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Predictors of women's workplace conflict management styles

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**PREDICTORS OF WOMEN'S WORKPLACE CONFLICT
MANAGEMENT STYLES**

by

GERALD D. CHARBONNEAU

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

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the degree of

DOCTOR OF PHILOSOPHY

1998

MAJOR: SOCIOLOGY

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DEDICATION

Personally, I dedicate this work to my daughter, Lisa, and my wife, Shirley. Their encouragement, expertise and support was deeply appreciated.

Professionally, this work is dedicated to the "female world."

ACKNOWLEDGMENTS

I thank my advisor, Janet Hankin, who provided endless support, enthusiasm, encouragement, and expertise. She is a credit to Wayne State University's commitment to the success of their students and the quality of their work. Many thanks to my other committee members - Donald Gelfand, Mary Cay Sengstock and Fred Pearson - for their expertise, support and feedback. In addition, thanks to Ernie Nolan, Paul Stemmer, Tina Quatro, Kim Hodge, Allen Johnson, Catherine Johnstone, Jim Reilly, Kevin West, Dwight Lang, and Cassandra Bowers for their help and support.

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CHAPTER ONE: INTRODUCTION AND LITERATURE REVIEW

Introduction

Modern social life has been accompanied by the large scale entry of women into the workforce. A Bureau of Labor report for the year 1994 found that 58.8% of women 16 years and over work in the paid labor force (Anderson, 1997). As more and more women continue to enter the workforce, it is important for female workers as well as management to know how women handle workplace conflict. With this knowledge, both groups can develop more effective strategies for managing conflict and improving the quality of working relationships. This is underscored by Beinstein and Taylor (1994) who in their introduction to Conflict and Gender assert that “the academic study of conflict, conflict resolution, and conflict management has grown, and applications of conflict management strategies have become integral to legal, corporate, and bureaucratic structures and widespread in personal and interpersonal problem solving” (p. 1). Although there is an increase in conflict studies, Beinstein and Taylor note that few of the studies have addressed issues of gender, and, in particular, feminism.

The results of the literature review for the present study support Beinstein and Taylor’s conclusion that existing research on conflict management has neglected women. In addition, the literature review showed little research has been conducted on diversity among women. While work on gender differences between women and men exists, there are few studies of conflict management styles which limit their inquiry to women. Existing studies that do focus solely on women overlook diversity among women, concentrating more on homogeneous

populations, such as white, middle-class college students or female corporate and governmental managers. The present inquiry will go beyond current research and investigate the dimension of diversity or differences in interpersonal conflict management styles among working class women.

Historically, according to Kolb (1989), women's behaviors in conflict management have been not only subordinated and devalued, but stereotyped as well. Because of this active restraining of women their voices are often silenced or even smothered when confronted with conflict and competition. Negotiation is a social process heavily framed in conflict and competition and, therefore, is not a comfortable place for women because their strengths and skills often can be hampered and even impaired in a social process framed by the notion of winners and losers. By recognizing that their voices have been silenced and smothered women can more productively manage conflict and by extension improve the place of all women in society. By listening to their own voices, women can continue to learn more about themselves and begin to dismantle the following stereotypical behaviors that they have used for handling conflict: accommodating, obliging, avoiding and others.

Behavior, including conflict management, is influenced by a variety of factors. Deutsch (1973), a noted conflict management theorist, argues that "membership in a family, racial, sexual, ethnic, or natural group affects one's thoughts and actions in many situations" (p. 64). Citing George Herbert Mead, Deutsch further argues that individuals are expected to behave toward one another in specified ways which are learned through interaction with members of her or his

family as well as other groups in the community. These acquired behaviors for Deutsch are “a function of his or her particular personal and social attributes- such as age, sex, social class, race, religion, ethnic background and nationality” (p.62).

Feminist theorists (Ferguson, 1989, hooks, 1984, 1989, & Spelman, 1988) support Deutsch’s advocacy of difference by arguing that women’s social behavior is modified by race, class, age, household status, and the influence of feminism. These social structural influences are of intense importance in women’s studies because they supply the evidence that differences among women are largely social. Race, class, age, religion, feminism and the single female as head of household, are social factors which forge the roles and norms which guide women’s behavior. Because such social factors are primary organizing principles of social life, they inform and guide this inquiry. But do these characteristics matter in the context of how women handle conflicts? Do they result in differences among women? Can they predict how women will handle interpersonal conflict in the workplace? And how do the social factors interact? Are they additive or do they combine in a way which creates a new whole? Sociologists can make a contribution using their theories and methodologies to investigate women’s interpersonal conflict in the workplace.

Cultural Differences

There are many other differences among women than just gender, race, religion, age, feminist orientation and class. Lumping women together under these broad labels can result in the loss of uniqueness of the many subgroups nested within these larger social categories. For example, how would a Polish or a

Jamaican woman handle conflict? Would there be variations according to such ethnic differences? This inquiry assumes there are behavioral patterns linked to race, social class, age, single head of household, and religion. The objective of the present study is to pave the way for a more inclusive investigation which includes additional cultural differences.

In Jessie Bernard's words (1981), this is an inquiry into the "female world" (p. 1), a world as an entity in its own right, and not a byproduct of the male world. Women have constructed forms to deal with conflict in their daily lives. Can these styles be measured by existing instruments? If so, which typologies most accurately describe their ways? Do socio-demographic characteristics such as age, social class, religion, and race impact upon conflict management styles? Audre Lorde, (cited in Zinn, et al, 1997) makes a case for differences: "We must recognize differences among women who are our equals, neither inferior or superior, and devise ways to use each others' difference to enrich our visions and our joint struggles" (p. 543).

Lorde, in her book Sister Outsider (1996) elaborates upon the need to recognize differences among women:

As a tool of social control, women have been encouraged to recognize only one area of human difference as legitimate, those of differences between women and men. And we have learned to deal across those differences with the urgency of all oppressed subordinates. All of us have had to learn to live or work or coexist with men, from our fathers on. We have recognized and negotiated these differences, even when this recognition only continued the old dominant/subordinate mode of human relationship,

where the oppressed must recognize the masters' difference to survive. (p. 122)

Lorde argues for going beyond male/female differences because women as an oppressed group already know these differences. The common perception that gender differences are the only legitimate context negates differences among women and makes it impossible to see the different problems and pitfalls facing women:

What are the particular details within each of our lives that can be scrutinized and altered to help bring about change? How do we redefine difference for all women? It is not our differences which separate women, but our reluctance to recognize these differences and to deal effectively with the distortions which have resulted from the ignoring and misnaming of those differences. (p. 122)

This study goes beyond gender, that one area of human difference that Lorde argues imprisons women's studies.

Organization of the Study

The present study was organized into seven chapters and an appendix. Chapter One covers the problem, its significance and the literature review. Chapter Two presents a discussion of the theoretical model and the research hypotheses. Chapter Three presents the methodology of the study and Chapters Four, Five and Six the results of the study. Chapter Six also includes a discussion of the testing of the hypotheses. Finally, Chapter Seven concludes the study and presents a summary of the findings of the study, the limitations of the study, and the implications of the study. The Appendix includes material useful for reference.

Literature Review of Women's Workplace Conflict Management

This section of Chapter One reviews the literature by going from the broadest

perspective down to the narrowest: Conflict, interpersonal conflict, interpersonal conflict management styles, and interpersonal conflict management styles and women. Finally, the section also reviews feminist research, theory and recommendations for women's interpersonal conflicts in the workplace, as well. Feminism has helped to bring into focus the subordinate status of women, which for so long has been treated as though it were invisible. The outcome of this analysis will be to support the significance of the research problem and to begin to fill in gaps in the existing literature. These gaps lead to the research questions at the end of this chapter and, in the following chapter, the theoretical model and hypotheses.

Conflict

Early in the history of sociology as a discipline, Georg Simmel (1908/1955), an illustrious German sociologist, addressed the topic of forms for ending conflict in his works on conflict. For Simmel (1908/1955), the "termination of conflict is therefore a distinctive activity, and it deserves special sociological attention" (p. 110). He noted that the ending of a conflict is worthy of study as it is more problematic than the transition from peace to conflict. Unlike the beginning of conflict, the ending of conflict is not signaled by a specific sociological situation. Antagonisms in conflict emerge directly out of the objective conditions of peace. However, peace does not emerge directly out of conflict. The process which ends conflict is not a distinct part of either peace or war but is more like the bridge that connects the two opposing elements.

Scholarly work (Schellenberg, 1996) in the study of conflict and conflict management and conflict resolution has expanded greatly since Simmel. Much of

the work in this field has emerged since the 1950's. The study and praxis of conflict management and conflict resolution are rapidly becoming a sustained and organized collective effort to combat violence and promote social justice in the contemporary United States. Furthermore, research on the intersection of gender and the handling of conflict recently has become a significant part of the collective effort in the field. The purpose of this investigation is not to look at conflict in or by itself, but rather to explore how women handle conflict in the workplace in order to discover if and how social factors influence this process. Some attention to conflict theory is necessary for providing the reader with a sense of how conflict is viewed and defined in the field of conflict management and sociology.

According to theorists Deutsch (1973), Rahim (1986) and the Center for Peace and Conflict Studies at Wayne State University there are four types of conflict: Intrapersonal, interpersonal, intergroup, and international. Historically, scholars have assumed that it is fruitful to view interpersonal, intergroup, and international conflict all in the same ways. Bunker, Rubin, and Associates (1995) noted that studies on interpersonal conflict have been generalized to other levels or units of analysis. The focus of the present study is on interpersonal conflict, and within that, dyads.

Georg Simmel addressed the topic of interpersonal relations in his discussion of "the dyad." According to Simmel (Wolf, 1955), dyads are simplest sociological forms and take the form of interactions which transpire between two elements. The dyad itself is a sociation, or a basic social form. Within the dynamics of the dyad are phenomena of more complex social forms such as families, states

and organizations of various kinds. Interpersonal relationships in the form of dyads are a pragmatic place to begin learning about predicting conflict management styles among women and as such can be useful in examining conflict on the three other levels of analysis as well.

In sociology, conflict is a major field of interest, and conflict theory is one of three or four sociological theories explicated in almost every introductory sociology text. In the discipline of sociology itself, however, there is little work done on conflict as it relates to conflict management. I will review works of sociologists and others outside the discipline whose studies have implications for interpersonal conflict management.

The first work is by a professor of sociology, James Schellenberg (1996), whose book Conflict Resolution: Theory, Research, and Practice, articulates four theoretical explanations for conflict: 1) individual characteristics theories, 2) social process theories, 3) social structural theories, and 4) formal theories. Neither individual characteristics theories, which are based on psychology, nor formal theories which are rooted in mathematics, will be guiding paradigms for this investigation. To complete the whole picture though, a brief description of the two theories will follow. Since social process and social-structural theories are more central to this investigation they will be described in more detail.

For Schellenberg (1996), "individual characteristic theories" are rooted in biology and psychology. These theories focus on aggression in the forms of genetic patterns and personality characteristics. Aggression in an individual results from the accumulation of frustrations. In the case of genetic patterns, however, there is little

that can be done beyond administering drugs to control aggressive behavior or teaching better aggression management techniques. To the extent that aggression is a function of social learning, the conflict management agenda works to alter the conditions of social learning to provide a base for conflict management.

“Formal theories” are rooted in mathematics and focus on quantifying human violence. Examples of formal theories offered by Schellenberg (1996), are as follows: a mathematical formulation of the arms race, the theory of utility, and the foundation of games theory. In these formulations, social conflict is expressed quantitatively, and conflict management is viewed in terms of stability or equilibrium within the dynamics of relationships.

The “social process theories” of Simmel, Park and Burgess, and Coser, offer some analytical assistance in understanding conflict as a function of competition as well as a social process. I will discuss the theories in historical order, and so begin with Simmel.

Simmel frames social organization as an intertwining of cooperation and conflict that are organically tied together. In cooperation are the seeds of conflict, and in conflict are the seeds of cooperation. Building upon Simmel’s ideas, Coser (1965) later argued that conflict is functional, and is enacted in positive as well as negative forms. In its most positive form conflict interlaces individuals, groups, communities, and nations together.

According to Schellenberg (1996), Park and Burgess expanded Simmel’s work by articulating four major types of human interaction: competition, conflict, accommodation, and assimilation. Out of the social processes of competition and

conflict emerge the basic resolutions of accommodation and assimilation. Accommodation involves making adjustments to situations of competition and conflict, but does so without resolving the fundamental differences. In contrast, assimilation occurs when differences are overcome when one party yields to another. Symbolic interactionists such as Strauss emphasize how systems of interaction form the basis for examining the way conflicts are resolved and establishing "negotiated order." Schellenberg also discusses the works of Lewin and Deutsch who argue that only when we understand the dynamics of conflict, that is, the fields of forces, and the system of relationships that are embedded in conflict can we develop effective strategies for management.

The view that frames this study is the argument that the social structure of a society crystalizes social relationships among its members. Each individual in a society is a member of a group, large or small, permanent or temporary, formally or informally organized which guides her or his behavior. Certain patterns emerge from these crystallized relationships and these become the basic framework within which societal members relate to each other. For this inquiry, race/ethnicity, social class, age, religion, single female head of household and feminism are conceptualized as structural factors which influence women's conflict management styles.

Conflict is viewed historically two ways. On the one hand, it is dysfunctional and negative and, on the other hand, it is functional and positive. Two sociologists at mid-century point deemed conflicts as dysfunctional and negative. Lundberg (1939) views conflict as a disruptive force which blocks communication, and thus

should be eliminated to prevent dysfunctional interaction. Parsons (1949) views conflict as abnormal in a well ordered, functional society. Because conflict threatens the equilibrium of relationships, it is dysfunctional.

As the twentieth century draws to a close, at least one conflict scholar deems conflict to be functional and positive. Conflict is defined in Duryea (1992) as "an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards or resources, and interference from the other party in achieving their goals" (p. 92). Duryea (1992) further argues that the dynamics of the conflict are as important as the outcome:

Conflict per se is a neuter; in and of itself, it is neither good nor bad, right or wrong . . . conflict dynamics are approached as simply a very natural facet of human interaction whose particular meanings are imposed by those who are parties to the conflict. More often than not, one's view of conflict and his consequent predisposition to handle conflicts in certain ways are more important determinants of conflict outcomes than the nature of the conflict. (p. 3)

Coser (1956) defines conflict as "a struggle over values and claims to scarce status, power and resources in which the aim of the opponents is to neutralize . . . or eliminate their rivals " (p. 8).

However, on the positive side, both Simmel (1955) and Coser (1956) add that conflict manifests functions that contribute to social change and social cohesion. Accordingly, social life will always have harmony and discord and association and competition. Coser's perspective, which is rooted in Simmel's work, focuses on the functions and not the dysfunctions of social conflict. In The Functions of Social Conflict, he articulates sixteen propositions which he derives from Simmel's work on conflict. The propositions make the case for conflict being

a social factor that can be examined functionally. It is important to acknowledge them because in my experience as a teacher of conflict management these propositions appear to be counter intuitive to the majority of my students. Conflict is generally perceived as negative, and to see conflict as having positive functions in social life is hard for many students to accept.

Coser's conclusions on Simmel's work are worth discussing. My interest leads me to examine these in the context of dyadic or interpersonal interactions. Conflict establishes and maintains the identity and boundary lines of dyads as well as those of societies and groups. Conflict is not always dysfunctional for the relationship within which it emerges; conflict is often necessary for maintaining that relationship. Antagonism is usually an element of intimate relationships. A conflict is more passionate and more radical when it arises out of close relationships. Conflict with another group leads to the collective mobilization of the energies of group members and, hence, to increased cohesion of the group. Conflict as a form of interaction, rather than being disruptive and dissociating, may be a means of balancing and hence maintaining and enhancing interpersonal relationships.

Interpersonal Conflict Definitions

At this point, it is expedient to introduce definitions of interpersonal conflict for they will be useful in gaining more insight into the research questions. Deutsch (1973) maintains that "A conflict exists whenever incompatible activities occur...An action that is incompatible with another action prevents, obstructs, interferes, injures, or in some cases makes the latter less likely or ineffective . . . when they reflect incompatible actions between two individuals such conflicts are called

interpersonal" (p.10-11). Hocker and Wilmot (1995) define conflict "as an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources and interference from others in achieving their goals" (p. 34). Hocker and Wilmot also quote a definition by Donahue and Holt who argue that conflict is "a situation in which interdependent people express (manifest or latent) differences in satisfying their individual needs and interests, and they experience interference from each other in accomplishing these goals." (p.34) Although none of the above definitions specify interpersonal conflict in the workplace, I have synthesized a working definition from the three cited above. I would define interpersonal conflict as a situation in which two interdependent people express perceived differences in their needs and interests which will result in interference in satisfying their needs and interests.

Interpersonal Conflict Management Styles

Hocker and Wilmot (1995) define conflict styles as "patterned responses or clusters of behavior that people use in conflict" (p. 111). A growing literature has emerged which describes and analyzes these forms or patterns for handling interpersonal conflict. This section will discuss some of the key works.

Georg Simmel (1908/1955), addressed the forms of the "termination" of conflict in his works on conflict. Simmel identified five patterns in the termination of conflict: 1) disappearance of the object of conflict, 2) victory for one of the parties, 3) compromise, 4) conciliation, and 5) irreconcilability. Although Simmel's ideas were not derived from empirical research, he provided the first sociological look at conflict management.

In the early 1940's, Mary P. Follet, (1940) in her book, Dynamic Administration, argued that there are three main ways of dealing with conflict: domination, compromise, and integration as well as other less significant ways, such as avoidance and suppression. For Follet, domination is simply the victory of one over another. Compromise is a form in which each side in the conflict gives up a little in order to achieve peace. Follet notes that compromise, which Simmel referred to as one of the greatest inventions of "mankind" results in an outcome which nobody really wants: giving up something. By contrast, Follet explains that integration is a form of conflict management in which a solution has been found through which the desires of both parties to the conflict have found a place. In her discussion of the three forms, Follet favors integration because she sees it as "the way we can deal most fruitfully with conflict" (p.36). Domination plants the seed of further conflict, and with compromise the conflict will reemerge over and over again in some other form, since people do not like to yield part of their desires. Follet gives details for the bases or steps in the process of integration. These bases can be found in all contemporary training programs on conflict management.

Blake and Mouton (1964) were the first to present a conceptual scheme for classifying the modes (styles) for handling interpersonal conflict dividing them into five types: forcing, withdrawing, smoothing, compromising, and problem solving. Thomas (1976), a contemporary scholar in the conflict management field, reinterpreted their scheme, while using the five modes in developing his conceptual scheme.

Bonoma (1979) differentiated the styles of handling conflict into two basic

dimensions: concern for self and concern for others. The dimension of concern for self measures the degree (high or low) to which a person attempts to satisfy his or her own concern. The dimension of concern for others measures the extent to which persons focus on satisfying the concerns of others.

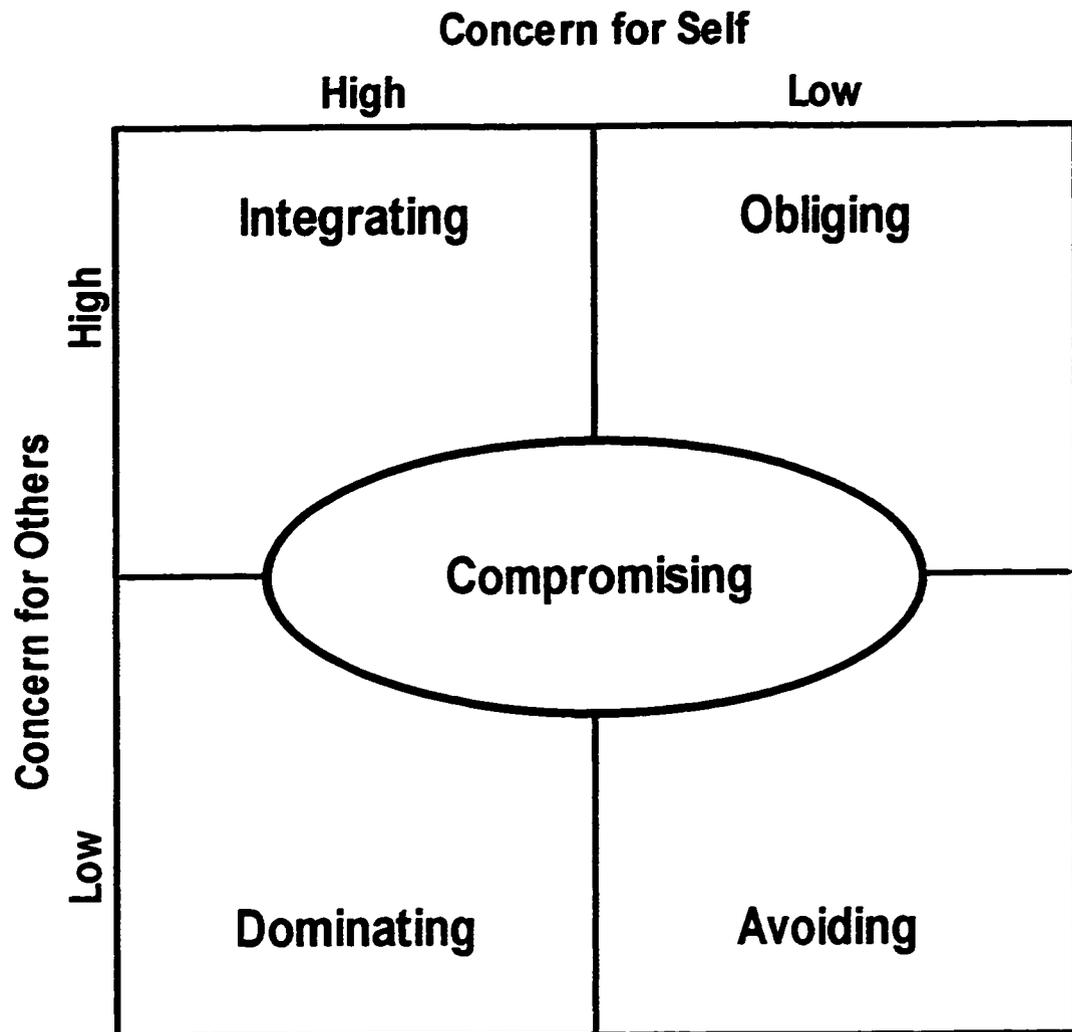
Rahim (1979), whose conceptual framework will be used in this inquiry, differentiated the five modes of handling conflict into the two basic dimensions posited by Bonoma, concern for self and concern for others. The first dimension, or concern for self, reflects the degree (high or low) to which a person attempts to satisfy his or her own concerns. The second dimension reflects the degree to which a person wants to satisfy the concerns of others.

The five styles of handling conflict form a continuum on the two dimensions: concern for self and concern for others. Figure 1 illustrates the two-dimensional model.

Rahim (1986) identifies and describes the five styles of handling interpersonal conflict as:

1. **Dominating** (high concern for self and low concern for others). This style is associated with win-lose orientation or with forcing behavior to win one's position. A person using this style goes all out to win her or his objective and as a result, often ignores the needs and expectations of others. Examples of items in Rahim's questionnaire measuring this style are the following:
 - Question #8. I use my influence to get my ideas accepted.
 - Question #9. I use my authority to make a decision in my favor.

**FIGURE 1:
RAHIM'S TWO-DIMENSION MODEL OF CONFLICT BEHAVIOR**



2. **Integrating** (high concern for self and others). This style is often characterized as win-win. The person using this style utilizes openness, exchange of information, and examination of differences to reach an effective solution that is mutually agreeable. The style is also associated with problem solving and creative solutions. Items measuring this style in the questionnaire are the following:
 - Question #1. I collaborate with my coworkers to come up with a decision.
 - Question #5. I try to work with my peers to find solutions to a problem which satisfy our expectations.
3. **Compromising** (intermediate in concern for self and others). This style is associated with give and take in which both parties to a conflict give up something to arrive at an agreement. A person using this style focuses on splitting the differences, exchanging concessions, or seeking middle-ground position. Examples of items in the questionnaire measuring this style are the following:
 - Question #7. I try to find a middle course to resolve an impasse.
 - Question #20. I use give and take so that a compromise can be reached.
4. **Obliging** (low concern for self and high concern for others). This style is associated with attempting to minimize the differences, emphasizing the similarities or commonalities to satisfy the concern

of the other party. A person using this style often neglects his or her own concerns in order to satisfy concerns of others. Examples of items in the questionnaire which measure this style are the following:

- Question #2. I generally try to satisfy the needs of my co-workers.
- Question #3. I try to satisfy the expectations of my co-workers.

5. **Avoiding** (low concern for self and others). This style is associated with withdrawal, buckpassing, or sidestepping situations. A person using this style often fails to satisfy his or her own concern as well as the concerns of others. Examples of items that measure this style are the following:

- Question #6. I usually avoid open discussions of my differences with my co-workers.
- Question #16. I try to stay away from disagreement with my co-workers.

The Integrating Style is generally regarded in the field of conflict management as the most desirable; not surprisingly, much of the work in conflict management emphasizes this style. Although integration is regarded as the preferable style in many situations, others argue that one style may be more appropriate than others in a given situation.

Ting-Toomey (1991), in her scholarly work, defines conflict management styles "as the patterned responses or characteristic mode of handling conflict across a variety of communication episodes" (p. 277). According to Ting-Toomey

(1991), Dominating Style reflects a high self-need and the need for control of the conflict situation; both Integrating and Compromising Styles reflect two problem-solving approaches to conflict. While an Integrating Style reflects a high self-other need for solution closure, the Compromising Style reflects a mutual need via middle-of-the-road solutions. Finally, both Avoiding Style and Obliging Style reflect a passively oriented approach to dealing with interpersonal conflicts (p. 279). Ting-Toomey argues that individuals offer quite consistent cross-situational styles of conflict management, and backing this up, cultural predispositions have been uncovered that are good predictors of consistent cross-situational styles of conflict management.

The Rahim interpersonal conflict style measurement instrument was used in this research for several reasons: Its richness, its potential to capture diverse socio-cultural dimensions, and its regard (Ben-Yoav & Banai, 1992) in the literature as the most valid and reliable of the tools for measuring conflict style.

Conflict Management Styles and Women

In this section, I will examine only the literature that focuses on women and their conflict management styles. I will present and discuss both empirical studies as well as reviews and analyses of studies. The discussion will begin with an article by Loreleigh Keashly appearing in the hallmark book, Conflict and Gender by Beinstein and Taylor (1994).

Keashly (1994) reviewed several empirical studies on conflict management in work relationships. Although she examined variables that influence gender linked conflict behaviors, she also reported results from studies of women's interpersonal

workplace conflict management styles. Several studies that Keashly reviewed are useful for the purposes of this study. Shockley-Zalabak, in a survey of management personnel, and Ruble and Stander, in a survey of a heterogeneous group of workers, found that Integrating and Compromising Styles were the most preferred styles and that they were followed by Dominating, Obliging, and Avoiding. Some of Keashly's conclusions note non-gender influences on workplace conflict management behavior such as commitment, status, and role. My study attempts to control for status and role by using situation-specific scenarios and co-worker conflict.

In a meta-analytic review of sex differences in conflict management strategy, Gayle, Preiss, and Allen (1991) examined sex differences in styles across 29 studies. The studies were coded for outcomes relevant to basic conflict management strategies. A traditional five-factor model was employed for coding the categories of avoidance, accommodation, competition, compromise, and collaboration. Over 4,000 respondents were included in the meta-analytic review. The samples were mainly college students, managers, and employees. Data on the percentage of females in the sample and other information on socio-demographic characteristics of the respondents are not available. The findings on female conflict management styles suggested that females employ Compromising strategies. Regardless of contextual or situational constraints, females engage more frequently in Integrative or Compromising Styles. A further finding of the study supports the idea that individuals employ stable conflict management strategies across varying situations and contexts.

Eckel and Grossman (1996) in an unpublished paper, reported the results of a series of experiments which had looked at the relationship between various personal characteristics in allocation and bargaining decisions. Gender and race are two characteristics relevant to this investigation. They found that women are slightly more egalitarian than men, and that black subjects are much more egalitarian than non-black subjects. They also found that the behavior of the women depended upon whether the gender of their partner was female or male. Women were more likely to reject a proposal from a man than a woman.

In another unpublished article, Eckel and Grossman (1995), in an experiment measuring differences between male and female college students on the impact of fairness on the outcome of economic transactions, found "that men are more likely to make decisions on principle, whereas women are more responsive to changes in the parameters of the decision-making environment" (p. 15). Eckel and Grossman make the case that the results are consistent with Gilligan's arguments about male and female differences. In their experiment, women's willingness to reward fairness was mediated by the amount of the price, whereas for men, their willingness to reward fairness is independent of the price attached. The authors hasten to add that this does not imply that men are more fair than women. It is rather that women's choices are more contextual and made with greater consideration of the factors involved in the decision. They conclude by asserting that "women are less likely to be driven by a rigid ethical code" (p. 14).

These are additional studies which agree with the experiment of Eckel and Grossman. Ruble and Sander (1990), Shockley-Zalabak (1981), and Kovabik, Baird

and Watson (1990) in empirical studies of employees of businesses, non-professional organizations, management personnel, and MBA students, reported that women preferred compromise, collaboration, and accommodation styles in conflict management.

Hanner presents an even more intense statement about women's tendency to prefer harmony and cooperation. Hanner's (1994) findings based on an empirical study of women administrators concluded that "Women avoid conflict or confrontation and prefer instead strategies which are more collaborative" (p. 72).

From this point on, I will be discussing the results of the studies found in Table 1. Table 1 summarizes the analysis of twelve empirical studies conducted on conflict management and women. Only one study out of twelve had an all female sample; all others included males and females. In order to use the findings of the studies that looked at females and males, I selected only the relevant data for females in the study.

The first column reports the number of females in the study. Columns 3, 4, 5, 6, 7, and 8, are the socio-demographic variables used in my study and each indicates whether or not they are analyzed in the studies reviewed. Many studies included some of the socio-demographic variables but none reported an analysis of them. Because most used the Rahim instrument, the styles are the same. Those that did not use Rahim's styles were comparable to Rahim's. A few studies used scenarios, but most asked the respondents to follow the instructions given by the Rahim's conflict management instrument. None reported any findings which look at female/female conflicts. In most cases, the referent role was one of peers.

**TABLE 1:
SUMMARY OF ANALYSIS OF SELECTED EMPIRICAL STUDIES OF CONFLICT MANAGEMENT STYLES AND WOMEN
(Socio-demographics Analysis Included)**

Study	# of Women	Year	Race	Age	Social Class	Religion	Single Head of Household	Feminism	Female Sample	Used Instrument	Used Scenario	Analyzed F/F & F/M Conflicts	Referent Role	Participants Occupations
Sorenson	57	1995	no	no	no	no	no	no	no	yes	yes	no	Peers	Managers
PorRajac	221	1996	no	no	no	no	no	no	no	yes	on	no	Peers	Graduate Students
Parsons	24	1994	no	no	no	no	no	no	no	yes	yes	no	Superiors	High School Principals
Nowakoski	100	1995	no	no	no	no	no	no	no	yes	no	no	Peers	Managers
Earnest	18	1992	no	yes	no	no	no	no	no	yes	no	no	Peers	Administrators
Neff	117	1986	no	no	no	no	no	no	no	yes	no	no	Superiors	Administrators
Geuer	90	1988	no	no	no	no	no	no	no	yes	no	no	Peers	Professionally Employed Graduate Students
Guill	34	1990	no	no	no	no	no	no	no	yes	no	no	-----	Community College Presidents
Ting-Toomey	199	1993	yes	no	no	no	no	no	no	no	yes	no	Peers	University Students
Chusmir/Mills	102	1989	yes	no	no	no	no	no	no	no	no	no	Peers	Managers
Portello/Long	139	1994	no	no	no	no	no	no	yes	yes	no	no	Superiors	Supervisors & Managers
Duane	7	1989	no	no	yes	no	no	no	no	no	no	no	Peers	Union/management Officials

However, the peers were mostly fellow managers, administrators, and supervisors. Three studies looked at how the respondents would handle conflict in the role of a superior with a superior. Finally, most of the respondents were managers, supervisors, or administrators so only the supervisory status and perspective is covered.

What follows will be a more detailed look at selected studies reported in Table 1. Studies were selected on the basis of whether or not they analyzed socio-demographics or reported findings of socio-demographics.

Portello and Long's (1994) empirical study examined the influences of socialization variables and structural variables on relationships among gender role orientations, interpersonal and ethical conflicts, and conflict handling styles. Their data were collected from 134 Canadian female managers. The typical respondent in the study was 40-year old college educated, lower level manager from a middle-to-upper socioeconomic class. Ethnic origin was not recorded. In terms of conflict management styles, they concluded that "the Integrating (i.e. collaborative) Conflict Handling Style was the most frequently reported conflict handling style over-all for women managers with bosses" (p. 697). Portello and Long's findings also indicated that socialization variables are more relevant than structural variables when determining self-reported use of conflict handling styles.

The purpose of Earnest's (1992) descriptive-correlational study was to examine the relationship between "management" conflict management styles, and Myers-Briggs Typologies and selected demographics. A stepwise, multiple regression analysis was used. The finding suggested that the Integrating Style was

the one most preferred, and that gender and age did not affect the choice of conflict management styles.

Gever's (1988) study investigated the relationship between biological sex, gender identity, and style of interpersonal conflict management. She was testing to see if 1) women used relational constructs, where men would use abstract justice and fairness constructs in resolving interpersonal conflicts, and 2) the role feminine gender identity and masculine gender identity had in conflict styles. The subjects of her study were 124 graduate students- ninety of whom were female- all over the age of 24. She used not only work, but also friendship situations. Using analysis of variance her findings supported gender identity over biology and context in determining how interpersonal conflicts are managed. Gever did not use Rahim's instrument or any five style measurement instrument. To determine styles, she used an instrument that measured whether a person chooses a style grounded on abstract principles or relationships and caring. In addition to the important findings noted above, Gever also concluded that the sociological characteristics of the individual and situation were significant. In particular, she noted that age, education, and professional status had a bearing on how the subjects approached conflict.

Nowakoski's (1995) study looked at gender differences between 200 male and female frontline managers in educational and health care settings. She used independent t-tests and discriminant analysis to test her hypotheses. Her findings suggested significant differences between males and females. She found that females have become more strategic and competitive in conflict management and

**TABLE 2:
SUMMARY OF THE PREFERENCE FINDINGS* FOR THE FIVE STYLES OF CONFLICT
MANAGEMENT FOR SELECTED EMPIRICAL STUDIES****

Study & N (Number of Women in Study)	Avoiding	Compromising	Dominating	Integrating	Obliging
Sorenson et al (N=57)	4	2	3	1	5
Neff (N=117)	4	2	3	1	5
Nowakoski (N=100)	2	5	3	4	1
Rahim (N=50)	2	3	5	1	4
Porrajac-Bulin (N=221) ³	2	N/R	4	1	3
Earnest (N=18)	3 ²	2	3 ²	1	2 ²
Guill (N=34) [*]	5	2	4	1	3
Parsons (N=24)	2	5	3	1	4
ChusmirMills (N=102)	2	1	5	3	4
Duane (N=7)	4	3	1	2	5
Ting-Toomey (N=199)	N/R	1	2	1	N/R

Note:

1. Used discriminate analysis
 2. Same numerical ratings for distinct styles mean the styles were rated equally
 3. Thomas Kilman instrument used and styles converted to Rahim's style
- N/R = Not reported
 * = 1 means strongly agree with style and 5 means strongly disagree
 ** = Two studies did not report styles (Geuer and Guill) in a way that could be used for this table.

less passive.

Table 2 is a summary of the preference ratings for the five styles of conflict management for selected empirical studies. This table reports findings from less studies than in Table 1 because some of the studies in Table 1 did not report preference ratings. To arrive at the ratings, I looked at the mean scores in each study. Most of the studies used a Likert scale from 1 to 5 with "one" meaning "strongly agree" and "five" meaning the respondents "strongly disagree." In the Kilman instrument, a higher numerical scale is used, but it still places "one" as most preferred. Also when the Kilman instrument was used, names of the styles were converted to match those of Rahim; it was done without a significant difference in meanings.

As reported in the table, the Integrating Style was the preferred style in nine out of twelve cases. In my study, the Integrating Style emerged as the most preferred style. Compromising, Dominating, Avoiding and Obliging follow the Integrating Style, in that order. The other studies in Table 2 reported a different rank order. Some of the differences may be due to the sample, and some may be due to the referent role distinctions. Nevertheless, the Integrating Style appears to be the overall most preferred. In the organizational literature, the Integrating/collaborating Style is perceived as the most effective conflict style.

Feminism

A central part of the present investigation is to examine the impact and implications of feminism. Does feminism influence conflict management styles? If so, in what ways? Does feminism influence conflict management styles directly

and/or by moderating other variables? Do feminist ideas impact the conflict management styles of African-American, working class, old and young, religious women, and female heads of households? Is there a universal, essential womanhood as Jessie Bernard and Georg Simmel argue, and will the above factors emerge in conflict management styles? Or is it a question of differences? Are there faultlines? If so, what is their nature, size and strength? Are they "determinative?"

Definitions of "feminism" abound in sociological literature, so there is much ground to work with in defining this concept. Before defining "feminism" a short history of the movement is essential. According to Kelly (1982), feminism can be traced back to the fifteenth century. The modern roots can be traced to the late 18th century, and the works of Mary Wollstonecraft. Feminism is generally divided into three waves. The first wave is located in the time period from the 1850's through the early 1900's. The second wave is located between the late 1960's and the early 1990's; and the third wave is located in the time-frame of the present study. Therefore, it is within this latter time-frame that feminism will be examined. The third wave is distinguished from the second wave when one looks at women's lives in the context of the diversity of women's relationships, not only in relationship to the male social order, but also to each other. Bernard's (1981) female "world" becomes more accurately stated as female "worlds"; feminisms, not feminism.

Condor (1986) defines feminism as denoting "ideas and action directed toward ending female social subordination" (p. 97). In *Feminist Theory* (1984), bell hooks (sic) defines feminism as "a social movement to end sexist oppression" (p. 26). Compatible with Condor and hooks, the *Harpers Collins Dictionary of Sociology*

(1992) offers four definitions of feminism:

1) A holistic theory concerned with the nature of women's global oppression and subordination to men; 2) A socio-political theory and practice that aims to free all women from male supremacy and exploitation; 3) A social movement encompassing strategic confrontations with the sex-class system; 4) An ideology that stands in dialectical opposition to misogynous ideologies and practices. (p. 167)

Sebestyen (1978) offers ten political tendencies included in feminisms, which range from the liberal, equal rights position to the female supremacist stand. Some scholars go as far as to expand the continuum to include a conservative strand illustrated by Phyllis Schlafly.

As Anderson (1997) argues, feminism today is not easy to define, since it includes a variety of political perspectives and ideas. She argues that there is no single feminist perspective, and feminist theories and programs for social change may differ substantially from one another. Yet, Anderson still delineates certain common assumptions within feminism:

1) Feminism begins with the premise that women's and men's positions in society are the result of social, not natural or biological, factors; 2) Feminists see social institutions and social attitudes as the basis for women's position in society; 3) These institutions have created structured inequities between women and men, therefore; 4) Institutions need to be transformed by social action. (p. 8)

Feminism becomes a way of thinking and acting and this union is central to feminists' programs for change. Thinking and acting is guided by the notion of women's interests as central to movements for social change.

Abbott and Wallace (1997) have identified seven feminist perspectives:

Liberal/reformist, Marxist, radical, dual-systems, postmodernist/post-structuralist, materialist and Black feminist. All have in common an analysis of what constitutes the oppression of women plus strategies for overcoming oppression. All the perspectives argue that women are oppressed in Western societies, but differ in two ways: Their explanation of the cause of the oppression and suggested strategies for overcoming oppression. The following is a thumbnail sketch of Abbott and Wallace's perspective:

Liberal feminism is concerned to uncover the immediate forms of discrimination against women in Western societies and to fight for legal and other reforms to overcome them. Marxist feminists argue that the major reason for women's oppression is the exclusion of women from public production and that women's struggle for emancipation is an integral part of the fight of the proletariat (working class) to overthrow capitalism. Radical feminists see male control of women (patriarchy) as the main problem and argue that women must fight to free themselves from this control. Materialist feminists argue that women as a social class are exploited and subordinated by men as a class. Dual-systems feminists argue that women's oppression is both an aspect of capitalism and of patriarchal relations. An end to capitalism, they argue, will not lead automatically to the emancipation of women—women also need to fight to free themselves from control by men. Post-Modernist/post-structuralist theories argue that the ideas which are the foundation of social divisions can be explored only through texts or language. The challenge is to construct a discourse from a woman's point of view. They also argue that rationality, and therefore sociology, is a product of a masculine attempt to objectify and control the world. The solution is to reject rationality as a form of explanation. Black feminists argue that a feminist perspective needs to take into account the differential situation for racialized women as well as racialized men, and therefore their solution is to fight for liberation for Black people as well as women. (p. 31)

In summary, feminism is a complex social construction that has a long history. A thread that runs through feminism's history is the focus on women's social subordination and the chore of changing their subordinated status to equality.

Kolb (1993) in arguing for a woman's voice, suggests that four themes emerge as important in understanding the ways in which women may frame and conduct negotiations. Women engage in conflict management from 1) a relational view of others, 2) an embedded view of agency, 3) an understanding of control through empowerment, and 4) problem solving through dialogue (p. 139). Kolb posits that women will bring an alternative voice to the negotiating table, a table historically dominated by the male voice. Although arguing for women to have a voice, Kolb also asserts that variations will appear, and these variations can be accounted for by class, race, and family composition.

This investigation will reflect Condor's statement on feminism because the feminism orientation scale completed by the study's participants reflects Condor's definition of feminism. In this research, feminism is defined as ideas and actions which are aimed at changing women's subordinated status in societies.

Gaps in the Literature

The analysis of the literature on conflict management styles and women uncovered some gaps. First, although there is work on men and on gender differences between men and women in conflict management, there are few studies that confine their inquiry to women.

The second gap that emerges from the literature review is that those studies that focus solely on women generally do not focus on diversity among women, but rather study more homogeneous populations such as white middle class college students or managers. Furthermore, they compare women's results to those of males in the study. The present study, however, looks at diversity among women.

Although there is evidence of differences among women and how they cope with conflict, there are few studies that focus on structural factors such as age, race, class, feminism, religion, and single head of household and how they affect women's conflict management

Finally, scant attention is paid in the literature to women's conflict management styles in interactions with other women. All the studies in the literature review did investigate women's conflict management interactions in a female - male context but did not report findings of women's interactions with other women. Although knowledge of gender differences is important, in today's world more women are dealing with other women as co-workers, subordinates, and superiors in the home and even more so in the workplace

No empirical research studies were found that looked at the relationship of feminism to conflict management styles. Some research looked at the relationship of gender role orientation as well as structural variables such as context, type of conflict, and situation, but none examined the impact of liberal feminism. Additionally, none were found that examined the relationship of feminism to socio-demographic characteristics of women.

I found no studies in the literature that examined female/male conflicts and compared them to female/female conflicts. Finally, I found no studies that attempted to examine predictors of women's conflict management styles. The model examined in this study is only a beginning effort in the chain of many studies needed to accomplish the task of helping women manage conflicts in the workplace.

Primary Research Questions

To the above end, the primary research questions of this inquiry are designed to examine: 1) How women manage interpersonal conflict, and 2) Is conflict management affected by such social factors as race, age, ethnic background, feminism, social class, and status as a female head of household.

Chapter Summary

Chapter One has presented the introduction to the study which included a statement of the problem and its significance. The chapter also presented the literature review and the gaps in the literature which guide this study.

CHAPTER TWO: THEORETICAL MODEL

Introduction

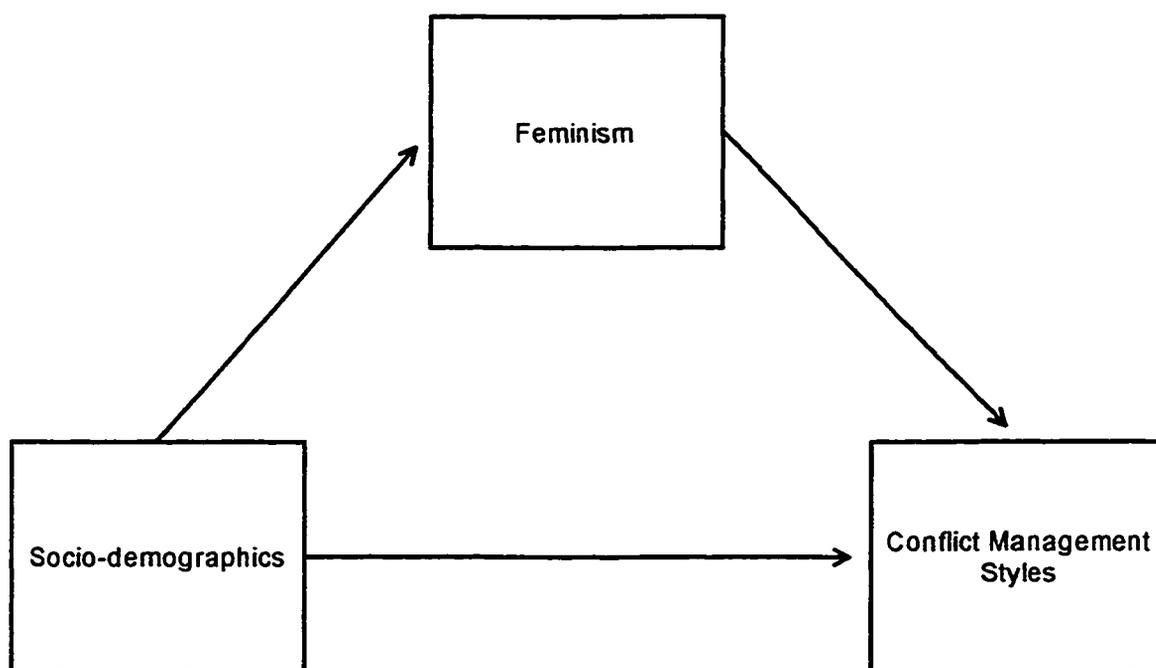
Chapter Two will present the theoretical model. The discussion will include contemporary theoretical works of feminist social theorists that will lead to the study's research hypotheses.

Figure 2 depicts the Conceptual Model of the study. The dependent variables in the study are the five conflict management styles of Avoiding, Compromising, Dominating, Integrating, and Obliging. The independent variables in the study are the socio-demographics (race, age, religion, social class, and single head of household) and feminism. The model illustrates the expected relationships between the independent and dependent variables which are to be tested. Feminism was expected to have a direct effect on conflict management styles. The socio-demographic variables were expected to have a direct effect on conflict management styles and an indirect effect on the styles through feminism. For example, older women socialized prior to the second wave of feminism will handle conflict differently from younger women who were socialized during and after the second wave due to the effects of feminism. The Research Hypotheses Matrix in Table 3 presents a more detailed analysis of the expected relationships between the socio-demographics, feminism, and conflict management styles.

In this chapter, I will present the argument that the female world is guided by gemeinschaft, a theory of society that emerged in the nineteenth century and was popularized by a German Sociologist, Ferdinand Tonnies. According to Jessie Bernard (1981), the essential nature of the gemeinschaft world consists of its kin

and locale-based structure and the love/duty ethos of its culture. The term “community” is often used as a synonym for *gemeinschaft* and implies the notion of unity, the whole and the communal. In short, the modern female world for Bernard, a feminist sociologist, reflects the ideas of community, kin, locale, love/duty, unity, and the whole, etc. It follows that in the modern world women perform *gemeinschaft*’s integrating function.

**FIGURE 2:
CONCEPTUAL MODEL**



Bernard insists that the characterization of the female world as reflected in *gemeinschaft* is based upon evidence from a respectable research literature that documented the world of women as a kin-and locale-based world - a world of “Blut-and-Bod” that performs an integrating function. She argues that Tonnies (1957) himself identified *gemeinschaft* with the female world in a highly sentimental

manner: "the realm of life and work in gemeinschaft is particularly befitting to women; indeed, it is even necessary for them." (p. 162). Women have been the conservors of relationships with relatives. In short, Bernard views the female world as an "integrating system with as much conceptual validity as say, the economy or the polity." (p. 29). It is this notion of integration which links gemeinschaft to conflict management styles of women.

Feminist writers such as Bernard (1981), Gilligan (1982), Belenky (1986), Hanners (1994) further this investigation. Their research found patterns in women's nature such as love and duty, responsibility and care, attachment and networks, inclusion and empowerment, and, also experiential, intuitive and personalized knowledge (Hanner, 1994). The argument is that these patterns are associated with basic constructs by which women frame their conflict management strategies. They argue that women use the ethics of caring, connection, and relationship as their basic constructs with which they frame their conflict management strategies. Gilligan argues that this leads women to use problem- solving through dialogue in communication strategies to resolve conflicts.

Swingle (1978) reported that "experiments consistently indicate that females are more responsive to cues to cooperate than males" (p. 179) and "women are more affiliative and dependent" (p. 214). Zubin and Brown's (1975) research on gender differences suggested that women are highly sensitive to the interpersonal aspects of their relationship with the other (pp. 173-4). Chataway and Kolb (1966) noted that "women are reported to be more selfless, and in possession of a greater desire to be at one with others, that is, 'communal'." (p. 263). Arliss (1991) in her

book on Gender Communication in discussing female communication styles, argues that, based on stereotypes, one can logically infer that women are expected to be "more indirect, emotive, yielding, and other-centered" (p.25).

Deborah Kolb in her chapter in the book Conflict and Gender (1994) articulates how feminist theories of social organization inform women's "voice" in negotiations. She presents four themes that are essential to understanding how women frame and conduct interactions in conflict. These themes are a relational view of others, an embedded view of agency, an understanding of control through empowerment, and problem solving through dialogue. Women view social life in terms of relationships, and this fact affects significant aspects of their social lives. Women are oriented toward nurturance and affiliation and make meaning through their inter-connectedness with others. What women expect from interactions is a grounding for emotional connections, empathy, shared experiences, and mutual sensitivity and responsibility.

In conflict management, there are two ways in which this relational view is expressed. As a party to the conflict, a woman conceives of her interests within the context of her responsibilities and commitments to others. She is always aware of how her actions in one context influence other parts of her life, as well as the people who are important to her. The second way in which this relational view is expressed has to do with relational ordering. Relational ordering means creating a climate in which people can come to know each other, share (or not share) values, and learn each other's modes of interacting. To women, expressing emotions and feelings and learning how others experience situations are as

important as the substance of the discourse.

Women's embedded view of agency leads them to understand events contextually, both in terms of their impact on important ongoing relationships and as evolving situations with a past and a future. They have an embedded form of agency in which boundaries between themselves and others and between a task and its surroundings blur and overlap. Hence, any attempt at conflict management must be understood against the background from which it emerges. It is not experienced as a separate game with its own set of rules, but as part of an extended context. Because of this, women may be less likely to recognize that an attempt to resolve conflict is occurring, unless it is specifically separated from the background against which conflict occurs.

The traditional view of power in conflict management perceives power as the ability to exert control over others through the use of strength, authority, or expertise, to obtain an outcome on one's own terms. Conceiving of power in this way leads to a division between those who are powerful and those who are powerless. Power gained at the expense of others may seem counter intuitive to some women. Some view such a form of power as incongruent with female roles. Because women may feel that assertiveness may impede connection, they tend to emphasize the needs of others so as to allow the others to feel powerful. This also often has the unintended consequence of making women's behavior seem passive, inactive, or depressed. In this regard, feminist researchers have proposed an alternative model of interaction that stresses power with, or power from, emerging interaction instead of power over by domination, or mastery. This alternative model

emphasizes mutual empowerment rather than competition. It overrides the active/passive dichotomy and calls for interaction among all participants in the relationship to build connection and understanding and by doing so collectively enhance everyone's power. It allows all parties to speak their interests and transcend the individualized and personalized notion of acquiring, using, and benefitting from power. The desire for mutual empowerment is often thought of as naive. In situations in which there is an ongoing and valued relationship, it is often a much preferred model.

According to Kolb dialogue is central to a woman's model of problem solving. Women frame, consider, and resolve problems through communication and interaction with others. This kind of communication is different from persuasion, argument, and debate. Women seek to engage others in a joint exploration of ideas whereby understanding is progressively clarified through interaction. There is an expectation that the other will play the part of an active listener and contribute to the developing movement of ideas. Women see conflict management as evolutionary. Problem-solving through dialogue entails a special kind of joining and openness in negotiations and leads to newly emerging understanding. The conflicting parties in conflict learn about the problem together and have a high regard for each other's interests. This framework for conflict management is very different from the "dance" of positions, a norm of negotiation for the involved parties to arrive at a fixed interest of what each one wants and to unyieldingly maintain this demand or goal. Doing the latter establishes a stalemate because both parties are locked into the process of holding onto their respective demands. The negotiation becomes stuck

and the parties do not arrive at an agreement. The key to reaching an agreement is to design a process where goals and interests can be discovered and incorporated into an agreement. In problem solving through dialogue, the process is less structured. Goals emerge from mutual inquiry. Those involved must be flexible and adaptive rather than controlling when responding to uncertainty and conflict. The process can lead to new understandings of problems and possible solutions.

To test whether the above theories vary among women, socio-demographic characteristics were chosen that are defined in sociology as fundamental organizing principles of social relationships which locate and position groups within a society's opportunity structures and therefore influence social behavior.

Jessie Bernard (1981) argues for the role of socio-demographic characteristics (which she terms social structure) in the female world:

There are few social structures, if any, that form a seamless whole. The most elementary forms of the division of labor and specialization of function, whether by age, sex, talent, or law, introduce cracks that can widen into serious gaps from time to time. The female world is no more immune to such potential cleavages than is any other social entity . . . Positions on certain issues are related to class, race, ethnicity and age. But the relationship is not close enough to be considered determinative. One finds varying positions on most issues in all classes, races, ethnic, and age groupings. (p. 322)

Within the context of race, class, age, household status, religion, and feminism, do women create their own distinct behavior? Does the model of womanhood that feminist social science once held as "universal" break down into faultlines of race and class? Jessie Bernard, in her book The Female World, argues that there is a female world, and questions the strength of the social structural

factors to be, in her words, "determinative" (p. 322).

Hypotheses

In the proposed investigation of conflict management styles of women, the contribution of various socio-demographic factors and feminism in the prediction of conflict management styles will be examined. First the research hypotheses are addressed, each with corresponding theory and available research to support the prediction:

1. The variable of race will be defined in this investigation as African-American and Caucasian/White. African-American respondents will agree with the Integrating, Compromising, and Dominating Styles and disagree with the Obliging and Avoiding Styles in Scenarios 1 (female/female) and 2 (female/male). Caucasian respondents will agree with the Integrating and Compromising Styles and disagree with the Dominating, Obliging, and Avoiding Styles in Scenarios 1 and 2.

There are few studies that offer assistance in building a predictive model of conflict management styles. The two that follow are recent studies which use a framework that is compatible with the present investigation.

Ting-Toomey (1994), in an empirical study, found that "African-American females tend to use less solution-oriented conflict strategies (i.e. Integrating and Compromising) than European-American females" (1989). Kochman (1981), using observations and

case analyses, concluded that there are differences in how blacks and whites handle conflict that have to do with cultural differences. In a sub-section on negotiation, Kochman argues that black's insert more affect into the negotiation process than their white counterparts. For blacks, negotiation is not a calm, rational, reasoned debate. Intensity, passion, and advocacy are a part of the negotiation. A weakness of Kochman's argument is that it is based on and supported by citing observations and case examples of male behavior. For example, in the negotiation discussion he cites a conflict at Attica prison in New York to make his point; nevertheless, he does make the case for black/white differences. Ting-Toomey, in testing Kochman's thesis on black/white differences in ethnic conflict, found that African-American females tend to use a more confrontational, dominating style than European-American females. The findings of the above two studies lend support to the hypothesis that African-American females will agree with the Dominating Style and the European-American women will disagree.

2. The variable of social class will be confined in this investigation to the working and middle-classes. Working class members will agree with the Compromising, Obliging, and Avoiding Styles and disagree with the Integrating and Dominating Styles in Scenarios 1 (female/female) and 2 (female/male). Middle-class members will agree with the Integrating, Compromising, and Dominating Styles and disagree with

the Obliging, and Avoiding Styles in Scenarios 1 and 2.

There is scant literature on social class and conflict management. As stated earlier, most research omits direct reference to social class. I will review one work that I have found, however, and use it to inform a hypothesis.

Duane (1989), in an empirical study of union and management officials, reports that unionized women prefer using what in this inquiry is referred to as Dominating Style more than the Avoiding and Accommodating Conflict Management Styles (p. 179). A weakness in Duane's study is that only seven women participated, and it is not made clear if the reported findings were for women from unions or management officials' social class.

The findings presented in Table 2 support the hypotheses for the middle class. The samples of the studies were predominantly middle class women. Thus, I expect my results will be consistent with their findings only for the middle class women in my sample.

3. Single heads of households will agree with the Compromising and Dominating Styles and disagree with the Integrating, Obliging, and Avoiding Styles in Scenarios 1 (female/female) and 2 (female/male).

I found no studies in the conflict literature on women who are heads of households. One rationale for predicting conflict management style by this variable, however, may be that because

female single heads of households are more self - reliant and more autonomous, this will result in their favoring the Competitive/Dominant Style.

4. I found no empirical studies looking at the relationship between religion and conflict styles of women. General social theory argues that religion is often a conservative force that reinforces traditional cultural behavior. In this context the variable of religion will be predictive of agreement with the Integrating, Compromising, Obliging, and Avoiding Styles, but predict disagreement with the Dominating Conflict Management Styles in Scenarios 1 (female/female) and 2 (female/male).

5. The variable of age will predict agreement with the Obliging and Avoiding Conflict Management Styles and predict disagreement with the Integrating, Compromising, and Dominating Styles in Scenarios 1 (female/female) and 2 (female/male). Every society must recognize age differences in some way. Age, as the other social-structural variables discussed, however, can vary a great deal by time and place. I found few systematic social scientific studies of age differences even though age difference has and continues to be taken for granted as a fundamental part of the social structure.

Since there are no reported studies on this variable in the literature that I reviewed, in this study, based upon the notion that the time of socialization of the person will affect her social behavior, the

hypothesis will be that women socialized during the 1960's and 1970's (during and after the 2nd wave of feminism) will agree with the Dominating Style and that older women, socialized before the 2nd wave of feminism will behave in a more traditional way and disagree with the Dominating Style. By contrast, in Gever's study, she speculated that age may be a contributing factor to her findings that the women of her study were more masculine or rights oriented. She cited the Jungian principles of lifelong individuation process, that is, as women mature they become more in touch with their masculine side. This would support a Dominating Style hypothesis for older women.

6. Based on the discussion of feminism in the prior chapter and this chapter, the variable of feminism will predict agreement with the Integrating, Compromising, and Dominating Conflict Management Styles, and predict disagreement with the Obliging, and Avoiding Styles in Scenarios 1 (female/female) and 2 (female/male). I found no studies in the literature that looked at the relationship between feminist orientation and conflict handling styles. Gever's (1988) study of gender differences in interpersonal conflict suggested that gender identity "has explanatory power in understanding of styles of conflict resolution" (p.104). One could thus hypothesize that stronger agreement with feminist orientation will result in stronger agreement on the Dominating Style and disagreement with the Obliging and

Avoiding Style.

7. The Multiple Regression Model with the variable feminism combined with the socio-demographic variables of age, race, social class, religion, income, and single head of household will predict more explained variance in all conflict management styles than the socio-demographic model without feminism in the model.

Table 3 presents a matrix that summarizes the above hypotheses.

Chapter Summary

Chapter Two presented the theoretical model including a discussion of the theories that guide the prediction of women's workplace conflict management styles. It also discussed the study's research hypotheses.

TABLE 3:
RESEARCH HYPOTHESES MATRIX

Variables	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1 (F/F)	Sc 2 (F/M)								
Race										
African-American	+	+	-	-	-	-	-	-	+	+
Caucasian	-	-	+	+	-	-	+	+	-	-
Social Class										
Working Class	-	-	-	-	+	+	+	+	-	-
Middle Class	-	-	+	+	+	+	+	+	-	-
Single Head of Household	+	+	-	-	-	-	+	+	+	+
Religion (Religious Attendance)	+	+	+	+	-	-	+	+	+	+
Age	-	-	+	+	+	+	+	+	-	-
Feminism	-	-	+	+	+	+	+	+	-	-
Adding Feminism to the Multiple Regression Model Increases r^2	Yes									

Note: + = positive direction (for African-American, working class, single head, & age means disagree)
 - = negative direction (for African-American, working class, single head, & age means agree)
 (for feminism, religious attendance, Caucasian, & middle class + means agree and - means disagree)

CHAPTER THREE: METHODOLOGY

Introduction

Chapter Three will present the research design. In addition the study's sample, instruments, and procedures will be discussed.

This inquiry utilized quantitative methodology. A cross sectional design employing survey research methodology was chosen because it allowed for a broader analysis in a more pragmatic time frame. Two scenarios were used to delineate interpersonal, co-worker, conflict situations: Scenario 1 was a female/female conflict and Scenario 2 was female/male conflict. Subjects were asked to use the scenario to respond to the items on the Rahim conflict management measurement scale. The scenarios defined and limited the situation, thereby allowing the investigator to focus the inquiry and examine a piece of life's ordinary activity in some detail. Finally, since this study is about women, their conflict management styles cannot be studied in traditional contexts in which the traditional "voice" dominates. The alternative "voice" must be studied in context where it can be heard, such as settings which are predominantly female and other, heretofore, invisible spheres of women's social life. In this way we may discover how women articulate their "voice." In order to reach and hear more of the alternative voices, and to include more women from predominantly female settings, efforts were made to gather subjects from a predominantly female union, who worked in nursing homes, and to recruit African-American respondents. The details of how I went about obtaining the subjects are described in the section on administration of the questionnaire.

Sample

In order to obtain the sample size and diversity required for the purpose of answering the research questions, a purposive sample was used. The research subjects were predominantly working (86.7%) undergraduate university students and members of two local unions in the Southeastern Michigan area. Union members were actively sought out to add to the diversity needed in the investigation. The researcher obtained permission from two Southeastern Michigan area universities to visit classrooms to personally administer the survey questionnaire. The universities were Eastern Michigan University in Ypsilanti, Michigan; and Madonna University in Livonia, Michigan. The Director of the Undergraduate Social Work Program from Eastern Michigan University, Ms. Marjorie Ziefert; the Academic Vice-President , Dr. Ernest Nolan; the Dean of the School of Business, Dr. Stuart Arends; the Dean of the College of Nursing, Dr. Mary Wawrzynski; and the Chairperson of the Sociology/Social Work Department, Dr. Dionne Thornberry from Madonna University, authorized me to administer the survey to female, undergraduate and graduate nursing, business, social work, law, and social sciences majors. The students' ages ranged from 18 years to 59.

In order to increase the diversity of the sample, two local Unions were included in the sample. The president of the UAW local and several union stewards from the Service Employees International Union volunteered to pass out the questionnaire to their female union members at their places of work. The sample was designed to obtain at least three hundred respondents as well as to insure an adequate distribution across the variables age, race, social class, and single head

of household.

The questionnaire, complete with explicit information protecting the anonymity of the participants, was approved by the Wayne State University Human Subjects Review Board. The instrument began with a cover sheet that included the consent form. The cover sheet informed the respondents of the purpose of the study and the consent form of their right to refuse to answer any or all of the questions included in the survey. The IRB approval and the cover sheet are included in Appendices D and D1.

Administration of the Questionnaire

The questionnaire was administered to three hundred and thirty-one subjects. The researcher personally administered the questionnaires at Eastern Michigan University in four social work classes, three undergraduate and one graduate, during the first part of the class meeting. All the questionnaires were immediately turned into the researcher before he left the classroom.

At Madonna University (the researcher's workplace) colleagues agreed to administer the questionnaires in their classes. I approached the Dean of the School of Business, the Chairperson of the Sociology/Social Work Department, the Dean of the College of Nursing, a professor in the Legal Assistant Program, and an English Professor who had a large class in which a diverse group of majors generally enroll.

For Local 1248, the President of the Union, a graduate of Madonna University's Social Work Program who had taken coursework in research methods, volunteered to administer the questionnaires at his workplace with female union

members. He personally handed the questionnaires out during work and got them back the same day. Local 79 subjects were obtained through a contact who is a neighbor and was employed by the union as an organizer and knew all the union stewards. She referred me to the union stewards who had agreed to distribute and collect the questionnaires in their respective workplaces. The researcher worked with five union stewards who agreed to distribute the questionnaires in distinct workplaces (all nursing homes). The union stewards took them to their workplaces and asked for volunteers. If a union member volunteered, the steward would give them a questionnaire and ask that they return it as soon as possible. Overall the response rate for the entire study was 74%. Four hundred questionnaires were distributed and three hundred and thirty-one were completed.

The response rates varied by each sub-sample location. Table 4 shows that for Eastern Michigan it was 100%, for Madonna University it was 79%, for Local 79 it was 69%, and for Local 1248 it was 100%.

**TABLE 4:
SUB-SAMPLE RESPONSE RATES**

Source	Number of Questionnaires Distributed	Returned	Response Rate
Eastern Michigan University	87	87	100%
Madonna University	184	146	79%
Local 79	100	69	69%
Local 1248	29	29	100%
Totals	450	331	74%

In all cases this researcher carefully instructed the college professors and union stewards to administer the questionnaire to women only, and to reassure the

respondents that since no names would be requested, all information was confidential. The respondents were also assured they could refuse to answer any or all the questions.

Each survey questionnaire contains three parts: conflict styles (part I), feminism attitudes (part II), and demographic questions, including SES, (part III). On the cover page, respondents were informed that participation in the research is voluntary and that their responses would be completely confidential. The questionnaire is a modified version of existing scales measuring conflict styles, feminism attitudes, and socio-demographics. Some items on the Conflict Management Styles Questionnaire have been modified within the context of the survey. For example, the term of "peers" was changed to "co-worker" to make the relationship of the disputants more clear in reference to the scenario.

In Part I of the questionnaire, respondents were given the following instructions when filling out the conflict section: "respond to the provided scenarios and restrict the response to the context set up by the scenarios." Two interpersonal co-worker workplace scenarios were provided. Conflict Scenario 1 describes an interaction between two female employees (Mary and Alice) who were given a special project to be completed within two weeks. They agreed that they must start soon in planning the project. Alice was never available for planning except late in the schedule. Mary knew that this might happen so she started early with the project and was responsible for most of the work that was done. Alice insisted on presenting the project. Mary is upset with Alice because she knows that Alice will represent the project as her work. Conflict Scenario 2 describes an interaction

between a male and a female coworker. In this situation a member of John and Jill's work group is consistently late for work, and it has become a problem for Jill and John. Jill thinks the solution to the problem is to fire the employee, but John wants to issue a warning. Both scenarios were presented for review to two focus groups of eleven female college students each. The groups were socio-economically diverse and all the women were working. In both cases, the focus groups thought the scenarios were reflective of workplace conflicts.

Instruments

Conflict Management Style Scale: The Rahim Organizational Conflict Inventory-II (ROCI-II, Form C, 1983c) was used to measure conflict management styles. Rahim's scale plots five styles: 1) Integrating, Collaborating; 2) Obliging, Accommodating; 3) Dominating, Competing; 4) Avoiding, Withdrawing; and 5) Compromising (see Appendix A). Styles refer to behaviors for handling interpersonal conflict. To handle conflicts functionally, more than one style may be needed, depending upon the situation. Rahim's five styles are plotted on a continuum of concern for satisfying self and the degree of concern for satisfying others. The Rahim instrument reflects the assumption that the situation affects the conflict behavior and, accordingly, offers distinct forms of assessment, keyed to situations. Form A is for conflict with respondents' superiors; Form B is for conflict with the respondents' subordinates, and Form C is for the respondents' peers. For the purpose of this investigation, only Form C, conflict with the respondent's peers was utilized.

The ROCI-II begins with instructions to the respondents to recall as many

recent incompatibilities, disagreements, or differences as possible in order to rate 28, 5-point Likert scale items ranging from "strongly agree", signified by a 1, to "strongly disagree" signified by a 5. For the present investigation, however, scenarios replaced the above recall instructions. Respondents are then instructed that there are no right or wrong answers and that their responses should reflect their most characteristic behavior in the conflict scenarios.

Of the 28 items or statements of behavior, seven relate to Integrating, six to Obliging, five to Dominating, six to Avoiding, and four to Compromising. The closer the mean score to 1 ("strongly agree") the stronger the agreement for that style.

The issue of social desirability was addressed by Rahim (1983) in a study conducted with MBA and undergraduate students. Data from the Personal Reaction Inventory (Crown & Marlowe, 1960) and the Lie scale from the Eysenck Personality Inventory (Eysenck & Eysenck, 1968) were correlated with the ROCI-II. The findings showed a marginal but significant, positive correlation between the social desirability and Integrating scales and, in addition, between the Lie and Integrating scales. Other scales did not correlate with the social desirability and Lie scales. With the exception of the Integrating Style, the ROCI-II subscales are relatively free from the bias of social desirability or response distortion. The Integrating scale correlation was not interpreted as a strong relationship.

The ROCI-II was modified for this investigation since respondents were asked to respond to a conflict scenario instead of being asked to recall recent conflicts. Many of the individual questions were modified to place them in the proper context, such as, changing terms like "peer" to "co-worker". Finally, to avoid a

potential bias that was uncovered by one of my committee members, the question numbers were placed on cards and then shuffled to generate a random order.

The internal consistency reliability of all five scales of conflict management of the ROCI-II were tested by Rahim using Cronbach's alpha, Spearman-Bowman reliability, Guttman's lambda, and Kristol's unbiased estimate of reliability. Except for the Spearman-Brown reliability coefficient for Compromising ($r=.67$), the coefficients were all greater than or equal to .71 and no greater than .77.

The test-retest reliability coefficients reported by Rahim (1983) range from moderate to good for all the subscales except Compromising. The correlations ranged from .60 for Compromising to .83 for Integrating. These coefficients were computed using data collected from 119 students who completed the instrument two times, with one week between each time.

Regarding content validity, Weider-Hatfield (1988), concluded that the items appear to be representative of the constructs they are assessing, selected with careful thought, and facilitate ease of understanding and completing the instrument. Extensive construct validity tests were done to assess the independence of the five scales of conflict management styles. Factor analysis was done on responses from a national sample of 1,219 executives whose educational attainment ranged from a high school diploma to a master's degree. The findings suggested that the five scales were independent.

Feminism Scale: The 60 item scale is called the Liberal Feminist Attitude and Ideology Scale (LFAIS Scale), and according to Morgan (1996) each of its domains have been found by empirical tests to be highly reliable along with having good

convergent, divergent, concurrent, and known-groups validity. The scale reflects "liberal feminist ideology" and the authors of the instrument used a definition of feminism offered by Morgan (1996) that argues feminism is "denoting ideas and actions directed toward ending female social subordination" (p.363). The scale is designed to tap the domains of feminist ideology, gender role attitudes, and the goals of feminism. The author argues that most measures of feminism have focused on measuring attitudes toward traditional gender roles rather than goals of feminism and feminist ideology. The scale has been piloted by the author to help generate themes and items for the scale, and the validity and reliability of the scale has been empirically tested. The pilot study was undertaken with a sample of undergraduates (n=99) and a group of participants in a women's studies conference (n=54). In both samples the social-demographic breakdown is unknown.

Eleven questions were chosen by Morgan from the 60 item scale and used in this investigation. The eleven items were chosen based on their positive correlations with each of the three behaviors measured and significantly correlated at the .05 level with the aggregated behavioral index formed by standardizing and summing the three behaviors. A Cronbach alpha score of .81 was obtained on the eleven - item short form. The reduced number of items kept the length of the entire questionnaire workable. Morgan (1996), has advised people to use the modification with caution since it has not been subjected to rigorous tests for reliability and validity. Prior to using it in the present study, I subjected the instrument to a pilot test with a diverse group of undergraduate students at Madonna University, and the instrument was found to have face value. The modified scale can be found in the

Appendix B entitled "Attitudes Toward Women's Roles Inventory." I removed the terms feminism and liberal from the title with the objective of reducing bias into the responses.

Chapter Summary

Chapter Three presented the research design. In addition, the study's sample, instruments, and procedures were discussed.

CHAPTER FOUR: SAMPLE CHARACTERISTICS

This chapter will report the characteristics of the sample. Characteristics will be reported on independent and dependent variables and will include statistics such as means, standard deviations, medians, skewness, reliability and factor analyses. Table 5 summarizes selected information of the predictor and criterion variables. Appendix E is a more complete report of the sample's socio-demographics characteristics.

Independent Variables

Age

The mean age of the sample was 34.5 years (SD=10.40, range 17 to 67); 22.4% were between the ages of 17-25; 28.1% were between the ages of 26-34; 24.5% were between the ages of 35-44; 14.5% were between the ages of 45-54; and 2.4% were 55 years and older. A small percentage (8.2%) chose not to report their age. The mean ages of sub-groups like Local 1248 did not vary much from the overall sample mean, except for those of Local 79 whose mean age was 40 years. In terms of mean scores on the Feminist Orientation instrument, all age categories scored in the 1.8 range except for the 55+ age group whose mean was 1.4.

Single Head of Household

About 27% of the sample identified themselves as single heads of households. In terms of marital status, 51.7% were divorced or separated; 28.7% were single/never married; 10.3% were living with a significant other; 4.6% were widowed; 3.4% were married; and 1.1% other. Nearly 15% of single heads of households were from Eastern Michigan University; 47.7% were from Madonna

**TABLE 5:
SELECTED SAMPLE CHARACTERISTICS**

Variables	% of Sample	Mean Age	Feminism Mean Score
Age		34	1.8480
Race			
African-American	26.0	35	1.8278
Caucasian	64.7	34	1.8617
Social Status			
Working Class	42.6	35	1.8568
Middle Class	51.1	34	1.8783
Upper Class	4.2	31	1.5974
Single Head of Household			
Single Head	26.7	34	1.8118
Other	72.8	34	1.8521
Religious Preference			
Catholic	34.7	33	1.9518
Baptist	20.8	35	1.9265
Methodist	6.3	36	1.5974
Lutheran	4.2	32	2.0065
Jewish	2.7	35	1.7576
Episcopal	1.8	33	1.7879
Others	25.7	35	1.7031
Source			
EMU	23.0	35	1.6089
Madonna	50.5	33	1.9025
Local 79	17.8	40	1.9549
Local 1298	8.8	33	1.9154
Age Categories			
17-25	22.4		1.8580
26-34	28.1		1.8869
35-44	24.5		1.8065
45+	16.9		1.8308

Note: Scale for feminist orientation was 1= strongly agree & 5= strongly disagree

University; 22.7% were from Local 79; and 14.8% were from Local 1248. Close to 67% were students. In terms of Blacks and Whites, blacks composed 42.4% and whites 52.9% of the single heads of households. In terms of identifying their social class, 67.1% of single head of households identified themselves as working class; 31.8% identified themselves as middle class, and 1.2% identified themselves as upper class. The mean score for Single head of households on Feminist Orientation Instrument mean score was 1.8118 (1= strongly agree and 5=strongly disagree).

Social class

In terms of social class, 51% identified themselves as middle class, 43% identified themselves as working class, and 4% identified themselves as upper class. The findings are significant in that most surveys in the literature that ask subjects to self-identify on measurements of social class find that most respondents identify themselves as middle class. By contrast, the results of a national survey reported in the January, 1998 issue of American Demographics found that the respondents using the self-identification technique split themselves equally between working and middle class. This supports the use of the technique in this study. Another argument for the use of the self-identification technique is that in general, there is no one way to measure social class in social science literature. The usual way is by Social Economic Status (SES), but this technique is disputed. In addition, women have traditionally been assigned their social class in terms of their husbands or fathers, and, as a result, there is no valid measurement of women and social class. Further, given women's studies support for subjective measures, the manner of measurement used for the variable social class for the analyses, will

be the self-identification technique. The mean scores by class for the variable “feminism” were similar for the middle and working class 1.8783 and 1.8568, respectively. The upper class scores leaned even more towards “strongly agree” with a mean score of 1.5974.

Race

In terms of race, nearly 66% of the respondents were white, and 26.5% were African-American. The remaining 7% were dispersed among Native Americans/Eskimos (1.2%), Arabic/Middle Eastern (.3%), Hispanic/Latino/a (1.5%), Asian/Pacific Islander (1.5%), and other (3%). The focus of the study was Black and White differences. In the African-American sample, 76.5% were Baptists, 3.5% were Catholics, and 20% were others. Almost 62% of African-Americans were in the union sample. Sixty-seven percent of African-Americans self-identified as working class. African-Americans’ mean score on feminism was 1.8278.

The Caucasian members of the sample comprised 87.6% of the Catholics, 19.1% of the Baptists, 31.0% of the union members, 75.1% of the students, 76.8% of the middle class, 50.7% of the working class, and 76.6% of the upper class. In terms of mean scores on feminism, not much difference was observed between African-Americans (1.8278) and Caucasians (1.8617).

Religion

In terms of religious attendance, 28% attended church at least once a week; 33% attended a few times a year; 12% attended two to three times a year; 12% attended less than once a year; 10% attended at least once a month; and 9% reported never attending. Over 70% of the sample were Christians with Catholics

making up 35% and Baptists making up 21%; 24% identified themselves as other (no details given). In terms of scores on feminism there was little difference between Catholics and Protestants (1.9518 for Catholics and 1.9265 for Baptists).

Sample Source

Half of the respondents were from Madonna University, 23% from Eastern Michigan University, and 26% from the UAW and SEIU locals respectively. The mean score on feminism for Eastern Michigan University was 1.6089, for Madonna University 1.9025, for Local 79 1.9025, and for Local 1248 1.9154. Eastern Michigan students on average reported a stronger pro-feminism orientation than the other samples.

The table in the Appendix E reports further demographic information. The mean household income level for the sample was \$45,000 to \$50,000. 25% had household incomes of \$25,000 or less. 37% had household incomes between \$25,000 and \$50,000. 48% had household incomes above \$50,000. Of the 48%, 16% had household incomes above \$75,000. The high latter figure is due to the question asking for family income, respondents from the UAW Local 1248 who earn a high salary and engage in much overtime, and some graduate social work students who are full time professionals in the social welfare system..

Thirty-seven percent were married, 19% were divorced or separated, 9% lived with a significant other, and 32% were single or never married. Eighty-seven percent were employed, 5% were unemployed, 5% were homemakers, and 72% were students. The mean score on feminism did not vary among these groups (1.8739 for married respondents, and 1.8295 for others). A t-test showed no

significant differences between married respondents and others.

The respondents of the study were, on the average, high school graduates; 2% had less than a high school degree; 9% were high school graduates (includes GED) with no further education; 47% had some college or an associates degree; 42% had a bachelors or graduate professional degree. The reported mean scores on feminism for educational subgroups were similar with all falling within the 1.9 range.

Social work majors composed 26.9% of the respondents; nursing 10.6%; business 6.9%, and law majors 7.9% comprised a substantial percent of the remaining respondents. The mean scores for nursing, business and law majors on the feminist orientation scale were 1.8368, 1.834, and 1.831 respectively. The mean score for the social workers on the feminist orientation scale was slightly higher at 1.9255.

In summary, the socio-demographic data paint a diverse picture. The women in this investigation were diverse in terms of age, race, social class, marital status, income, education, and religion. Although the majority of the respondents were students, the mean age of 34.50 indicates that the respondents were non-traditional students, and were both working and students. Overall, the respondents did not vary much on their mean scores on the Feminism Orientation scale. Most fell in the "agree" to "strongly agree" level with some sub-groups scoring more towards "strongly agree" than others.

The following sample characteristics were calculated using the descriptive dialog box in SPSS 7.5.

Preferred Conflict Management Styles

Another sample characteristic that was informative was the mean scores on the conflict management styles. Table 6 indicates that the Integrating Style had the highest (1= strongly agree) mean score for both scenarios. In Scenario 2, the mean score for Integrating Style is higher than for Scenario 1, although a paired samples t-test comparing the mean for Integrating Style in Scenario 1 with Scenario 2, was not statistically significant which means that the respondents had similar style scores regardless of scenario.

Compromising Conflict Management Style emerged as the second lowest mean score in the study. The mean score was lower for Scenario 2. A paired samples t-test comparing the mean scores was not statistically significant. Dominating Style yielded the third highest mean score. Although it was higher for Scenario 2 a paired sample t-test comparing the mean scores was not statistically significant. Avoiding Style for Scenario 1 ranked fifth highest mean score and tenth highest mean score for Scenario 2. A paired samples t-test comparing the mean score for this style with the mean score for Avoiding Style in Scenario 2 was significant ($t = -5.386, 517 .000 > .05$). The highest mean score for Avoiding Style was in Scenario 2 and was statistically significantly different from Scenario 1. Obliging Styles mean scores ranked eighth (3.38430) and ninth (3.34083) highest.

Although Obliging Styles mean score for Scenario 1 was higher than for Scenario 2 the difference is not statistically significant. In summary, the women in this study's mean scores were more in agreement with the use of Integrating and

**TABLE 6:
MEANS, STANDARD DEVIATIONS, AND SKEWNESS STATISTICS FOR CONFLICT
MANAGEMENT STYLES OF SCENARIO 1 (F/F) AND SCENARIO 2 (F/M)**

	N	Mean	Std.	Skewness	
				Statistic	Std. Error
Integrating Style Scenario 2	330	1.7957	.4253	.019	.134
Integrating Style Scenario 1	331	1.8303	.4957	.888	.134
Compromising Style Scenario 1	330	2.1980	.6298	.807	.134
Compromising Style Scenario 2	329	2.2649	.6533	.945	.134
Dominating Style Scenario 1	330	3.3060	.7732	-.549	.134
Dominating Style Scenario 2	328	3.3263	.7691	-.452	.135
Avoiding Style * Scenario 1	331	3.3395	.7631	-.315	.134
Obliging Style Scenario 2	328	3.3843	.7186	-.126	.135
Obliging Style Scenario 1	330	3.4083	.7576	-.097	.134
Avoiding Style * Scenario 2	329	3.5028	.8112	-.474	.134
Valid N (list-wise)	328				

* t-test indicates significant difference between female/female and female/male conflict

Compromising Styles of Conflict Management than the Dominating, Avoiding and Obliging Conflict Management Styles.

Reliability and Validity Analysis

The issue of reliability relates to the degree to which a test comes close to unflinchingly measuring whatever it says it intends to measure. The more reliable a test is, the more confident we can be that the scores would be essentially the same if the test were re-administered. Reliability tests are conducted to provide evidence regarding the measurement integrity of the instruments employed in a study. Reliability is a characteristic of data and not of the test. Generally, the serious researcher should empirically evaluate the measurement integrity of data on hand (Van Epps, 1991, p. 193). For this study the focus was on the internal consistency and reliability of the measures. The statistic of choice was Cronbach's alpha. The alpha coefficients for the Integrating, Obliging, Avoiding, Dominating, and Compromising indexes of Rahim's ROCI-II were .79, .80, .77, .78, and .63 respectively. These values are generally similar to those reported by Rahim (1983) (.77, .72, .75, .72, .72, respectively) and similar to or, in the case of two styles, even superior to coefficients reported by Fearing and Dean (1989) (.81, .55, .72, .77, .54, respectively).

**TABLE 7:
CRONBACH ALPHA SCORES FOR RAHIM INSTRUMENT**

Name of Study	Scores				
	Avoiding	Compromising	Dominating	Integrating	Obliging
Rahim	.75	.72	.72	.77	.72
Faring and Dean	.72	.54	.77	.81	.55
Charbonneau	.77	.63	.78	.79	.80

The Cronbach alpha test was also administered on the Feminist Orientation index. Again, the purpose was to measure the internal consistency of the index. It is important to remind the reader that the eleven item scale used in my study is a short form of the Liberal Feminist Attitude and Ideology Scale. The long form was tested not only for reliability but also validity. The short form as not tested for validity, and only reports reliability. The alpha coefficient for the Feminist Orientation scale of this study is .74. This compares to the Cronbach alpha of .84 reported in the author's article on a study done on undergraduate females (n=69) and .81 reported by the authors in their study with 234 respondents on the subscale.

To test the construct validity of the indexes used in the study a Confirmatory Factor Analysis was done. As a statistical tool Factor Analysis provides a technique for identifying relatively small numbers of factors that can be used to represent relationships among larger numbers of variables interrelated by some underlying dimension or construct. The major phases of a Factor Analysis are factor extraction, factor rotation, and factor score interpretation.

For this part of the study, Factor Analysis will be used to explore expectations. This approach is called Confirmatory Factor Analysis. Principal Component analysis with Varimax rotation was used to determine the reliability (the consistency with which items on a scale or index measure the same underlying concept) of an index with more precision. Extractions were limited to five, the number of conflict management styles identified in the index. Table 8 reports the results of the Factor Analysis and indicates support for the validity of the index, i.e.

the individual items of the index loaded positively on five factors, and the factors could be discreetly identified as one of the conflict management styles.

Chapter Summary

— This chapter reported the characteristics of the sample. Characteristics were reported on independent and dependent variables and included statistics such as means, standard deviations, medians, skewness, reliability and factor analyses. Table 5 summarized selected information of the predictor and criterion variables.

TABLE 8:
FACTOR ANALYSIS FOR CONFLICT MANAGEMENT STYLES
PRINCIPLE COMPONENT ANALYSIS - VARIMAX WITH KAISER NORMALIZATION

Styles Items	I	II	Factor III	IV	V
Integrate					
Co-worker understanding	.729	.-	.-	.-	.-
Issues in open	.716	.-	.-	.-	.-
Investigate	.592	.-	.-	.-	.-
Integrate	.524	.-	.-	.-	.-
Collaborate	.541	.-	.-	.-	.-
Exchange accurate info	.652	.-	.-	.-	.-
Find solutions	.672	.-	.-	.-	.-
Accommodate					
Go along with	.-	.703	.-	.-	.-
Give in	.-	.632	.-	.-	.-
Satisfy expectations	.-	.716	.-	.-	.-
Accommodate	.-	.811	.-	.-	.-
Satisfy need of co-worker	.-	.757	.-	.-	.-
Avoid					
Avoid co-worker	.-	.-	.479	.-	.-
Stay away	.-	.-	.516	.-	.-
Avoid on spot	.-	.-	.672	.-	.-
Avoid open discussion	.-	.-	.657	.-	.-
Avoid unpleasant exchange	.-	.-	.712	.-	.-
Keep disa to myself	.-	.-	.741	.-	.-
Dominate					
Use my influence	.-	.-	.-	.738	.-
Use power to win	.-	.-	.-	.834	.-
Use expertise	.-	.-	.-	.757	.-
Compromise					
Middle ground	.-	.-	.-	.-	.611
Give and take	.-	.-	.-	.-	.721
Negotiate	.-	.-	.-	.-	.497
Propose middle ground	.-	.-	.-	.-	.621

CHAPTER FIVE: BIVARIATE ANALYSIS

This chapter will focus on examining the associations, if any, between the predictor variables and the criterion variables and after that will include an examination of inter-correlations between the predictor variables for possible multicollinearity effects. In addition, an examination will be conducted to assess the association, if any, between socio-economic variables and the feminism variable. This analysis will utilize the Pearson's r statistic to ascertain first, if there is a relationship between predictor variables and criterion variables, and second, the strength and direction of the relationship or association between paired variables.

The Pearson's r is a measure of the strength and direction of linear correlation between two variables. Paired variables can be either positively correlated, negatively correlated, or have no relationship or association at all. A positive correlation is an association between two variables in which the values, large or small, of one of the paired variables is associated with the large or small values of the other paired variable. The association can also be negatively correlated. Large values of one variable can be associated with small values in the other, or vice-versa: a small value of one paired variable can be associated with a large value in the other paired variable.

An overview of all correlation coefficients between all the predictor variables and criterion variables are reported in the correlation matrix in Table 9. This analysis will examine the correlations by selected predictor variables.

Feminism and Conflict Management Styles

"Feminism" emerged from the analysis as a key predictor variable; a look at

its relationship with or association to conflict management styles will be informative. Table 9 shows that feminism had a statistically significant relationship with the Integrating, Obliging, and Avoiding Conflict Management Styles in Scenarios 1 (female/female) and 2 (female/male). In Scenario 1 feminism showed a statistically significant positive relationship (+) with the Integrating Style of conflict management and a statistically significant negative (-) relationship with the Obliging and Avoiding Conflict Management Styles. This means that women with a strong feminist orientation (+) agreed with the Integrating Style and disagreed (-) with the Obliging and Avoiding Styles in the female/female conflict scenario.

In Scenario 2, the association between feminism and the three styles continued in the same direction. Women with a strong feminist orientation agreed with the Integrating Style and disagreed with the Obliging and Avoiding Styles in the female/male conflict.

A preliminary interpretation of this finding could be found in the idea of women's relationship orientation. Integration is a way of handling conflicts that takes into consideration both parties' points of view and arrives at a mutually satisfying outcome. Feminism as defined in this study signifies ideas and actions that challenge the subordination of women. Integration is a way of behaving that can make this challenge take place because women using the Integrating Style not only care about the needs of others but also actively getting their own needs met. The findings offer a challenge to the common stereotype of women as accommodators and feminists as dominators.

Age and Conflict Management Styles

Age was significantly and positively correlated with the Dominating Style and significantly negatively correlated with the Obliging, Avoiding, and Compromising Styles in the female/female scenario. The association with the Integrating Style was non-significant. In other words, older women disagreed with the Dominating Style and the Compromising Style and agreed with the Obliging and Avoiding Styles with female co-workers in the workplace. Age was not significantly associated with any style in the female/male conflict scenario. This finding offers preliminary support for the cohort theory. Older women were born and socialized prior to the advent of the second wave of the women's movement and therefore would behave more traditionally in conflict management. The findings did offer some preliminary support for the hypothesis on age.

Religion and Conflict Management Styles

Religion was another theoretical predictor variable to be investigated empirically. This variable was examined in terms of religious preference and religious attendance. Religious attendance, as measured by frequency of church attendance, was not significantly associated with any of the conflict management styles regardless of scenario. These findings did not offer support for the hypothesis that religion predicted agreement with the Integrating, Compromising, Obliging, and Avoiding Styles and predicted disagreement with the Dominating Conflict Style in the female/female and female/male scenarios.

Religious preference, on the other hand, indicated significant correlations for the Baptists in the study. No other religious group membership showed significant

associations with styles. Baptist membership showed a significant relationship with the Dominating and Avoiding Conflict Management Styles in Scenario 1 and also in Scenario 2. The correlation coefficients showed a negative relationship between Baptist membership and the Dominating and Avoiding Styles in the female/female scenario and the female/male scenario. There was an association between Baptists and agreement with the Dominating and Avoiding Styles in both female/female and female/male conflict. The findings showed no significant association between Baptist membership for the Integrating, Compromising, and Obliging Styles in either scenario. Therefore, this finding did not offer support for the religion hypothesis.

Social Class and Conflict Management Styles

Correlation coefficients for the social class variable in which study participants self-identified class membership showed no significant correlations between social class membership and styles in either scenario. In addition, the findings of the analysis with respect to income and education with styles yielded no significant associations. Therefore, the findings offered no support for the social class hypothesis.

Race and Conflict Management Styles

In terms of race, African-Americans showed a significant negative correlation coefficient with the Avoiding Style and a significant positive relationship with the Compromising Style in female/female conflict and a significant negative relationship with the Avoiding Style in female/male conflict. African-American group membership was significantly associated with agreement with the Avoiding and agreement with Compromising Styles in female/female conflict and significantly associated with

agreement with the Avoiding Style in female/male conflict.

The African-American finding offered limited support for the hypothesis of a significant association between African-Americans and the Compromising Style, but the correlations did not support the other hypothesized relationships in either scenario.

Household Status and Conflict Management Styles

Single head of household was significantly and positively correlated with Compromising Style in Scenario 1 and the Integrating Style in Scenario 2. Single heads of households were associated with disagreement with the Compromising Style in female/female conflict and the Integrating Style in female/male conflict. No significant correlations were found with the Avoiding, Dominating, and Obliging Styles. The findings did not support the hypotheses for single heads of households. In contrast to the single heads of households, the married members of the sample (61.9%) were significantly negatively correlated with the Obliging Conflict Management Style in both female/female and female/male conflict. This means that the married women of the sample agreed with the Obliging Style in both scenarios. Additional bivariate analysis of married women showed no significant association between married women and feminism, and t-test results showed no significant differences between married women and other subgroups of women such as divorced/separated, single/never married, widowed, and those living with a significant other.

Additional Variables

Although not a formal part of the conceptual model, an analysis of the data

which breaks it down into union and non-union samples is informative. There were significant correlations among union members and conflict management styles. Union members' scores were significant on Avoiding and Compromising Styles in Scenario 1 and on Avoiding Styles in Scenario 2. In Scenario 1 the findings showed a negative relationship between union members and the Avoiding Style and a positive relationship between union members and the Compromising Style. In the female/female conflict situation union members were associated with disagreement with the Compromising Style and agreement with the Avoiding Style. The findings in Scenario 2 indicated a negative relationship between union members and Avoiding. There was an association between Union members and agreement with the Avoiding Style in the female/male conflict.

Majors

Majors of those who reported themselves as students indicated significant correlations. Social Work students' scores showed significant relationships between Avoiding Styles in Scenario 1 and Obliging and Avoiding Styles in Scenario 2. In Scenario 1 social work students had a positive relationship to Avoiding Style and a positive relationship to Obliging and Avoiding Styles in Scenario 2. Social Work Majors disagreed with the Avoiding Style in the female/female and female/male conflict scenarios disagreed with the Obliging Style in the female/male conflict in scenario 2. In contrast, students majoring in nursing and business did not show any significant correlations on any of the styles in either scenario.

Law majors, on the other hand, had a significant positive correlation with Obliging and a significant negative correlation to Dominating Styles in Scenario 1.

There was a significant association between Law majors and agreement with the Dominating Style and disagreement with the Obliging Style in female/female conflict. No significant relationships emerged on Scenario 2.

Intercorrelation Analysis

Analysis of the correlation matrix (Table 9) indicated that the key predictor variables were free from multicollinearity.

Chapter Summary

The correlational analysis shows partial and weak support for the study's predictions. The findings indicate that feminism is linked to agreement with the Integrating and disagreement with the Obliging and Avoiding Styles in female/female and female/male conflict. African-Americans agreed with the Compromising Style and disagreed with the Avoiding Style in female/female and female/male conflict. Older age was linked to disagreement with the Dominating Style and agreement with the Obliging, Avoiding, and Compromising Styles in female/female conflict and not linked to any styles in female/male conflict. Single head of household was linked to disagreement with the Compromising in female/female conflict and the Integrating Style in female/male conflict. Social class and Religion showed no links to conflict management styles in either scenario.

The next step in the process of testing the research hypotheses is multiple regression. Multiple regression analysis is more robust than bivariate analysis because it allows predictions to be made from more than one variable. Multiple regression analysis evaluates the simultaneous effects of all the predictor variables on conflict styles as well as individual effects of each predictor in tandem with the

others. The technique provides a fuller understanding of the relationships between the predictor variables and conflict management style.

TABLE 9:
CORRELATION MATRIX: ALL PREDICTORS BY CRITERION VARIABLE

Variables	Mean	S.T.D.	N	Avoiding		Compromising		Dominating		Integrating		Obliging	
				Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2
Income/class	1.783	.7101	319	.050	.086	-.081	.014	.028	.000	-.054	-.073	-.032	-.022
Feminism	1.845	.5028	331	-.189**	-.211**	.038	.037	-.059	-.068	.147**	.212**	-.193**	-.240**
Age	34.5	10.40	304	-.126*	-.065	-.127*	.034	.151**	.094	-.043	-.049	-.168**	-.067
Religious Attendance	3.26	1.61	327	.044	.019	-.054	-.036	-.007	-.004	.004	-.016	.065	.040
Marital Status	.62	.49	330	.066	.055	.050	.022	-.082	.007	-.013	.038	.110*	.159**
Student Status	.27	.44	328	-.181**	-.156**	.098	.059	.013	-.051	-.004	.031	-.081	-.088
Unions and Colleges	.73	.44	331	-.227**	-.193**	.127*	-.099	.020	-.021	.014	.025	-.082	-.092
Education	4.73	1.58	331	.096	.073	-.094	-.095	.066	.031	-.024	-.063	.054	-.002
Social Work	.73	.44	331	.181**	.146**	-.018	-.061	.046	.101	-.083	-.043	.067	.109*
Nurses	.89	.31	331	-.004	-.043	-.008	-.026	-.022	.004	-.008	-.048	.020	.072
Business	.93	.25	331	.028	.040	-.008	-.026	.086	.089	.006	.048	-.020	.072
Law	.92	.27	331	-.051	-.015	-.016	-.037	-.142**	.072	.017	.036	.125*	.093
Income by Working	.48	.50	319	.046	.071	-.026	.054	.002	.028	.008	-.001	-.028	-.010
Baptists	.78	.41	319	-.128*	-.120*	.085	.014	-.118**	-.113*	.042	.077	-.070	-.065
African-American	.76	.44	325	-.171**	-.151**	.180**	.076	-.033	-.031	.041	.028	-.042	.007
Social Class	1.61	.57	324	.003	.052	-.035	.078	-.042	-.055	-.011	-.070	-.046	-.057
Single Female	.73	.44	328	-.007	-.018	.124*	.039	-.002	-.033	-.070	.123*	-.078	.108
Working Class	.56	.50	324	-.012	.032	.022	.082	.024	.034	.020	.070	.031	.062
Middle Class	.48	.50	324	-.019	-.004	.005	.074	.000	.006	-.052	.058	.010	.058
Upper Class	.66	.20	324	-.019	.067	-.042	-.018	-.058	-.070	-.079	-.028	-.052	-.009
Catholics	.64	.48	319	-.048	-.028	.000	.012	-.070	-.101	.048	.048	-.058	.005

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

CHAPTER SIX: MULTIVARIATE ANALYSIS AND HYPOTHESES TESTING

This chapter will assess the combined effects of all the study's predictor variables on the conflict management styles. Independent analyses and model summary analyses of the variables will be reported and discussed. The five conflict management styles will be assessed independently through two conflict scenarios. Conflict Scenario 1 (female/female) was a situation in which two female employees (Mary and Alice) were given a special project to be completed within two weeks. They agreed that they must start soon in planning the project. Alice was never available for planning except late in the schedule. Mary knew that this might happen so she started early with the project and was responsible for most of the work that was done. Alice insisted on presenting the project. Mary is upset with Alice because she knows that Alice will represent the project as her work. Conflict Scenario 2 (female/male) was a situation in which a member of John and Jill's workgroup is consistently late for work, and it has become a problem for Jill and John. Jill thinks the solution to the problem is to fire the employee, while John wants to issue a warning. Within each Scenario two models are reported. The first (Equation 1) reports the combined effects of all the socio-demographic variables without the feminism variable. The second (Equation 2) reports the combined effects of all the socio-demographic variables with the feminism variable included in the equation, in order to understand the impact of feminism on conflict management style, all else equal.

The hypotheses that predict differences in agreement with each conflict management style by race, social class, age, religion, feminism, and single head

of household will be specifically assessed. In addition, the relative degree of importance of these predictor variables in terms of their contribution to the variance of the criterion variable (i.e., style), also will be assessed. Of interest is whether a set of predictor variables can be found that will predict level of agreement with each conflict management style. I will test the hypothesis that adding feminism to the model will significantly increase the explained variance (R^2). Finally, I will test the hypothesis that no differences will be found between the female/female scenario and the female/male scenario. The "enter" regression procedure was used for this analysis.

The following table describes the coding of the predictor variables and the meaning of positive and negative coefficients.

**TABLE 10:
CODING DESCRIPTION**

Predictor Variable	Interpretation of Coefficients	
	Positive Coefficient Means this Group Agrees with Style	Negative Coefficient Means this Group Agrees with Style
Income	Lower Income	Higher Income
Age	Younger	Older
Religious Attendance	Frequent Church Goers	Infrequent Church Goers
Social Class	Middle & Upper	Working Class
African-American	Caucasians	African-Americans
Feminism	Strong Feminists	Weak Feminists
Single Head	Others	Single Head of Household

Conflict management styles were coded so that 1 = strongly agree with the management style and 5 = strongly disagree with the management style. Age and income are coded from low to high. African-American, social class, and single head were dummied with 1 meaning "in the presence of" and 0 meaning "others."

Religious attendance was coded going from frequent (1) to infrequent (0). Finally, feminism was coded with strong feminism coded 1 and weak feminism coded 5.

To test whether the socio-demographic variables independently or as a whole had any significant effect on feminism, I did an analysis regressing feminism on the socio-demographics. The results in the table in Appendix J showed no significant effects either independently or as a whole. Ruling out any effect of this relationship we can move on to the remaining analyses.

Avoiding Conflict Management Style

Conflict Scenario 1 (female/female)

Table 11 reports the findings of the regression procedure on the Avoiding Conflict Management Style. In Equation 1, Scenario 1 (F/F), age and African-American predictor variables were significant and negative. Older women and African-Americans were more likely to agree with the use of Avoiding Style with other women. The finding for age can be explained by the fact that African-American women's mean age was older (40.0 to 34.5) than for the rest of the sample. As to why African-Americans agreed with the Avoiding Style, conversations with African-American women suggested that engaging in conflict is perceived as risky by African-American women because of their low power status. They distrust the system to work for them. The Model Summary Statistics reported an R^2 of .057 and an adjusted R^2 of .037. The model explained 5.7% of the variance in the Avoiding Style and was significant.

In Equation 2, Scenario 1 (female/female), age, African-American, and feminism emerged as significant predictors. As in the bivariate analysis age,

TABLE 11:
REGRESSION STATISTICS FOR PREDICTOR VARIABLE ON AVOIDING CONFLICT MANAGEMENT STYLE

Predictors	Coefficients										P
	B		S.E.		Beta		T		P		
	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	
	Scenario 1 (F/F)										
Constant	3.415	4.042	.205	.276			16.627	14.637	.000	.000	.000
Income	1.998E-02	1.935E-02	.012	.011	.118	.114	1.716	1.691	.087	.087	.092
Age	-9.324E-03	-1.099E-02	.004	.004	-.128	-.151	-2.089	-2.490	.038*	.038*	.013*
Religious Attendance	2.455E-02	1.656E-02	.028	.028	.052	.035	.878	.610	.381	.381	.549
Working Class	-.188	-1.09	.100	.098	-.076	-.071	-1.179	-1.111	.240	.240	.267
African-Americans	-.308	-.311	.110	.108	-.173	-.175	-2.797	-2.874	.006*	.006*	.004*
Single Female Head	7.895E-02	6.610E-02	.117	.115	.045	.038	.677	.576	.499	.499	.565
Feminism		-.288		.087	-.192			-3.325			.001*
	Scenario 2 (F/M)										
Constant	3.486	4.213	.224	.300			15.530	14.031	.000	.000	.000
Income	1.807E-02	1.735E-02	.013	.012	.100	.096	1.424	1.396	.156	.156	.164
Age	-4.748E-03	-6.673E-03	.005	.005	-.060	-.085	-.975	-1.390	.330	.330	.166
Religious Attendance	9.051E-03	2.068E-04	.030	.030	.018	.000	.298	.007	.766	.766	.994
Working Class	-9.096E-02	-8.114E-02	.109	.107	-.055	-.049	-.833	-.758	.405	.405	.449
African-Americans	-.256	-.259	.120	.118	-.134	-.136	-2.128	-2.203	.034*	.034*	.028*
Single Female Head	.138	.123	.128	.125	.073	.065	1.078	.983	.282	.282	.327
Feminism		.334		.094	-.208			-3.555			.000*
	Model Summary Stats. - Scenario 1 (F/F)										
	Eq. 1	Eq. 2	Change Coefficients								
R ²	.057	.093	.036*								
Adjusted R ²	.037	.071									
F	2.842*	4.103*									
	Model Summary Stats. - Scenario 2 (F/M)										
	Eq. 1	Eq. 2	Change Coefficients								
R ²	.028	.071	.042*								
Adjusted R ²	.007	.047									
F	1.358	3.018*									

NOTE: Feminism coefficients included in Equation 2

* = p < .05

African-American and feminism were negatively associated with the Avoiding Style. The stronger the feminist orientation, the less likely the respondents were to use the Avoiding Conflict Management Style with other women. Older women and African-Americans agreed with the use of the Avoiding Style with other women as in the first equation. The Model Summary Statistics reported an R^2 of .093 and an adjusted R^2 of .071 and explained 9.3% of the variance in the Avoiding Style and was significant. The change coefficient for the two equations was .036 and was significant.

Conflict Scenario 2 (female/male)

In Equation 1, Scenario 2 (F/M), only African-American emerged as a significant predictor, and, as in Scenario 1, had a negative association with the Avoiding Style. African-American women were likely to use the Avoiding Style with men as well as women. The Model Summary Statistics for Equation 1 were an R^2 of .028 and an adjusted R^2 of .007. The model explained 2.8% of the variance, but was not significant.

In Equation 2 of Scenario 2 (F/M), African-American and feminism reached significance. Both predictors were negatively associated with the Avoiding Style. Women with a strong feminist orientation disagreed with the Avoiding Style. African-Americans agreed with the Avoiding Style. The Model Summary Statistics were an R^2 of .071 and an adjusted R^2 of .047 that explained 7.1% of the variance in the Avoiding Style and was significant. Adding feminism to the equation increased the R^2 (.042) and was significant.

Compromising Conflict Management Style

Conflict Scenario 1 (female/female)

Table 12 reports the results of the regression procedure on the Compromising Conflict Management Style. In Equation 1 for Scenario 1 (F/F), three individual predictors - age, African-American, and single female head of household - emerged as significant predictors. These findings replicated the results of the bivariate analysis. Age continued to have a negative relationship which means that older women were more likely to agree with the Compromising Style. African-American and single head of household continued to have a positive relationship which means both of these groups disagreed with the Compromising Style. The Model Summary Statistics were significant, reporting an R^2 of .077 and an adjusted R^2 of .057 respectively. The model explained 7.7% of the variance in the Compromising Style.

In Equation 2 (adding feminism) in Scenario 1, three individual predictors - age, African-American, and single head of household - again remained the same as in Equation 1. The beta for single head of household went up and the beta for age increased slightly. The change coefficient for Equation 1 and 2 was .001 and non-significant. The model was significant.

Conflict Scenario 2 (female/male)

In Equation 1, Scenario 2 (F/M), no individual predictor variables emerged as significant, replicating the results of the bivariate analysis. The Model Summary Statistics reported an R^2 of .026 and an adjusted R^2 of .005, respectively, but were not significant. The model explained 2.6% of the variance for Compromising Styles.

TABLE 12:
REGRESSION STATISTICS FOR PREDICTOR VARIABLE ON COMPROMISING CONFLICT MANAGEMENT STYLE

Predictors	Coefficients									
	B		S.E.		Beta		T		S	
	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2
	Scenario 1 (F/F)									
Constant	2.476	2.377	.173	.237	14.341	10.051	.000	.000	.000	.000
Income	7.664E-03	7.769E-03	.010	.010	.053	.054	.434	.429	.434	.429
Age	-1.139E-02	-1.112E-02	.004	.004	-.184	-.179	-.003*	-.004*	-.003*	-.004*
Religious Attendance	-1.923E-02	-1.797E-02	.024	.024	-.048	-.045	.414	.447	.414	.447
Working Class	7.097E-02	6.961E-02	.084	.084	.054	.053	.400	.409	.400	.409
African-Americans	.266	.267	.093	.093	.176	.176	.004*	.004*	.004*	.004*
Single Female Head	.295	.247	.098	.098	.163	.165	.013*	.013*	.013*	.013*
Feminism	4.538E-02	4.531E-02	.074	.074	.036	.036	.542	.542	.542	.542
	Scenario 2 (F/M)									
Constant	2.116	1.986	.183	.251	11.565	7.960	.000	.000	.000	.000
Income	1.752E-02	1.764E-02	.010	.010	.118	.119	.092	.090	.092	.090
Age	-8.459E-04	-5.193E-04	.004	.004	-.013	-.008	.832	.897	.832	.897
Religious Attendance	-2.400E-02	-2.249E-02	.025	.025	-.058	-.059	.337	.370	.337	.370
Working Class	.129	.130	.089	.089	.095	.096	.150	.145	.150	.145
African-Americans	.122	.122	.098	.099	.078	.078	.217	.216	.217	.216
Single Female Head	-8.352E-02	-8.581E-02	.104	.104	.054	.055	.424	.412	.424	.412
Feminism	5.531E-02	5.531E-02	.079	.079	.042	.042	.483	.483	.483	.483
	Model Summary Stats. - Scenario 1 (F/F)									
	Eq. 1	Eq. 2	Change Coefficients							
R ²	.077	.078								
Adjusted R ²	.057	.055								
F	3.844*	3.383*								
	Model Summary Stats. - Scenario 2 (F/M)									
	Eq. 1	Eq. 2	Change Coefficients							
R ²	.026	.028								
Adjusted R ²	.005	.003								
F	1.244	1.135								

NOTE: Feminism coefficients included in Equation 2

* = p < .05

For Equation 2 (adding feminism), no individual predictor variables were significant and Model Summary Statistics reported an R^2 of .028 and an adjusted R^2 of .003. The model explained 2.8% of the variance for Compromising Style and was not significant. The change coefficient for Equation 1 and 2 was .002 and was not significant.

Dominating Conflict Management Style

Conflict Scenario 1 (female/female)

Table 13 reports the results of the regression procedure on the Dominating Conflict Management Style. Equation 1, Scenario 1, one individual predictor variable emerged as significant - age. The relationship is positive which means older women were likely to disagree with the Dominating Conflict Management Style with women. The Model Summary Statistics for Equation 1 reported an R^2 of .028 and an adjusted R^2 of .007. The model explained 2.8% of the variance and was not significant.

For Equation 2 in Scenario 1, age emerged again as the only significant individual socio-demographic predictor. In Equation 2, the influence of age decreased as a predictor, but remained significant. Older women were likely to disagree with this style. The R^2 and adjusted R^2 were .029 and .009 respectively and were not significant. The model explains 2.9% of the variance in the Dominating Style. Adding feminism to the socio-demographic model increased the R^2 by .001 and was not significant.

Conflict Scenario 2 (female/male)

In Equation 1, no individual predictors emerged as significant predictors. The

TABLE 13:
REGRESSION STATISTICS FOR PREDICTOR VARIABLE ON DOMINATING CONFLICT MANAGEMENT STYLE

Predictors	Coefficients									
	B		S.E.		Beta		T		P	
	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2
	Scenario 1 (F/F)									
Constant	3.078	3.157	.208	.286	14.761	11.051			.000	.000
Income	-9.236E-03	-9.317E-03	.012	.012	-.055	-.055	-.781	-.787	.435	.432
Age	1.121E-02	1.100E-02	.005	.005	.154	.151	2.474*	2.408*	.014*	.017*
Religious Attendance	-1.519E-02	-1.621E-02	.028	.029	-.032	-.034	-.535	-.568	.593	.570
Working Class	.102	.101	.102	.102	.066	.065	1.006	.994	.315	.321
African-American	-2.197E-02	-2.235E-02	.112	.112	-.012	-.013	-.197	-.200	.844	.842
Single Female Head	.101	.103	.118	.119	.057	.058	.853	.865	.344	.388
Feminism		-3.675E-02		.090		-.025		-.410		.682
	Scenario 2 (F/M)									
Constant	3.153	3.304	.210	.286	15.050	11.536			.000	.000
Income	7.414E-04	5.911E-04	.012	.012	.004	.004	.063	.050	.950	.960
Age	5.336E-03	4.930E-03	.005	.005	.074	.068	1.171	1.074	.243	.284
Religious Attendance	-5.113E-02	-7.491E-03	.028	.029	-.012	-.016	-.197	-.262	.844	.793
Working Class	8.550E-02	8.351E-02	.102	.102	.056	.054	.839	.819	.402	.414
African-American	-6.175E-03	-6.699E-03	.112	.113	.003	.004	.055	.060	.956	.953
Single Female Head	-1.612E-02	-1.332E-02	.119	.119	.009	.008	.135	.111	.893	.911
Feminism		-6.908E-02		.090		-.047		-.770		.442
	Model Summary Stats. - Scenario 1 (F/F)									
	Eq. 1	Eq. 2	Change Coefficients							
R ²	.028	.029	.001							
Adjusted R ²	.007	.004								
F	1.343	1.172								
	Model Summary Stats. - Scenario 2 (F/M)									
	Eq. 1	Eq. 2	Change Coefficients							
R ²	.009	.011	.002							
Adjusted R ²	-.012	-.014								
F	.433	.455								

NOTE: Feminism coefficients included in Equation 2

*= p < .05

Model Summary Statistics reported an R^2 of .009 and an adjusted R^2 of .012 and was not significant. The model explains less than 1% of the explained variance in the Dominating Style.

In Equation 2 in Scenario 2 the R^2 was .011 and the adjusted R^2 was .014 and the model explained 1.1% of the variance in the Dominating Style and was not significant. Adding feminism to the socio-demographics added .002 to the R^2 and was not significant. Age in both equations in Scenario 2, unlike Scenario 1, was not significant. The analysis replicated the results of the bivariate analysis.

Integrating Conflict Management Style

Conflict Scenario 1 (female/female)

Table 14 reports the results of the regression procedure on the Integrating Conflict Management Style. In Equation 1, no individual predictor variable emerged as significant. The Model Summary Statistics reported an R^2 of .013 and an adjusted R^2 of .008. This means that the socio-demographic predictor variables explained 1.3% of the variance for the Integrating Conflict Management Style and was not significant. For Equation 2 (adding feminism) in Scenario 1, the R^2 and adjusted R^2 increased to .033 and .009 respectively. This equation explained 3.3% of the variance in the Integrating Style and was not significant. Feminism emerged as the only significant predictor variable and was positive, which means that women with a strong feminist orientation were likely to agree with the Integrating Style. Adding feminism to the equation increased the R^2 by 2% (.020) and was not significant.

TABLE 14:
REGRESSION STATISTICS FOR PREDICTOR VARIABLE ON INTEGRATING CONFLICT MANAGEMENT STYLE

Predictors	Coefficients									
	B		S.E.		Beta		T		P	
	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2
	Scenario 1 (F/F)									
Constant	1.964	1.649	.142	.193			13.796	8.513	.000	.000
Income	-1.741E-03	-1.418E-03	.008	.008	-.015	.012	-.216	-.177	.829	.859
Age	-3.434E-03	-2.583E-03	.003	.003	-.069	-.052	-1.110	-.837	.268	.403
Religious Attendance	-4.985E-03	-9.079E-03	.019	.019	-.016	-.003	-.257	-.047	.797	.962
Working Class	-5.051E-02	-4.609E-02	.069	.069	-.048	-.044	-.728	-.670	.467	.503
African-Americans	3.812E-02	4.015E-02	.076	.076	.032	.033	.506	.531	.613	.596
Single Female Head	9.671E-02	.103	.081	.080	.081	.086	1.190	1.281	.735	.201
Feminism		.147		.061		.145		2.426		.016*
	Scenario 2 (F/M)									
Constant	1.866	1.508	.116	.156			16.070	9.689	.000	.000
Income	5.745E-03	6.099E-03	.007	.006	.062	.065	.876	.947	.382	.345
Age	-3.885E-03	-2.936E-03	.003	.002	-.096	-.073	-1.542	-1.180	.124	.239
Religious Attendance	-1.389E-02	-9.330E-03	.016	.016	-.053	.036	-.863	-.602	.378	.548
Working Class	4.927E-02	5.411E-02	.056	.055	.058	.063	.873	.976	.384	.330
African-Americans	3.569E-02	3.387E-02	.062	.061	.036	.035	.575	.556	.566	.579
Single Female Head	.119	.127	.066	.065	.122	.130	1.809	1.952	.072	.052
Feminism		.165		.049		.199		3.379		.001*
	Model Summary Stats. - Scenario 1 (F/F)					Model Summary Stats. - Scenario 2 (F/M)				
R ²	.013	.033		.020*			Eq. 1	Eq. 2	Eq. 1	Eq. 2
Adjusted R ²	.008	.009					.021	.060	.000	.036
F	.606	1.370					1.005	2.525*		
										Change Coefficients

NOTE: Feminism coefficients included in Equation 2
* = p < .05

Conflict Scenario 2 (female/male)

In Equation 1, no individual predictor variables emerged as significant. Single female head of household was nearly significant ($p < .052$), and was negatively associated, which means they had a tendency to agree with the Integrating Style in female/male conflict. The Model Summary Statistics reported a non-significant R^2 of .021 and an adjusted R^2 of .000. This equation explained 2.1% of the variance in the Integrating Style. In Equation 2, feminism was a significant predictor of the Integrating Conflict Management Style. Feminism was positive, which means that feminists agreed with the use of the Integrating Style in the female/male conflict. The model explained 6% of the variance on the style and was significant. The feminism variable increased the R^2 by 3.9% (.039) and was significant.

The multiple regression findings replicate the bivariate findings except for the single female head of household variable. Single female head of household's association with the Integrating Style was significant in the female/male scenario in the bivariate analysis but in the analysis controlling for the other model variables it just missed significance at $p < .052$, which indicated a tendency for female heads of households to agree with the Integrating Style.

Obliging Conflict Management Style

Conflict Scenario 1 (female/female)

Table 15 reports the results of the regression procedure on the Obliging Conflict Management Style. In Equation 1, Scenario 1 (F/F), only age emerged as a significant predictor of the Obliging Style among the socio-demographic variables and was negatively associated, which means older women were more likely to favor the Obliging Style and

**TABLE 15:
REGRESSION STATISTICS FOR PREDICTOR VARIABLE ON OBLIGING CONFLICT MANAGEMENT STYLE**

Predictors	Coefficients									
	B		S.E.		Beta		T		P	
	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2	Eq. 1	Eq. 2
	Scenario 1 (F/F)									
Constant	3.339	4.059	.200	.267			16.666	15.223	.000	.000
Income	7.798E-03	7.206E-03	.012	.011	.046	.043	.669	.627	.504	.531
Age	-1.248E-02	-1.440E-02	.004	.011	-.177	-.199	-2.872	-3.248	.004*	.001*
Religious Attendance	3.371E-02	2.624E-02	.028	.004	.072	.056	1.204	.948	.230	.344
Working Class	2.339E-03	1.042E-02	.100	.028	.002	.007	.023	.105	.981	.916
African-Americans	6.160E-02	6.439E-02	.190	.099	.035	.037	.559	.593	.577	.554
Single Female Head	.152	.140	.117	.115	.087	.080	1.303	1.218	.194	.224
Feminism		-.269		.087		-.181		-3.094		.002*
	Scenario 2 (F/M)									
Constant	3.664	4.250	.206	.277			17.814	15.328	.000	.000
Income	5.849E-03	5.129E-03	.011	.032	.036	.032	.517	.465	.606	.642
Age	-4.759E-03	-6.705E-03	.004	-.096	-.068	-.096	-1.092	-1.569	.276	.118
Religious Attendance	2.965E-02	2.064E-02	.027	.046	.066	.046	1.091	.776	.276	.438
Working Class	-6.322E-02	-5.368E-02	.097	-.036	.043	.036	.649	.565	.517	.572
African-Americans	-1.392E-02	-1.140E-02	.108	-.006	-.008	-.007	-.129	-.109	.897	.913
Single Female Head	.173	.160	.114	-.095	.103	.095	1.519	1.437	.130	.152
Feminism		-.331		-.232		-.232		-3.966		.000*
	Model Summary Stats. - Scenario 1 (F/F)					Model Summary Stats. - Scenario 2 (F/M)				
R ²	.040	.072	.032*		Eq. 1	Eq. 2	Eq. 1	Eq. 2	Change Coefficients	
Adjusted R ²	.019	.048			.021	.073	.001	.050	.052*	
	1.936	3.078*			.970	3.123*				

NOTE: Feminism coefficients included in Equation 2
* = < .05

younger women were more likely to disagree with the style. The Model Summary Statistics reported an R^2 of .040 and an adjusted R^2 of .019 and was not significant. The model explained 4.0% of the variance in the Obliging Style and was not significant.

In Equation 2 (adding feminism), age and feminism were significant and were negatively associated with the Obliging Style. For feminism this means the women with a strong feminist orientation disagreed with the Obliging Style. For age this means older women agreed with the Obliging Style in the female/female conflict scenario. The Model Statistics reported an R^2 of .072 and an adjusted R^2 of .048 and was significant. The model increased the explained variance from 4.0% to 7.2% and the change was significant.

Conflict Scenario 2 (female/male)

In Equation 1 the Model Summary Statistics reported an R^2 of .021 and an adjusted R^2 of .001. The model explained 2.1% of the variance and was not significant. No individual variables were significant.

In Equation 2 (adding feminism) the Model Summary Statistics reported an R^2 of .073 and an adjusted R^2 of .050. The model was significant. The model change coefficient was .052 which indicated a 5.2% increase in the amount of variance explained in the Obliging Conflict Management Style and was significant. Only feminism was significant and in the same negative direction as in Scenario 1. Women with a strong feminist orientation disagreed with the use of the Obliging Style in female/male conflict.

The explained variance of the above models to predict agreement with

conflict management styles ranged from 2% to over 9%. Six of the ten analyses in the model with feminism explained over 5% of the explained variance. According to Rubin and Babbie (1997) "it seems reasonable to say that interventions whose effect sizes explain approximately 5% to 10% of outcome variance were about as effective as the average intervention reported in published evaluations..." (p.517)

Summary Discussion

Table 16 shows the significant individual effects of all the predictor variables on conflict management styles drawn from all the Equation 2's. All else equal, age, African-American, single head of household, and feminism were significant in predicting agreement with at least one of the styles. Income, working class, and religious attendance did not significantly affect any of the conflict management styles.

**TABLE 16:
SUMMARY OF SIGNIFICANT REGRESSION RESULTS**

Predictors	Conflict Management Styles									
	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2
Income										
Age	* -		* -		* +					* -
Religious Attendance										
Working Class										
African-Americans	* -	* -	* +							
Single Head			* +							
Feminism	* -	* -					* +	* +	* -	* -

Note: * indicates $p < .05$
 Plus sign (+) = positive direction
 Minus sign (-) = negative direction (means agree for income, age, African-Americans, class, & single head and disagree for feminism)
 Results of Equation 2

Age was significant in four conflict management styles in the female/female conflict scenario. Age had a significant individual effect on the Compromising (negative direction), Dominating (positive direction), Avoiding (negative direction) and Obliging (negative) Styles. Older women favored Compromising, Avoiding, and Obliging and did not favor Dominating. Younger women did not favor Compromising, Avoiding, and Obliging and favored Dominating in the female/female conflict scenarios. Age was not a significant predictor of any style in the female/male scenario.

Race was a significant predictor in two conflict management styles. In the female/female conflict scenario African-American was significantly associated with Compromising (positively) and Avoiding (negatively). African-Americans disagreed and Caucasians agreed with the Compromising Style. African-Americans agreed and Caucasians disagreed with the Avoiding Style. In the female/male scenario African-American was significantly negatively associated with the Avoiding Style. African-Americans agreed and Caucasians disagreed with the Avoiding Style in female/male conflict.

Single head of household was significant on the Compromising Conflict Management Style in the female/female scenario. Single heads of households disagreed with the Compromising Style. It did not have a significant individual effect in the female/male scenario. Since there was a strong association between single head of household and African-American, this may explain the outcome.

Feminism was the predictor variable with the most significant effects in the model. It was significant in the Integrating, Obliging, and Avoiding Styles in both the

female/female and female/male scenarios. Feminism was positively associated with the Integrating Conflict Management Style and negatively associated with the Obliging and Avoiding Conflict Management Styles in both scenarios. Feminists agreed with the Integrating Style, but disagreed with the Obliging and Avoiding Styles in both female/female and female/male conflict.

Table 17 reports the results of the multiple regression analysis to test 1) the predictive power of the socio-demographics model, 2) the predictive power of the socio-demographics and feminism model, and 3) whether adding feminism to the socio-demographics model significantly increased the explained variance.

**TABLE 17:
SUMMARY OF MULTIPLE REGRESSION MODELS RESULTS**

Models	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1 (F/F)	Sc 2 (F/M)								
Socio-Demographics	S	NS	S	NS						
Socio-Demographics with Feminism	S*	S*	S	NS	NS	NS	NS*	S*	S*	S*

S = p for $R^2 < .05$; NS = p for $R^2 > .05$

* = feminism increased explained variance of model significantly ($p < .05$)

Socio-demographic Model

The socio-demographic model (Equation 1) reached significant predictive power (i.e., the R^2 was significant) on Compromising and Avoiding Styles in Scenario 1, female/female conflict. The socio-demographic model did not reach significance on any conflict management style in the female/male conflict scenario. Socio-demographics influenced the preferred conflict management styles of women

in conflict situations with other women.

Socio-demographics Adding Feminism

The socio-demographic variables combined with feminism (in Equation 2) reached significant predictive power (i.e., the R^2 was significant) on Integrating, Compromising, Obliging and Avoiding Conflict Management Styles. The model reached significant predictive power on the Integrating Style, Obliging and the Avoiding Style in the conflict scenario with men. In the female/female conflict the model with feminism was significant with the Avoiding and Obliging and Compromising Styles. Overall, combining feminism with the socio-demographics increased the predictive power of the models on the Avoiding, Compromising, Integrating, and Obliging Styles. Interestingly, models combining feminism reached significance with the Avoiding, Integrating, and Obliging Styles in the conflict scenario with men, but the model with the socio-demographics only was not significant with any style in the female/male conflict.

Percentage Increase in Model with Feminism

Combining feminism with the socio-demographic variables increased the amount of variance explained by the model in the Integrating Style 2% in the female/female conflict scenario and 4% in the female/male scenario. For the Compromising Style, combining feminism with the socio-demographics did not add to the explained variance in either scenario. For Obliging, combining feminism added 3% to the explained variance in the female/female conflict and 5% to the explained variance in the female/male conflict.

For Avoiding, combining feminism with the socio-demographics increased

the explained variance by 4% in the female/female conflict and 4% in the female/male conflict. For Dominating, combining feminism with the socio-demographics did not result in an increase in explained variance.

Additional Analyses

The following analyses provide further insight into the role of several variables that were found to be significant in earlier analyses. Table 18 and Appendix Tables L show the results of the analyses controlling for age. Age has been split into two categories: under 35 and over 35. The basic model was run separately for each age group. Given the strong impact of age on styles in earlier analyses, the separate regression analyses for older and younger women were examined in terms of the other predictor variables. For example, was feminism significant only for younger women and not older ones? Did the significance levels or signs change for the variables in each equation?

Older Women

The findings of this analysis suggested that older women (over 35 years of age) differed from participants under 35 years of age. For the over 35 group the model was significant for the Avoiding Style in the female/female conflict scenario and for the Integrating Style in the female/male conflict scenario. The explained variance for older women on the Integrating Style in the female/male conflict scenario was 15%. On the Avoiding Style in the female/female conflict scenario the model explained 10.2% of the variance. Feminism significantly increased the explained variance of the model on the Obliging Style in the female/female conflict scenario.

There were three significant variables in this analysis. Feminism was significant for the Integrating Style with both female/female and female/male scenarios and in the female/female scenario with the Obliging Style. Older women with a strong feminist orientation agreed with the Integrating Style and disagreed with the Obliging Style. Single head of household was significant and positive in the female/male conflict with the Integrating Style. Older single heads of households disagreed with this style. For race, older African-American women agreed with the Avoiding Style in the female/female conflict scenario.

Younger Women

The under 35 age group had significant explained variance scores on the Obliging Style in the female/male conflict scenarios, the Avoiding Style in the female/female and female/male conflict scenarios, and the Compromising Style in the female/female scenario.

Feminism significantly increased the explained variance in the Obliging Style in the female/female scenario and the Avoiding Style in the female/female and female/male conflict scenarios. The coefficient for feminism was negative in both cases. Younger women disagreed with the use of the two styles. Race and working class were significant on the Compromising Style in the female/female conflict scenario. Race took a positive direction and working class took a negative direction in female/female conflict with the Compromising Style. Younger African-American women disagreed with the use of the Compromising Style and younger working class women agreed with the use of the style.

The findings of this analysis suggested some support for the research

hypothesis on age. There are differences between younger and older members of the sample. Feminism was more likely to be significant with the younger group than with the older group which suggested further support for the cohort theory.

**TABLE 18:
SPLIT AGE MODEL SUMMARY
Styles and Scenarios**

Age (N)	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)
> 35 (131)	10.2% ^s	7.2%	6.1%	4.3%	4.4%	1.7%	9.1%*	15.0% ^{s*}	9.2%*	7.4%
< 35 (173)	10.0% ^{s*}	10.3% ^{s*}	12.0% ^{s*}	4.0%	3.7%	2.8%	3.0%	2.1%	3.9%	10.5% ^{s*}

Reporting R² of Multiple Regression equation with Feminism included.

* = Feminism significantly increases explained variance ($p < .05$)

s = Model is significant note: cells contain R² for socio-demographics & feminism

Analysis of Source of Data

This analysis will be reported in two parts. The first part assesses the impact of the union variable by adding it to the primary model. The second part divides the data into union members and college students. The purpose is to see if the source of the sample made a difference.

Union Added to Primary Model

Given the significant bivariate correlations between styles and union membership, it is of interest to examine what impact union membership might have on conflict management styles. To test this the union variable was inserted into the basic model and a regression was run. Union membership was defined as being a member of Locals 79 or 1248. This definition may exclude some respondents from the colleges sample who were union members. The survey did not ask college students if they were union members. Table H in the Appendix shows that adding

unions to the primary multiple regression model reported earlier in this chapter resulted in no significant changes in the effects of other individual variables such as age, income, race, etc. or in explained variance. The independent main effects of unions on styles were not significant. Feminism was not significant.

Union Members and College Students

Table 19 reports the model fit results and the influence of feminism for the two separate groups of union members and college students. Given the strong impact of unions in earlier analyses, examining the impact of the two groups independently will provide further insight into model fit and behaviors of predictor variables.

TABLE 19:
SOURCE OF DATA MODEL ANALYSIS
Styles, Scenarios, Feminist Equation and R²

Source (N)	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)
Colleges (243)	6.3% ^{s*}	7.1% ^{s*}	8.3% ^s	2.7%	1.7%	1.2%	7.5% ^{s*}	6.8% ^{s*}	7.3% ^{s*}	9.5% ^{s*}
Unions (88)	19.6%	20.1%	10.3%	18.0% [*]	14.3%	10.8%	15.4%	8.9%	14.1%	11.2%

Reporting R² of Multiple Regression equation with Feminism included.

* = equation with feminism increases explained variance (p < .05)

s = model is significant (no model for unions is significant)

Union Model

In general, when looking at union membership the model explained more variance in all styles than the model when controlling for college students. However, no model based on the union membership was significant. For union members feminism increased the explained variance only in female/male conflict with the

Compromising Style.

Individual variables were significant in the union analysis (see Appendices L1 - L5.) Religious attendance, age, and feminism were significant. Religious attendance had a significant positive association on the Integrating Style in the female/female conflict scenario. Union members with frequent church attendance agreed with the Integrating Style in the female/female conflict scenario.

Age was significant on the Obliging and the Avoiding Styles. On the Avoiding Style, age was negatively associated in both the female/female and female/male conflict scenarios. Older union women disagreed with the use of the Avoiding Style. For the Obliging Style, age was negatively associated which means older union women disagreed with the use of this style in the female/female conflict scenario.

Feminism had a positive association with the Compromising Style. This means that union members with a strong feminist orientation agreed with the Compromising Style in female/male conflict.

College Student Model

When controlling for college students the following models were significant: Avoiding, Integrating, and Obliging for both the female/female and female/male conflict scenarios, and for Compromising in the female/female conflict scenario. Feminism increased significantly the explained variance in both female/female and female/male conflict for three of the five styles - Integrating, Obliging, and Avoiding for college students.

For college students age, race, single head of household, and feminism had

significant associations with styles. Age had a negative association with Obliging and Compromising in the female/female conflict scenario. Older college students agreed with the use of Obliging and Avoiding in the female/female conflict scenario.

Race had a significant negative association on the Avoiding Style, and a positive association on the Compromising style. African-American college students agreed with the use of the Avoiding Style in the female/female and female/male conflict scenario. They disagreed with the use of the Compromising style in the female/female conflict scenario. On the other hand, Caucasian students disagreed with the Avoiding Style and agreed with the Compromising Style.

Single head of household was significant and negatively associated with the Compromising Style. Single heads of households who were college students disagreed with the use of Compromising Style in the female/female conflict scenario.

Feminism was significant with the Obliging, Avoiding, and Integrating Styles. On the Avoiding Style female college students with a strong feminist orientation disagreed with this style. On the Obliging Style the female college students disagreed in the female/female conflict scenario. In addition, in the female/male conflict scenario the association was close to significance (.052). Female college students agreed with the use of the Integrating Style in the female/female and female/male conflict scenario.

In summary, when controlling for union members the model was not significant for any conflict management style and feminism only increased the explained variance in one style. On the other hand, when controlling for college

students the model was significant in seven of the ten scenarios and feminism increased the explained variance in five of the ten scenarios. Age, race, and feminism were significant predictor variables for both union members and college students.

Race Model

Table 20 reports the model fit statistics for models based on cases for each race: African-American and Caucasian. The model included the variables of income, age, religious attendance, single head of household, social class and feminism. The R² scores indicate that, in general, the model fit better for African-Americans with the Avoiding (female/female & female/male), Compromising (female/female & female/male), Integrating (female/male) and Obliging (female/female & female/male) Styles. For Caucasians the model fit better with the Dominating (female/female) and Integrating (female/female) Styles. There was variation in the size of the differences in the explained variance between the groups. Sizable differences were reported on the Avoiding (female/male), Compromising (female/female & female/male) and Obliging (female/male) Styles.

**TABLE 20:
RACE MODEL STATISTICS
Styles, R² and Scenarios**

Race Sub-Groups	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)	Sc 1 (F/F)	Sc 2 (F/M)
African-American	8.0%	17.5%	20.1%*	9.8%	2.7%	2.0%	4.2%	5.3%	10.9%	13.5%
Caucasian	7.4% ^s *	6.8% ^s *	3.4%	1.2%	4.2%	2.2%	9.8% ^s *	4.8%	8.3% ^s *	8.2% ^s *

Reporting R² of Multiple Regression equation with Feminism included.

s = model is significant

* = feminism increased R² significantly (p<.05)

On Obliging, the model reported a higher R^2 for the African-Americans than the Caucasians in both the female/female and female/male conflict scenarios. On Compromising, the African-American model explained substantially more variance in both types of conflict than the model with Caucasians. On the Avoiding Style, the equation for African-Americans explained about 11% more variance in the female/male conflict than for Caucasians.

The findings reported on feminism's behavior were consistent with earlier analyses. Feminism was not significant with African-Americans on any style. Feminism was significant with Caucasians on three styles - Integrating, Obliging, and Avoiding - with both female/female and female/male conflict, and did not change directions from the primary model. Caucasian women with a strong feminist orientation agreed with Integrating and disagreed with Obliging and Avoiding.

The relatively high R^2 scores for African-Americans may be related to their homogeneity as a group. African-Americans had race, age, and workplace in common due to the sampling technique of gathering subjects through the two unions which resulted in a common workplace and less age variance. In contrast, Caucasians only shared race in common since most Caucasian subjects were from the college sample and their workplaces and age varied because of the sampling technique. The findings offered support for the research hypotheses of differences.

An analysis of the effects of other individual predictor variables (see Appendices L1 - L5) showed that for African-Americans age, income, and single head of household were significant. Age was significant with the Obliging Style in female/male conflict, the Avoiding Style in both female/female and female/male

conflicts, and the Compromise Style in the female/female conflict. As in the primary analysis, age was negatively associated with Obliging, Avoiding and Compromise Styles. African-Americans agreed with Avoiding, Obliging and Compromising styles. Age was not significant with the Dominating Style in this analysis, whereas, in the primary analysis, age had a significant positive interaction with the Dominating Style in the female/female conflict scenario. Income had a significant and positive interaction with the Avoiding Style in the female/male conflict scenario, and single head of household had a significant positive interaction with Obliging in the female/female conflict scenario. Income and single head of household were not significant with those styles and conflict scenarios in the primary analysis. Finally, feminism was nearly significant (.052) on the Compromising Style in the female/male conflict scenario and was not significant in this analysis on the Integrating Style in the female/female conflict scenario. Both were changes from the primary analysis.

An analysis of the Caucasians' scores indicated that feminism, age and head of household were significant (see Appendices L1 - L5). Feminism was significant for the Integrating, the Obliging and the Avoiding Styles in both the female/female and female/male conflict scenarios. Feminism was positively associated with Integrating, and negatively associated with Obliging and Avoiding. The Caucasian respondents who were pro-feminism agreed with the Integrating Style with other women, and disagreed with the Obliging and Avoiding Styles in female/male and female/female conflict. This replicated the results of the primary analysis. Age was significant and positively associated with the Dominating Style in the female/female

conflict scenario which replicated the primary analysis. Age was not significant on the Avoiding, Compromising, and Obliging Styles which did not replicate the findings of the primary analysis. Older Caucasian women continued to disagree with the Dominating Style in this analysis and, unlike the primary analysis, age had no significant interaction with the other styles. Single head of household was significant on the Integrating Style in the female/female conflict scenario and was positively associated. Single heads of households disagreed with use of the Integrating Style in female/female conflict. This finding does not replicate the results in the primary analysis in which single head of household was nearly significant (.052). Finally, single head of household was not significant on the Compromising Style in the female/female conflict scenario which did not replicate the finding that it was significant in the primary analysis.

A pattern emerged from this analysis while controlling for race. Age had a stronger interaction with African-American women's conflict management styles, and feminism had a stronger interaction with Caucasian women's conflict management styles. The findings suggest an interaction between race, age, and feminism. In addition the model fit better with the African-American women than with the Caucasian women with most styles. This finding might be explained by the greater homogeneity of the African-American women in the sample.

Chapter Summary

This chapter assessed the combined effects of all the study's predictor variables on the conflict management styles. Independent and model summary analyses were presented and discussed in terms of the research hypotheses.

CHAPTER SEVEN: CONCLUSION

This chapter will present a brief summary of the findings, together with supported and unsupported hypotheses, a discussion of the limitations and shortcomings of this investigation, and how such drawbacks might be avoided in the future. Finally, the implications of the findings will be discussed.

Summary of Hypotheses Testing

Research Hypotheses 1 through 6 were that significant differences based on feminism, age, race, single head of household, social class, and religion would be found among the study respondents' five styles of conflict management. Research Hypothesis 7 was that feminism would increase the amount of explained variance of the above socio-demographic model. Statistical analyses performed on the survey-generated findings showed partial and weak support for these hypotheses.

Hypotheses 1 through 6

For feminism, the findings supported the hypothesized positive relationship with the Integrating Conflict Management Style and a negative relationship with the Obliging and Avoiding Conflict Management Styles. The findings did not support the hypothesis that feminism would predict a positive relationship with the Compromising and Dominating Styles.

For age, the findings supported the hypothesized relationship with the Compromising, Dominating, and Avoiding Styles in female/female conflict and the Obliging Style in female/male conflict.

For race, the findings supported the hypothesized relationship between African-Americans and the Compromising Style in female/female conflict. None of

the other hypotheses for African-Americans were supported in either female/female or female/male conflict. For Caucasians, the hypothesized relationships for the Compromising Style in the female/female conflict, and Avoiding and Obliging Styles in both the female/female and female/male conflicts were supported.

For single head of household, social class, and religion none of the hypothesized relationships were supported.

Hypothesis 7

The feminism hypothesis for the explained variances of the models was supported on three Conflict Management Styles: Avoiding, Integrating, and Obliging. In all three styles, feminism increased significantly the explained variance in both the female/female and female/male conflict scenarios. The feminism hypothesis was not supported for the Compromising and Dominating Conflict Management Styles.

The results of the study offer promising insights into the study's research questions. The two that are most promising are 1) significant differences were discovered among women in age and race; and 2) women's preference for the Integrating and Compromising Styles, styles that, according to the literature, are the most effective in workplace conflict management. In addition, the association between feminism and the Integrating, Avoiding, and Obliging Styles suggests women are altering their traditional behavior in conflict. The differences between younger and older women suggest that feminism has had an influence on the younger women. A central tenet of feminism is empowerment or "power with", not "power over." In this sense both parties to a conflict can get their needs or wants

met, which is the essence of the Integrating Style. In addition, the findings suggest that younger women did not perceive conflict as win-lose (Obliging) or lose-lose (Avoiding).

Figure 3 depicts the over-all observed model. In this model, both feminism and the socio-demographics have a direct effect on the conflict management styles as found in results of the study summarized above.

**FIGURE 3:
OBSERVED CONCEPTUAL MODEL**

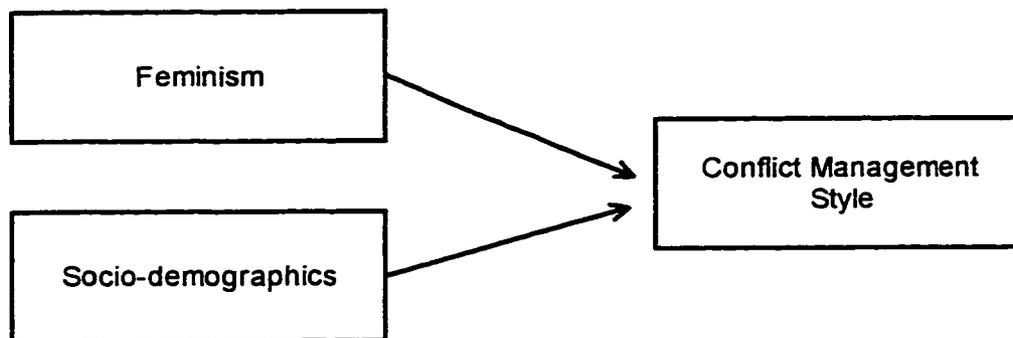


Figure 3a depicts the feminism findings. A woman with a strong feminist orientation was found to agree with the Integrating Style and disagree with the Obliging and Avoiding Styles.

Figure 3b depicts the findings for age. Older women were found to agree with the Avoiding, Compromising and Obliging Styles and disagree with the Dominating Style.

Figure 3c depicts the findings for race. African-Americans were found to agree with the Avoiding Style and disagree with the Compromising Style. Caucasians were found to disagree with the Avoiding Style and agree with the

**FIGURE 3a:
FEMINISM AND CONFLICT MANAGEMENT STYLES**

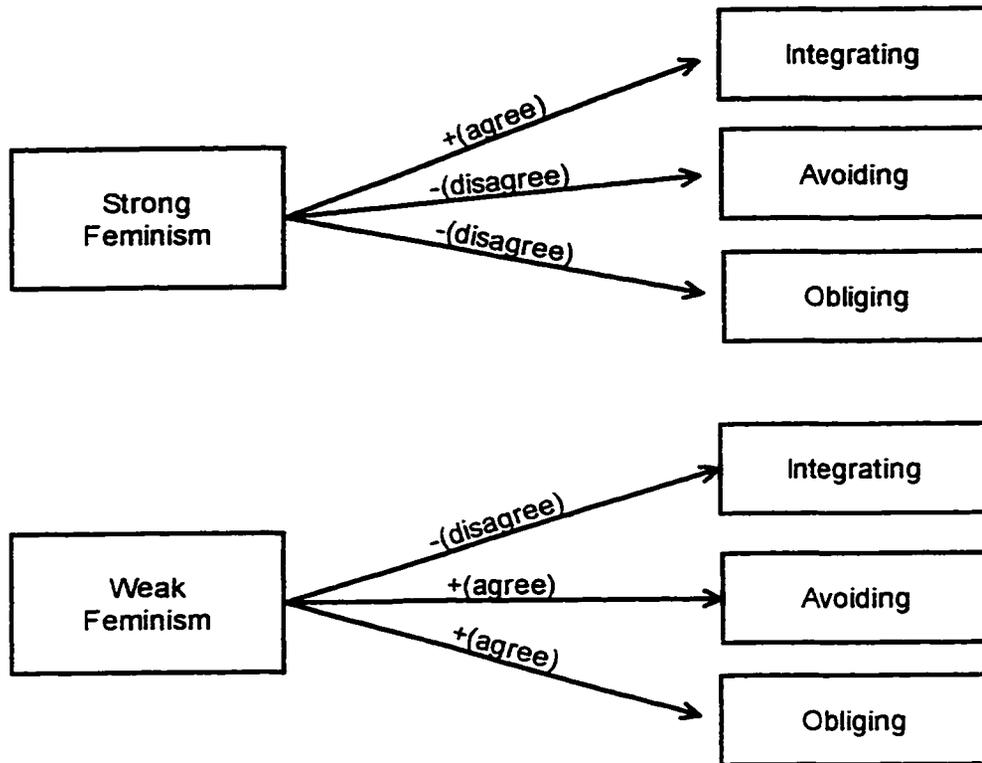
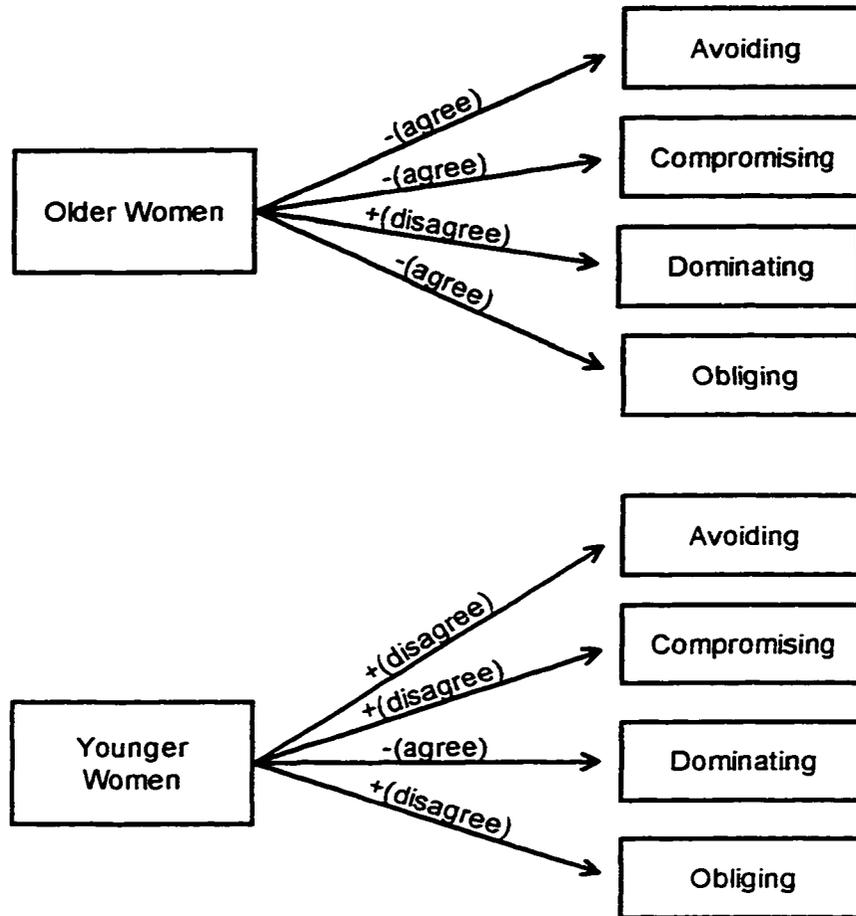
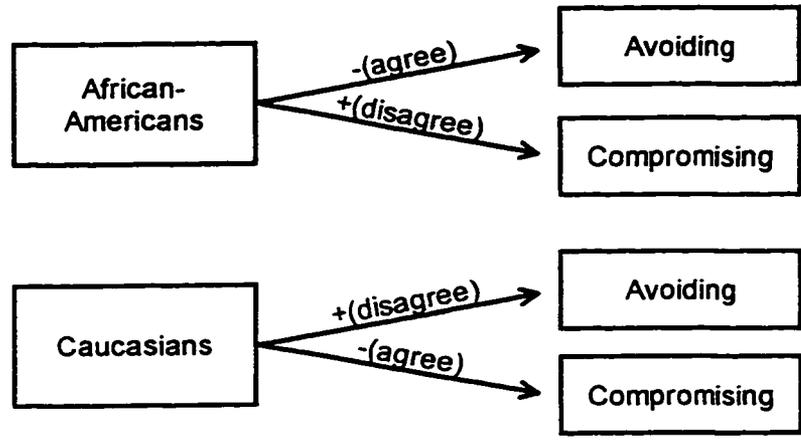


FIGURE 3b:
OBSERVED MODEL OF AGE AND CONFLICT MANAGEMENT STYLES



**FIGURE 3c:
OBSERVED MODEL OF RACE AND CONFLICT MANAGEMENT STYLES**



Compromising Style.

What has changed from the research model is the relationship between feminism and the socio-demographics. The socio-demographics were found not to be significantly associated with feminism. The aim of this study was not to assess the correlates or predictors of feminism. However, it is interesting to comment on the study's findings that there were no significant associations between the socio-demographics and feminism. Perhaps, as Anderson (1997) states, "feminism has moved into the mainstream of life in the United States" (p.319) and this phenomenon accounts for the findings.

Limitations

Theory

The lack of previous theoretical and empirical work on the problem investigated by this study limited the ability to generate hypotheses based on previous research. The issue of differences among women has been discussed often, but little empirical work is available to support or challenge my argument. The broader theoretical issue of Gemeinschaft/Gesellschaft has not been tested perhaps because of its potentially controversial assumption of universality.

Sample

The participants in this study were from urban and suburban areas of Southeastern Michigan, a Midwestern area in the United States. The results of the study may only provide insight into the population of this geographical area, although, what holds true for the Southeastern Michigan area may also hold true for Chicago, Houston, Philadelphia, etc. Any further generalization beyond this

geographical area must be made with caution.

The size of the sample of this study enhances its reliability, but does not assure its validity. The method of selecting the participants in the study was purposive and nonprobabilistic. Not everyone in the Southeastern Michigan had the same chance of being included in the sample. This raises doubts about the sample being truly representative of women in the geographical area of the study and of women in even larger geographical areas. More particularly, it raises questions about the sample's representativeness of the women from the colleges and unions. The issue of representativeness has consequences for the accuracy of the findings for college students from Madonna University and Eastern Michigan University and for members of Locals 79 and 1248.

Instruments

The Liberal Feminist Attitudes and Ideology Scale (LFAIS), because of its focus on liberal feminism may have resulted in a more narrow range of beliefs or attitudes than a scale which measured radical or socialistic attitudes and beliefs about feminism. Omitting the more "high-powered" aspects of feminism set up a structure that could have resulted in less variability.

The Rahim Scale may be couched in language that reflects the male world and not the female world and, therefore, might not be sensitive enough to measure perceptions of women. Another possible limitation is that the statements used may not be sensitive enough to distinguish between styles. There is some evidence in this study and other studies that women had difficulty in distinguishing between the Integrating and Compromising Styles.

Validity issues

Furthermore, the concept of conflict style may be too narrowly conceptualized. Styles may be more fluid and dynamic depending upon the stages or processes of conflict. Wilmot and Hocker (1995) critique the Rahim instrument because it "treats styles as if they are traits belonging to one person - something that a person always does or something that describes the person instead of behavior" (p. 142). It ignores the interactive dynamics and the possibility that conflict style choices are a response to many elements of conflict and may not be embedded in the person's personality. If conflict is viewed as a system of interlocking behaviors, rather than a function of personality, the outcomes of such a study may very well differ. Wilmot and Hocker (1995) argue that "one chooses his or her conflict tactics or styles based on 'attributes' about the partner's intent to cooperate, the focus of responsibility for the conflict, and the stability of the conflict" (p.144) which were measured neither in the Rahim instrument nor the scenarios.

Another validity issue is operational definitions of constructs. The concept of social class was measured by self-identification, a technique criticized for not being objective. A measure considered more objective is social economic status, because it investigates the combination of income, education, and occupational prestige.

The scenarios did not receive strong support by the respondents for being representative of conflict in the participants' work place. In particular, participants from Local 1248 found them lacking. Work in the assembly line environment of automobile manufacturing is distinct from the nursing home and other workplaces

of the study's participants. The scenarios may have limited the study's generalizability. In addition, the scenarios may not have given sufficient details of the conflict.

Cross-sectional survey research, while providing a snap-shot in time, does not reflect styles over time. People may change over time in response to aging or changes in society, and a snap-shot in 1997 may not hold for 2007. In addition, the artificiality of the survey format , i.e., asking people to respond to a predetermined set of limited responses on a topic which they may never have even thought about before, may have resulted in viewing them as approximate indicators of what the researcher had in mind in framing the questions.

Data derived from the self-reports of the participants is also a limitation. Self-reports may not have reflected actual behaviors, but rather behavioral intentions. According to Wilmot and Hocker (1995), people generally see themselves trying to resolve conflicts and under-report the use of the perceived negative styles such as Avoiding, Dominating, and Obliging.

Variables such as job description, organizational climate, immediacy of conflict, and consequences of actions taken were not considered. These and other omitted variables may have influenced the responses of the participants and so resulted in the low explained variances of the predictor variables.

Inter-disciplinary Research

Predicting conflict management styles is well suited to investigation by various disciplines such as communications, political science, economics, psychology, and biology. The literature search for the present study found studies

from all the above disciplines except biology. The argument for the influence of biology on human behavior has been empirically supported. Wilson, E. (1994), Plomin (1990), and Wilson, G. (1992) all argue that biology is a determinant of human behavior. Although no studies were found in the literature on biological predictors of women's workplace conflict management styles, other related studies could offer support for hypothesizing relationships between biological factors such as behavioral genetics and hormonal influences and conflict management styles. Findings of the present study did not support Plomin's findings on women's submissive temperament.

Researcher Bias

Finally, the sex of the researcher may have been a limitation. The investigation may be susceptible to male biases in the design, implementation, and analysis of the study. Scientific procedures were closely followed, and, to the extent they are male biased then the investigation will, by necessity, be biased.

Implications

Contribution to the Literature

The findings of this study make a contribution to the existing body of knowledge in the field of conflict management. Although mentioned often as a topic needing investigation, in reality, little attention has been paid to an analysis of the influence of race, class, single head of household, religion, age, and feminist orientation on the handling of conflict in general; even less attention has been paid to the way women handle conflict with each other. The findings of this study serve as a first exploratory step in explaining conflict management styles by feminist

orientation and socio-demographics. Although often mentioned in the literature as potential influences of conflict management styles, this study's findings suggest they are a limited piece of the puzzle of explaining women's conflict management styles. The findings of this study provide an initial understanding and can pave the way for further research in this area.

Organizational Development

The findings also make a contribution to the training of workers and managers. Better understanding of workplace conflict management styles can lead to better strategies for resolving workplace conflict and enhancing the quality of working relationships in terms of team building, job satisfaction, and work productivity.

The finding of this study that shows the respondents' agreement with the Integrating Style and disagreement with the Obliging and Avoiding Styles is important because the win-win or Collaborative/Integrative Style is considered the most desirable style for the workplace. This certainly underscores the potential effectiveness of women as managers, administrators, and executives. Perhaps, women should be doing the training and training managers and workers in what they know and do best: Integrating and Compromising Conflict Management.

Diversity of Styles

The findings raise sensitivity to the notion of diversity of styles, and this notion is important to both workers and management. Being aware that people have different styles can help workers and managers be more successful in managing conflict by consciously adapting to the style of others which can result in favorable

outcomes. Also, the idea that different styles are available, with some being more effective than others in certain situations, can lead to overall increased workplace productivity by reducing unproductive conflict interventions.

Feminism

The study's findings suggest that feminism, as it was constructed in the present study, did not significantly affect African-American women. In the analysis while controlling for race, adding feminism only significantly increased the explained variance of one style, while for Caucasians adding feminism increased the explained variance on six styles. On the positive side, the findings regarding the significant positive association between feminism and the Integrating Style suggest that the notion of the aggressive, "in your face" feminist may be a myth. In addition, the finding of a significant negative association with the Obliging Style among the younger women challenges the notion of women as accommodators.

Racial Stereotyping

The findings show that African-American females agree with the Integrating and Compromising Styles. This suggests that the perceived assertiveness of black females is couched not in domination but more in fairness and win-win outcomes.

"Female World"

This study has made visible the too often invisible "female world" and, in this sense, accomplishes an important objective of making public neglected aspects of women's lives.

Future Research

Directions for future research include more control over the sample selection

by using either random or quota sampling to enhance the sample's representativeness. This would improve the ability of the investigation to generalize the findings. Extending the sample to include other socio-cultural groups, geographic areas, types of workers, and universities would also improve its generalizability.

Overall, the Rahim Instrument appeared to work for this investigation. A minor problem is the difficulty in distinguishing between the Integrating and Compromising Styles. Modifying existing items in the questionnaire or adding additional items is worth testing out.

As mentioned earlier, the Liberal Feminist Attitudes and Ideology Scale (LFAIS) may be too narrow in its measurement of feminism to pick up variation. Additional items could supplement the scale to broaden the concept to include dimensions of radical or socialistic feminism.

Replicating the study in different work settings would add to its reliability and validity. In addition to the university settings, this study zeroed in on two work settings: automobile manufacturing and nursing homes. It would be more enlightening if other more diverse settings were explored for comparisons. This path could also yield information on how work setting contexts influence styles. For example, what differences might there be between union and non-union work settings? This path could yield insights on the influence of workplace norms on styles. Additional variables such as the quality of the relationship between the parties or the perceived interdependence of the parties would allow measurement of the dyad and, therefore, less measurement of the individuals as the unit of

analysis in the conflict.

Other dyadic relationships would also shed insights on women's handling of conflict. This study looked at peer or co-worker relationships. Future studies might want to look at employee-supervisory relationships or race/ethnic differences to see how other types of dyads influence styles.

Triangulated studies such as combining ethnographic/narrative, interactive-, or discourse analysis with survey methodology would add richness to the findings. Using focus groups to discuss the preliminary analyses would add insight into the meanings of the findings for the study's participants. Direct observation of actual conflict interactions or, perhaps, video taping role playing situations would allow the researcher to gather further insights into styles. Direct observation would also allow analysis of verbal and non-verbal aspects of conflict management.

Devising conflict episodes that incorporate a larger framework than concern for self versus concern for others would allow for a multi-dimensional rather than a dualistic conceptualization of conflict and styles.

Chapter Summary

This chapter has presented a summary of the findings and whether the findings offer support for the research hypotheses. It also presented a discussion of the limitations of the investigation, and how such drawbacks might be avoided in the future. Finally, the implications of the findings including avenues for future research were discussed.

APPENDICES

APPENDIX A: CONFLICT MANAGEMENT STYLE INVENTORY

Instructions: Place yourself in the scenario below and then respond to the statements based on the scenario. There are no right or wrong answers. The response which is most characteristic of your behavior in the following conflict situation is the best answer. Any other answer, which may be considered as more desirable or acceptable, will simply lead to misleading information.

Conflict Scenario #1

Two female employees (Mary and Alice) were given a special project to be completed within two weeks. They agreed that they must start soon in planning the project. Alice was never available for planning except late in the schedule. Mary knew that this might happen so she started early with the project and was responsible for most of the work that was done. Alice insisted on presenting the project. Mary is upset with Alice because she knows that Alice will represent the project as her work.

Conflict Scenario #2

A member of John and Jill's workgroup is consistently late for work, and it has become a problem for Jill and John. Jill thinks the solution to the problem is to fire the employee, while John wants to issue a warning.

STATEMENTS

1. I would try to investigate the issue to find a solution acceptable to us.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

2. I would generally try to satisfy the need of my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

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

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

4. I would try to integrate my ideas with those of my co-worker to come up with a decision jointly.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

5. I would try to find solutions to the problem which satisfy our expectations.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

6. I would usually avoid open discussions of my differences with my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

7. I would try to find a middle course to resolve the impasse.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

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

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

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

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

10. I would usually accommodate the wishes of my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

11. I would give in to the wishes of my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

12. I would exchange accurate information with my co-worker to solve the problem together.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

13. I would usually allow concessions to my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

14. I would usually propose a middle ground.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

15. I would negotiate with my co-worker so that a compromise can be reached.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

16. I would try to stay away from the disagreement with my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

17. I would avoid the encounter with my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

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

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

19. I would go along with the suggestion of my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

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

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

21. I would be firm in pursuing my side of the issue.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

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

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

23. I would collaborate with my co-worker to come up with a decision acceptable to us.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

24. I would try to satisfy the expectations of my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

25. I would use my power to win the conflict.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

26. I would try to keep my disagreement with my co-worker to myself in order to avoid hard feelings.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

27. I would try to avoid unpleasant exchanges with my co-worker.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

28. I would try to work with my co-worker for a proper understanding of the problem.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

**APPENDIX B:
ATTITUDE TOWARD WOMEN'S ROLES INVENTORY**

1. Women should be considered as seriously as men as candidates for the Presidency of the United States.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

2. Although women can be good leaders, men make better leaders.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

3. A woman should have the same job opportunities as a man.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

4. Men should respect women more than they currently do.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

5. Many women in the work force are taking jobs away from men who need the jobs more.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

6. Doctors need to take women's health concerns more seriously.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

7. America should pass the Equal Rights Amendment.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

8. Women have been treated unfairly on the basis of their gender throughout most of human history.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

9. Women are already given equal opportunities with men in all important sectors of their jobs.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

10. Women in the US are treated as second-class citizens.

- strongly agree
- agree
- disagree
- strongly disagree
- neither agree nor disagree

11. Women can best overcome discrimination by doing the best that they can at their jobs, not by wasting time with political activity.

- strongly agree
- agree
- disagree
- strongly disagree

**APPENDIX C:
SOCIO-DEMOGRAPHIC INFORMATION**

1. **Major:** _____

2. **Age (in years):**_____

3. **Education (highest level attained)**

- Less than 9th grade
- Some high school
- High school graduate (includes equivalency/GED)
- Some college, no degree
- Associate degree
- Bachelor's degree
- Graduate or professional degree

4. **Household Status:**

Are you a single parent head of the household?

- Yes No

5. Income: What is your household's annual income?

- 0-\$5,000
- \$5,000 to \$10,000
- \$10,000 to \$15,000
- \$15,000 to \$20,000
- \$20,000 to \$25,000
- \$25,000 to \$30,000
- \$30,000 to \$35,000
- \$35,000 to \$40,000
- \$40,000 to \$45,000
- \$45,000 to \$50,000
- \$50,000 to \$55,000
- \$55,000 to \$60,000
- \$60,000 to \$65,000
- \$65,000 to \$70,000
- \$70,000 to \$75,000

6. What is your Marital Status?

- Married
- Living with a significant other
- Single/never married
- Divorced or separated
- Widowed
- Other _____

7. What is your employment status?

- Housewife
- Retired
- Unemployed
- Laid-off
- Disabled
- Employed

8. If employed please give job title _____**9. Are you currently a student?**

- Yes
- No

10. Which social class do you consider yourself a member of?

- Middle class
- Working class
- Upper class

11. Race/Ethnicity: Of which race or ethnic group do you consider yourself a member?

- Caucasian/White
- African American/Black
- Hispanic/Latino/a
- Asian/Pacific Islander
- Native American /Eskimo
- Arabic/Middle Eastern
- Other: _____

12. Religious Preference

- Catholic
- Protestant: specify _____
- Islamic/Muslim
- Buddhist
- Jewish
- Hindu
- other _____

13. About how often do you attend religious services? Would you say...

- At least once a week
- 2-3 times a month
- At least once a month
- A few times a year
- Less than once a year
- Never

14. If you are currently working do the scenarios seem like it resembles the type of conflict at your workplace?

- Yes No

Please explain

15. Do you feel the conflict management scale represents how you would really handle conflict?

- Yes No

Please explain

Thank you very much for giving your time to complete this questionnaire

**APPENDIX D:
NOTICE OF PROTOCOL EXPEDITED APPROVAL**



Wayne State University
Human Investigation Committee

Behavioral Institutional Review Board
University Health Center, 8C
4201 St. Antoine Blvd.
Detroit, MI 48201
(313) 577-1628 Office
(313) 993-7122 Fax

Notice of Protocol Expedited Approval

TO: Gerald D. Charbonneau, Sociology
27411 Lathrup Boulevard
Lathrup Village, Michigan 48076

FROM: Peter A. Lichtenberg, Ph.D. *Peter A. Lichtenberg, Ph.D.*
Chairman, Behavioral Institutional Review Board

SUBJECT: Approval of Protocol #B 06-03-97(B03)-ER: Predictors of Conflict
Resolution Styles Among Women

DATE: June 24, 1997

=====

As required under provisions of the Department of Health and Human Service Regulation 45 CFR 46 (as amended) and or other pertinent federal regulations to assure that the rights of human subjects have been protected, **the above protocol and consent form submitted to/supported by No Funding Requested was approved by the Wayne State University Behavioral Institutional Review Board (B03) for the period of June 24, 1997 through June 24, 1998.**

Since I have not evaluated this proposal for scientific merit except to weigh the risk to the human subjects in relation to potential benefits, this approval does not replace or serve in the place of any departmental or other approvals which may be required.

This protocol will be subject to annual review by the Behavioral Institutional Review Board.

Cc: J. Hankin/Sociology ✓

**APPENDIX D1:
INFORMED CONSENT FORM**

Predicting Conflict Resolution Styles Among Women

INTRODUCTION/PURPOSE: I am being asked to participate in a research study concerning how women handle conflict. This study shall examine if and how race/ethnicity, social class, age, head of household, and attitude toward women's roles in society influence the ways women cope with conflict.

PROCEDURE: I agree to completely fill out a self-report questionnaire that will have three parts. The first part will be about conflict resolution styles. The second part will be about attitudes towards women's roles in society.

RISK/SIDE EFFECTS: The only risk associated with the study is my possible embarrassment in answering some questions about conflict resolution styles. I understand that I am free to decline to answer any questions.

BENEFITS: Participants will gain an increased understanding of conflict resolution and contribute to research and policy in conflict resolution and women's studies.

COST OF PARTICIPATION: None

VOLUNTARY PARTICIPATION WITHDRAWAL: I can withdraw from responding to the questionnaire at any time. If at any time during participation I do not wish to continue I can leave the room.

QUESTIONS: If I have any questions concerning my participation in this study now or in the future, Mr. Gerald Charbonneau, or his supervisor, Dr. Janet Hankin, can be contacted at (313) 577-2930, Department of Sociology, Wayne State University. And, if I have any questions regarding my rights as a research subject, Dr. P. A. Lichtenberg, Chairman of the Behavioral Investigation Committee, can be contacted at (313) 577-5174.

CONFIDENTIALITY: My questionnaire will be strictly confidential. It will not have my name on it, and it will be kept under lock and key only available to Mr. Charbonneau. No individual identifying information will appear in the dissertation.

CONSENT TO PARTICIPATE IN RESEARCH STUDY: I have read or had read to me all the above information about this research study, including the research procedure, possible risks, and the likelihood of any benefits to me. The content and meaning of this information has been explained and is understood. All my questions have been answered. My filling out this survey represents voluntary consent to participate in this study.



Investigator

**APPENDIX E:
SOCIO-DEMOGRAPHIC CHARACTERISTICS BY COUNTS
AND PERCENTAGE**

Characteristics	Frequency	Percent	Cumulative/Percent
Education			
Bachelors Degree	106	32.0	32.0
Associate Degree	78	23.6	55.6
High School Degree	77	23.3	78.9
Graduate or Professional	32	9.7	88.5
Some High School	30	9.1	97.6
Some College, No Degree	6	1.8	99.4
Less than 9th Grade	2	.6	100.0
Single Head			
Yes	88	26.6	100.0
No	241	72.8	73.3
Income			
\$75,000 or More	54	16.3	16.9
\$45,000 to \$50,000	31	9.4	26.6
\$40,000 to \$45,000	24	7.3	34.2
\$15,000 to \$20,000	23	6.9	41.4
\$35,000 to \$40,000	23	6.9	48.6
\$25,000 to \$30,000	21	6.3	55.2
\$10,000 to \$15,000	20	6.0	61.4
\$30,000 to \$35,000	19	6.0	67.7
\$60,000 to \$65,000	18	5.7	73.7
\$20,000 to \$25,000	16	5.4	79.3
\$50,000 to \$55,000	14	4.8	84.3
\$5,000 to \$10,000	12	4.2	88.7
\$70,000 to \$75,000	10	3.6	92.5
\$55,000 to \$60,000	10	3.0	95.6
\$65,000 to \$70,000	4	1.2	100.0
0 to \$5,000			
Marital Status			
Married	125	37.8	37.9
Single/Never Married	105	31.7	69.7
Divorced or Separated	62	18.7	88.5
Living with a Significant	29	8.8	97.3
Widowed	7	2.1	99.4
Other	2	.6	100.0
Employment Status			
Employed	287	86.7	87.8
Homemaker	18	5.4	93.3
Unemployed	16	4.8	98.2
Disabled	3	.9	99.1
Laid Off/On Strike	2	.6	99.7
Retired	1	.3	100.0

Characteristics	Frequency	Percent	Cumulative/Percent
Student			
Yes	240	72.5	73.2
No	88	26.6	100.0
Social Class			
Middle Class	169	51.1	52.2
Working Class	141	42.6	95.7
Upper Class	14	4.2	100.0
Race/Ethnicity			
Caucasian/White	214	64.7	65.8
African-American/Black	86	26.0	92.3
Other	10	3.0	95.4
Hispanic/Latino	5	1.5	96.9
Asian/Pacific Islander	5	1.5	98.5
Native American/Eskimo	4	1.2	99.7
Arabic/Middle Eastern	1	.3	100.0
Religious Preference			
Catholic	115	34.7	36.1
Other	80	24.2	61.1
Baptist	69	20.8	82.8
Methodist	21	6.3	89.3
Lutheran	14	4.2	93.7
Jewish	9	2.7	96.6
Episcopal	6	1.8	98.4
Jehovah Witness	2	.6	99.1
Islamic/Muslim	1	.3	99.4
Buddhist	1	.3	99.7
Hindu	1	.3	100.0
Majors			
Others	158	47.7	47.7
Social Work	89	26.9	74.6
Nursing	35	10.6	85.2
Law	26	7.9	93.1
Business	23	6.9	100.0
Age			
17-25	74	22.4	24.3
26-34	93	28.1	54.9
35-44	81	24.5	81.6
45-54	48	14.5	97.4
55+	8	2.4	100.0
Sources			
Madonna University	167	50.5	50.5
Eastern Michigan University	76	23.0	73.4
Local 79	59	17.8	91.2
Local 1248	29	8.8	100.0

APPENDIX F:
TABLE OF INTERCORRELATIONS OF SELECTED PREDICTED VARIABLES

	Mean	S.t.d.	N	Income	Age	Edu- Cation	Religious Attendance	Catholics	Baptist	African- Americans	Whites	Upper Class	Middle Class	Working Class	Social Class	Head of Household	Law	Business	Nurses	Social Work	Fem- Inism
Income	9.33	4.56	319	1.000	.189**	.275**	-.049	-.085	.193**	.249**	-.201**	-.097	-.336**	.378**	.365**	.402**	-.068	.042	-.184**	.054	-.031
Age	34.35	10.40	304	.189**	1.000	.040	-.042	.064	-.025	-.056	-.006	.079	.020	-.054	-.076	-.131*	.160**	.034	-.010	.091	-.099
Education	4.73	1.56	331	.275**	.040	1.000	.052	-.072	.222**	.180**	-.158**	-.004	-.293**	.296**	.259**	.106	.114*	-.016	-.039	-.111*	-.073
Religious Attendance	3.26	1.61	327	-.049	-.042	.052	1.000	.092	.087	.097	-.084	-.062	.134*	-.109	-.073	-.076	.069	.141*	.075	-.105	-.067
Catholics	.64	.46	319	-.085	.084	-.072	.092	1.000	-.394**	-.387**	.341**	-.001	.136*	-.137*	-.118*	-.137*	.110*	.016	.092	-.079	-.151*
Baptists	.76	.41	319	.193**	-.025	.222**	.067	-.394**	1.000	.597**	-.520**	-.039	-.185**	.203**	.190**	.122*	-.129*	-.058	-.063	-.099	-.079
Blacks	.74	.44	325	.249**	-.056	.160**	.097	-.387**	.597**	1.000	-.833**	-.059	-.264**	.291**	.274**	.218**	-.125*	.066	-.163**	-.099	.021
Whites	.34	.47	325	-.201**	-.006	-.156**	-.084	.341**	-.520**	-.833**	1.000	.058	.247**	-.273**	-.255**	-.164**	.141*	-.090	.208**	.045	-.044
Upper Class	.96	.20	324	-.097	.079	.004	-.062	-.001	-.039	-.059	.056	1.000	-.222**	-.187**	-.519**	-.093	-.063	.059	-.025	.075	.101
Middle Class	.46	.50	324	-.336**	.020	-.239**	.134*	.136*	-.185**	-.264**	.247**	-.222**	1.000	-.917**	-.719**	-.248**	.055	-.046	.214**	.001	-.089
Working Class	.56	.50	324	.378**	-.054	.266**	-.109	-.137*	.203**	.291**	-.273**	-.187**	-.917**	1.000	.937**	.269**	-.030	.024	-.205**	-.032	.046
Social Class	1.61	.57	324	.365**	-.076	.259**	-.073	-.118*	.190**	.274**	-.258**	-.519**	-.718**	.937**	1.000	.265**	-.004	.000	-.170**	-.055	.006
Single Head of Household	.73	.44	329	.402**	-.131*	.106	-.076	-.137*	.122**	.216**	-.164**	-.093	-.248**	.269**	.265**	1.000	-.050	-.004	.014	-.074	.036
Law	.92	.27	331	-.068	.160**	.144**	.069	-.110*	-.129*	-.125*	.141*	-.063	.055	-.030	-.004	-.050	1.000	-.080	-.100	-.177**	-.051
Business	.93	.25	331	.042	.034	-.016	.141*	.018	-.058	.066	-.090	.059	-.046	.024	.000	-.004	-.080	1.000	-.094	-.166**	-.052
Nurses	.69	.31	331	-.184**	-.010	-.039	.075	.092	-.063	-.163**	.208**	-.025	.214**	-.205**	-.170**	.014	-.100	-.094	1.000	-.209**	-.051
Social Work	.73	.44	331	.054	.091	-.111*	-.105	-.079	-.099	-.069	.045	.075	.001	-.032	-.055	-.074	-.177**	-.166**	-.209**	1.000	.263*
Feminism	1.6456	.5028	331	-.031	-.099	-.073	-.067	-.151**	-.079	.021	-.044	.101	-.089	.046	.006	.036	-.051	.052	-.051	.263**	1.000

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

**APPENDIX G:
ANALYSIS OF FEMINISM ON CONFLICT MANAGEMENT STYLES
SCENARIO 1 AND 2**

	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2
R ²	.036	.095	.001	.001	.004	.005	.021	.045	.037	.058
Adjusted R ²	.033	.092	-.002	-.002	.001	.002	.019	.042	.034	.055
Sig. F	.001	.000	.487	.500	.281	.220	.088*	.000	.000	.000
SE	.7504	.7941	.6302	.6538	.7731	.7685	.4911	.4163	.7445	.6906
Beta	-.989	-.211	.038	.037	-.059	-.068	.147	.212	-.193	-.240
T	3.469*	-3.909*	.697	.675	1.079	-1.227	2.608*	3.929*	-3.562*	-4.965
Sig.	.001	*000	.487	.500	.281	.220	.008	.000	.000	.000

Note: * = < .05

**APPENDIX H:
SELECTED STATISTICS FOR MULTIPLE REGRESSION MODEL WITH UNION VARIABLE STYLES, SCENARIOS AND BETAS**

Predictors / Equations	Avoiding		Compromising		Dominating		Integrating		Obliging	
	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M
Income										
w/o fem	.105	.088	.058	.127	-.048	.003	-.018	.053	-.045	.024
with fem	.105	.088	.058	.127	-.048	.003	-.018	.053	-.045	.024
Age										
w/o fem	-.112	-.046	-.189*	-.029	.145*	.075	-.066	-.085	-.175*	-.053
with fem	-.138*	-.074	-.184*	-.019	.141*	.068	-.044	-.055	-.202*	-.084
Religious Attendance										
w/o fem	.055	.021	-.049	-.061	-.034	-.012	-.015	-.051	.072	.070
with fem	.038	.002	-.046	-.058	-.037	-.016	-.001	-.031	.055	.049
Working Class										
w/o fem	.089	.067	-.058	.086	.059	.057	-.045	.066	.000	.056
with fem	.080	.057	-.057	.088	.058	.055	-.038	.077	-.009	.046
African-American										
w/o fem	-.129	-.095	.161*	.048	-.035	.000	.042	-.007	-.030	.053
with fem	-.142*	-.110	.164*	.050	-.038	-.003	.054	.009	-.044	.037
Single Head										
w/o fem	.040	.069	.165*	.056	-.055	.009	.080	.120	.087	.099
with fem	.035	.063	.166*	.057	-.056	.008	.084	.126	.081	.093
Unions										
w/o fem	-.112	-.101	.037	.076	.058	-.009	-.026	-.073	-.012	-.112
with fem	-.082	-.067	.032	.033	.064	-.001	-.051	-.109	-.183	-.076
Model Summary Status										
R ² w/o fem	.067	.036	.078	.030	.006	.009	.013	.025	.040	.030
R ² with fem	.098	.074	.079	.031	.004	.011	.035	.068	.072	.077
Change	.031†	.038†	.001	.001	.001	.002	.022†	.043†	.032†	.047†

* = Sig < .05

† = Feminism significantly increases explained variance (R²)

**APPENDIX I:
MULTIPLE REGRESSION OF SELECTED SOCIO-DEMOGRAPHICS ON FEMINISM**

	Beta	t	Feminism Significance
Age	-.119	-1.913	N/S
Income	-.019	-.279	N/S
Working Class	-.029	-.443	N/S
Religious Attendance	-.088	-1.464	N/S
African-American	-.009	-.139	N/S
Single Head	-.038	-.564	N/S

**APPENDIX J:
SUMMARY OF EFFECT OF FEMINISM ON EXPLAINED VARIANCE**

	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2	Sc 1	Sc 2
Model 1 R ²	.057*	.028	.077*	.026	.028	.009	.013	.021	.040	.021
Model 2 R ²	.093*	.071*	.078*	.028	.029	.011	.033	.060*	.072*	.073*
Change Coefficient	.036*	.042*	.001	.002	.001	.002	.020*	.039*	.032*	.053*

*= Model significance $p < .05$

**= Increase in explained variance is significant for model 2

APPENDIX K:
SUMMARY OF BIVARIATE ANALYSIS OF SELECT PREDICTOR VARIABLES ON STYLES
Styles and Scenarios

Predictor Variables	Avoiding		Compromising		Dominating		Integrating		Obliging	
	Sc 1 (F/F)	Sc 2 (M/F)	Sc 1 (F/F)	Sc 2 (M/F)	Sc 1 (F/F)	Sc 2 (M/F)	Sc 1 (F/F)	Sc 2 (M/F)	Sc 1 (F/F)	Sc 2 (M/F)
Feminism	S-	S-	NS	NS	NS	NS	S+	S+	S-	S-
Age	S-	N/	S-	NS	S+	NS	NS	NS	S-	NS
Class	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Single Head	NS	NS	S+	NS	NS	NS	NS	S-	NS	NS
African-Americans	S-	S-	S+	NS	NS	NS	NS	NS	NS	NS
Religious Attendance	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Unions	S-	S-	S+	NS	NS	NS	NS	NS	NS	NS
Income	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS

s = significant and ns = not significant
+ = positive association and - = negative association

**APPENDIX L1:
REGRESSION ANALYSIS OF SOURCE OF DATA, RACE AND AGE
ON AVOIDING STYLES**

Predictors	<u>Source of data</u>				<u>Race</u>				<u>Age</u>			
	Unions		College Students		African-Americans		Caucasians		<35		> 35	
	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M
Income	.155	.127	.089	.043	.172	.284*	.108	.034	.104	.122	.124	.061
Age	-.335*	-.282*	-.072	-.021	-.261*	-.305*	-.119	-.007	—	—	—	—
Religious Attendance	.014	-.094	-.014	-.018	-.022	-.045	.051	.000	.077	.032	-.083	-.015
Work Class	.008	-.163	.118	.135	.132	-.013	.047	.046	.074	.089	.030	-.034
Single Head	-.068	.251	.043	-.012	.063	.371*	.033	-.038	.120	.146	-.034	-.007
African-American	.040	-.004	-.144*	-.167*	—	—	—	—	-.139	-.099	-.234*	-.184
Feminism	-.211	-.211	-.192*	-.198*	-.032	.045	-.235*	-.259*	-.254*	-.254*	-.102	-.142
<i>F</i>	1.737	1.798	2.133*	2.393*	.879	2.155*	2.809*	2.518*	2.898*	3.001*	2.193*	1.482
<i>R</i> ²	.196	.201	.063	.071	.080	.175	.074	.068	.100	.103	.102	.072
<i>Adjusted R</i> ²	.083	.089	.034	.041	-.011	.094	.047	.042	.100	.103	.055	.023
<i>Increase of R</i> ² by fem	.040	.040	.031*	.037*	.062	.002	.053*	.062*	.063*	.063*	.010	.019

* = $p < .05$

Coefficients for each predictor variable derived from Equation 2 (Feminism)

APPENDIX L2
REGRESSION ANALYSIS OF SOURCE OF DATA, RACE AND AGE
ON COMPROMISING STYLE

Predictors	<u>Source of data</u>				<u>Race</u>				<u>Age</u>			
	Unions		College Students		African-Americans		Caucasians		< 35		> 35	
	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M
Income	.167	.330*	.046	.092	.209	.242	-.006	.096	-.019	.115	.195	.129
Age	-.097	.094	-.218*	-.038	-.437*	-.058	-.076	.004	—	—	—	—
Religious Attendance	-.036	.126	-.051	-.124	-.069	-.041	-.020	-.083	-.077	-.127	.018	.021
Work Class	.039	.141	-.094	.090	.093	.150	-.109	.075	-.166*	.035	.121	.158
Single Head	.151	-.038	-.184*	.065	.180	.056	.145	.065	.150	.100	.201	.067
African-American	.144	.247	.170*	.000	—	—	—	—	.274*	.073	.018	.017
Feminism	.195	.305*	-.105	-.051	.079	.259	.038	-.027	-.022	-.024	.126	.114
<i>F</i>	.818	1.572	2.860*	.881	2.555*	1.084	1.261	.653	3.560*	1.086	1.248	.858
<i>R</i> ²	.103	.180	.083	.027	.201	.098	.034	.018	.120	.040	.061	.043
<i>Adjusted R</i> ²	-.023	.066	.054	-.004	.122	.008	.067	-.010	.086	.003	.012	-.007
<i>Increase of R</i> ² by fem	.034	.083*	.011	.002	.006	.060	.001	.001	.000	.000	.015	.012

* =p < .05

Income NS on Eq. 1

Eq. 1 S

Coefficients for each predictor variable derived from Equation 2 (Feminism)

**APPENDIX L3:
REGRESSION ANALYSIS OF SOURCE OF DATA, RACE AND AGE
ON DOMINATING STYLES**

Predictors	<u>Source of data</u>				<u>Race</u>				<u>Age</u>			
	Unions		College Students		African-Americans		Caucasians		< 35		> 35	
	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M
Income	-.240	-.125	-.005	.026	-.057	.058	-.072	-.013	.033	.034	-.216	-.041
Age	.214	.179	.095	.019	.012	-.018	.191*	.087	—	—	—	—
Religious Attendance	.056	.152	-.058	-.061	.058	.093	-.049	-.059	-.016	.002	-.022	-.010
Work Class	.045	.041	.035	.032	.064	-.028	.061	.074	.157	.096	-.130	-.034
Single Head	.015	.124	-.038	.002	-.016	.098	-.087	-.018	-.072	-.047	-.013	.101
African-American	-.231	-.150	.008	.029	—	—	—	—	.043	.067	-.077	-.082
Feminism	-.021	.052	-.043	-.065	-.142	.036	.001	-.073	-.075	-.095	.057	.031
<i>F</i>	1.187	.868	.531	.366	.282	.202	1.557	.787	1.014	.736	.891	.336
<i>R</i> ²	.143	.108	.017	.012	.027	.020	.042	.022	.037	.028	.044	.017
<i>Adjusted R</i> ²	.022	-.017	-.015	-.020	-.069	-.078	.015	-.006	.001	-.010	-.005	-.034
<i>Increase of R</i> ² by fem	.000	.002	.002	.004	.018	.001	.000	.005	.006	.009	.003	.001

* = p < .05

Coefficients for each predictor variable derived from Equation 2 (Feminism)

**APPENDIX L4:
REGRESSION ANALYSIS OF SOURCE OF DATA, RACE AND AGE
ON INTEGRATING STYLE**

Predictors	<u>Source of data</u>				<u>Race</u>				<u>Age</u>			
	Unions		College Students		African-Americans		Caucasians		< 35		> 35	
	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M
Income	.032	.158	-.029	.039	.059	.115	.035	.035	.005	.062	-.029	.044
Age	.114	.049	-.118	-.086	-.161	-.150	-.053	-.053	—	—	—	—
Religious Attendance	.364*	.028	-.109	-.047	.077	.116	-.007	-.077	-.034	-.040	.049	-.010
Work Class	.030	.172	-.075	.043	.029	.157	.047	.047	-.133	.059	.032	.018
Single Head	-.009	.099	.109	.127	-.011	-.020	.165*	.122	.086	.065	.100	.221*
African-American	.075	.050	.102	.029	—	—	—	—	.094	-.038	-.051	-.028
Feminism	.138	.232*	.161*	.212*	.094	.016	.254*	.259*	.036	.110	.281*	.355*
<i>F</i>	1.296	.699	2.563*	2.311*	.442	.572	1.796	3.821*	.801	.561	1.942	3.377*
<i>R</i> ²	.154	.089	.075	.068	.142	.048	.098	.098	.030	.021	.091	.150
<i>Adjusted R</i> ²	.035	-.038	.046	.039	-.053	-.040	.021	.072	-.007	-.016	.044	.105
<i>Increase of R</i> ² by fem	.017	.048	.025*	.043*	.008	.000	.026*	.062*	.001	.012	.076*	.121*

* = $p < .05$

Age was S in Eq. 1 but not in Eq. 2

Coefficients for each predictor variable derived from Equation 2 (Feminism)

**APPENDIX L5:
REGRESSION ANALYSIS OF SOURCE OF DATA, RACE AND AGE
ON OBLIGING STYLE**

Predictors	<u>Source of data</u>				<u>Race</u>				<u>Age</u>			
	Unions		College Students		African-Americans		Caucasians		< 35		> 35	
	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M	F/F	F/M
Income	-.116	.048	.073	.015	.117	.060	.019	.024	-.016	-.061	.152	.148
Age	-.301	-.183	-.165*	-.034	-.172	-.329*	-.205*	-.031	—	—	—	—
Religious Attendance	.041	.064	.063	.046	.067	.068	.028	.042	.023	.019	.094	.101
Work Class	-.102	.000	.031	.084	-.156	.063	.024	.023	.133	.084	-.049	-.021
Single Head	.204	.172	.047	.054	.326	.195	.006	.061	.038	.102	.107	.104
African-American	-.055	.158	-.095	-.049	—	—	—	—	-.132	.032	.070	-.029
Feminism	-.093	-.004	-.215*	-.281*	-.015	-.095	-.223*	-.269*	-.121	-.249*	-.215*	-.180
<i>F</i>	1.175	.902	2.495*	3.289*	1.246	1.559	3.218*	3.134*	1.154	3.006*	1.961	1.527
<i>R</i> ²	.141	.112	.073	.095	.109	.132	.083	.082	.039	.105	.092	.074
<i>Adjusted R</i> ²	.021	-.012	.044	.066	.022	.048	.058	.056	.002	.071	.045	.025
<i>Increase of R</i> ² by fem	.008	.000	.044*	.075*	.000	.008	.047*	.069*	.014	.061*	.044*	.031

* =p < .05

Age NS in Eq.1

Coefficients for each predictor variable derived from Equation 2 (Feminism)

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ABSTRACT**PREDICTORS OF WOMEN'S WORKPLACE CONFLICT
MANAGEMENT STYLES**

by

GERALD D. CHARBONNEAU**DECEMBER 1998****Advisor: Dr. Janet Hankin****Major: Sociology****Degree: Doctor of Philosophy**

This study examined empirically women's interpersonal workplace conflict management styles. This study's purpose was to add to the knowledge base of women and conflict management. The research question was to determine whether social characteristics such as feminism, race, age, single head of household status, religion, and social class explain differences in conflict management among women. Research Hypotheses 1 through 6 were that significant differences based on feminism, age, race, single head of household, social class, and religion would be found among the study's respondents in their choice of five styles of conflict management. Research Hypothesis 7 was that feminism would increase the amount of explained variance of the above socio-demographic model.

A questionnaire composed of self-report responses on conflict management styles, feminist attitudes, and social demographics was administered to a sample consisting of three hundred and thirty-one women who represent a variety of socio-

demographic groups in the Southeastern Michigan area. The mean age of the sample was 34.5 years, 26% were African-Americans, 42% identified themselves as working class and 26% were single heads of households. Rahim's ROCI-II (Form C, 1983) Conflict Inventory-II was used to measure conflict management styles, and feminist orientation was measured by Morgan's Liberal Feminist Attitude and Ideology Scale (1996). In the Rahim inventory the respondents were asked to respond to two conflict scenarios, one a female/female conflict and the other a female/male conflict.

The bivariate and multivariate analyses showed limited support for the research hypotheses. The findings revealed significant effects for 1) feminism on the Integrating, Avoiding, and Obliging Conflict Management Styles; 2) age on Compromising, Dominating, and Avoiding Styles in the female/female conflict and the Obliging Style in the female/male conflict scenario; 3) African-Americans on the Compromising Style in the female/female conflict scenario and Caucasians on the Compromising Style in the female/female conflict scenario, and the Avoiding and Obliging Styles in both the conflict scenarios. No support was found for the single head of household, social class, and religion hypotheses.

Finally, the findings supported the hypothesis that feminism would increase the explained variance of the socio-demographic model on the Avoiding, Integrating, and Obliging Conflict Management Styles.

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