

## Relationship between Openness Personality Trait and Talent Management of University Faculty: Mediating Role of Avoiding Conflict Management strategy

Syeda Itrat Imtiyaz Bukhari<sup>1</sup> (Corresponding Author), Dr Sidra Kiran<sup>2</sup>

<sup>1</sup> PhD Scholar, Department of Education, ALHAMD Islamic University, Islamabad

Email: [itratbukhari655@gmail.com](mailto:itratbukhari655@gmail.com)

<sup>2</sup> Assistant Professor, Department of Education, ALHAMD Islamic University, Islamabad

### Abstract:

This study aim was to investigate the relationship between personality traits and talent management of university faculty with a specific focus on the mediating role of conflict management strategies. The objectives of the study were (1) To analyze the relationship of conflict management strategies and talent management of university faculty. (2) To analyze the relationship between conflict management strategies and personality traits. (3) To examine the relationship between personality traits and Talent management with mediating role conflict management strategy. To achieve all objectives researcher developed self-developed research questionnaire. Population of the study was consisting of 741 teaching faculty members in Rawalpindi and Islamabad. There were 375 teaching faculty members as a sample of study in Rawalpindi and Islamabad. Samples of university faculty members were selected by using a Proportionate random sampling technique. The Cronbach's Alpha formula was employed to determine the instrument's reliability, and SPSS was used for analyzing the gathered data. The research on the relationship between personality traits and talent management of university faculty, with the mediating role of conflict management strategies, was important implications for universities seeking to improve the performance and success.

**Keywords:** Personality Traits, Talent Management, University Faculty, Punjab, Pakistan, Conflict Management Strategies, Mediation.

### Introduction

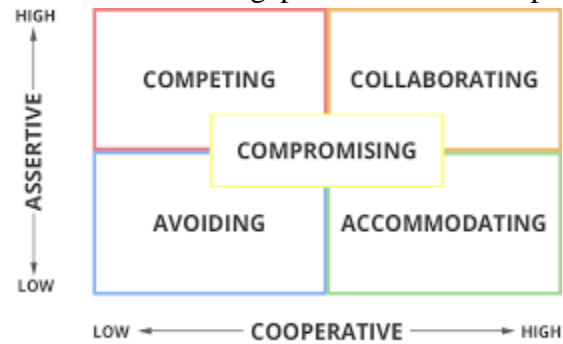
The Big Five Personality Traits (BFPT) model is a comprehensive framework for understanding human personality, encompassing five core dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism. These traits provide a structured way to assess individual differences in behavior, emotions, and cognitive styles, making the model widely applicable in psychology and related fields. Openness reflects creativity and curiosity; conscientiousness emphasizes organization and responsibility; extraversion relates to sociability and energy; agreeableness signifies kindness and cooperation; while neuroticism measures emotional stability and stress susceptibility. This model is extensively used in research to explore how personality influences various life domains, including relationships, career success, and educational outcomes (Mahnaz & Kiran, 2024).



Research on personality psychology, particularly the Five-Factor Model (FFM), has shown that certain personality traits, including openness and extroversion, significantly influence how individuals approach conflict situations. Openness refers to the willingness to engage with new experiences and ideas, while extroversion involves the degree of sociability, assertiveness, and enthusiasm in social interactions. Both traits have been linked to specific approaches to conflict resolution. For example, individuals high in openness may be more likely to engage in open dialogue and seek creative solutions, whereas extroverts may prefer direct, assertive approaches to conflict. Understanding how these traits affect conflict resolution can provide insights into how faculty members navigate disagreements and collaborate effectively in academic settings (Costa & McCrae, 1992).

While personality traits such as openness and extroversion provide a useful framework for understanding conflict behavior, communication skills play a pivotal role in how these traits translate into conflict resolution strategies. Communication competence is crucial for the successful application of accommodating and compromising strategies, as it involves the ability to express oneself clearly, listen actively, and manage emotions during discussions (Spitzberg, 2006). In academic settings, where discussions are often complex and involve diverse stakeholders, communication skills are particularly important for managing conflict without damaging professional relationships. Effective communicators are better equipped to navigate the intricacies of academic conflict and find common ground, especially in situations requiring accommodation or compromise (Schneider & Goktepe, 2017).

Conflict management strategies are approaches used to address and resolve disagreements or disputes effectively while minimizing negative outcomes and fostering positive relationships. These strategies typically include five key methods: **collaboration**, where parties work together to find a win-win solution; **compromise**, involving mutual concessions to reach an agreement; **accommodation**, where one party prioritizes the other's needs over their own; **avoidance**, characterized by ignoring or delaying conflict resolution; and **competition**, where one party seeks to assert their position at the expense of others. The choice of strategy depends on the context, the nature of the conflict, and the desired outcome, with effective conflict management aiming to balance the interests of all parties involved (Kiran et al., 2022).



Conflict resolution within academic institutions is a complex and often necessary process, as faculty members engage with diverse perspectives, responsibilities, and institutional goals. The ability to navigate these conflicts effectively is crucial for maintaining a collaborative and productive academic environment. Conflict resolution strategies, such as accommodating and compromising, are frequently employed to manage disputes, ensuring that both personal and professional relationships are preserved. However, the effectiveness of these strategies is not only determined by the nature of the conflict but also by the personality traits and communication abilities of the individuals involved. This study seeks to explore the mediating role of communication skills in the relationship between personality traits, namely openness and extroversion, and the use of accommodating or compromising strategies in conflict resolution among faculty members in academic institutions.

Accommodating and compromising are two key conflict resolution strategies that involve cooperation rather than competition. According to the Thomas-Kilmann Conflict Mode Instrument (Thomas & Kilmann, 1974), accommodating involves yielding to the other party's concerns at the expense of one's own, while compromising seeks a middle ground that partially satisfies both parties. These strategies are often employed in academic settings where preserving

relationships and collaboration is essential. However, the choice between accommodating and compromising may depend on an individual's personality traits, as well as their communication skills. Individuals who are high in openness or extroversion may approach conflict resolution differently, depending on their ability to communicate effectively in a given situation (McDonald & Cummings, 2014).

Existing literature has demonstrated that both personality traits and communication skills influence conflict resolution strategies in various organizational contexts, but few studies have specifically explored how communication skills mediate the relationship between personality traits and conflict resolution strategies in academic institutions. De Dreu and Weingart (2003) found that extroversion was positively associated with competitive conflict resolution strategies, while openness correlated with more cooperative approaches. However, the role of communication competence in mediating these relationships remains underexplored. This gap in the literature underscores the need to examine how communication skills help bridge the link between personality traits and conflict management strategies, particularly in the academic context where collaboration and academic freedom are vital (Goleman, 1998).

In light of these findings, this study aims to investigate the mediating effects of communication skills on the relationship between openness, extroversion, and the use of accommodating or compromising strategies in faculty conflict resolution. By focusing on academic institutions, this research will contribute to a more comprehensive understanding of how faculty members' personality traits influence their approach to conflict resolution and how communication skills may enhance or hinder the use of cooperative strategies. Additionally, it will provide valuable insights for academic leaders and administrators looking to improve conflict management practices within their institutions (Spitzberg, 2006).

The results of this study have the potential to inform faculty development programs and institutional policies aimed at improving conflict resolution in academic settings. By identifying the role of communication skills in the use of accommodating or compromising strategies, academic institutions can tailor professional development initiatives to enhance faculty communication competence. Ultimately, this research seeks to provide practical recommendations for fostering a more harmonious academic environment where conflicts are resolved constructively, preserving both interpersonal relationships and institutional collaboration.

### **Objectives:**

1. To analyze the relationship of conflict management strategies and talent management of university faculty.
2. To analyze the relationship between conflict management strategies and personality traits.
3. To examine the relationship between personality traits and talent management with mediating role of conflict management strategies.

### **Hypothesis:**

1. H<sub>1</sub>: There is a significant relationship between openness and accommodating
2. H<sub>2</sub>: There is a significant relationship between extraversion and compromising.
3. H<sub>3</sub>: There is a significant relationship between personality traits and talent management with mediating role of conflict management strategies.

### **Literature Review**

Conflict is a common and inevitable aspect of organizational life, and academic institutions are no exception. Faculty members, due to their diverse roles, disciplinary backgrounds, and professional identities, often experience conflicts in their interactions with colleagues, administrators, and students. The ability to resolve conflicts constructively is critical in

maintaining a collegial and productive academic environment. The strategies faculty members employ to manage conflicts are influenced by a range of factors, including their personality traits, communication abilities, and the nature of the conflict. Among the various conflict resolution strategies, accommodating and compromising are seen as cooperative approaches that prioritize maintaining relationships and finding mutually agreeable solutions (Thomas & Kilmann, 1974). While personality traits like openness and extroversion may shape the use of these strategies, communication skills are likely to play a central role in mediating this relationship. Therefore, understanding how communication skills mediate the link between personality traits and conflict resolution strategies is essential for improving conflict management within academic institutions.

Personality traits, as described by the Five-Factor Model (FFM), have been shown to influence how individuals approach conflict resolution. The FFM identifies five broad dimensions of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae, 1992). Of these, openness and extroversion are particularly relevant in the context of conflict resolution. Openness refers to an individual's willingness to consider new ideas, experiences, and viewpoints, and it has been associated with more cooperative and flexible conflict resolution strategies (De Dreu & Weingart, 2003). Extroversion, characterized by sociability, assertiveness, and a high energy level, has been linked to more active engagement in conflict and a preference for direct, confrontational approaches (McCrae & Costa, 1997). While both traits are associated with different approaches to conflict, it is likely that communication skills further moderate how these traits influence conflict resolution behaviors.

Effective communication is a fundamental element in resolving conflicts successfully, as it enables individuals to convey their needs, listen to others' perspectives, and negotiate compromises. Communication competence, which includes skills such as active listening, emotional regulation, and clarity in expression, is essential for using accommodating or compromising strategies in conflict resolution (Spitzberg, 2006). In academic settings, where discussions are often intellectually and emotionally charged, communication skills are particularly important. Faculty members with strong communication abilities can navigate sensitive issues more diplomatically, find common ground in disputes, and avoid escalation. These skills can act as a mediator between personality traits and conflict resolution strategies, influencing whether individuals with specific personality traits (like openness and extroversion) resort to more collaborative strategies or engage in more competitive behaviors.

Several studies have explored the relationship between personality traits and conflict resolution strategies. For instance, De Dreu and Weingart (2003) found that extroversion was positively correlated with competitive conflict resolution strategies, whereas openness was linked to more cooperative and integrative approaches. In the context of faculty conflict resolution, these findings suggest that extroverts may be more likely to engage in assertive or confrontational strategies, while individuals high in openness may be more inclined to use strategies that emphasize collaboration and consensus-building. However, the role of communication skills in this relationship has not been fully explored. Given that communication competence facilitates the successful application of cooperative strategies, it is crucial to examine how it mediates the relationship between personality traits and the use of accommodating or compromising strategies in academic conflict resolution.

Communication skills are not only essential for conveying one's own perspective but also for understanding others' viewpoints and navigating disagreements without harming relationships. Effective communicators are better equipped to employ accommodating strategies, which require a high degree of empathy and a willingness to prioritize the needs of others over one's own (Thomas & Kilmann, 1974). Similarly, communication competence plays a crucial role in compromising, which involves finding a middle ground between competing needs. Studies have shown that individuals with high communication skills are more likely to use accommodating or

compromising strategies, as they are better at managing the emotional dynamics of conflict and maintaining a collaborative atmosphere (Schneider & Goktepe, 2017). Therefore, faculty members who are both high in openness or extroversion and possess strong communication skills may be particularly effective at resolving conflicts in ways that preserve relationships and foster cooperation.

Previous research on the mediating role of communication skills in conflict resolution has focused on various organizational contexts, but there is limited empirical evidence in academic settings. For example, McDonald and Cummings (2014) explored how personality and communication styles impact conflict resolution in the workplace, emphasizing that communication competence significantly enhances the likelihood of using collaborative strategies. In academic institutions, where intellectual and professional disagreements can arise frequently, it is especially important to understand how faculty members' personality traits influence their use of accommodating or compromising strategies, and how communication skills can mediate this relationship. Given that faculty members often work in teams, collaborate on research, and engage in teaching and mentoring, the ability to resolve conflicts amicably is critical for maintaining a productive academic environment.

In conclusion, the existing literature highlights the importance of personality traits like openness and extroversion in shaping conflict resolution behaviors. Communication skills, as a mediator between these traits and conflict resolution strategies, can enhance the effectiveness of accommodating and compromising approaches, thereby fostering a more cooperative and harmonious academic environment. However, there remains a gap in research that specifically investigates how communication competence mediates the relationship between personality traits and the use of cooperative conflict resolution strategies in academic institutions. By addressing this gap, the present study will provide valuable insights for faculty development programs aimed at improving communication and conflict management skills, ultimately contributing to a more collegial and productive academic atmosphere.

## **Research Methodology**

### **Research Design**

The selected research methodology for investigating the mediating effects of communication skills on the relationship between openness, extroversion, and the use of accommodating or compromising strategies in faculty conflict resolution within academic institutions was predominantly quantitative. More precisely, this study was utilizing a descriptive research design, which is particularly suitable for collecting and analyzing numerical data. This makes it a suitable option for exploring connections and the role of mediation.

### **Population**

The study's population was comprise 741 teaching faculty of universities of Rawalpindi and Islamabad, including those universities ranked by the Higher Education Commission (HEC) in Punjab, Pakistan.

### **Sample for final Study**

In Rawalpindi and Islamabad, there were 350 teaching faculty members, which accounts for half of the total population.

### **Sampling Technique**

Researcher was used Proportionate random sampling technique.

### **Research Instrument**

To achieve the stated objectives researcher was used self-developed questionnaire as the research instrument.

### Validity of Research Instrument

The research instrument was used for this study was further improved by the consistent guidelines and input of different experts in the field of Educational research. Their views and observations were obtained for judging content validity of the instrument.

### Reliability of Research Instrument

In this research, researcher was employ SPSS software to compute Cronbach's alpha for each scale, with the expectation that all scale values was exceed 0.6, which would be considered satisfactory.

### Data Collection Procedure

Researcher was personally visit the universities and was selected the respondents randomly. After distributing questionnaire, items of the questionnaire were explained for better results. The questionnaire then will be collected for storing the responses of the respondents for analysis.

### Data Analysis Techniques

Researcher used analyzed collected data by using SPSS.

### Data Analysis

**Hypothesis 1(H1): H1: There is a significant relationship between openness and accommodating**

Correlations			
		Openness	Accommodating
Openness	Pearson Correlation	1	.345**
	Sig. (2-tailed)		.000
	N	374	374
Accommodating	Pearson Correlation	.345**	1
	Sig. (2-tailed)	.000	
	N	374	375

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

### Interpretation:

The correlation table reveals a significant positive relationship between "Openness" and "Accommodating" with a Pearson correlation coefficient of 0.345, indicating a moderate correlation between the two variables. This suggests that individuals who score higher in openness are also more likely to score higher in accommodating behaviors. The correlation is statistically significant, as the p-value is 0.000, which is well below the 0.01 significance threshold, confirming that the relationship observed is unlikely to be due to chance.

With a sample size of 374 for both variables, the results suggest that there is a reliable association between these two traits. Specifically, people who are more open to new experiences tend to be more accommodating in their interactions with others. However, the moderate strength of the correlation (0.345) implies that while the two variables are related, there are other factors influencing accommodating behaviors that are not captured by openness alone. This points to the complexity of interpersonal traits and suggests that additional variables may be involved in shaping accommodating tendencies.

**Conclusion:**

The conclusion is that there is a moderate, positive relationship between Openness and Accommodating behaviors. As one increase, so does the other, suggesting that individuals who are more open tend to exhibit more accommodating behaviors. This finding is statistically significant, emphasizing the robustness of the relationship.

**Hypothesis 2 (H2): There is a significant relationship between extraversion and compromising.**

Correlations			
		Extraversion	Compromising
Extraversion	Pearson Correlation	1	.325**
	Sig. (2-tailed)		.000
	N	375	375
Compromising	Pearson Correlation	.325**	1
	Sig. (2-tailed)	.000	
	N	375	375

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

The correlation table shows a Pearson correlation coefficient of 0.325 between Extraversion and Compromising, which suggests a small-to-moderate positive relationship between the two variables. This means that individuals who are higher in Extraversion, characterized by traits such as sociability, assertiveness, and energetic interactions with others, are more likely to engage in compromising behaviors. Compromising involves seeking a middle ground or making concessions during conflicts, and the positive correlation suggests that extraverted individuals may be more inclined to avoid confrontational outcomes by finding mutually agreeable solutions. The p-value of 0.000 indicates that this relationship is statistically significant, confirming that the observed correlation is unlikely to be due to random chance.

Despite the positive correlation, the strength of the relationship is only moderate (0.325), meaning that Extraversion explains only a portion of the variability in Compromising behaviors. Other factors, such as individual conflict styles, emotional regulation, or external situational factors, could also influence a person's willingness to compromise. Therefore, while Extraversion appears to be a contributing factor, it does not provide a complete explanation for compromising behavior. Further research may explore additional variables that could strengthen or explain the relationship between personality traits and conflict resolution strategies.

**Conclusion:**

In conclusion, the results show a statistically significant positive correlation between Extraversion and Compromising. This implies that more extraverted individuals are somewhat more likely to engage in compromising behaviors, which could reflect their tendency to maintain harmonious social relationships or avoid conflict. However, while the relationship is significant, the strength of the correlation (0.325) is moderate, meaning that Extraversion only explains a portion of the variance in Compromising behaviors. This suggests that other factors, such as communication styles, emotional intelligence, or situational contexts, may also play important roles in how individuals approach conflict resolution.

Table : Mediating Role of Conflict Management Strategy

Run MATRIX procedure:							
***** PROCESS Procedure for SPSS Version 4.2 *****							
Written by Andrew F. Hayes, Ph.D. <a href="http://www.afhayes.com">www.afhayes.com</a>							
Documentation available in Hayes (2022). <a href="http://www.guilford.com/p/hayes3">www.guilford.com/p/hayes3</a>							
Model : 4 Y : TM, X : BFPT, M : CMS Sample Size: 374							
OUTCOME VARIABLE: CMS							
<b>Model Summary</b>							
R	R-sq	MSE	F	df1	df2	p	
.5954	.3545	.0932	204.3338	1.0000	372.0000	.0000	
Model							
coeff	se	t	p	LLCI	ULCI		
constant	1.5189	.1461	10.3969	.0000	1.2316	1.8061	
BFPT	.5764	.0403	14.2945	.0000	.4971	.6557	
OUTCOME VARIABLE: TM							
<b>Model Summary</b>							
R	R-sq	MSE	F	df1	df2	p	
.5375	.2889	.1695	75.3738	2.0000	371.0000	.0000	
<b>Model</b>							
coeff	se	t	p	LLCI	ULCI		
constant	.6494	.2237	2.9026	.0039	.2095	1.0894	
BFPT	.4205	.0677	6.2147	.0000	.2875	.5536	
CMS	.3360	.0699	4.8068	.0000	.1985	.4734	
OUTCOME VARIABLE: TM							
<b>Model Summary</b>							
R	R-sq	MSE	F	df1	df2	p	
.4946	.2446	.1795	120.4830	1.0000	372.0000	.0000	
<b>Model</b>							
coeff	se	t	p	LLCI	ULCI		
constant	1.1597	.2027	5.7210	.0000	.7611	1.5584	
BFPT	.6142	.0560	10.9765	.0000	.5042	.7242	
Total effect of X on Y							
Effect	se	t	p	LLCI	ULCI		
.6142	.0560	10.9765	.0000	.5042	.7242		
Direct effect of X on Y							
Effect	se	t	p	LLCI	ULCI		
.4205	.0677	6.2147	.0000	.2875	.5536		
Indirect effect(s) of X on Y:							
Effect	BootSE	BootLLCI	BootULCI				
CMS	.1937	.0555	.0838	.3018			
Level of confidence for all confidence intervals in output: 95.0000							
No. of bootstrap samples (percentile confidence intervals): 500							
----- END MATRIX -----							

**Interpretation**

The table presents the results of a mediation analysis examining the relationships between Big Five Personality Trait (BFPT), Conflict Management Strategies (CMS), and Talent Management (TM) with a sample size of 374. The first model shows a significant positive relationship between BFPT and CMS (coeff = 0.5764, p < 0.0001), explaining 35.45% of the variance in CMS (R-sq = 0.3545). The second model reveals that both BFPT (coeff = 0.4205, p < 0.0001)



and CMS (coeff = 0.3360,  $p < 0.0001$ ) significantly predict TM, with the model explaining 28.89% of the variance in TM ( $R\text{-sq} = 0.2889$ ). The total effect of BFPT on TM is significant (coeff = 0.6142,  $p < 0.0001$ ), while the direct effect of BFPT on TM is also positive and significant (coeff = 0.4205,  $p < 0.0001$ ). Furthermore, the indirect effect of BFPT on TM through CMS is significant, with an effect size of 0.1937 (BootSE = 0.0555, BootLLCI = 0.0838, BootULCI = 0.3018), indicating that CMS partially mediates the relationship between BFPT and TM. These results suggest that BFPT positively influences CMS, which in turn contributes to higher TM, underscoring the importance of conflict management strategies in the talent management process.

### **Model Overview:**

- Y (Outcome Variable): Talent Management (presumably a dependent variable).
- X (Independent Variable): Personality Traits (a predictor variable).
- M (Mediator Variable): Conflict Management strategies (mediator variable).
- Sample Size: 374 participants.

### **Model Summary for Conflict Management Strategies (Mediator):**

$R = .5954$ : This is the correlation between the independent variable (BFPT) and the mediator (CMS). A moderate positive correlation is indicated.

$R\text{-squared} = .3545$ : About 35.45% of the variance in CMS is explained by BFPT.

$F = 204.3338$ : The overall model is statistically significant ( $p < .0000$ ), meaning BFPT is a significant predictor of CMS.

- Coefficients:

Constant = 1.5189: The estimated value of CMS when BFPT is 0.

BFPT = .5764: A one-unit increase in BFPT is associated with a 0.5764 increase in CMS.

p-value < .0000: The relationship between BFPT and CMS is highly statistically significant.

### **Model Summary for Talent Management (Outcome Variable):**

$R = .5375$ : The correlation between the predictor (BFPT) and the outcome (TM) is moderate.

$R\text{-squared} = .2889$ : About 28.89% of the variance in TM is explained by BFPT and CMS combined.

$F = 75.3738$ : The overall model is statistically significant ( $p < .0000$ ), meaning that both BFPT and CMS are significant predictors of TM.

- Coefficients:

Constant = .6494: The estimated value of TM when BFPT and CMS are 0.

BFPT = .4205: A one-unit increase in BFPT leads to a 0.4205 increase in TM.

CMS = .3360: A one-unit increase in CMS leads to a 0.3360 increase in TM.

Both coefficients have p-values < .0000, indicating that both BFPT and CMS are statistically significant predictors of TM.

### **Total Effect of X (Personality Traits) on Y (Talent Management):**

Effect = .6142: The total effect of BFPT on TM, without accounting for CMS, is 0.6142. This is significant ( $p < .0000$ ).

This value is consistent with the sum of the direct and indirect effects.

#### **4.2.4.5 Direct Effect of X on Y:**

Effect = .4205: The direct effect of BFPT on TM, after accounting for CMS, is 0.4205. This effect is statistically significant ( $p < .0000$ ).

Confidence Interval (CI) = [0.2875, 0.5536], confirming that the direct effect is significantly different from 0.

**Indirect Effect of X on Y (through CMS as a mediator):**

Effect = .1937: The indirect effect of BFPT on TM through CMS is 0.1937.

Bootstrap Confidence Interval (CI) = [0.0838, 0.3018]: The confidence interval does not include 0, suggesting that the indirect effect is statistically significant.

This indicates that CMS partially mediates the relationship between BFPT and TM.

**Interpretation:**

BFPT significantly affects CMS, and CMS significantly affects TM. There is a total effect of BFPT on TM of 0.6142, but this total effect is partly mediated by CMS (indirect effect = 0.1937). The direct effect of BFPT on TM, controlling for CMS, is 0.4205. CMS plays a mediating role in the relationship between BFPT and TM, as the indirect effect is statistically significant and contributes to the total effect. In summary, the results suggest that BFPT affects TM both directly and indirectly through CMS, and CMS significantly mediates the relationship between BFPT and TM.

**Discussion:**

Universities should prioritize collaborative conflict management training and highlight its positive impact on talent management outcomes. Faculty members who adopt collaborative and accommodating strategies should be recognized and encouraged to continue using these methods, as they contribute to creating a positive and supportive environment that aids in talent development and retention. Faculty with more competitive tendencies should also be educated on the long-term effects of assertive conflict strategies and provided with training to balance competition with collaboration, ultimately supporting faculty retention and a harmonious academic environment.

Furthermore, universities should offer personalized professional development opportunities that take into account the unique personality traits of faculty members. Training programs should equip faculty with the skills to adapt their conflict management approaches to suit different situations. For instance, faculty who score high in neuroticism and agreeableness may benefit from learning how to manage conflicts more directly, while those who are high in openness, conscientiousness, and extraversion could be guided on how to further refine and enhance their already collaborative conflict resolution strategies.

**Recommendations:**

1. It is recommended that universities promote collaborative conflict management training and emphasize its positive impact on talent management outcomes. Faculty who adopt collaborative and accommodating strategies should be recognized and encouraged to use these approaches, as they are more likely to foster a positive, supportive environment conducive to talent development and retention. Additionally, faculty with competitive tendencies should be made aware of the long-term implications of assertive conflict strategies and be trained to balance competition with collaboration to enhance faculty retention.
2. It is recommended that universities offer tailored professional development opportunities for faculty that consider their personality traits. Training programs should teach faculty how to adapt their conflict management strategies based on the situation. Faculty with high neuroticism and agreeableness, for example, may benefit from learning techniques to manage conflict more directly, whereas faculty high in openness, conscientiousness, and extraversion could be provided with strategies to further enhance their already collaborative approaches to conflict resolution.

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