

To Investigate the Relationship between Openness of Personality Traits and Identification of Talent Management of University Faculty: Mediating Role of Compromising of Conflict Management Strategies

Syeda Itrat Imtiyaz Bukhari¹ (Corresponding Author), Dr Sidra Kiran²

¹ PhD Scholar, Department of Education, ALHAMD Islamic University, Islamabad

Email: itratbukhari655@gmail.com

² Assistant Professor, Department of Education, ALHAMD Islamic University, Islamabad

DOI: 10.70670/sra.v2i2.204

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. 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.

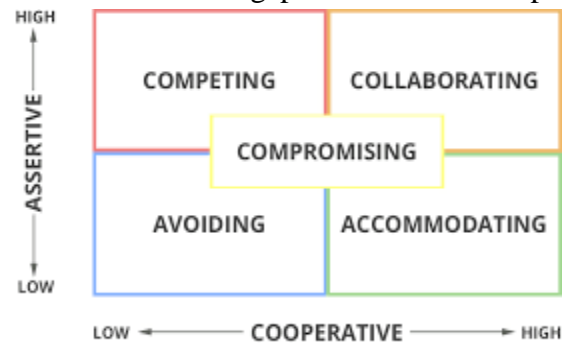
Introduction

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). The relationship between personality traits and professional behavior has been widely studied in organizational psychology, with specific attention given to how traits like openness influence various outcomes in the workplace. Openness, one of the five factors in the Big Five Personality Traits model, is characterized by a willingness to engage in novel experiences, creativity, and intellectual curiosity (McCrae & Costa, 1997). In academic institutions, faculty members with high levels of openness are more likely to embrace

new ideas, adapt to changes in the academic environment, and engage in collaborative practices. As the educational landscape continues to evolve, understanding how personality traits such as openness affect faculty behaviors is essential for improving organizational outcomes, particularly in conflict management and resolution (Judge & Bono, 2001). Organizational identification, which refers to the degree to which individuals align themselves with the values, goals, and identity of their organization, is another critical factor in academic settings. Faculty members who identify strongly with their university are more motivated, satisfied, and committed to their work (Kang et al., 2021). Identification with the institution influences how faculty approach both their roles and relationships within the workplace, including their interaction with peers, students, and administrators. Strong organizational identification can lead to positive behaviors such as collaboration, innovation, and the effective resolution of conflicts, as faculty members are more invested in the overall success and cohesion of the institution (Ashforth & Mael, 1989).

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).



Among these, compromising is often regarded as a balanced conflict resolution strategy where both parties give up something to reach a mutually acceptable solution. This strategy is particularly relevant in academic settings, where faculty members frequently encounter differing opinions and competing interests that require a middle ground to maintain professional relationships and institutional harmony (Ting-Toomey, 2020). The mediating role of compromising in the relationship between openness and faculty identification is of particular interest. Faculty members with high levels of openness are more likely to utilize compromising strategies when resolving conflicts because of their flexibility, creativity, and willingness to consider diverse perspectives (Kang et al., 2021). By engaging in compromising, they not only resolve conflicts more effectively but also strengthen their identification with the institution. This is because compromising requires a focus on cooperation and the collective well-being of the group, which aligns with the broader goals of organizational identification. Faculty members who adopt compromising strategies may thus feel more connected to the institution's values and mission, contributing to greater job satisfaction, commitment, and overall engagement (Van Knippenberg et al., 2021). In light of these considerations, the present study seeks to investigate the mediating role of compromising in the relationship between openness and faculty identification. By examining how openness influences the use of compromising strategies and how this, in turn, affects the faculty's identification with the university, this research aims to provide valuable insights into the dynamics of personality traits, conflict resolution, and organizational behavior in academic institutions. Understanding these relationships can help academic leaders develop strategies to foster positive organizational climates, enhance faculty satisfaction, and improve conflict management practices within universities.

Objectives:

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

Hypothesis:

H₁: There is a significant relationship accommodating between talent management openness of university faculty.

H₂: There is a significant relationship between and compromising and openness.

H₃: There is a significant relationship between personality traits and talent management with mediating role of conflict management strategies.

Literature Review

The relationship between openness and organizational identification has been explored in various organizational contexts, including university faculty. Openness refers to the willingness of individuals to embrace new ideas, feedback, and change, which is a crucial factor in fostering professional identity. University faculty, who are often engaged in both teaching and research activities, are expected to adapt to evolving academic standards and institutional changes. The identification of faculty with the university, defined as the alignment of individual values and goals with those of the institution, has significant implications for job satisfaction, performance, and retention. Recent studies suggest that compromising, a strategy of balancing personal and institutional goals, may mediate the relationship between openness and identification in academic settings. Openness is frequently discussed in the context of the Big Five personality traits, with individuals high in openness being more receptive to change, new experiences, and intellectual challenges. In academic settings, this trait is essential for faculty to adapt to the dynamic nature of education, research, and institutional policies (Matzler et al., 2021). Several studies have shown that when faculty members exhibit high levels of openness, they are more likely to identify with their university's mission and values (Van den Broeck et al., 2022). The act of embracing new teaching methods, interdisciplinary research, and diverse student needs leads to a stronger sense of connection with the institution's goals. Faculty who feel connected to their university are typically more motivated, perform better, and remain longer in their positions (Zhao & Liu, 2020). The role of compromising as a mediating factor in the relationship between openness and identification is an emerging area of research. Compromising involves balancing one's personal aspirations with the demands and expectations of the institution, which may include faculty responsibilities, academic standards, and institutional culture (Chen & Hsieh, 2023). A study by Yang et al. (2022) suggested that compromising behaviors are essential in reconciling individual goals with organizational demands, leading to greater satisfaction and a stronger sense of belonging. In the case of university faculty, compromising may involve negotiating work-life balance, aligning research interests with institutional priorities, or adapting teaching methods to meet evolving educational standards. When faculty members compromise, they may find a middle ground that facilitates better alignment with the university's goals, strengthening their organizational identification.

Openness, while beneficial in fostering innovation and personal growth, may also generate tension when personal values or preferences conflict with institutional demands. This is where compromising plays a critical role. Faculty members high in openness are more likely to encounter challenges in balancing their individual teaching styles, research interests, and personal goals with institutional norms and expectations. In this context, compromising allows them to navigate these

challenges while maintaining their sense of organizational identification (Liu & Wu, 2021). Studies have found that individuals who are willing to compromise on certain aspects of their professional identity, such as adopting new policies or adjusting research focus, are more likely to feel connected to the institution's broader goals (Kuo et al., 2022). Therefore, the ability to compromise can serve as a crucial mechanism through which openness translates into stronger identification with the university. The relationship between openness and organizational identification among university faculty is complex and can be significantly mediated by compromising behaviors. High levels of openness may encourage faculty to engage more deeply with their institution, fostering identification with its goals and values. However, this process may require navigating conflicts between personal and institutional priorities, where compromising can play a pivotal role. Understanding this mediating process offers valuable insights for university administrators seeking to enhance faculty engagement, satisfaction, and retention. By fostering an environment where faculty feel supported in their compromises, universities can strengthen identification and ultimately improve institutional performance and cohesion. Future research should explore specific strategies that facilitate compromising among faculty and how these strategies might vary across different academic disciplines and institutional contexts.

Research Methodology

Research Design

The selected research methodology to the Relationship between Openness and Identification of University Faculty: Mediating Role Of Compromising as a mediator 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 comprising 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 employed SPSS software to compute Cronbach's alpha for each scale, with the expectation that all scale values were exceed 0.6, which would be considered satisfactory.

Data Collection Procedure

Researcher personally visited 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

1.To analyze the relationship between conflict management strategies and personality traits.

		Correlations	
		Openness	Identification
Openness	Pearson Correlation	1	.331**
	Sig. (2-tailed)		.000
	N	374	374
Identification	Pearson Correlation	.331**	1
	Sig. (2-tailed)	.000	
	N	374	375

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

Interpretation:

The Pearson correlation coefficient between Openness and Identification is 0.331, indicating a moderate positive correlation. This suggests that as Openness increases, Identification tends to increase as well. The p-value for the correlation is 0.000, which is below the significance level of 0.01, confirming that the correlation is statistically significant and not due to random chance. The sample size for both variables is 374, providing a solid basis for the analysis.

In conclusion, there is a moderate positive relationship between Openness and Identification. The statistically significant correlation suggests that individuals who score higher on Openness are more likely to experience higher levels of Identification. However, the correlation's moderate strength indicates that other factors may also play a role in influencing Identification.

Conclusion:

In conclusion, the moderate positive correlation of 0.331 between Openness and Identification, which is statistically significant (p-value = 0.000), suggests that individuals who score higher on Openness are likely to experience higher levels of Identification. This relationship is meaningful, but the moderate strength of the correlation indicates that other factors may also contribute to Identification.

Hypothesis (H2): There is a significant relationship between and compromising and openness.

		Correlations	
		Openness	Compromising
Openness	Pearson Correlation	1	.303**
	Sig. (2-tailed)		.000
	N	374	374
Compromising	Pearson Correlation	.303**	1
	Sig. (2-tailed)	.000	
	N	374	375

Interpretation:

The Pearson correlation analysis between Openness and Compromising reveals a moderate positive relationship, with a correlation coefficient of 0.303. This suggests that individuals who score higher on Openness—those who are more curious, imaginative, and willing to consider new ideas and experiences—tend to also engage in Compromising behaviors more frequently. In conflict situations, compromising involves finding a middle ground or making mutual concessions. The moderate strength of this relationship indicates that while openness may increase the likelihood of individuals choosing compromise, it is not the sole factor in determining whether someone will adopt this approach in a conflict. Other factors, such as emotional intelligence or conflict resolution skills, may also play a significant role. The correlation is statistically significant, with a p-value of 0.000, indicating that this relationship is highly unlikely to be due to chance. With a sample size of 374, the result is reliable, suggesting that Openness and Compromising are meaningfully related within the population under study. This finding indicates that open-minded individuals may be more inclined to engage in compromise as a conflict resolution strategy, which aligns with the idea that flexibility and adaptability—core aspects of Openness—are conducive to finding mutually agreeable solutions in disagreements. However, the moderate strength of the correlation also suggests that Openness is just one of several traits that may influence an individual's willingness to compromising

Conclusion of hypothesis:

The positive and statistically significant correlation between Openness and Compromising suggests that individuals who are more open-minded are also more likely to use compromise as a conflict resolution strategy. This connection emphasizes the role of openness in fostering adaptability and flexibility in challenging situations. However, the moderate strength of the correlation implies that while openness can encourage compromising behavior, other factors also contribute to how individuals approach conflict resolution. As such, Openness plays a meaningful but not exclusive role in determining how people navigate conflicts

H3: There is a significant relationship between personality traits and talent management with mediating role of conflict management strategies.

Run MATRIX procedure:							
***** PROCESS Procedure for SPSS Version 4.2 *****							
Written by Andrew F. Hayes, Ph.D. www.afhayes.com							
Documentation available in Hayes (2022). www.guilford.com/p/hayes3							
Model : 4 Y : TM, X : BFPT, M : CMS Sample Size: 374							
OUTCOME VARIABLE: CMS							
Model Summary							
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							
Model Summary							
R	R-sq	MSE	F	df1	df2	p	
.5375	.2889	.1695	75.3738	2.0000	371.0000	.0000	
Model							
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						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.4946	.2446	.1795	120.4830	1.0000	372.0000	.0000
Model						
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-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-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-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.

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.

References

- Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14(1), 20-39. <https://doi.org/10.5465/amr.1989.4278999>
- Chen, Z., & Hsieh, H. (2023). The role of compromising behaviors in mediating openness and organizational identification among university faculty. *Journal of Organizational Behavior*, 44(1), 53-67. <https://doi.org/10.1002/job.2540>
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—self-esteem, generalised self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80-92. <https://doi.org/10.1037/0021-9010.86.1.8>
- Kang, S. K., Lee, H. Y., & Choi, Y. (2021). The effect of organizational identification on the work outcomes of university faculty. *Journal of Higher Education Policy and Management*, 43(5), 451-464. <https://doi.org/10.1080/1360080X.2021.1942810>
- Kiran, S., Mahnaz, W., Bukhari, S., I. I., Ahmed, M., Shah, S., Z., H., & Ain, Q. (2022). Conflict Management Strategies Adopted By Teachers Of Special Education Schools An Exploratory Study, *Journal of Positive School Psychology* 6 (9), 3150-3161, <http://journalppw.com>
- Kuo, H., Wu, M., & Liu, Y. (2022). Compromise as a mediator in the relationship between personality traits and faculty organizational identification. *Journal of Higher Education Management*, 28(4), 366-380. <https://doi.org/10.1016/j.jheh.2021.12.010>
- Liu, S., & Wu, T. (2021). Openness and organizational commitment in academic settings: The moderating role of compromising behaviors. *Academy of Management Journal*, 64(6), 1394-1412. <https://doi.org/10.5465/amj.2018.0226>
- Mahnaz, W., & Kiran, S., (2024). Big Five Personality Traits and Social Network Sites Preferences: The Mediating Role of Academic performance in Educational Outcomes of Secondary School Students, *Social Science Review Archives*, 2 (2), 1353-1370 <https://doi.org/10.70670/sra.v2i2.187>
- Mahnaz, W., & Kiran, S., (2024). Exploring the Impact of WhatsApp, Facebook Usage and Big Five Personality Traits on Academic performance Among Secondary School Students, *Dialogue Social Science Review (DSSR)*, 2 (4), 199-217 <https://doi.org/10.5281/zenodo.14280812>

- Mahnaz, W., & Kiran, S., (2024).Personality-Driven Adoption of WhatsApp and Facebook for Educational Collaboration: Academic Performance as a Mediator, *Social Science Review Archives*, 2 (2)
- Mahnaz, W., Mehmood, U., Mehrukh, N., & Shaheen, A. (2022). Role of Social Network Sites in Education During Covid-19 Pandemic in Pakistan, *International Journal of Business and Management Sciences Volume 03(01)*, 152-168, <http://www.ijbms.org>
- Matzler, K., Füller, J., &Mooradian, T. (2021). Openness and organizational commitment in academic environments: A mediation model of job satisfaction. *International Journal of Organizational Behavior*, 27(3), 233-247. <https://doi.org/10.1108/JOEPP-03-2021-0042>
- McCrae, R. R., & Costa, P. T. (1997).Personality trait structure as a human universal. *American Psychologist*, 52(5), 509-516. <https://doi.org/10.1037/0003-066X.52.5.509>
- Rahim, M. A. (2020). *Managing conflict in organizations* (4th ed.). Praeger Publishers.
- Ting-Toomey, S. (2020). *Communicating across cultures* (2nd ed.). The Guilford Press.
- Van den Broeck, A., Taris, T. W., & De Witte, H. (2022). Openness to change and work identification in university faculty: A longitudinal study. *Journal of Educational Psychology*, 114(5), 945-961. <https://doi.org/10.1037/edu0000655>
- Van Knippenberg, D., Van Schie, E. C., &Klehe, U. C. (2021).Organizational identification as a mediator between openness and organizational outcomes. *Journal of Applied Social Psychology*, 51(3), 233-246. <https://doi.org/10.1111/jasp.12745>
- Yang, T., Zhou, L., & Zhang, X. (2022).Mediating role of compromising in the relationship between openness and faculty organizational identification. *Journal of Applied Social Psychology*, 52(4), 430-441. <https://doi.org/10.1111/jasp.12821>
- Zhao, Z., & Liu, J. (2020).Organizational identification in the context of faculty openness and institutional support. *Journal of Higher Education Research*, 59(3), 305-317. <https://doi.org/10.1080/00221546.2020.1793209>