Sedina, 2016; Rimmer, 2014). Personnel regularly work alone and in

this way fall into the independence mode. People, offices, and divisions are regularly informed that the prize structure is a zero-sum diversion; if office X gets another framework, office Y will not have the capacity to (Klingel & Maffey, 2016). Along these lines, a lot of higher education does not work in the agreeable, win-win mode.

### **Summary**

It is well established that conflict management in higher education is an important issue that tends to get overlooked due to the controversial attitude that higher education professionals have towards it (Anderson, 2015). It is so important because in any professional environment, clashes, arguments, disagreements, and conflict are inevitable and a proper system must be in place in order to handle those situations in the most effective manner. A conflict management system is a system that many organizations utilize to handle conflicts when they arise. In addition, an effective conflict management system will allow the affected parties to successfully resolve their issues with one another, and it will allow the office environment to be affected in a positive manner. Conflict is a very general term; however, there are many different types of conflict that affect higher education. There are helpful conflicts that actually help perfect conflict management systems and it encourages open-mindedness and it helps break down groupthink, which discourages open-mindedness and creativity.

HBCU leaders consider the use of conflict management beneficial to their departments (Rimmer, 2014). While research confirms that conflict management has a positive influence on HBCU departments, and institutions of higher learning in general (Dorgan, 2013), there are currently no theories that address the lack of collaboration and compromise in HBCU leader practice. The lack of collaboration and compromise has hindered the successful implementation of conflict management in HBCUS.

Research has improved our comprehension of the nature and segments of hierarchical clash and its impacts on employee execution (Aylward, 2013). It has been watched that not each episode of conflict is hurtful for an association. In any case, the segments of emotionality, agreeableness, the significance and determination potential can give knowledge into the potential mischief a contention can bring about to the employee execution and authoritative profitability (Comans, 2014; Fair & Garrison, 2016). The kind of contention decides the level of these segments, accordingly bringing about the expansion or decrease in representative execution (Gunvalson & Johnson, 2016). The transaction of these measurements in a way make a setting inside which the individuals from a work group communicate with each other, introduce distinctive assessments and move towards a commonly concurred game-plan (Dorgan, 2013). Then again, struggle settings (undertaking, process or relationship), which are set apart by high emotionality can be viewed as the equation for unmistakable debacle (Drayton & Ulrich, 2015). To finish up the examination, it can be expressed that a comprehension about the distinctive sorts of contention and the impact of its segments on employee profitability can permit the administration and group pioneers to choose how to seek after with strife taking care of. It can likewise help them in settling on choices about alleviating the event of negative clash in future, while augmenting on the useful capability of contention (Comans, 2014; Hammer, 2014; Klingel & Maffie, 2011; Percy & Shegog, 2016).

### **Chapter 3: Research Method**

Emerson (2016) discovered that the lack of collaboration and compromise in conflict management is one of the central issues in the practice of HBCU leaders. At the nucleus of these discussions surrounding conflict management in higher education are HBCU leaders who are given the responsibility to effectively implement conflict management. HBCU leaders are not widely practicing collaborating and compromising in their respective departments, which results in conflict management becoming ineffective (Emerson, 2016). This qualitative study's purpose was to observe and discover the perceptions of HBCU leaders regarding the lack of compromise and collaboration and to identify conflict management strategies and training needed to encourage the inclusion of these critical conflict management practices. A qualitative design was selected as the approach for this study (Yin, 2011). Quantitative research was inappropriate since there was no rooted component of evaluation accessible for statistical assessments (Yin, 2011).

Informative data regarding conflict management in HBCUs, and the lack of compromise and collaboration in HBCUs was used to support the study. Participants for the interviews were a sample of 10 HBCU leaders from two HBCUs in the state of Mississippi. The interview questions were open-ended in order to obtain current and unbiased data.

#### **Research Design**

Many HBCU leaders whose conflict management strategies are failing, enter leadership roles underprepared to properly implement conflict management (Emerson, 2016; Norris, 2016). To explore this growing population of HBCU leaders, a qualitative approach was used. Anderson (2015) mentioned that conflict management research should primarily focus on the holistic perception and experience of the individual in the field at hand, and one should always consider all aspects of the perception. Further, conflict management researchers have studied in detail the



familiarities, intentions, and views of the affected and learned to appreciate the world from the perceptions of those who are involved in the implementation of the conflict management (Anderson, 2015). Since the success of conflict management is important to HBCUs, it is necessary for HBCU leaders to focus on strategies that will improve conflict management outcomes (Comans, 2016; Dorgan, 2013; Emerson, 2016; Littleton, 2013).

The method used for this qualitative study was interviews. According to Anderson (2015), interviews aid the researcher in capturing the core of the interviewee's perceptions and acquire an understanding of the holistic experience. In order to grasp the deepness of the leaders' perceptions by placing the perceptions in plain view, qualitative interviews were used (Anderson, 2015). Acquiring HBCU leaders' perceptions through the conduction of interviews encompasses understanding the reactions, purposes, and views of their experiences (Anderson, 2015). Qualitative research from a procedural viewpoint helps to produce a visualization of the study via a practice of action and examination (Anderson, 2015; Dillard, 2016). This qualitative study was designed to understand HBCU leaders' perceptions to explore the lack of collaboration and compromise in HBCU leader practice. Four research questions guided the inquiry for this study:

- Q1** What conflict management strategies do HBCU leaders perceive to be associated with institutional success?
- Q2** What conflict management strategies do HBCU leaders believe are lacking in current practice by higher education leaders?
- Q3** What perceptions do HBCU leaders have regarding the research showing a lack of collaboration and compromise used to mitigate conflict?
- Q4** How do HBCU leaders perceive the benefits of conflict management training for implementing conflict management strategies?

Involvement and performance are two conjoined mechanisms of an experience, according to Moustakas (1994), with the individual or the group undergoing the experience. Acquiring the perception of HBCU leaders through a qualitative plan produces a stage for comprehension while exploring the lack of collaboration and compromise in HBCU leader practice. Anderson (2015) stated that qualitative research is utilized to investigate the inner perceptions of participants, to discover how implications are created and altered, to study capacities not yet methodically investigated, to uncover significant elements that later can be examined, and to pursue a complete and inclusive attitude to the study at hand. Therefore, the idea regarding the manner knowledge is discovered is recognized, because it allows the qualitative approach to be achievable for exploration in an HBCU (Din, Khan, and Bibi, 2016).

Approachability and constructivism are distinctly connected, and are concerned with the way the world seems to an individual from their viewpoint based on individual views and occurrences (Anderson 2015). From this viewpoint, utilizing a qualitative method of inquiry best assists investigating HBCU leaders' perceptions. Primarily, the well-known mission of qualitative interviewing for this specific study, according to Anderson (2015), was to understand the HBCU leaders' perspectives by conversing, interacting, interrogating, and responding. More importantly, through conversing with the HBCU leaders, the researcher will have the opportunity to meet other people, gain knowledge about their involvements, stances, opinions, and the world they live in (Anderson, 2015).

### **Population**

This study's target population was 40 HBCU leaders who were employed at two HBCUs in the Mississippi Delta. The locations selected for this specific study were two HBCUs in the Mississippi Delta. These HBCUs have been around since the early 1900s, and are state-operated

institutions. They have collective enrollment numbers of 15,000, with one of the HBCUs having more than one campus. The mission of these HBCUs is to give students the opportunity to acquire a quality and affordable education.

### **Sample**

To select a minimum of approximately 10 HBCU leaders in a methodical manner, the researcher utilized the purposive sampling method to participate in this study and meet specific criteria (Yin, 2011). Yin (2011) suggested that a sample size of at least 10 participants would suffice for this type of study. These participants were selected based on their rank of leadership within their institution. Through the participating sites' communication departments, recruitment materials were emailed. Purposive or criteria based selection was based on participants being HBCU leaders who were Director Level and above. The Office of Institutional Effectiveness for both HBCUs was contacted in order to acquire permission to interview the leaders at the institutions.

### **Materials/Instrumentation**

Qualitative research activities, with its assorted thoughts and various structures, are prevalent issues within the higher education community (Anderson, 2015). The research instrument was the interview protocol guide that included information that essentially guided the interview so that needed data can be collected. The interviews began with an initial review of the informed consent form, and the interviewer stated that for research purposes, the interview will be recorded. The interviews began with the demographic information and moved into the interview questions. The interview questions were open-ended to allow the participant to express him or herself directly and liberally (Yin, 2011). Interviews were advantageous to this study because they allowed for considerate and unguarded thoughts that lead to follow-up questions.

The interview questions were developed meticulously by utilizing the study topic as a guide. They were questions that allowed the participants to elaborate on their views of conflict management and the lack of collaboration and compromise in HBCUs. The reliability and validity of the interview questions were tested through the utilization of field tests.

### **Study Procedures**

The researcher was approved by the Northcentral University Institutional Review Board (IRB) to conduct the study. The data was collected for the study in interview rooms at the HBCU campuses on weekdays when the participants were free. The method of collection was the conduction of in-depth interviews in order to capture the opinions and perceptions of the participants. The participants were recruited through emails that were sent by the institutions' communication departments. Those who were interested in participating in the study responded to the email only if they met the requirements. To ensure that the interested individuals do actually met the requirements, they were asked if they met the requirements. A consent form was produced to distribute to the participants to acquire their permission to utilize them and their responses in the study. Trustworthiness was built by ensuring the participants that their confidentiality is guaranteed. The interviews lasted no more than 15 minutes in duration. The interview questions were open ended, and gave the participants the opportunity to give their perceptions of the lack of collaboration and compromise in conflict management practice within HBCUs. Only the researcher or individuals of the research team were able to identify the responses of the participants to ensure confidentiality and anonymity. Also, any personal identifiers of the participants such as name, age, degrees earned, position titles, department names, and department locations were not disclosed as well. The only risk associated with this

study was the potential for participants to drop out of the study before the study had been successfully completed. The data collected from this study was stored online once published.

### **Data Collection and Analysis**

Formless or qualitative data can be the substance for a broader lens through which to acquire leaders' perceptions in an HBCU. To classify, evaluate, and discover insights into qualitative data, the qualitative data collection process was managed through NVivo. NVivo is computer software that has the capacity to establish and manage data to deliver resourceful, efficient methods to help the data collecting process. This specific software program was built to save time, to form, store, and save data, and to disclose relations and provide support with the findings. NVivo will assist with the management of all the study's data.

Yin (2011) expressed that the system for gathering, arranging, and revealing is the establishment of assessing information, just like the coding procedure. As per Yin (2011), coding is the identifiers appointed to parts for suggestion and to portray or comprehend data gathered amid a review. Coding incorporates finding associated words or expressions given by the members in the meetings. Also, codes are words expressions and articulations, or possibly the entire passage expressed in the meeting. Coding grants these words and expressions to connect or join to develop some kind of suggestion. Given the upgrades in innovation, using NVivo to catch the heart of research was a plausible asset. This gadget has many advantages for the specialist, including the diminishing of manual undertakings, which can cause misconceptions or slip-ups in coding and investigating information.

### **Assumptions**

In qualitative research, the experience, preparing, and points of view are essential components of the initial process (Anderson, 2015). The proposed study had a few presumptions:

(a) the lack of compromise and collaboration is affecting conflict management in a negative way; (b) the researcher would know a portion of the members; (c) the researcher would not have a predisposition of any of the members as the researcher is a full-time employee at one of the HBCUs in the study; (d) the HBCU leaders the study have been prepared on conflict management; (e) the researcher has a sufficiently huge populace that meets the criteria to effectively complete the study; (f) the researcher has gone to one of the HBCUs involved in the study

### **Limitations**

The proposed study had several limitations: (a) The research was completed at two colleges in the Southern region of the United States. ; (b) the participant number may increase during the course of the study ; (c) the availability of the participants may fluctuate due to conflicting schedules; (d) in a qualitative study, when participants give their opinions, there is a possibility that the participants may tell the researcher what they think he wants to hear; (e) there is a possibility that the participants may become defensive or emotional regarding the subject material which could cause the participants to make untrue statements or give untrue opinions.

### **Delimitations**

Delimitations of concentrating and finishing this study in two HBCUs in the Mississippi Delta were essential with sources and time. In spite of the fact that the HBCUs have a bigger populace, the chosen number of people was small. In spite of the fact that the sample was small, the discoveries gave important data to enhancing future conflict management issues inside HBCUs.

## **Ethical Assurances**

Throughout this study, moral concerns were a noteworthy viewpoint since this study incorporates human subjects. Every moral issue was tended to if any happened while finishing this study. Any dangers and advantages identified with this study were precisely considered consistently. The essential worry of the researcher was the security of the greater part of the people who participated in the study. The procedures of this study did not begin until after the Institutional Review Board (IRB) of Northcentral University approved this study. Approval was received from all HBCU leaders who participated in this study. The HBCU leaders signed an informed consent form that obviously portrayed the reason, advantages, dangers, and the members' prerequisites for the study. The participants were provided with a description of their secrecy and right to decline cooperation in the study.

The five standards of the American Psychological Association were utilized to guarantee the best degree of moral thought while finishing this particular study. The five standards incorporated Justice, Integrity, Fidelity and Responsibility, Beneficence and Nonmaleficence, and Respect for People's privilege and Dignity. All measures were contemplated to guarantee the insurance of the welfare and privileges of every participant. All insurances were taken to limit risk and decrease conceivable damage of impact over individual, social, or hierarchical causes. These precautionary measures helped build trust to all participants in this study. Trustworthiness and accuracy amid the study was ensured by deliberately avoiding purposeful extortion or distortion of assembled data. The members' security were regarded and ensured by completing all measures to save the privacy privileges of every member. There were no demonstrations of victimization any members' race, incapacity, ethnicity gathering, or whatever other affiliations. The dissertation committee chairperson and other members of this study were fully aware of the

data collection procedures. All participants' information was confidential by being placed in lock and key file cabinets, pass codes, and passwords. The transcribed data was coded by using a number in the order in which the researcher gave written consent forms. The participants were reminded that accuracies in answering the interview questions are valuable and helpful to the study. Since the reliability can be a concern with gathering data, the compare and contrast method was used for patterns, themes, and subthemes for interview questions, casual conversations, and field notes to ensure reliability.

### **Summary**

The purpose of this study was to examine HBCU leaders' perceptions of the lack of compromise and collaboration and to identify policies and training needed to endorse the presence of these serious conflict management practices. This study utilized a qualitative, case study research design. Interviews and field notes were the foundations for data collection in this study. The measurement procedures concluded with a data examination that involved qualitative measures such as organization, categorizing, repetition, and thematic inquiry.



## **Chapter 4: Findings**

The purpose of this qualitative study was to explore conflict management in higher education by discovering the perceptions of 10 HBCU leaders regarding the lack of compromise and collaboration in HBCU leader practice. There were 5 HBCU leaders that were administrators at a community college, and the other 5 were administrators at a university. Both institutions are located in northern Mississippi. This study was created to attempt to identify strategies and training that may be needed to promote the inclusion of collaboration and compromise in HBCUs. This study provided an opportunity for HBCU leaders to share their own professional perspectives of conflict management strategies that have been utilized effectively to mitigate conflict within their institution. A qualitative study was adequate for this specific research study because the qualitative study is more suitable to meet the goals of the research, and it generates more credible data with limited biases and stereotypes (Yin, 2011). The chapter began with a description of the process involved in the data collection and analysis, a presentation of the data results tailored to the research questions, an evaluation of the findings, and a brief summary of the chapter.

### **Trustworthiness of the Data**

The utilization of the NVivo software to analyze data served to uphold the integrity of the research and created more confidence in achieving likely results or reducing the risks of bias in this study (Chenail, 2012; Creswell, 2013). The collection of data occurred through face-to-face interviews. The researcher took notes during the interviews and used a voice recording application on an Apple iPhone to record the conversations with the consent of the interviewees. Seven participants agreed to be recorded, and three participants did not agree to be recorded. Although the audio versions of the interviews directly downloaded into the NVivo software



## Results

Participants in the research study consisted of current HBCU leaders at a community college and a university in northern Mississippi, who were at least 21 years of age and held positions that included supervisory responsibilities. Thirty percent of the participants in the study were senior executives and seventy percent of the participants in the study were directors. The actual age of the participants in the study varied between twenty-seven and forty-five. Participants' seniority also ranged from four years to twenty years of administrative experience with higher education. Participation in this research study was strictly voluntary and none of the participants received compensation. The researcher contacted each participating college's Office of Communication and Marketing to request that the recruitment flyer be sent out to all administrative leaders through batch email process to ensure that the recipients only saw their own email address and no one else's. Interested leaders responded via email or via phone to confirm their interest in participating in the study. The researcher scheduled face-to-face interviews with 10 of the interested participants who met the requirements for the study. All the interviews took place on each the campus of each university between the morning and late afternoon, at the location that the researcher and the interviewee mutually deemed acceptable. The data collection did not occur until the Institutional Review Board approved the research. The interview contained questions directly related to the study and other matters designed to provide some insight into the field of conflict management in HBCUs. The researcher reported the data verbatim as a way to preserve the originality and establish the credibility of the data (Chenail, 2012). The data was analyzed utilizing as software program called Nvivo. The interview questions were designed to answer to the following research questions:

**Research Question One**

Q1. What conflict management strategies do you perceive to be associated with institutional success?

Collaboration and compromise were the two most mentioned conflict management strategies that the participants perceived to be associated with institutional success, even if the two conflict management strategies were paraphrased into their own wording. The participants answered the question based on their own professional experience with implementing conflict management within their respective departments at their institution.

Participant 0001 – Director of Academic Advising:

It's funny you ask that question because my department just came back from an educational conference where we learned about handling conflict within our department. We actually learned about five different types of conflict management strategies, and I noticed two of them in the title of your dissertation, which is actually what drew me to want to participate in the study. I believe collaborating and compromising are the conflict management strategies that are associated with institutional success.

Participant 0002 – Assistant Vice-President of Student Affairs:

The conflict management strategies that allow managers to prevent conflict through making all involved employees happy. In other words, ensuring that all employees are pleased is what will lead to institutional success.

Participant 0003 – Director of Career Services and Placement:

In my scholarly opinion, I believe that the use of all conflict management strategies can be associated with institutional success, because if all proper conflict management

strategies are utilized correctly at colleges and universities, then institutional success is definitely attainable.

Participant 0004 – Director of Procurement:

Institutional success and conflict management definitely can go hand-in-hand. Any of the strategies that recommend that employees come together solve conflict and strategies that recommend employees to reach mutual decisions are the main conflict management strategies that are associated with institutional success in my opinion.

Participant 0005 – Executive Vice-President/Chief Operations Officer:

I did a little research on conflict management strategies before I decided to participate in your dissertation study. I learned that there are five different conflict management strategies. I'll name them. You have accommodating, avoiding, collaborating, compromising, and competing. I perceive that accommodating, collaborating, and compromising are the strategies that can be associated with institutional success.

Participant 0101 – Project Director for Domestic Violence and Violence Prevention:

Any conflict management strategies that are effective in resolving conflict in higher education are the strategies that are associated with institutional success.

Participant 0102 – Director of Student Success:

Institutional success can be associated with various conflict management strategies. There are five different conflict styles when managing conflict. Out of the various strategies, I think the collaboration one is the one that is associated with institutional success.

Participant 0103 – Assistant Vice-President for Student Financial Services:

All conflict management strategies are important to reaching success in an institution; however, I believe that collaboration and compromise are actually the two conflict management strategies that will allow colleges and universities to acquire success.

Participant 0104 – Assistant Director of Financial Aid:

All conflict management strategies can be associated with institutional success.

Participant 0105 – Director of Student Activities:

Do you mean in my office? Like which ones would I use? I would have to say compromise and collaboration.

Table 1

*Themes Emerging from the Interview Analysis of Research Question One*

Number	Themes and sub-themes
1	Understanding conflict management
2	Understanding conflict management strategies
3	Understanding institutional success
4	Collaboration and compromise are associated with institutional success
5	Showing an interested attitude

### **Research Question Two**

Q2. What conflict management strategies do you believe are lacking current practice by higher education leaders?

The responses for this question are very similar to question one. Seventy percent of the study participants responded that conflict and compromise were the conflict management strategies that they believed are lacking from current leader practice. Through their responses, it is evident that these participants are knowledgeable of conflict management the associated strategies. The conversations were as if this study were perfect for the participants because of the way they engaged with me regarding this study through their verbose answers. A th

Participant 0001 – Director of Academic Advising:

To be honest, I actually believe compromise and collaboration are the two conflict management strategies that are lacking in current higher ed leader practice.

Participant 0002 – Assistant Vice-President of Student Affairs:

I think that more and more leaders are unsure of how exactly to implement conflict management. I think that they are lacking the skills that allow you to avoid any conflict that may seem to rise.

Participant 0003 – Director of Career Services and Placement:

From my own personal experience in the workplace, it seems like the conflict management strategies that deal with departmental employees working together and coming to an agreement to agree to disagree is lacking. I say that because many times employees become too prideful about working together and trying to help one another that it ends up causing conflict, or if there is already conflict, then it worsens it. Pride also gets in the way of employees coming to a mutual agreement. It causes them to be unable to agree to disagree. Those are the strategies that are definitely lacking.

Participant 0004 – Director of Procurement:

It is very important that higher ed leaders implement all conflict management strategies into their practice. I believe that two conflict management strategies that I mentioned in the first question are the ones that are lacking. I mentioned strategies that recommend employees to reach a mutual decision and come together.

Participant 0005 – Executive Vice-President/Chief Operations Officer:

I believe that accommodating, collaborating, and compromise are the conflict management strategies that college leader practice is lacking.

Participant 0101 – Project Director for Domestic Violence and Violence Prevention:

Higher education leaders practice is lacking a plethora of conflict management strategies. From personal experience, I have witnessed the absence of employee decision-making inclusiveness, and the inclusiveness of employees to work together to solve conflict.

Participant 0102 – Director of Student Success:

To piggy back off what I said in the previous questions, many institutions are not having success, due to leaders not providing good conflict management strategies. With that being said, collaboration is lacking in leader practice.

Participant 0103 – Assistant Vice-President for Student Financial Services:

Lacking in current practice? Well, I would have to say that employees being on one accord would have to be my first choice, and second would be employees finding common ground when they are involved in conflict.

Participant 0104 – Assistant Director of Financial Aid:

I believe current practice is lacking mutually authoritative decision making and professional connections when it comes to working together regarding a common goal.

Participant 0105 – Director of Student Activities:

So many institutional leaders at universities and colleges around the globe are suffering due to the lack of proper conflict management. On institutional leaders' behalf, I believe the strategies that are lacking are also the strategies that will contribute to institutional success.



Table 2  
*Themes Emerging from the Interview Analysis of Research Question Two*

Number	Themes and sub-themes
1	Understanding conflict management
2	Understanding conflict management strategies
3	HBCU leader practice lacks collaboration
4	HBCU leader practice lacks compromise
5	Lack of effective conflict management implementation
6	Knowledgeable of effective HBCU leader practice
7	Conflict management implementation

### **Research Question Three**

Q3. What is your perception of research showing a lack of collaboration and compromise used to mitigate conflict?

The participants responded with answers that were driven towards training and conflict management implementation. Through their responses, they all believe that this is an ongoing problem for not only HBCUs but higher education institutions in general. The participants also believed that if research shows a lack of collaboration and compromise, then college administrators will be constantly be unable to properly implement compromise and collaboration which will consequently cause higher education institutions to greatly suffer.

Participant 0001 – Director of Academic Advising:

After attending the conference about handling conflict, it seems that collaboration and compromise are definitely lacking in many universities across the country. I think that is has to be true.

Participant 0002 – Assistant Vice-President of Student Affairs:

I think that leaders cannot become better because they are not properly trained to implement such strategies, which is why I believe research is showing the lacking.

Participant 0003 – Director of Career Services and Placement:

That's basically what I was just saying, except in my own words. The research that is out there is not demonstrative or indicative of how leaders should be using those two strategies to solve problems that arise amongst employees.

Participant 0004 – Director of Procurement:

If there is a lack of collaboration and compromise then it will keep the success rate of conflict management strategies very low.

Participant 0005 – Executive Vice-President/Chief Operations Officer:

If research is showing that colleges are lacking collaboration and compromise on behalf of college leaders, then it is clear that collaboration and compromise are the problem.

Participant 0101 – Project Director for Domestic Violence and Violence Prevention:

For research to show a lack of those two strategies, then college administrators should be better implementing those conflict management strategies.

Participant 0102 – Director of Student Success:

My perception is that when research shows that an area of education is lacking, especially when it comes to higher education, then there is a high possibility that an institution is suffering due to that lack.

Participant 0103 – Assistant Vice-President for Student Financial Services:

How are leaders in higher education supposed to properly implement collaboration and compromise? The lack of implementation of those strategies is hindering proper conflict management in institutions.

Participant 0104 – Assistant Director of Financial Aid:

It is hard to have a positive perception of this. I say that because when research is stating that a specific area is lacking then there is a huge problem. My perception is that there will be a downfall in conflict management implementation.

Participant 0105 – Director of Student Activities:

To be completely honest, my perception is that leaders in higher education institutions are not widely implementing collaboration and compromise.

Table 3

*Themes Emerging from the Interview Analysis of Research Question Three*

Number	Themes and sub-themes
1	College administrators are not practicing collaboration and compromise.
2	Conflict management in HBCUs is suffering due to lack of collaboration
3	Conflict management in HBCUs is suffering due to lack of compromise
4	HBCUs are not reaching institutional success due to lack of effective conflict management
5	Conflict management is ineffective
6	There is a downfall in conflict management implementation.
7	Lack of training

#### **Research Question Four**

Q4. How can proper conflict management training contribute to the improvement of the implementation of effective conflict management strategies in your respective department?

The study participants were very adamant about the importance of training in higher education institutions. As a whole, each participant stated in their own words that training is essentially the key to success in efficiently implementing conflict management strategies in institutions of higher learning. The participants believed that training can contribute many positive things to higher education leaders who are responsible for implementing conflict management strategies in their departments.

Participant 0001 – Director of Academic Advising:

Being properly trained can solve a lot of problems! If our college leaders are trained properly on conflict management and how to use and implement conflict management in their respective departments, then it would solve the lack of compromise and collaboration at the school. Although, it would take all administrators to implement the strategies to solve the lacking at 100%. But still, it will definitely contribute and help improve many conflict management problems.

Participant 0002 – Assistant Vice-President of Student Affairs:

Proper training can cause many leaders to better solve conflict through what was acquired in the training. College leaders can contribute to the improvement and implementation by taking what they learned at the training and utilizing them with real life office conflicts and managing the conflict in that manner that best suits the situation.

Participant 0003 – Director of Career Services and Placement:

If college department leaders and administrators are well trained on conflict management strategy implementation, then they will be able to contribute new ways of solving conflict by using what they learned in that training.

Participant 0004 – Director of Procurement:

When people attend trainings, it gives them the opportunity to become better leaders.

Proper training will make leaders better implementing conflict management strategies.

Participant 0005 – Executive Vice-President/Chief Operations Officer:

Conflict management training will create better trained and prepared leaders to implement conflict management strategies. Through step-by-step presentations and

webinars that actually show leaders how to apply the strategies will continue to effective conflict management.

Participant 0101 – Project Director for Domestic Violence and Violence Prevention:

If leaders utilize the training by doing exactly what the training stated, then leaders will be able to facilitate conflict management in their offices.

Participant 0102 – Director of Student Success:

If college or university leaders take everything that they learned from training classes, then they can properly enforce conflict management in their departments.

Participant 0103 – Assistant Vice-President for Student Financial Services:

Trainings are meant to make attendees better at whatever the training topic is.

College/university admins who go through training will be more likely to increase the rate of institutional success.

Participant 0104 – Assistant Director of Financial Aid:

If properly trained, admins can do much more than they have when it comes to enforcing conflict management. So trainings would contribute and instill more knowledge and value to its leaders.

Participant 0105 – Director of Student Activities:

Training is the key to better leadership. It can contribute to leaders/institutions by providing ways to manage conflict based upon the situation at hand.

Table 4  
*Themes Emerging from the Interview Analysis of Research Question Four*

Number	Themes and sub-themes
1	Proper conflict management training yields positive results
2	Conflict management training is important
3	Training creates better leaders
4	Proper conflict management training contributes to leaders better solving conflict management problems.
5	If college administrators are properly trained on conflict management, implementing conflict management strategies will be more successful.
6	Conflict management training creates better prepared leaders.
7	Conflict management training will create more knowledgeable leaders.
8	Leaders will create more innovative ways to solve conflict if properly trained.

### **Evaluation of the Findings**

Through the similar investigation that was directed by Emerson (2016), conflict management was investigated in HBCUs. It was considered how HBCU leaders implemented conflict management into their offices. Through the discoveries, Emerson (2016) uncovered that when conflict was being handled, 23% of HBCU leaders were not teaming up or trading off with their fellow employees or the individuals who were associated with the conflict. Conflict management was deemed to be inadequate in numerous HBCUs over the United States (Emerson, 2016; Norris, 2016).

The findings in this study were most certainly consistent with Emerson's study. Effective conflict management in higher education is important to college and university stakeholders (Sedina, 2016), and is indicative of a broad spectrum where college administrators are responsible for ensuring the college achieves multifaceted success (Emerson, 2016; Jackson, 2016; Klingel & Maffie, 2016; Sedina, 2016; Woods, 2016). The findings had a vast amount of the same perspectives to the face-to-face interviews. The open-ended questions allowed the

researcher to be able to see the common themes from the responses to the questions. The findings from research question one regarding the conflict management strategies that the participants perceived to be associated with institutional success suggested that collaboration and compromise are the two main conflict management strategies that are associated with institutional success. This is consistent with the existing research and theory, because according to Klingel & Maffie (2016), collaboration and compromise are two conflict management strategies that if implemented properly, can improve the effectiveness of conflict management and lead to institutional success. Conflict management's success in HBCUs is linked to the proper implementation of collaboration and compromise (Amadi, 2016; Bryant, 2016; Jackson, 2016; Norris, 2016; Shepherd, 2016).

The general findings for question two regarding what conflict management strategies are lacking in current practice by higher education leaders suggested that collaboration and compromise are the strategies that the participants believed to be lacking in current leader practice. Many of the participants believed that collaboration and compromise is lacking in current leader practice because leaders are unsure of how to properly implement the strategies into their departments. Lacking the skills to effectively implement collaboration and compromise hinders the leader from properly handling conflict, which leads to the inefficiency of conflict management in HBCUs (Amadi, 2016; Emerson, 2016). Without compromise and collaboration, HBCU leaders continue to foster ineffective conflict management in their institutions (Amadi, 2016; Emerson, 2016; Norris, 2016). The absence of collaboration and compromise is directly linked to conflict management failures (Amadi, 2016; Bryant, 2016; Jackson, 2016; Norris, 2016; Shepherd, 2016).

The findings for question three on the participants' perceptions of research showing a lack of collaboration and compromise used to mitigate conflict suggested that there is an obvious problem if collaboration and compromise are nearly absent from HBCU leader practice. The participants stated that that success rate of conflict management is low due to the lack of collaboration and compromise in HBCUs. It was also stated by the participants that leaders are evidently not widely implementing collaboration and compromise within HBCUs. This is consistent with existing research because Emerson (2016) found that there is a gap in the practice of collaboration and compromise in HBCUs due to the neglect of critical conflict management approaches. When research shows that there is a lack of an extremely important component that is key to ensuring efficiency in higher education, then there is obviously a problem within leadership that may be linked to proper training, lack of skills, lack of professional guidance, and lack of effective supervision (Amadi, 2016; Norris, 2016; Shepherd, 2016, Woods, 2016).

The general findings for question four regarding how can proper conflict management training contribute to the improvement of the implementation of effective conflict management strategies suggested that without proper conflict management training, effective conflict management implementation is almost impossible. The participants stated that proper conflict management training can contribute to the success of HBCU leaders. If HBCU leaders are given the opportunity to be properly trained on how to implement conflict management, then they will become better leaders and through the training they will greatly contribute to institutional success and efficient conflict management, which will yield properly handled conflict and an increase in the utilization of collaboration and compromise in HBCUs. This is consistent with existing research because effective training and support in understanding conflict management strategies are critical to improve the way HBCU leaders implement effective conflict



management in their departments (Emerson, 2016; Norris, 2016). Through proper conflict management training, new ways of solving conflict will be contributed to HBCUs, and HBCU leaders will become better at their jobs because training is the key to better leadership and proper conflict management implementation (Emerson, 2016; Kling & Maffie, 2016).

### **Summary**

The purpose of this qualitative study was to discover the perceptions of the lack of compromise and collaboration in two HBCUs in Mississippi. The study was designed to attempt to explore conflict management in HBCUs. Although some progress has been made, there are still many HBCUs that lack collaboration and compromise when implementing conflict management. The researcher used a qualitative case study by utilizing a face-to-face interview to attain the perceptions of the study participants (Yin, 2011). This type of investigation was necessary to learn the perceptions of the HBCU leaders regarding the lack of compromise and collaboration in HBCUs.

This chapter presents the results from the study participants' interviews which consist of results, evaluation of the findings, and summary. This qualitative case study utilized a face-to-face interview to investigate 10 HBCU leaders' perceptions of the lack of compromise and collaboration in HBCUs. The interview was utilized to gather the experiences and perceptions of the HBCU leaders (Chenail, 2012). With the findings being clearly consistent with the comparative study conducted by Emerson (2016), it is evident that compromise and collaboration are not widely practiced by HBCU leaders. It is also evident that the lack of collaboration and compromise is the problem that is hindering HBCU leaders from properly handling conflict in their respective departments. Through this study, it is clear that proper conflict management training can positively contribute to the improvement of the

implementation of effective conflict management strategies in HBCU leaders' respective departments.

### **Chapter 5: Implications, Recommendations, and Conclusions**

The general problem examined in this study was that HBCU leaders were not widely practicing compromise and collaboration (Emerson, 2016; Norris, 2016; Shepherd, 2016; Woods, 2016). In this study, the researcher also aimed to retrieve the perceptions of the lack of compromise in HBCUs by interviewing HBCU leaders from one community college and one university located in northern Mississippi. The purpose of this qualitative study was to ascertain the views of HBCU leaders concerning the lack of compromise and collaboration and to pinpoint approaches and preparation needed to encourage the inclusion of these important conflict management practices. The participation in this research was strictly voluntary and the human research subjects in this study received no compensation. The study participation was limited to HBCU leaders who were at least 21 years of age and had supervisory responsibilities. The face-to-face interviews served to answer the following research questions:

- (1) What conflict management strategies do HBCU leaders perceive to be associated with institutional success?
- (2) What conflict management strategies do HBCU leaders believe are lacking in current practice by higher education leaders?
- (3) What perceptions do HBCU leaders have regarding the research showing a lack of collaboration and compromise used to mitigate conflict?
- (4) How do HBCU leaders perceive the benefits of conflict management training for implementing conflict management strategies?

Participants addressed each of these questions individually, and the researcher triangulated the results of the literature review and the face-to-face interviews to draw conclusions about the findings in this research. The primary focus of this chapter was to determine the implications of the results and make some appropriate recommendations for practice and future research. A conclusion at the end of the study served as a drawing retrospective of the whole process, methods, and tools used to analyze data.

### **Implications**

This section presents a summary of the data collected from the transcripts of the 10 HBCU leaders who participated in the study. Content analysis was used to analyze the responses from the interview, which was a systematic process and limited any bias (Creswell, 2013). The results were analyzed by comparing the responses to determine salient themes. This study provides an insight into the factors that may contribute to improving the implementation of conflict management strategies in HBCUs. The results of this research mainly corroborated the nature of the literature review used as the framework for this study.

**Research Question 1:** What conflict management strategies do HBCU leaders perceive to be associated with institutional success?

There was a consensus among participants about what conflict management strategies are associated with institutional success. Collaboration and compromise mainly emerged among the most salient conflict management strategies that are associated with institutional success. More recurring themes were perceptible with the query of transcripts from the face-to-face interviews introduced into the Nvivo software. Strategies that are effective in resolving conflict and that allow managers to prevent conflict through ensuring all involved employees are happy were among the other factors identified as being associated with institutional success. Burton (1990) in

his theory of human needs stated that it is advantageous to conflict management if leaders primarily focus on ensuring that the needs of their employees are met completely.

Conflict management is a pathway toward demarcating the pessimistic or harmful parts of conflict while simultaneously escalating the constructive and optimistic parts of conflict. The purpose of conflict management in higher education is to advance knowledge and data collection while incorporating practicability or implementation in a supervisory setting (Comans, 2016; Reynolds, 2016). Collaboration and compromise can lead an HBCU to institutional success if implemented properly, because proper conflict management implementation is a catalyst that can drive an institution of higher learning to institutional success. If HBCU leaders are unaware of the conflict management strategies that can lead to institutional success, then there is a high possibility that HBCU leaders will not know which conflict management strategies to use at the appropriate times. This will cause conflict management to be inefficient in that specific office, and will also cause institutional success to become much harder to attain. Without the presence of legitimate conflict management amongst departmental employees in an institution of higher learning, it is to some degree much more difficult to objectify successful conflict management strategies that will allow a department or college to be successful (Din, Khan, and Bibi, 2016; Klingel and Maffie, 2016; Whetten & Cameron, 2012).

**Research Question 2:** What conflict management strategies do HBCU leaders believe are lacking in current practice by higher education leaders?

Amongst the participants there was a consensus regarding the conflict management strategies that they perceived to be lacking in HBCU leader practice. Collaboration and compromise were the two most salient conflict management strategies that the participants deemed to be lacking in current HBCU leader practice. Recurring themes were that HBCU

leaders lacked knowledge of how to implement collaboration and compromise in their respective departments, and that the participants had a distinct understanding of conflict management and conflict management strategies. Another theme that developed during the face-to-face interviews regarding question two was that there is evidently a lack of effective conflict management implementation. The leaders agreed and added that college administrators should be better implementing conflict and compromise to increase the rate of implementation and to better contribute to conflict management. There was also a theme that emerged that any conflict management strategies that recommend that employees come together, strategies that recommend that employees find common and ground, and agree to disagree to resolve conflict are lacking in HBCU leader practice as well.

With conflict management being an extremely important part of higher education, it is important for HBCU leaders to ensure that they are implementing the proper conflict management strategies to tactfully resolve conflict. If HBCU leader practice is lacking the implementation of proper conflict management strategies that are pertinent to resolving conflict, then conflict management will consistently be ineffective, and the lack of compromise and collaboration will never cease to exist. Conflict management is a multifaceted management advent that specializes in making decisions that are best for an organization, its employees, and its stakeholders (Reynolds, 2016; Whetten & Cameron, 2012). Also, in higher education, it is a temperament and an assiduous approach that allows a person in any part of the organization to lead from the peak, core, or bottom of an institution of higher learning (Anderson, 2015; Comans, 2016; Reynolds, 2016). It is imperative that conflict management strategies are properly implemented and that HBCU leader practice does not lack the effective implementation of conflict management strategies.

**Research Question 3:** What perceptions do HBCU leaders have regarding the research showing a lack of collaboration and compromise used to mitigate conflict?

The responses to this question gave HBCU leader perceptions regarding why research shows a lack of collaboration and compromise used to mitigate conflict. The participants collectively had very similar answers to this specific research question. The participants mentioned that leaders cannot become better due to the lack of training that it takes to implement collaboration and compromise into HBCUs. They also mentioned that research is showing a lack of collaboration and compromise because HBCU leaders do not widely practice collaboration and compromise within their respective departments. The participants felt that it was evident that college administrators should better implement collaboration and compromise in order for conflict management to be more successful in HBCUs. The emerging theme was that there is an evident downfall in the implementation of collaboration and compromise, and that HBCU leader practice is clearly lacking this collaboration due to institutional problems that are most likely linked to lack of training.

A study conducted by Emerson (2016), concluded that when conflict was being handled, HBCU leaders were not collaborating or compromising with their fellow leaders or those who were involved in the conflict. If more HBCU leaders actually collaborate and compromise with their fellow administrators, employees, or those who are involved in the conflicting situation at hand, then if further research is conducted, it will show an increase in the implementation of proper conflict management strategies as well as collaboration and compromise. The participants' responses have contributed to existing literature and have addressed the study's problem as well as purpose.

**Research Question 4:** How do HBCU leaders perceive the benefits of conflict management training for implementing conflict management strategies?

There was a consensus from the participants that if HBCU leaders are properly trained in conflict management, then they will be more likely to effectively implement conflict management strategies in their respective departments. Several recurring themes emerged through this research question in the participants' responses. The first theme that emerged suggests that proper conflict management training will yield positive results. The next emerging theme for this research question suggests if college administrators are properly trained on conflict management, then implementing conflict management strategies will be more successful. The last emerging theme suggests that HBCU leaders can develop or discover new ways to solve conflict.

The lack of proper conflict management training will jeopardize the success of HBCUs (Emerson, 2016). The participants' responses are in line with the existing literature. Effective training and support in understanding conflict management strategies are critical to the way HBCU leaders implement effective conflict management in their departments (Emerson, 2016; Norris, 2016). The participants' answers aligned to the purpose of the study because the purpose of this qualitative case study is to discover the perceptions of HBCU leaders regarding the lack of compromise and collaboration and to identify strategies and training needed to promote the inclusion of these critical conflict management practices. The participants' responses also contributed to existing literature. A study concluded that there is a gap in effective conflict management training and literature relative to the perceptions of HBCU leaders about how to promote collaboration and compromise to round out the conflict management strategies needed

for institutional success (Amadi, 2016; Bryant, 2016; Emerson, 2016; Jackson, 2016; Norris, 2016; Shepherd, 2016; Woods, 2016).

### **Recommendations for Practice**

In order for HBCU leaders to fully embrace the framework, it is recommended by the research that HBCUs conduct an institutional-wide evaluation of leaders' levels of understanding and levels of implementation of conflict management. The researcher also recommends that HBCUs provide conflict management training for all leaders who will have supervisory responsibilities within their respective departments. Emerson (2016) stated that lack of conflict management training can hinder institutional success, the success of conflict management strategies, as well as it will possibly trigger an increase in the number of unresolved conflicts. During the interviews, HBCU leaders expressed that training is a key support to the proper implementation of conflict management strategies, but only one of the teachers mentioned that their institution provided conflict management training. It is imperative to note that these interviews were specific and based upon the perceptions of the HBCU leader.

A limitation for this study was that the interview was only completed at two colleges in the northern Mississippi, which in turn provided a limited generalizability of the study's findings. Due to this limitation, the conclusions and data drawn could only be generalized to the volunteer participants. The purpose of the research was to acquire the perceptions of HBCU leaders regarding the lack of compromise and collaboration in HBCU leader practice. As noted in Research Question 3, Theme 7, HBCU leaders shared perceptions of research showing a lack of compromise and collaboration in HBCUs. Participant 0002 stated, "I think that leaders cannot become better because they are not properly trained to implement such strategies, which is why I believe research is showing the lacking." Participants also shared that if conflict management



training is offered, then leaders will be more likely to effectively implement conflict management strategies. Participant 0105 stated, “Training is key to better leadership. It can contribute to leaders/institutions by providing ways to manage conflict based upon the situation at hand.” A final recommendation would be for HBCUs to employ a required campus-wide conflict management course that covers all conflict management strategies but has a distinct focus on implementing compromise and collaboration for all leaders. The researcher recommends that leaders who complete the training course be given a certificate that will be good up until a year from the issue date. Lack of conflict management training and ineffectiveness in conflict management implementation in HBCUs is likely to be affected by the rarity and scarcity of conflict management training (Emerson, 2016; Norris, 2016). The researcher believes that this will better allow HBCU leaders to implement conflict management strategies effectively, decrease the rate of ineffectiveness of conflict management strategies in HBCUs, and decrease the lack of collaboration and compromise significantly.

### **Recommendations for Future Research**

For feasibility purposes, the current study only included HBCU leaders from two colleges in northern Mississippi. To increase reliability and trustworthiness of the findings, a recommendation for future research is to extend the study to surrounding areas in order to include a more diverse participant demographic. This would enrich the understanding of the perceptions of HBCU leaders regarding conflict management, collaboration, and compromise across geographic regions. Furthermore, in order to make the findings more generalizable, quantitative methods could be employed. The investigation would involve an increase in population size by extending the research to colleges other than HBCUs to include a variety of types of colleges with similar student demographics. Conducting the research in this way would

help to determine if HBCU leader perceptions are vastly different or a like at colleges other than HBCUs.

Another recommendation would be to conduct a longitudinal study to further explore the themes that evolve related to the research questions. The themes illustrated that most HBCU leaders perceived that conflict management might be effective, but not for leaders who lack the implementation of collaboration and compromise. A longitudinal study could explore how HBCU leaders' perceptions change when more conflict management trainings are employed. Results and findings related to the study could potentially aid HBCUs and other types of colleges in making determinations regarding conflict management, implementing conflict management strategies, as well as the importance of ensuring leaders are trained. Additional recommendations would include expanding the theoretical framework to include factors related to the human needs theory. The addition of the human needs theory would be beneficial in helping to expose further details relevant to HBCU leaders' perceptions of the lack of collaboration and compromise in HBCU leader practice.

## **Conclusions**

The purpose of this qualitative study was to investigate and discover the perceptions HBCU leaders regarding the lack of collaboration and compromise in HBCU leader practice. NVivo software was used to analyze data and identify themes within the research. Previous research related to conflict management and the lack of compromise and collaboration in HBCUs identified that HBCU leaders were not widely practicing collaboration and compromise in their respective departments (Emerson, 2016). It was also uncovered that HBCU leaders lacked proper conflict management training, which caused conflict management to be ineffective in HBCUs (Anderson 2015; Aylward, 2013; Dorgan, 2013; Emerson, 2016). In contrast to these

HBCU leaders' perceptions, the participants in this dissertation study perceived conflict management to be less effective with HBCU leaders who have not been trained on how to properly implement such strategies.

The review of literature presented in this study also helped to confirm other themes that surfaced. These themes included HBCU leaders' perceptions that training will allow conflict management to be more successful in HBCUS. Specifically, the participants shared that well trained leaders yield positive results. During the interviews, participants also shared perceptions that institutional success can be hindered due to the ineffectiveness of conflict management. In Chapter 5, the implications of the identified themes are discussed. One such implication is that HBCU leaders need to be properly trained before implementing conflict management within their respective departments. Likewise, in table 3, theme 7, it is stated that there is a lack of training.

Recommendations for practice include HBCUs employing a campus and institutional-wide training course that is required for all leaders who will be enforcing conflict management within their respective departments. This will allow all supervising leaders to have the opportunity to learn about how to properly implement conflict management, which will in turn increase the effectiveness of the implementation of conflict management strategies.

Recommendations for future research include a new study being done that will be extended to colleges in surrounding areas. This will increase reliability and trustworthiness of the findings, and improve the comprehension of the perceptions of HBCU leaders regarding conflict management, collaboration, and compromise across geographic regions. Another recommendation for future research is to conduct a longitudinal study that will explore the

themes associated with this study. Adherence to these recommendations can aid HBCU leaders in better implementing conflict management in not only HBCUs, but all colleges as well.

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