ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEALING WITH CONFLICT AT WORK TO IMPROVE PRODUCTIVITY AND ENSURE HARMONIOUS WORKPLACE. A CASE ON SNV, NETHERLANDS DEVELOPMENT ORGANIZATION IN ETHIOPIA.

BY

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ID NO: SGS/0043/2010B

June 2020

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF GRATUATE STUDIES IN PATIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTERS DEGREE OF GENERAL BUSINESS ADMINSTRATION

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June 2020

ADDIS ABABA, ETHIOPIA

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DEALING WITH CONFLICTAT WORK TO IMPROVE PRODUCTIVITY AND ENSURE HARMONIOUS WORKPLACE CULTURE: THE CASE OF, NETHERLANDS DEVELOPMENT ORGANIZATION IN ETHIOPIA (SNV).

BY

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DECLARATION

I, the undersigned, declared that this thesis is my original work, prepared under the guidance of **Prof. BELETE MEBRATU**. All sources of materials used for the thesis have been dually acknowledged. I further confirm that the thesis has not been submitted either in apart or in full to any other higher learning institution for the purpose of earning any degree.

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Name   Signature

St. Mary's University, Addis Ababa   June 2020

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ENDORCEMENT

This thesis has been submitted to St. Mary's university, school of graduate studies for
examination with my approval as a university advisor.

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Advisor   Signature

St. Mary's University, Addis Ababa   June 2020

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DEDICATION

I dedicate this thesis manuscript to my beloved father Ato BEKELE TEFFERA and my mother W/ro FANTU WEBE, my brothers and my sisters for their affection, love and dedicated partnership in the success of my life.

ACKNOWLEDGEMENT

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Abstract

Conflict is a normal and natural aspect of life. Conflict becomes a problem in organizations when excessive levels of destructive conflict occur. Problematic levels of workplace conflict occur in approximately 10% of organizations.

The study sets out to explore workplace conflict in a development organization operating in Ethiopia called SNV. This is because workplace conflict is like a white elephant everyone know about its problematic outcome globally, but people hesitate to talk about it and there is a shortage of information about how this problem manifests.

Despite the effort's organizations are making to manage conflict the problem is continuing to get worse. This means that further work needs to occur to discover why the problem is continuing to get worse. This research is an effort to explore workplace conflict in SNV.

A partial explanation for this is that there are many problematic areas in the literature reviewed on workplace conflict. It is unrealistic to expect that win-win outcomes can be regularly achieved due to the negotiator's dilemma.

Semi-structured interviews were conducted with 14 experienced managers to explore their views on workplace conflict. Results were analysed using a grounded theory approach. Open coding identified a significant inconsistency between much of what the conflict literature claimed and what was being experienced by managers and conflict professionals.

One practical way to apply the results from this research is identified. This is that the individuals holding the ultimate power in organizations, who are usually the CEOs, should be made personally responsible for the levels of conflict in their organizations.

Potential implications of this research are that it has identified a theory that may help reduce problem levels of dealing with workplace conflict both in SNV and in other companies in Ethiopia that are experiencing the same workplace conflict. It has also identified a theory that challenges much of the literature on workplace conflict.

The benefits for SNV could include that workplace conflict dynamics are improved. Their participation may reveal information that helps improve workplace harmony. While this is a very difficult goal to achieve there is little doubt that the path towards this goal involves getting reliable information about workplace conflict dynamics.

CHAPTER ONE

INTRODUCTION
1.0   Background of the Study

Conflict-free company has never existed and never will exist. Antagonisms, tensions, aggressions, stereotypes, negative attitudes and the frustrations will always be an integral part of any organization where men must live and work together. Conflict is an inseparable part of people's life. There is a variety of views about conflict. Some people view conflict as a negative situation that must be avoided at any cost. Others have an opinion that conflict is a phenomenon which necessitates management. From this point of view, a conflict is seen as an opportunity for personal growth and individuals try to use it to his or her best advantage. In organizations potential conflict could be in practically every decision which the manager must make. Coping efficiently and effectively with potential conflicts is one of the most important aspects of the manager's position. Since conflict is seemingly unavoidable, it is obviously necessary for managers to be able to recognize the sources of conflict, to view its constructive as well as destructive potential, to learn how to manage conflict, and to implement conflict resolution techniques in a practical way (Fleetwood, 1987). The CPP Global Human Capital Report (2008) shows that staff in nine countries spend approximately one to three hours a week in conflict.

The research goals of this thesis are to critically analyse workplace conflict by means of both a literature review and qualitative research.

Conflict can be handled negatively through using the strategies of avoidance, accommodation and competition or positively through using compromise and collaboration (Wertheim et al. 1998). Collaboration is the best strategy as it deals with conflict positively and leads to win-win outcomes (Lulofs & Cahn, 2000). Attempts to manage conflict using a collaborative approach are being recommended by many social scientists (Tillett & French, 2005; Cahn & Abigail, 2007; Wertheim et al. 1998). Another is that the major type of conflict that occurs in the workplace is personality clash (CPP Global Human Capital Report, 2008) and this is very difficult to resolve (Lulofs & Cahn, 2000).

Background of the organization

This research project is focused on the conflict management practice in a NGO called SNV, Netherlands development organization in Ethiopia, Addis Ababa. SNV is a not-for-profit international development organisation that makes a lasting difference in the lives of people living in poverty by helping them raise incomes and access basic services. We focus on only three sectors and have a long-term, local presence in over 25 countries in Asia, Africa and Latin America. Our team of more than 1,300 staff is the backbone of SNV. Staffs in SNV have a unique mentality and a very interesting organizational culture. The uncertainty avoidance is relatively low in many Ethiopian organizations which is why risky situations occur. In the unorganized and individualistic nature of society, managers are busy running their own departments and often ignore what is happening in other parts of the company. There is a high degree of cooperation with colleagues from other departments and a low level of cooperation between bosses and their subordinates. Such a uniqueness of culture represents an interesting object for studying conflict management. This research will be relevant for managers as they may identify the gaps in their conflict resolution approach and to improvements. The result will be increased performance of the whole company.

1.1   Statement of the Problem

There are many academic disciplines contributed for the study of organizational conflicts. According to Rahim (2001) psychology and philosophy contributed more for organizational conflicts subject area. Organizational conflicts included major theme of occupational psychology/ social psychology as well as organizational behaviour (De Dreu, 2008). There is less contribution from science for the developing organizational conflicts subject area. In present context, organizational conflicts are discussed in human resource management and organizational behaviour. In addition, from theoretical importance, organizational conflicts are important in practical scenario. Contemporary organizations are unable to avoid conflicts in the workplace. And there is no organization without a minor organizational conflict. When there are two parties dealing with any situation, there is a chance for organizational conflicts.

Two individual, two groups or organizational units, two organizations and two nations can be included in the major parties in conflicts. It means that organizational conflicts are inevitable situation in any organization.

Majority of studies of organizational conflicts were conducted in North America or Western countries, less studies were conducted in Africa, Asia, or other part of the world. It is found that

there is a negative relationship between relationship conflict and job satisfaction and positive relationship between relationship conflict and propensity to leave Shanthakumary (2012) In Sri Lankan/Asia context. It does not support to generalize the findings from North American countries or Western countries.

There should be more studies to be conducted to test the association empirically and to generalize the findings from western countries to Asian countries. Lu et al., (2011) conducted a study to investigate the effects of task and relationship conflicts on individual work behaviors by using one hundred sixty-six pairs of supervisors and subordinates of China. Collectivist countries tend to favour for cooperation and try to avoid conflicts than individualist countries (Hofstede, 2001). Another study was conducted by Chun and Choi (2014) to investigate the relationships between psychological needs of group participant, intragroup conflict, and group performance.

This study was conducted by using one hundred forty-five (145) work teams in sixty-three (63) Korean organizations. Chun and Choi (2014) study was based on Korean organizations which come under the collectivist countries. All these empirical evidences proved that there is less empirical evidence on the relationship between organizational conflicts and other employee related variables.

De Dreu and Weingart (2003) studied about the association between relationship conflicts, task conflicts, team performance and team participant satisfaction. Same authors identified that satisfaction is related to absenteeism, turnover and organizational citizenship behaviour and assumed that relationship conflicts are more than task conflicts affects to absenteeism, turnover and organizational citizenship behaviour. Medina et al., (2005) conducted a study to evaluate the link between task conflicts and relationship conflicts and their influence on employees' affective reactions (satisfaction, wellbeing and propensity to leave). Same authors International Journal of Human recommended that future research should study more about the relationship between types of conflicts and other affective variables.

Most of previous researchers emphasized that there should be more empirical research studies in future in order to present more strong causal conclusions. Most of previous research studies were conducted as cross sectional studies, except few studies (Jehn and Mannix Study, 2001; Tekleab et al., 2009; Hill et al., 2015; Lira et al.,2008 Gamero et al.,2008 etc.).

There are several researchers pointed out that there should be more longitudinal studies in future. For example, Medina et al., (2005) pointed out that task conflicts may be transformed to relationship conflicts in the future which can be counterproductive. Therefore, same researchers suggested that more longitudinal studies required to test the transformation of task conflicts into relationship conflicts. Mooney et al., (2007) presented similar idea. They stated that cognitive conflicts (task conflicts) ignites to affective conflicts (relationship conflicts) future longitudinal

studies needed to analyse the transformation of cognitive conflicts (task conflicts) to affective conflicts (relationship conflicts). Frone (2000) conducted a cross sectional study on interpersonal conflicts at work and psychological outcomes (job satisfaction, organizational commitment and turnover intentions) of young workers and suggested that future longitudinal studies are needed to draw strong causal conclusions on interpersonal conflicts at work and psychological outcomes. All these empirical evidences proved that there should be more longitudinal studies on organizational conflicts

1.2 Research Questions

As was mentioned in Chapter 1, the purpose of this research project is to analyse conflict management practices in SNV, Netherlands development organization in Ethiopia. The research includes information about the possible sources of conflicts and the conflict resolution techniques applied. The focus of the research is identification of conflict resolution skills that managers consider to be the most important in the organization. Analysis should provide useful recommendations for increasing performance of employees.

The study is going to be guided by the following research questions

1. Explore problem conflict in Organizations at SNV?

2. Outline the sources of conflict in SNV?

3. Identify conflict resolution techniques do the managers implement in the workplace at SNV?

4. What are the need areas for staff to be trained in conflict resolution in the organization at SNV?

1.4 General objective

The overall aim of the study is to assess the practice of dealing with conflict at workplace to improve productivity and ensure harmonious workplace, A case on SNV, Netherlands development organization in Ethiopia.

1.5 Specific Objective

Specifically, the research tries to address the following key research objectives;
1. To asses managers satisfied with work productivity in their Organizations.
2. To identify the sources of conflict in SNV.
3. To identify the conflict resolution techniques managers, implement in the workplace.

4. To assess what skills managers, think is important to include in training to resolve conflict in the organization?

1.5.1 Significance of the study

The main purpose of this research project is to study and analyse conflict management practices in a workplace. The research includes information about the possible sources of conflict and conflict resolution techniques applied. The focus of the research is identification of conflict resolution, conflict management strategic pattern, alternative dispute resolution and other conflict skills that can be used by managers to resolve conflict in workplaces. The research structure is based on using alternative dispute resolution and workplace conflict management approach to a conflict resolution model.

The research study presents a necessary managerial solution and insight on how to interview its company objective by properly dealing with conflict at workplace to improve productivity and enhance harmonious workplace in Ethiopia at large.

1.6 Scope of the study

The scope of this research is to study and analyze conflict management practices in a workplace and the case study of Netherlands development organization (SNV) in Ethiopia, Addis Ababa. The research includes information about the possible sources of conflict and conflict resolution techniques applied. The focus of the research is the identification of conflict resolution, conflict management strategic pattern, alternative dispute resolution and other conflict skills that can be used by managers to resolve conflict in workplaces. The research structure is based on using alternative dispute resolution and workplace conflict management approach to a conflict resolution model. The conclusion of this research will provide the managers at SNV, Netherlands development organization, a practical and useful recommendation to increase the performance level of their employees, or of those who come to the organization and other people that directly or indirectly come in contact with SNV or even as a practical example to teach others.

It is argued that workplace productivity depends on a number of other variables as well, but for the purpose of this research we are only based on two key variables: the impact of conflict inside the organization among the people that live and work in the institution and the employees; and how the research will help the management team of the Centre to really understand the conflict

management strategies and techniques, their implementation in practice and a new insight on conflict resolution approach applied in the researched organization.

1.7 Limitation of the study

It was very difficult to conduct this study specifically due to the outbreak of COVID-19 some of the employees were difficult to gain trust because of the social distancing.

Since the respondents of this study should come from SNV employees, the results obtained may have differed for other organizations. This could limit the generalizability of the results.

1.8 Ethical consideration.

1.Voluntary participation of respondents in the research is important. Moreover, participants have rights to withdraw from the study at any stage if they wish to do so.

2. Respondents should participate based on informed consent. The principle of informed consent involves researchers providing enough information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion.

3. The use of offensive, discriminatory, or other unacceptable language needs to be avoided in the formulation of Questionnaire/Interview/Focus group questions.

4. Privacy and anonymity or respondents is of a paramount importance.

5. Acknowledgement of works of other authors used in any part of the dissertation with the use of Harvard/APA/Vancouver referencing system according to the Dissertation Handbook

6. Maintenance of the highest level of objectivity in discussions and analyses throughout the research

7. Adherence to Data Protection Act (1998) if you are studying in the UK

Thus, all information that the participant provide in the interview will be completely confidential, and their name will not be used in this study. Privacy and confidentiality will be respected.

The participant are aware that are involved in an individual interview and they understood that the interviews are being audio taped and transcribed and the information from the interview will be used to write a report.

1.9 Organization of the research report

The study paper has organized in five chapters i.e. Chapter one presented the background of the study and company, statement of the problem, research questions, objectives, significance, and scope of the study and definition of terms. Chapter two presents the literature review related to the topic under study. It further presents the theoretical concepts, empirical literature studies, the conceptual framework and the hypothesis of the study. Chapter three deals with the research methodologies, which include research approach, design, population, sample technique and sample size, data collection and instrument, data analysis method and research variables in the study. Chapter four discusses the empirical findings of the study that includes data presentation, analysis and interpretation. Based on the findings of the study, the fifth chapter presents summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theory Conflict

2.2.1. Conflict defined

Conflict theory is very important for any manager. It is rooted primarily in the fields of business, sociology, and psychology, but not in communication or education. It is complicated to define conflict as it is difficult to come to a consensus concerning the definition of this term (Borisoff & Victor, 1998). The easiest way to understand the term "conflict" is to divide theories of conflict in functional, situational, and interactive. The followers of functional approach think that a conflict serves a social function and those who view a conflict as situational, suggest that conflict as an expression under certain situations. The third theory views conflict as interactive. Functionalists usually ask the question: "Why is there conflict? What purpose does it serve?", while situation lists ask: "When do we have conflict? Under what circumstances does it occur?" Interactionists' questions are: "How is there conflict? What methods and mechanisms are used to express it?"

One of the representatives of the functionalist school was Georg Simmel, the German sociologist. In 1955 he defined conflict as "designed to resolve divergent dualisms; it is a way of achieving some kind of unity, even if it will be through the annihilation of one of the conflicting parties". According to Simmel, conflict served as a social purpose and reconciliation came even with the destruction of one party. Conflict socializes participant into a group and reduces the tension between group participant. Furthermore, Simmel determines three possible ways to end a conflict.

Firstly, conflict may end with a victory of one party over another; secondly, the conflict can be resolved through compromise and thirdly, through conciliation. However, not all conflicts may be ended as discussed. For instance, those conflicts that are characterized by high level of emotions involved cannot be resolved by compromising. Simmel made a huge contribution in the study of conflict resolution as he clearly determined a positive social function for conflict.

In 1967 Lewis Coser, an American sociologist and author of the Functions of Social Conflict gave a following definition to the conflict: "The clash of values and interests, the tension between that is and what some groups feel ought to be".

According to Coser, conflict served the function of pushing society and was leading to new institutions, technology, economic systems. The most important contribution that Coser brought

to the study of conflict resolution was determination of the functional and dysfunctional roles of conflict.

In 1984 representative of situationists school, Bercovitch defined conflict as "situation which generates incompatible goals or values among different parties". For Bercovitch, conflict depends on the situation. Conflict arises because of different conditions such as the influence of a person and external factors.

If speaking about the interactive view, Folger defined conflict as "the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving those goals." This approach introduces two important concepts: Interdependence and Perception. Interdependence is connected to such situations where one party's future actions depend on another party's actions. Another concept was mentioned by Tillett in 1991: "Conflict does not only come about when values or needs are actually, objectively incompatible, or when conflict is manifested in action; it exists when one of the parties perceives it to exist". Folger also sees conflict as coming from interdependent people (Tidwell, 1998).

By looking at the variety of definitions of conflict we can see such a picture: In 1979 Cross, Names and Beck define conflict as "differences between and among individuals". The differences are created by the conflict, for example values, goals, motives resources and ideas. In 1985 Hocker and Wilmont defined a conflict as "an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards, and interference from the other party in achieving their goals" (Borisoff & Victor, 1998).

In 2005 Thomas defines a conflict as a "disagreement in opinions between people or groups, due to differences in attitudes, beliefs, values or needs. In the business world, differences in such characteristics as work experience, personality, peer group, environment, and situation, all lead to differences in personal attitudes, beliefs, values or needs."

From the above definitions it is obvious that there is no just one practical definition of conflict. Each person has an individual way of thinking and behaves differently from others in similar situations. It can be concluded that conflict can affect everyone to varying extent (Leung, 2010).

As there are many definitions of conflict, there are also different views about it.

2.2.2. The views on Conflict

It is argued that definitions of conflict vary so much because attitudes toward conflict vary widely as well. When Hocker and Wilmot (1985) conducted a survey in order to identify which associations people have with the word "conflict", the following responses were given: destruction, anger, disagreement, hostility, war, anxiety, tension, alienation, violence, competition, threat, heartache, pain, and hopelessness. Obviously, people viewed conflict as negative force. Until the early 1960s, even scientists portrayed conflict as an undesirable process that has to be avoided (Simons, 1972). For instance, Hocker and Wilmot (1985) offered a list of negative assumptions about conflict that are widely held:

1. Harmony is normal, and conflict is abnormal.

2. Conflicts and disagreements are the same phenomena.

3. Conflict is pathological.

4. Conflict should be reduced or avoided, never escalated.

5. Conflict can be the result of clashes of personality.

6. Emotions are different from genuine conflict.

On the other hand, some researchers argue that conflict can be seen as positive. Deetz and Stevenson (1986) introduced three assumptions that indicate that conflict can be positive:

1. Conflict is natural.

2. Conflict is good and necessary.

3. Most conflicts are based on real differences.

Conflict is viewed as natural due to life's uncertainty. Conflict is good and necessary because conflict can stimulate innovative thinking when it is managed in the right way. Lacking conflict, thoughts and actions are performed because they are habitual. Conflict allows an examination of the necessity of these thoughts and actions.

The third assumption points out that people find it easier to live with unresolved misunderstanding than facing the fact that fundamental differences do exist, they demand recognition and appropriate management (Deetz & Stevenson, 1986).

In 1977 another pair of researchers expressed the view that conflict is positive. Corwin and Edelfelt (1977) believe that conflict is acceptable due to the following factors: Firstly, conflict is "inherent in the fact that authority is problematic" and secondly, "conflict is promoted by

inconsistent goals, success criteria, and heterogeneity of the clientele". These researchers argue that conflict "can improve organizations by forcing change and compromise. It challenges assumptions and creates discomfort with existing practices" (Fleetwood, 1987).

Conflicts are an integral part of a human's life in all aspects. One can't avoid conflicts in families, at work or even when watching the news on television. Historically, the following views on conflict are identified: -

 Traditional view (1930-1940): One school of thought says that conflict must be avoided and that it reflects malefaction within the group. Conflict is viewed negatively and is associated with violence and destruction. Conflict is a result of poor communication and, a lack of trust between people. Conflict can be eliminated or resolved only at high levels of management. According to this view on conflict, all conflicts should be avoided, thus there is a need to pay attention to the causes of conflict and to correct them in order to improve group and organizational performance (P. Robbins, 2005).

-    The Human Relations view or Contemporary view (1940-1970): Conflict is a natural occurrence in all groups. The human relations school accepts conflict. They believe that conflict may benefit a group's performance (P. Robbins, 2005). Conflict is unavoidable as people have different attitudes toward daily issues. Disputes happen from time to time and it is not wise to put too much effort into avoiding or preventing the conflict. There is no need to resolve every conflict. People should not pay attention to minor conflicts or unimportant issues, rather focusing on the development of other more critical aspects of their daily activities. Concentrating only on large or critical conflicts allows people to resolve the conflict in a better and more effective way (Leung, 2010).

-    The Interactionist View: The Interactionist School encourages conflict as it could lead to changes and innovations. Conflict is necessary for the group to perform effectively, but not all conflicts are good. Interactionist School has identified several types of conflict:

- Task conflict. It relates to the content and goals of the work.

- Relationship conflict. It focuses on interpersonal relationships.

- Process conflict. It relates to how the work gets done (P. Robbins, 2005)

The interactionists interpret conflict in a totally different way from traditionalists and people with a contemporary view. According to interactionists, conflict can be identified as either dysfunctional or functional. Conflict is a part of people's lives and a natural phenomenon in all organizations. A low level of conflict will not be harmful for daily operations but will help to create smooth functioning by better understanding of the existing issues. Conflict at the desired

level can inspire creativity when handling the issue and resolving conflict. Thus, conflict can be positive in work environments, but whenever a critical or major conflict occurs, it should be resolved as the undesired level of conflict can be harmful and dysfunctional for the company (Leung, 2010).

Using discussed earlier views on conflict, the actions of the manager can be decided by comparing the actual level of conflict (a) and desired levels of conflict (d). When referring to the traditional view, the desired level of conflict is always zero.

If (a)= 0 it means do nothing, but if (a) > 0 it should be resolved. The contemporary and interactionist views differ in a desired level of conflict; it could be equal to or above zero in the contemporary view and is always above zero in the interactionist view. If the desired level of conflict is above zero, then there are three possible options depending on whether (a) > (d) or (a)< (d). Table 1 shows the summary of the three views of conflict and the recommended actions for the manager ethical literature review.

Table 1 : comparison of conflict view (Jeffrey & pinto, 1998).

	Traditional view	Contemporary view	Interactionist view
Main point	Caused by troublemakers Bad Should be avoided Should be suppressed	Inevitable between humans Not always bad Natural result of change Can be managed	Result from commitment to goals Often beneficial Should be stimulated Should aim to foster creativity
Effect on performance	Performance declines as the level of conflict increases	Performance mainly depends on how effectively the conflict is handled. Generally, performance increases to a certain level as conflict level increases, then declines if conflict is allowed to increase further or left unresolved	Certain level of conflict is necessary to increase performance. Performance increases with conflict up to a certain level, then declines if conflict increase further or remains unresolved
Recommended A0ctions	Do nothing if a=d Resolve conflict if a >	Do nothing if a=d Resolve conflict if a >d	Do nothing if a=d Resolve conflict if a>d

	d (where d_0)	(where d~0)	Stimulate conflict if a<d (where d>0)

Note : a= actual level of conflict among team participant; d=desired level of conflict that team participant are comfortable with

2.2.3. The types of Conflict

Working in an organization means to be involved in a conflict, as people working together have various personalities and different views on life. Consequently, they can't avoid conflicts in the workplace. During the past 25 years, organizations have changed, so did their attitude to conflict management. Companies try to adopt a strategic approach to managing organizational conflicts (Aula & Siira, 2010). Generally, there are four types of organizational conflict:

1) Interpersonal conflict - conflict that can take an interpersonal form. The sources of this conflict may be personal dislikes or personality differences (Gareth & Jennifer, 2008). A California State University Sacramento report notes that people respond in different ways to disagreements, with personal feelings, attitudes and goals contributing to the conflict. The manager usually wants his employees to settle their differences without his personal intervention, but sometimes he needs to step in (Green, 2012). In 2010 a survey was conducted among 174 of the US managers. The purpose was to find the reason which makes them most uncomfortable in the workplace. 73 % of managers said: "Building relationships with people I dislike" 25% said: "Asking for a raise" 24 % (the distant second and third responses) said: "Speaking to large audiences"

Usually personality conflicts begin from insignificant irritations. Kinicki and Kreitner (2008) are taking an illustrative example: "When Adam Weissman arrives at his public relations job he starts his working day not by grabbing a cup of coffee with his co-workers, but instead the account executive with DBA Public Relations always goes to his office and turns on his iPod to listen to music through the speakers. To his mind the music helps him to be more focused. Weissman doesn't mind that he could irritate other people with his behaviour. His colleagues admitted that it is annoying when Weissman drums on his desk or sings along. In such a way, Interpersonal Conflict was born between Weissman and his colleagues". The scenarios like these are very common in workplaces. The incivility of people can end in violence creating an interpersonal conflict (Kinicki & Kreitner, 2008).

2) Intragroup conflict - is the conflict within an internal group, team or department. This type of conflict involves more than one person within a group (Gareth & Jennifer, 2008). The harmony within departments of the company is essential. It helps to maintain productivity and

workplace morale, among other things. When two or more people do not get along together, that personal conflict can affect everyone around them. Intragroup conflict may relate to ethnic, religious or gender prejudice, and also various personality differences. Depending on how strong the conflict is, a manager may need outside help to resolve the issues. At this stage, it could be useful for a manager to have a trusted or otherwise objective third party who has experience in conflict management and settling disputes.

3) Intergroup conflict - is the conflict between different groups, teams and departments. Battles between accounting and operations teams or between frontline workers and online customer service agents can be a big problem, especially if customers are involved. One group of employees can unite against another group. Such conflicts can arise from the differences in status and contradicting goals of the groups. Intergroup conflict usually leads to miscommunication or even to no communication, affecting an organization's ability to function. The manager can try to resolve the problem through problem solving tactics or following an internal dispute resolution process. Sometimes a facilitator can be useful to help discuss issues of conflict and related concerns. Such types of conflicts should be solved quickly as if problem continues it can destroy the organization (Green, 2012).

Conflict between different groups or teams can become a threat to organizational competitiveness. For example, when Michel Volkema became CEO of Herman Miller in the middle of 1990s, the company's divisions were fighting over budgets. The employees were focused on their struggle against each other instead of paying more attention to the customers. Volkema has managed this conflict by emphasizing collaboration and redirecting everyone's attention to clients. If the manager understands the mechanics of Intergroup Conflict, he is better equipped to face the challenge.

One of the main seeds of Intergroup Conflict can be cohesiveness - a "we are feeling". A certain amount of it can make a smooth-running team, but too much of it could be harmful. The study of in-groups has revealed such changes connected with increased group cohesiveness:

- Participant of in-groups view themselves as unique individuals but they stereotype participant of other groups as "all alike".

- In-group participant see themselves positively, as people with high moral standards, as opposite to viewing participant of other groups negatively, as immoral people.

- Outsiders are viewed as a threat to the group.

- In-group participant exaggerate differences between their group and other groups.

In-group thinking is inseparable part of organizational life, which is why it guarantees a conflict. Managers cannot eliminate in-group thinking, but they shouldn't ignore it (Kinicki & Kreitner, 2008).

4) Interorganizational conflict **-** is the conflict between different organizations (Jones & George, 2008). There are three types of interorganizational conflict: substantive conflict, emotional conflict and cultural conflict.

- Substantive conflict appears when a basic disagreement arises between the two organizations at a fundamental level. As an example, here conflict between Ethical Treatment of Animals organization and an organization that carries on experiments on laboratory animals.
- Emotional conflict takes place when people from different organizations react on an emotional level – out of fear, jealousy, envy or stubbornness.
- Cultural conflict is based on cultural needs and desires. These conflicts are often the result of misunderstanding and stereotyping.

Interorganizational conflict most often can be resolved through mediation and acknowledging cultural differences (Morgan, 2012).

Several possible ways exist for resolving each type of conflict. A manager needs to identify the orientation of the conflict he/she is dealing with have before coming up with a resolution strategy.

2.2.4. Orientations to Conflict: Constructive or Destructive

For many decades, managers had been taught to view conflict only as a negative force. Nowadays two different orientations to conflict have evolved: functional and dysfunctional.

Functional form of conflict, or constructive conflict, supports the goals of the organization and improves its performance. Functional conflict may encourage greater work effort and help task performance One of the main benefits of constructive conflict it is that it gives its participant a chance to identify the problems and see the opportunities. Also, it can inspire to new ideas, learning, and growth among individuals.

When individuals engage in constructive conflict, they can learn more about themselves and others. In addition, it can help to improve relationships among participant, because when two sides work on resolving a disagreement together, they feel that they have mutually accomplished something. Such orientation to conflict can mostly be found in US in interpersonal communication texts (Kinicki & Kreitner, 2008).

In 1992 David Augsburger, an American Anabaptist author, introduced four assumptions aligning with functional orientation:

1. Conflict is a normal, useful process.

2. All issues are subject to change through negotiation.

3. Direct confrontation and conciliation are valued.

4. Conflict is a necessary renegotiation of an implied contract – a redistribution of opportunity, release of tension, and renewal of relationships.

The first assumption means that although conflict is a complicated process, it can strengthen relationships. If the conflict is managed correctly, it will lead to stronger, healthier and more satisfying relationship. In this case conflict also increases cohesiveness of groups. With reference to the second and third assumptions the main idea is to recognize conflict as soon as possible and work through it in a productive way (Martin & Nakayama, 2007).

Referring to dysfunctional conflict, it is believed to be destructive. Such form of conflict usually hinders organizational performance and leads to decreased productivity.

This conflict orientation is characterized by competing individual interests overriding the business's overall interests. Managers withhold information from one another. Employees sabotage others' work, either intentionally or through subtle, conflict- motivated disinterest in teamwork (Kinicki & Kreitner, 2008).

The differences between these two types of conflict are not in their sources but in the manner in which each of them is expressed. In constructive conflict, each party resists attacking the other. Instead, both sides take part in thoughtful discussion. They listen to each other's point of view and try to find mutually beneficial solutions. By contrast, in dysfunctional conflict both parties are involved in confrontation which doesn't lead to any beneficial solution (Whetten & Cameron, 2012).

2.2.5. The Conflict processes

Conflict is a process in which one party suggests that its interests are being opposed by another party. As a rule, people see only the observable part of conflict – angry words, actions of opposition. But this is only a small part of conflict process (McShane & Glinow, 2008).

The conflict process consists of five stages: Potential opposition or Incompatibility; Cognition and personalization; Intentions; Behaviour; Outcome. The process is illustrated in Figure 1.

Stage I. potential opposition or incompatibility

Antecedent condition
-communication
-structure
-personal variables

Stage II. cognition and personalization

Perceived

Felt conflict

Stage III. intentions

Conflict – handling

Stage IV. Behavior

Overt conflict
- Party's behavior
- Other's reaction

Stage V. outcomes

Increased group

Decreased group
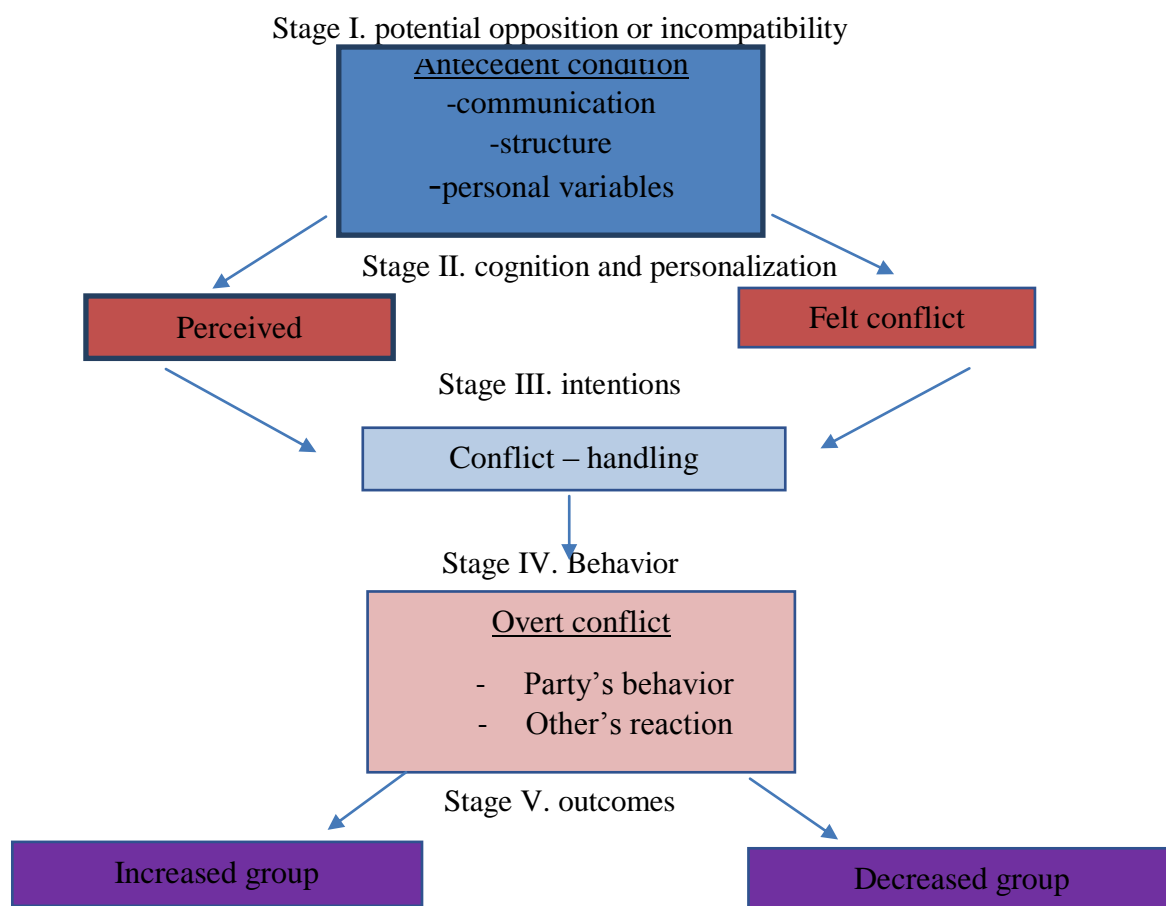
Figure 1: The conflict process (Robbins, 2005)

Stage I: Potential opposition or incompatibility: this stage includes conditions that can create opportunities for conflict to arise. The causes, or sources, of conflict have been divided into three categories:

1. Communications

2. Structure

3. Personal Variables

1. Communication. The term communication consists of different words connotations and jargon. Insufficient exchange of information and noise in communication channel can be the reasons for conflict. Thus, either too much or too little communication can be the foundation for conflict.

2. Structure. The term structure includes such variables as size, degree of specialization in the tasks assigned to group participant, jurisdictional clarity, member-goal compatibility, leadership styles, reward systems and the degree of dependence between groups. Most of all specialization

and size stimulate conflict. If a group is large, there is greater possibility that activities will be more specialized, thus there are more chances that could lead to conflict. In addition, a high turnover and young participant can formulate the basis for a new conflict.

3. Personal Variables. Personal variables include an individual value system that each person has. Certain personality types, such as authoritarian and dogmatic, can create a conflict. There is also another variable in the study of social conflict - difference in value systems. Value differences can explain diverse issues such as prejudice disagreements over one's contribution to the group and rewards one deserves.

Stage II: Cognition and personalization. In this step conflict issues should be defined. Parties decide what the conflict is about, and emotions play a major role in creating perceptions.

Stage III: Intentions. Intentions mean decisions to act in each way.

Intentions can be described as intervening between people's perception and emotions and their overt behaviour. With the help of two dimensions - cooperativeness (the degree of willingness of one party to satisfy the other party's interests and assertiveness (the degree to which one party wants to satisfy its own interests) five conflict handling intentions were identified. They are illustrated in Figure 2:

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1) Competing (assertive and uncooperative): When one person wants to satisfy his or her own interests despite of the impact on the other parties involved in the conflict, this person is competing.

2) Collaborating (assertive and cooperative). The situation in which the parties of the conflict desire to satisfy fully the concerns of all the parties. In collaborating the parties try to solve the problem by clarifying differences rather than by accommodating various points of view. For instance, a win-win solution when both parties can reach their goals.

3) Avoiding (unassertive and uncooperative). Occurs when the person learns about a conflict but decides to withdraw from conflict process. An example can be ignoring a conflict and avoiding people with whom a person disagrees.

4) Accommodating (unassertive and cooperative). In order to maintain relationship one party is ready to place another party's interests above its own interests.

5) Compromising (midrange on both assertiveness and cooperativeness). The situation when each party is willing to give up something. In this case there is no winner or loser. Parties accept the solution where interests of both are satisfied.

Intentions define each party's purpose. Some people want to win, some want to find a mutually beneficial solution. People choose intension according to their attitude to the situation.

Stage IV: Behaviour. In this step a conflict becomes visible, thus people usually tend to focus on this stage. During this phase conflicting parties make statements, actions and reactions. These conflict behaviours are applied by the parties to implement their intentions. There may be some miscalculations or an unskilled enactment at this point, which is why overt behaviours may differ from original intentions. The stage IV is a dynamic process of interaction. Figure 3 illustrates a way of visualizing conflict behaviour. All conflicts are found along this continuum. The lowest level of continuum represents conflicts with highly controlled forms of intention that have indirect character. Then conflict moves upward along the continuum until they become highly destructive. As a rule, functional conflicts can be identified on the lower range of the continuum.
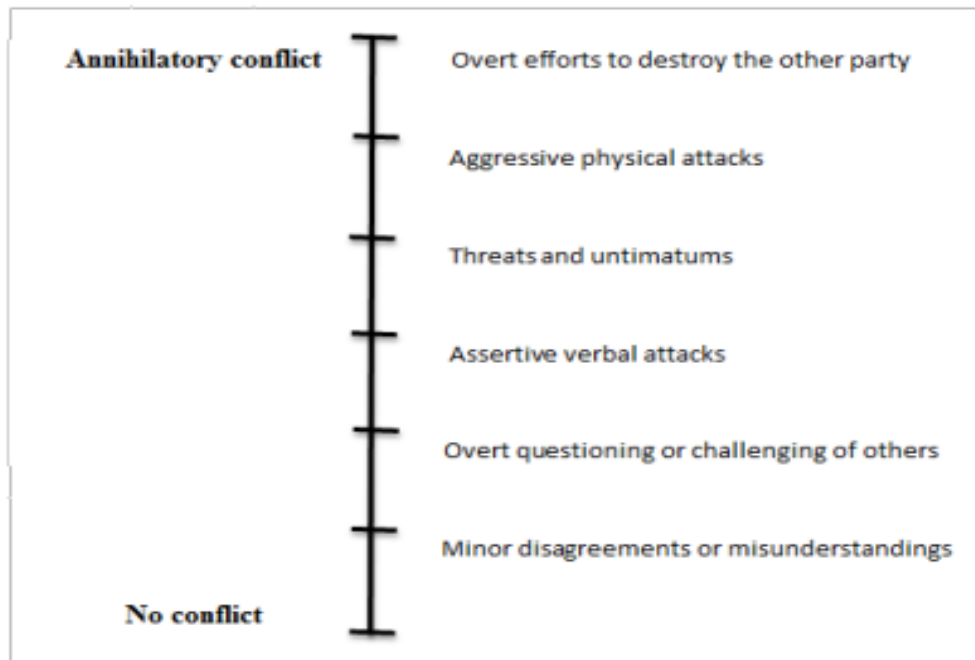
Figure 3: Conflict-intensity Continuum (Robbins, 2005)

Stage V: Outcomes. Each conflict has its consequences. There are two kinds of outcomes: functional and dysfunctional. Functional outcomes result in an improvement in the group's performance, dysfunctional usually hinder group performance. Conflict is constructive when its influence is positive. It improves and simulates creativity and innovations, encourages interest and curiosity, thus it improves the quality of decisions and the effectiveness of a group. Functional conflict is very helpful for groupthink as it challenges the status quo and therefore can influence on the creation of new ideas. "Yahoo!" can be taken as an example of a company that suffered because of a lack of functional conflict. In 1999 the company had become the most popular brand name on the Internet. In 2001 the company's stock was down 92 percent from its peak.

The problem was that company couldn't change and adapt. Managers and staff felt comfortable and didn't want to challenge the status quo. The source of this problem was Tim Koogle, who was the company's CEO at that time. His policy was non- confrontation. In 2001 Koogle was replaced with a new CEO who appreciated the company's conflict-free time but felt it was a time to change strategy. Since then "Yahoo!" gradually solved its problems.

Conflict is dysfunctional when uncontrolled opposition eventually leads to the destruction of the group. This type of conflict can reduce group effectiveness. Bad communication and lack of group cohesiveness are among the most undesirable consequences of dysfunctional conflict.

For instance, New York's well-known law firm "Shea & Gould" was closed because its 80 partners couldn't get along. As one of the legal consultants familiar with this situation said: "This

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was a firm that had basic and principled differences among partners that were basically irreconcilable". During the final interview with the firm's partners the same consultant pointed: "You don't have an economic problem. You have a personality problem. You hate each other." This example illustrates how dysfunctional conflict can destroy an organization (Robbins, 2005). It is important to identify the nature of the conflict as it will help in the resolution of the current conflict and can prevent the appearance of similar conflicts again.

2.3. The nature of Conflict
2.3.1. Structural Factors

There are eight structural aspects of an organization that are recognized as the causes of conflict: specialization, common resources, goal differences, interdependence, authority relationships, status differences, jurisdictional ambiguities, and roles and expectations.

- Specialization Employees tend to become specialists in a job or to get a general knowledge of many tasks. If most employees in an organization are specialists, it can lead to conflicts because they have little knowledge of each other's job responsibilities. For instance, a receptionist at a camera repair store says that the camera can be repaired in an hour. In fact, the repair will take a week, the receptionist doesn't know much about technician's job and thus he can't give a realistic deadline when the camera will be ready. This situation can lead to a conflict between the receptionist and the technician.

- Common Resource. In many work situations, we must share resources. The scarcer the resource in the organization, the greater the chance for a conflict situation. Resource scarcity leads to a conflict because each person that needs the same resource necessarily undermines others who pursue their own goals.

Limited resources may include money, supplies, people, or information. For example, "The Redmond", Washington based Software Company, may dominate several markets, but its staff participant still frights over limited resources (McShane & Glinow, 2008).

- Goal Differences. Very often the possibility of conflict increases substantially when departments in the organization have different or incompatible goals. For instance, the goal of a computer salesperson is to sell many computers as fast as possible. The manufacturing facility may however be unable to meet the salesperson's promises. In this case conflict may occur as two persons have different goals.

- Interdependence. Possibility of conflict usually tends to increase with the level of task interdependence. When a person must depend on another one to complete his task, it becomes easier to blame a co-worker when something goes wrong. As a rule, interdependence exists when team participant must interact in the process of work and receive outcomes which depend on the performance of others.

- Authority Relationships. In many companies there is an underlying tension between managers and employees because most people do not like being told what they must do. It is observed that very strict managers most often have conflicts with their employees. In many organizations' managers have privileges (flexible hours, free personal long-distance calls, and longer breaks), which are denied to other employees. As one management consultant said: "If you want to know who is really important in the organization, just observe the signs in the parking lot and watch for the distance between the parking and the office building; the bigger the sign and the closer to the building, the higher the status of the incumbent." Sometimes people try to engage in conflict to increase their power or status in an organization.

- Jurisdictional Ambiguities. When the lines of responsibility in an organization are uncertain then jurisdictional ambiguities appear. Employees tend to pass unwanted responsibilities to another person when responsibilities are not clearly stated. In this situation detailed job descriptions can help employees to eliminate jurisdictional ambiguities and as a result to avoid conflicts.

- Roles and Expectations. A role is a behaviour that is expected from an employee. Every employee has one or more roles in the organization. These roles include such elements as job title, description of duties, and agreements between the employee and the organization. Manager-subordinate conflict can result when the subordinate's role is not clearly determined and each party has a different understanding of that role (Whetten & Cameron, 2012).

2.3.2. Personal Factors

- Personal Factors. Personal factors that can lead to organizational conflict are skills and abilities, personality conflicts, perceptions, diversity, and personal problems.

- Skills and Abilities. The participant of departments or work teams have different levels of skills and abilities. For instance, conflict can appear when an employee with good experience must work with a novice who doesn't have enough practical knowledge.

- Personality Conflicts. Personality conflicts occur very often in the workplace.

One of the difficult personality traits is abrasiveness. This kind of person is often hardworking and achievement-oriented, but critical and insensitive toward feeling of others. Other personality traits that can encourage conflict are laziness and gossiping. A personality conflict can also be a consequence of differences in personality, attitudes and beliefs. Some people simply do not get along or do not view things similarly or just have different perceptions of situations (Whetten & Cameron, 2012).

There are five personality dimensions that affect work-related behaviour and job performance:

- Conscientiousness. People are careful, dependable, self-disciplined. People with low conscientiousness are careless, more disorganized, and irresponsible. High- conscientiousness employees have a high level of organizational citizenship and as a rule provide good customer service

- Agreeableness. It includes such traits as courteous, good-natured, empathic, and

caring. Employees with high level of agreeableness tend to handle customer relations and resolve conflict situations more effectively. The people with low agreeableness can be uncooperative, short-tempered, and irritable.

- Neuroticism. In this case people have a high level of anxiety, hostility, depression and self-consciousness. As for people with low neuroticism, they are poised, secure and calm.

- Openness to experience. People tend to be sensitive, flexible, creative and curious. People with low level of openness to experience are usually resistant to change and, less open to new ideas.

- Extroversion. An extrovert person could be described as outgoing, not anxious, and sociable assertive. The opposite of extroversion is introversion, these people are shy, quit, and cautious, and they direct the interest to ideas than to social events (McShane & Glinow, 2008).

- Diversity. Diversity is a variety of individual differences and similarities which exist among people. This term applies to the set of individual differences that make people different from and similar to each other. Employees can be compared with seashells from the beach; they come in a variety of shapes, sizes, and colours. Lee Garden Swartz and Anita Rowe, the participant of the diversity expert's team, identified four layers of diversity to determine in what ways people differ (Figure 4). Figure 4 shows that personality is in the centre of the diversity circle as it represents stable characteristics, which are responsible for personal identity. The second layer includes internal dimensions which represent primary dimensions of diversity. The third layer of diversity consists of external influences. They represent the secondary dimensions of diversity. It includes individual differences that we can control. Also, it can influence a person's perceptions, behavior

and attitudes. The last layer of diversity consists of organizational dimensions, for instance seniority, job title, function and work location (Kinicki & Kreitner, 2008).

The source of conflict among employees can be differences in age, cultural background, ethics, and values. For instance, a long-serving employee who feels loyal to the organization may have conflict with a young newcomer who sees the organization as a steppingstone in his future career (Whetten & Cameron, 2012).
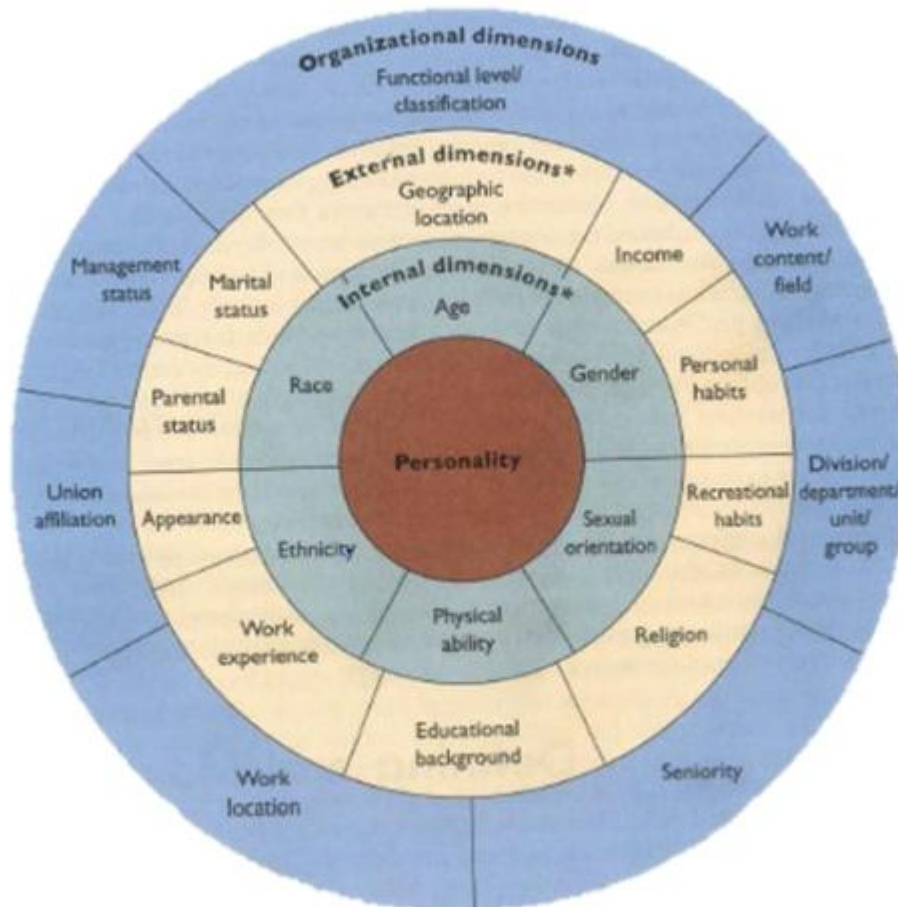
Figure 4: The four layers of Diversity (Kinicki & Kreitner, 2008)

There are many conflicts in the organizations connected to discrimination. The term discrimination means "minority" groups, which include ethnic minorities, people with disabilities, religious minorities, homosexuals, older people and women. All these groups are affected by prejudice. These groups have discrimination in a daily life and at work. The term "prejudice" can be identified as an irrationally unfavourable attitude towards participant of another group. Prejudice, which is pervasive in the organization, is expressed in discrimination. Discrimination reduces the chances of getting a job, to have equal earnings and to be promoted (Guirdham, 1999).

Types of discrimination

- Direct discrimination - is a situation when an employer treats an employee less favourably than someone else. For instance, if a driving job was only opened to male applicants.

- Indirect discrimination - happens when working conditions or rules disadvantage one group of people more than another.

- Harassment. Employees have the right not to be harassed or made fun of at work. Harassment can be identified as offensive or intimidating behaviour, which aims to humiliate a person. For example, the distribution of sexually explicit material or giving someone an offensive nickname.

- Victimization - can occur when a person or group is treated less favourably than others because they were making a complaint about discrimination. An example could be the prevention of employees from going on training courses, taking unfair disciplinary action against them or excluding then from company social events (Discrimination in the workplace, 2012).

- Personal Problems. When people bring their personal problems to work, their level of performance decreases. It is observed that employees with a bad mood and problems can argue with co-workers more (Whetten & Cameron, 2012).

One of the main reasons of personal problems can be the issue of keeping a balance between job and life. The important trend was discussed in a unique 25-years study of values in the United States: "employees have become less convinced that work should be an important part of one's life or that working hard makes one a better person".

Figure 5;Pamela L. Perrewe and Wayne A. Hochwarter created the Model of Work- Family Conflict
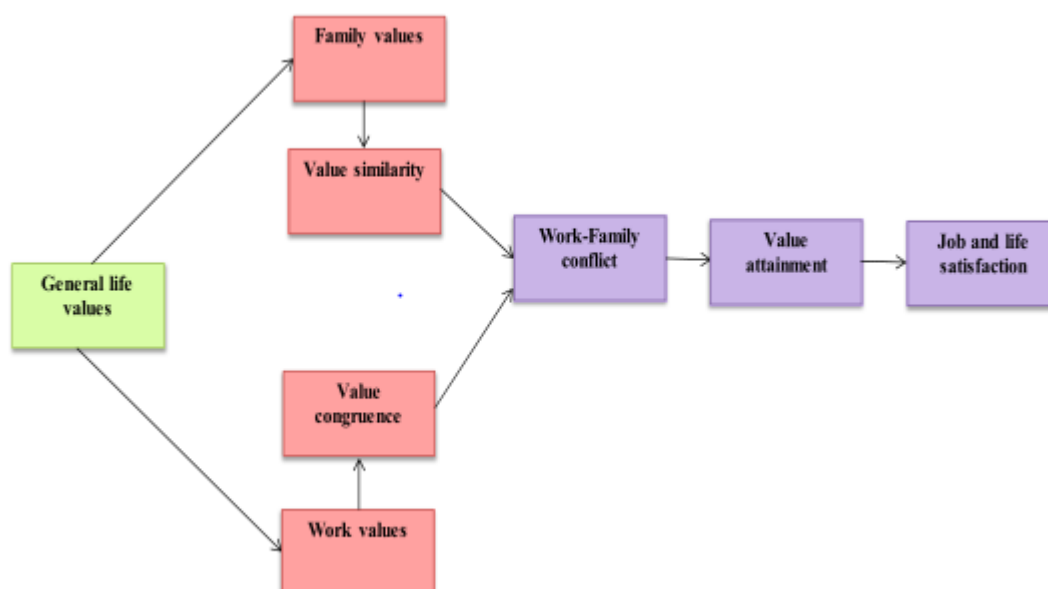
In this value model the general life values are forming family-related values and work-related values. Family values conclude beliefs about the importance of family.

Work-related values are focused on the importance of work and, career goals. Value similarity occurs to the degree of consensus among family participant about family values. Value congruence includes the value agreement between employee and employer. For instance, if the employee refused to go on a business trip because of the birthday of his child, it can be viewed as disloyalty to the company and the lack of value congruence leads to work-family conflict.

The last two boxes in the model are value attainment and job and life satisfaction. They can be viewed as a package deal. Satisfaction is higher for those employees who don't have to compromise their values (Kinicki & Kreitner, 2008).

2.3.3. Communication

Conflict is closely connected to communication. Hocker and Wilmot (1985) say that "communication is the central element in all interpersonal conflict". According to those researchers, communication and conflict are related in three ways:

1. Communication behaviour often creates conflict.

2. Communication behaviour reflects conflict.

3. Communication is the vehicle for the productive or destructive management of conflict (Fleetwood, 1987).

Communication-based barriers may be the result of differences in speaking styles, writing styles, and nonverbal communication styles. Bad communication is based on misperceptions and misunderstandings among employees and as a result it can lead to long-standing conflict. Some of the barriers of productive communication can be the cross-gender and cross-cultural differences of employees. In this case people have differences in the ways of expressing themselves and how they are likely to interpret the communication with others (Victor, 2012).

The most important barriers to effective communication are:

- Filtering. It occurs in a situation when a sender purposely manipulates information to make appear more favourable to the receiver. An example can be the situation when a manager tells his boss the information he wants to hear. In doing so, he, is filtering information that he communicates. This barrier is closely connected with status differences. If there are many levels in the organization's hierarchy, there are more opportunities for filtering. Very often employees want to please a boss, thus sometimes saying to him what they think he wants to hear and, in this way some employees distort upward communications. This can become a source of conflict.

- Selective Perception. The situation when a receiver selectively sees and hears during the communication process, perception of the information depends on their needs, motivations, experience, background and their personal characteristics. The employer, who has an application for a job from a female, can expect the female job applicant to put her family ahead of the career. He is likely to see it in all female applicants even if the applicant doesn't feel this way.

- Information Overloaded. Sometimes an employee receives too much information and it exceeds his processing capacity. As a result, there is information overload. For instance, employees receive many e-mails, phone calls, faxes and have interviews at the same time. In this case they ignore, pass over or forget important information. The result can be the loss of information and less effective communication, which can lead to conflict situation.

- Emotions. Interpretation of the received information depends on how the receiver feels currently. For instance, the same message can be interpreted differently when an employee in a good mood, compared to when he is angry or depressed. Bad emotions are likely to decrease effectiveness of the information.

- Language. As a rule, words can mean different things to different people. The interpretation of the words can depend on age, education and, cultural background. For example, in organizations employees have different backgrounds. Sometimes employees develop their own "buzzwords" or technical jargon. For employees from different departments it may be difficult to interpret coded words. It can decrease the effectiveness of communication and lead to the conflict between employees.

- Communication apprehension. Employees who suffer from communication apprehension have anxiety in oral or written communication or both. For instance, they may find it difficult to talk with people face-to-face and they become extremely anxious when they must talk on the phone and prefer to avoid these situations. These kinds of people prefer to use faxes and messages, even if a phone call would be not only faster but also more appropriate. In this case communication process suffers a lot and effectiveness of the organization decreases. Conflict situation may occur in this case (Robbins, 1996). To identify the sources of the conflict and determine whether the character of the conflict is destructive or constructive, the managers should possess the resolution skills.

2.4. Conflict Resolution skills
2.4.1. Unhealthy and Healthy response to Conflict

Conflicts are an opportunity for growth of the organization. Managing disagreements in the right way can build trust in relationships. On the other hand, conflict may be a threat even when it is not. Because of early life experience a person may view conflict in relationships as demoralizing, humiliating, dangerous, and something to fear. In this case a person can feel a loss control and powerless. When a person in a conflict situation is threatened, it is necessary to deal with the problem at hand in a healthy way.

Table 2 *shows healthy and unhealthy ways of managing and resolving conflicts.*

Table 2: Healthy and unhealthy ways of managing and resolving conflict (Segal & Smith, 2011)

Healthy and unhealthy ways of managing and resolving conflict	
Unhealthy responses to conflict:	**Healthy responses to conflict**
▪ An inability to recognize and respond to the things that matter to the other person	▪ The capacity to recognize and respond to the things that matter to the other person
▪ Explosive, angry, hurtful, and resentful reactions	▪ Calm, non-defensive, and respectful reactions
▪ The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment	▪ A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
▪ An inability to compromise or see the other person's side	▪ The ability to seek compromise and avoid punishing
▪ The fear and avoidance of conflict; the expectation of bad outcomes	▪ A belief that facing conflict head is the best thing for both sides

Table 2: Healthy and unhealthy ways of managing and resolving conflict (Segal & Smith, 2011)

Successful conflict resolution depends on the ability to regulate stress and emotions. During conflict strong emotions appear which can hurt feelings. When conflict is handled in an unhealthy way, it can be the cause of irreparable rifts, resentments, and break-ups. When a person deals with a conflict in a healthy way, it increases the understanding among people, builds trust, and strengthens relationships.

If a person doesn't control his or her feelings or is so stressed that he or she cannot understand the real needs, it will be hard to communicate with others. An example can be a couple which often argues about minor differences rather than realizing that there might be a deeper problem between them.

It is believed that the ability to resolve conflicts successfully depends on the ability to:

- Manage stress quickly by staying calm. In this way a person can properly read and interpret verbal and nonverbal communication.

- Control emotions and behaviour. When a person can control the emotions, it is simpler to communicate the needs without threatening, frightening, or punishing others.

- Pay attention to the feelings and words of other people.

- Be aware of and respectful of differences by avoiding disrespectful words. In this way problems can be resolved faster (Segal, & Smith, 2011).

Conflict resolution skills:

1. Quick stress relief. Stress is an individual's adaptive response to a situation which is challenging or threatening for a person. The researcher Hans Selye found out that people have a consistent psychological response to stressful situations. This response was called "general adaptation syndrome". It provides an autonomic defence system which helps to cope with environmental demands.

Figure 6 shows the three stages of the general adaptation syndrome where the curve illustrates energy and ability to cope with the stressful situation.
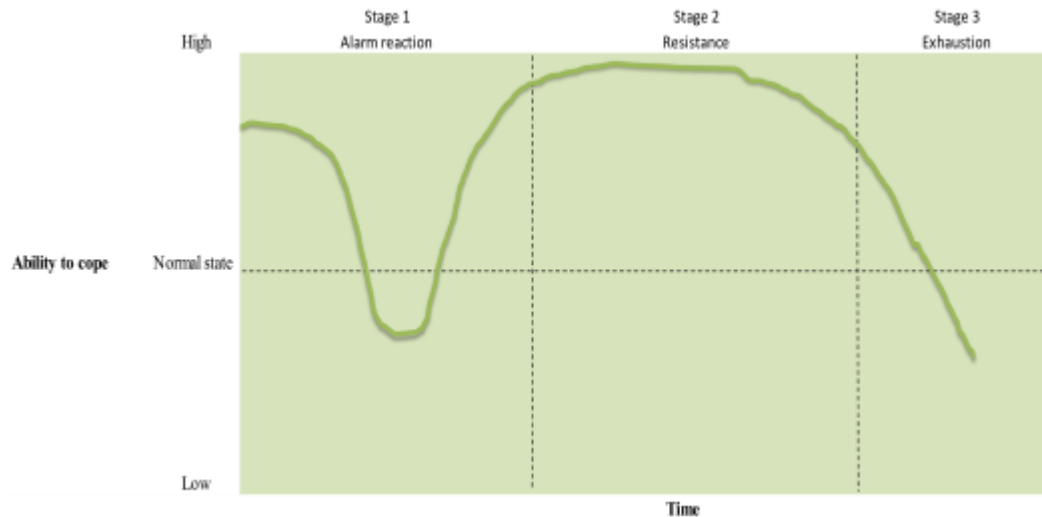
Figure 6: Stages of Adaptation syndrome (McShane & Glinow, 2008)

There can be identified three stages of general adaptation syndrome:

- Alarm reaction

During this stage threat or challenge activates the psychological stress responses (for example, blood pressure, and heartbeat). The individual's energy level decreases in response to the initial shock.

- Resistance

A person's ability to cope with environmental demand rises above the normal state and body activates such mechanisms as biochemical, psychological and behavioural.

- Exhaustion

If the source of stress persists, the exhaustion stage starts. In most situations in the workplace the adaptation syndrome process ends before total exhaustion. Employees resolve the stressful situations before the destructive consequences of stress appear (McShane & Glinow, 2008).

If a person can manage and relieve stress in the conflict situation, he has the opportunity to stay balanced, focused, and in control, no matter what challenges he may face. Usually if an employee doesn't know how to stay cantered and in control of himself, he can be overwhelmed in conflict situations in the workplace and unable to respond in healthy ways.

There are three most common ways in which people react when they are overwhelmed by stress. Psychologist Connie Lillas uses a driving analogy:

- Foot on the gas. An angry or agitated stress response. A person is heated, keyed up, overly emotional, and unable to sit still.

- Foot on the brake. A withdrawn or depressed stress response. A person shuts down, space out, and shows very little energy or emotion.

- Foot on both gas and brake. A tense and frozen stress response. A person "freezes" under pressure and can't do anything. He looks paralyzed, but under the surface is extremely agitated.

When being under stress a person can limit his ability to:

- Read another person's nonverbal communication in a right way.

- Hear what someone really wants to say.

- Be aware of his or her feelings.

- Understand one's deep-rooted needs.

- Communicate the needs clearly.

The best way to relieve stress is through the senses: sight, sound, touch, taste, and smell. But all people are different, thus they respond differently to sensory input that is why they need to find things that can calm down them.

2. Emotional awareness. Emotional awareness is very useful for understanding yourself and others. If a person doesn't know how he feels and why he feels in a certain way, he will not have effective and productive communication. Many people can ignore such strong emotions like anger, sadness or fear. But the ability to deal with conflict depends on being in touch with these feelings. If people are afraid of strong emotions or if they try to find solutions that are strictly rational, their opportunity to face and resolve differences will be lost. It can be concluded that emotional awareness is the ability to manage all feelings appropriately which contributes to resolve a conflict.

Emotional awareness helps to:

- Understand what really bothers other people.

- Understand yourself, what really bothers you.

- Have motivation until the conflict is resolved.

- Communicate clearly and effectively.

- Have influence on others.

- Assessing one's ability to recognize and manage emotions.

3. Nonverbal communication. Nonverbal communication plays a big role in conflict resolution, as during conflict process the most important information is exchanged in a nonverbal way. The elements of nonverbal communication are emotionally driven facial expressions, posture, gesture, pace, tone and intensity of voice.

The most important communication is wordless because sometimes the words can't reflect all the issues. In the middle of a conflict it is useful to pay close attention to the other person's nonverbal signals. It may help to figure out what the other party is really saying and to respond in right way to build trust and get to the root of the problem.

The ability to understand another person depends on the own emotional awareness. The more aware a person of his own emotions, the easier it will be for him to understand what others are feeling. Humour can be an effective instrument to decrease conflict. Many confrontations and disagreements can be avoided by communication in a playful or humorous way. When humour and play is used to reduce tension and anger, the conflict can become an opportunity for greater connection and intimacy and strengthen the relationships. Segal and Smith (2011) offer following advises for successful conflict resolution:

- It is important to listen for what is felt as well as said. With the help of listening people are getting in touch deeper to their own needs and emotions, and to those of other people.

- The main point should be conflict resolution not winning or "being right". The main aim should be maintaining and strengthening the relationship. It is important to respect the viewpoint of another person.

- An individual should focus on the present. Rather than looking to the past and remembering old disagreements, people should focus on what can be done now to solve the problem.

- People should be willing to forgive. Resolving conflict is impossible if one of the parties doesn't want to forgive another.

- A person should know when to let something go. If conflict is going nowhere and agreement is not reached, it is advised to move on (Segal & Smith, 2011).

The most important aspect for any manager is to control his/her feeling and to take under control the feelings of other people as it helps to avoid conflicts and manage them in the right way. That is why managers should pay put efforts into acquiring

2.4.2. Emotional Intelligence as one of the most important skills to manage conflict

The concept of "emotional intelligence" was discovered by two psychologists, Peter Salovey and John D. Mayer, in 1990. They defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action". Goleman (1995) in his book "Emotional Intelligence: Why It Can Matter More than IQ" states that emotional intelligence should be referred as "the abilities to recognize and regulate emotions in ourselves and in others" (Mersino, 2007). People who have a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. By developing the emotional intelligence individuals can increase the productivity of work and help others become more productive and successful. Emotional intelligence can reduce stress by moderating conflict, promoting understanding and relationships between employees (Serrat, 2009).

Emotional intelligence represents the list of competences that help to perceive, understand and regulate own emotions as well as other people. Table 3 shows the most recently developed Emotional Intelligence model.

Table 3: The Personal and Social Attributes of Emotional Intelligence (Serrat, 2009) Self Other (personal competence) (social competence)

Self (personal competence)	Other (social competence)
Self-Awareness Emotional self-awareness Accurate self-assessment Self-confidence	**Social Awareness** Empathy Organizational awareness Service
Self-Management Emotional self-control Transoarensy Adaptability Achievement Initiative Oprimism	**Relationship Managemnet** Inspirational leadership Influence Developing others Change catalyst Conflict managemnet Building bonds Teanwotk and collaboration

(Recognition of emotions / Regulation of emotions)

In general, these dimensions of Emotional Intelligence can be described as:

1. Self-awareness. It is a deep understanding of one's own emotions, strengths, weaknesses, values and motives.

2. Self-management. It refers to the control of one's own impulses and resources. It is inner conversation that guides a person's behaviour.

3. Social awareness. It means to have understanding and sensitivity to the feelings and thoughts of other people.

4. Relationship management. The ability to manage other people's emotions. For instance, it includes influencing people's beliefs, feelings, resolving conflicts, supporting teamwork and collaboration. Self-awareness is on the lowest level of Emotional Intelligence as it doesn't require the other dimensions. Self-management and social awareness are above self- awareness because it is impossible to manage one's own emotions if a person is unable to define them. Relationship management is on the highest level as it requires all three dimensions. The main idea is that firstly it is required to have a high degree (high level of self-awareness, self-management and social awareness) of emotional intelligence to master relationship management (McShane & Glinow, 2008).

Researchers concluded that people with high emotional quotient are more confident, optimistic, creative, flexible and happier than the people with the low emotional quotient. They are more successful at solving problems in a flexible and creative way even in highly stressful situations and this reduces potential conflicts in the company.

Emotional intelligence can help to achieve a significant adaptability to problem solving. Adaptability encourages openness to others and cooperation. Adaptability can greatly reduce the misunderstanding between parties. The reduction of misunderstanding will reduce the possibility of potential conflict situations as they usually arise because of misunderstandings (Leung, 2009).

Emotional Intelligence is one of the most important skills for managers as it has a strong connection with Conflict Management.

2.4.3. Connection of Emotional Intelligence and Conflict management

In 1990 the scientist Pinkey carried out a research about the relationship between the emotional dimension of conflict resolution and intellectual behaviour. He found out that the degree of negative emotionality that relates to relationship and task conflict influences the group performance.

If two conflicting sides have relationship satisfaction, they will follow more integrating and compromising behaviour then people who are preoccupied, dismissive and fearful. This shows that emotional intelligence has a connection with the choice of conflict management style.

Emotion- related behaviour and emotional intelligence skills directly affect the choice of conflict management strategy. It is important to determine the relationship between emotional intelligence and conflict management strategy in order to choose an appropriate conflict management strategy.

If there is an aggressive behaviour of one of the conflicting parties or both, then the choice of conflict management strategies could be made according to this situation. For example, competing or avoiding style can be chosen. Communication is one of the effective instruments of conflict management; aggression can destroy the communication and can lead to misunderstanding. If the misunderstanding increases, the effect of such management styles as collaboration, compromise, obliging, and accommodation will become ineffective. If parties have good relations and communication without aggression, they usually choose a collaborating or compromising style which leads to better outcomes. The collaborating and compromising are more goal- oriented behaviours. Interpersonal relationships directly relate to emotional intelligence as people whose behaviour is aggressive and who can´t control their emotions have bad relationships with their partners and in the conflict situation they must follow conflict management style that can lead to bad outcomes.

In this connection, emotional intelligence has an influence on the choice of conflict management strategy (Discrimination in the workplace, 2012). Summarizing the facts, Emotional Intelligence helps to choose which kind of Conflict Management technique to apply.

2.5. Conflict Management techniques

Many scientists wrote about the management of conflict. In 1977 Huseman viewed conflict management as "distinguishing between useful conflicts and conflicts that should be eliminated". Huseman stated that conflict management should involve the ability to develop the abilities to work under stress and continue to be productive. In 1964 Kahn and Boulding identified the objective of conflict management as "the objective of conflict management should be to see that conflict remains on the creative and useful side of an invisible but critically important line that separates the good or natural conflict from that which is bad or unnatural". In 1971 Thomas gave a short and clear definition of conflict management: "A process of cooperative confrontation"

(Fleetwood, 1987). The most important element of conflict management strategy is the early recognition of the conflict and keeping attention to the conflicting parties. These elements are important when a manager deals with functional or dysfunctional **conflicts 1**. It should be early identification of the conflict, early evaluation of the impact 1 More information about functional

and dysfunctional conflicts is found in Chapter 2.2.4, p. 12 of it on performance of employees, and it is necessary to make a plan for encouraging functional conflict or managing dysfunctional conflict.

2.5.1. Stimulating Conflict

Conflict traditionally has a negative meaning but, in some situations, it actually improves performance of the organization. Stimulating conflict is considered as an approach that requires up-front initiative aimed at minimizing the impact of potential negative conflict. In this case programmed conflict could be introduced. Managers should play devil's advocate and use dialectical inquiry to develop and clarify opposing points of view.

Devil's Advocacy gets its name from a traditional practice within the Roman Catholic Church. The main idea of such method is assigning someone the role of critic.

It can be good training to develop analytical and communication skills and Emotional Intelligence. The dialectic method calls for managers to make a structured debate of opposing viewpoints to decide. Figure 7 illustrates Devil's Advocacy and the Dialectic Method. Laboratory studies that the second approach is better for training employees and the first approach can produce more potential solutions. Both approaches are designed to program conflict into processes of planning, decision making, and risk analysis. In this case conflict becomes legitimate and proved acceptable (Kinicki & Kreitner, 2008).

Figure 7: illustrates Devil's Advocacy and the Dialectic Method

A Devil's Advocate Desigion Program

- A proposed course of action is generated.
- A devil's advocate (individual or group) is assigned to criticize the proposal.
- The critique is presented to key decision makers.
- Any additional information relevant to the issues is gathered.
- The decision to adopt, modify, or discontinue the proposed course of action is taken.
- The decision is monitored.

The Dialectic Decision Method

- A proposed course of action is generated.
- Assumptions undersying the proposal are identified.
- A conflicting counterproposal is generated based on different assumptions.
- Advocates of each position present and debate the merits of their
- The decision to adopt, modify, or discontinue the proposed course of action is taken.
- The decision is monitored.

2.5.2. Managing Dysfunctional conflict. Conflict management styles.

If a conflict is dysfunctional it should be handled by conflict management styles. Thomas and Kilmann identified five conflict management styles based on two dimensions: assertiveness and cooperativeness. Assertiveness is the motivation to achieve individual goals, objectives, and outcomes, while cooperativeness assesses the desire to help the other party to achieve its goals or outcomes.

1. Avoiding Conflict Resolution Style. It is also known as withdrawing style. In this style assertiveness and cooperativeness are low. People who fear conflict use the avoiding style to escape from conflict situations. When this style of conflict management is used, everyone loses. The biggest disadvantage is that the issue is never directly addressed or resolved. This style is appropriate to use in the situation where there is no chance of winning or when disruption would be very costly (Victor, 2012).

Situations where avoiding conflict resolution style may be appropriate:

- When the issue is trivial, not worth the effort and costly.
- When it takes too much time to deal with it.
- When it is not the right time or place to discuss the issues.

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- When time is needed to think and collect information in order to be prepared before dealing with the issue.

- When a person is unable to manage a conflict, because of his emotions or the other person can handle the conflict better.

Possible advantages of avoidance conflict style:

- When a partner is forcing aggression, a person may choose to postpone a response until he/she will be in a more favourable position to push back.

- Conflict avoidance is a low stress style; in this situation the conflict is short.

- Allows preparation time before acting.

Identified disadvantages of conflict avoidance approach:

- A person can lose his/her position.

- If there is no any action it can be interpreted as an agreement.

- Avoidance of a conflict may negatively effect on relationships with a party that expects some actions (Conflict Management Techniques, 2012).

2. Competing Conflict Resolution Style or Forcing style. This style is also known as the "win-lose" approach. It can be determined as a conflict management style with high assertiveness and low cooperativeness. A person seeks to reach his/her own preferred outcomes at the expense of a partner. This approach may be appropriate when quick actions are needed, for example during emergencies. Also, it can be useful when an unpopular solution must be applied, and a deadline is near. This style is inappropriate in an open and participative climate. Its strength is speed and the weakness are that it creates offenses of one of the parties that didn't win anything (Victor, 2012).

Situations where competing style may be appropriate:

- In the case when less forceful methods don't work or are not effective.

- When a person needs to fight for his/her own rights.

- When a quick resolution is required. For example, in the case of a life- threatening situation, or aggression.

- As a last attempt to resolve a long-lasting conflict. Possible advantages of competing style:

- May help to resolve conflict in a quick way.

- The actions of the organization were a response to an aggression. In this situation self-esteem of the company is increasing.

Disadvantages of competing style:

- May negatively affect relationships with the opponent in the long term.
- The opponent can react in the same way, even if he used to be forceful originally.
- This approach takes a lot of energy; thus it can be exhausting to some individuals (Conflict Management Techniques, 2012).

3. Accommodating Conflict Resolution Style or Obliging. It is also called Smoothing style. This style has a high degree of cooperativeness. A manager using this style tries to get his/her own goals, objectives, and desired outcomes to allow partners to achieve their goals and outcomes. This conflict resolution style is important for saving future relations between the parties. Obliging can be a very useful conflict-handling strategy if it is possible to get something in return from the other party. This approach encourages cooperation. Accommodating strategy may help individuals to strengthen their future negotiating position. Accommodating behaviour is appropriate when a person who knows that he/she was wrong or when the relationship is important (Victor, 2012).

Situation where accommodating may be appropriate:

- When it is necessary to have a temporary relief from the conflict or to have time until a person is in a better position and is prepared to respond.
- When the issue is more important for a partner.
- When a person accepts that he/she is wrong.
- When there is no choice or when continued competition would be harmful.

Possible advantages of accommodating style:

- In some cases, accommodating can help to resolve more important issues while giving up on some less important ones.
- Gives an opportunity to assess the situation from another point of view. Disadvantages of accommodating style:
- An opponent may constantly take advantage of Smoothing/Accommodating style thus it is a danger to be abused.

- The confidence in the ability to respond to an aggressive response can be decreased. It makes it more difficult to apply the same conflict management style in the future.
- Some of the supporters may not like the application of accommodating style. Both accommodating and avoiding conflict resolution styles do not resolve a conflict but temporarily slow down its progress. Managers must participant if the conflict is not handled and resolved in quickly, it can lead to more complicated conflict in the future (Conflict Management Techniques, 2012).

4. Compromising Conflict Resolution Style. This style can be determined as a "give-and-take" approach with moderate levels of both assertiveness and cooperativeness. Compromise can be identified as bargaining or trading. This approach can be applied when the goals and the power of both sides are of equal importance. And when it is necessary to find a temporary, timely solution (Victor, 2012).

Examples of when compromise may be appropriate:

- When the goals are moderately important and there is no need to use more assertive or more involving approaches, for example forcing or collaborating.
- To reach temporary agreement on complex issues.
- Can be the first step when parties do not know each other well or haven't yet developed a high level of mutual trust, so it can help to improve relationships between two sides.

Possible advantages of compromise:

- If time is one of the most important conditions Compromising can be very useful as it provides faster way of conflict resolution.
- Compromising decreases the levels of tension and stress which can be consequences of conflict.

Disadvantages of using compromise:

- As a result of using Compromising both parties may not be satisfied with the outcome (a "lose-lose" situation).
- This approach doesn't contribute to building trust in the long term.
- May be required close monitoring and control when parties want to be sure that their agreements are met (Conflict Management Techniques, 2012).

5. Collaborating Conflict Resolution Style. This style can be characterized by high levels of assertiveness and cooperativeness; it is often described as the "win-win" scenario. Both sides creatively work together to achieve the goals and desired outcomes benefitting all involved parties. It can be difficult to implement this style as the process of collaborating mandates sincere effort by all parties and it may take a lot of time to reach a consensus (Victor, 2012).

Situations where collaborating may be appropriate:

- In the case when consensus and commitment of other parties is important.
- When a conflict happened in a collaborative environment.
- When there is a high level of trust.
- When it is necessary to build long-term relationships.
- When an individual need to work through hard feelings.
- When a person doesn't want to have full responsibility.

Possible advantages of collaborating:

- Collaborating style helps to reach a win-win outcome.
- Increases trust and respect.
- Can lead to the effective collaboration in the future.
- Gives a chance to the parties to share risks and responsibility of the outcome.

Some disadvantages of collaborating:

- Requires a contribution of all parties to find a mutually acceptable solution.
- It can take a lot of time and efforts than other. A win-win solution may not worth the efforts that were spent.
- It can be not practical approach; the time is an important factor.
- If the trust is lost, relationships can be spoiled and an individual should choose other method of conflict resolution (Conflict Management Techniques, 2012).

table 4 : profile of conflict management style (whetten & cameron,2012)

Style	principle issues	dominant strategy	Conditions
Avoiding	Avoiding unpleasant situation	Flight: retreat "Golden silence"	outcome is not very important: The chance of winning are slim High risk is involved : others can handle the situation better
Forcing	satisfying personal interests: winning at any cost: Dominating	competing: Gaining power	Urgency ; Unpopular decision is necessary; virtual for the organization: must protect interest group
Accommodating	There is room for compromise; middle ground exists; partial satisfaction is attainable	Avoiding conflict at almost any cost	the issue is vital to the other party's the other party is significant better equipped: harmony is more important than victory
compromising	there is room for compromise: middle ground exists: partial satisfaction is attainable	negotiation	objectives are moderately important : the two parties are equal in power : solution can be reached : neither collaboration nor force works
collaborating	satisfying mutual interest	confronation : proble solving	individual interests are compatible : synergy is possible : interpersonal problem are solved

Table 4illustrates characteristics of each style

Table 4 profile of conflict management style (whetten &cameron)

While all these styles have their place among the styles available to the manager, in the collaborating conflict management style, conflict itself acts as a managerial tool. Employees use collaborative behaviour by applying creative ideas to find innovative answers to old problems.

However, each of these five conflict resolution styles may be appropriate and effective in different situations. The implementation of the styles depends on personality styles, the desired outcomes, and the time available. To be prepared in deciding what method should be chosen, it is important to understand the advantages and disadvantages of each approach (Victor, 2012).

Managers must analyse the situation and select the appropriate style for managing conflict in the organization in order to achieve a constructive outcome. Table 5 shows how to choose the best resolution style for each case (Jeffrey, & Pinto, 1998).

Table 5: *Choosing the best conflict resolution style (Jeffrey & Pinto, 1998)*

High	use Force; when you are sure that you are right when an emergency exists (Do or die) when stakes are high, and issues are important when you are strong : never start a battle, you can't win to gain status or demonstrate position power when the acceptance is unimportant		use collaboration (confrontation) when you both get at least what you and want maybe more to reduce overall project cost to gain commitment and create a common power base when there is enough time and skill are complementary when you want to preclude later use of other method to maintain future relationships when there is mutual trust, respect and confidence
concern for one self		use compromise for temporary solution for backup if collaboration fails when you can't win or don't have enough time when others are as strong as you are to maintain your relationship with your opponent when you are not sur you are right when you get nothing if don't when goals are moderately high	
	use Avoidance (withdrawal): when you can't win, or the stakes are low when the stakes are high, but you aren't ready to gain statues or demonstrate position power to gain time to maintain neutrality or reputation when you think the problem will go away by its self		use Accommodation (smoothing): to reach an overreaching goal. to create obligation for a trade-off at later date when stake is low, and liability is limited to maintain harmony, peace and goodwill when you'll lose anyway to gain time
Low	**Low**	**cocern for other**	**High**

2.5.3. Managing Dysfunctional conflict. Third-party

Intervention techniques

Sometimes disputes in organizations can lead to costly court battles. Nowadays organizations more often use a less expensive approach. It is called alternative dispute resolution. This approach can be characterized as "do-it-yourself justice". Alternative dispute resolution technique is defined as progression of steps third parties can take to resolve organizational conflicts. There are various combinations of techniques. They are ranked from easiest and least expensive to most complicated and very expensive:

- **Facilitation**. In the context of U.S. alternative dispute resolution (ADR) facilitation (or group facilitation) is generally considered to be a process in which a neutral person helps groups to deal directly with each other in a positive manner. Facilitators can work with small groups from one organization, or with representatives of different organizations who are working together in a collaborative process. The facilitator may be internal or external (from an outside organization). Facilitator usually leads the group process by helping employees to improve their communication, resolve the issues, and make decisions. There are many advantages of such approach such is helping groups stay on task, be more creative, efficient, and productive. According to Roger Schwartz, facilitation is based on three core values: valid information, free and informed choice, and internal commitment to those choices. Valid information means that everyone who takes part in the conflict situation shares all information that can be useful for the issue. Free and informed choice means that participants can determine their own goals and the methods to achieve them.

A facilitator can help the parties to define their goals and figure out if an option or decision meets those goals. However, the final decisions are up to the parties themselves. Internal commitment to the choice means that people feel their responsibility for the decisions they make.

Facilitation can be very useful if there are the interviews of large groups, because they can be very hard to organize and control when they are in progress. The most important goal of a facilitator is the help to participant of a group to get to know each other and develop cooperation in the group. A skilled facilitator can lead a interview by helping to focus the energy and thoughts of participants on the task at hand. Ideally, the group facilitator should be not interested in the outcome of the interview.

In this way he/she can concentrate all the attention on how participant of the group is working together and help them to work toward their goals. Facilitation is extremely useful in helping participant of large groups to develop consensus on issues (Spangler, 2003).

- Conciliation. Over the last 100 years, the term "conciliation" has changed its meaning. In the 1890s there were not clear differences between collective bargaining, conciliation and arbitration as each of these techniques could produce "constructive reconciliation" between representatives of employers and workers. Today the term 'conciliation' is a process where a neutral third party informally acts as a communication conduit between disputing parties. In this way he/she helps them to reach a settlement. The main goals are to establish direct communication and find a constructive solution. The essential rules of conciliation are that a settlement can only be reached if both parties accept it and that the process should be private. Conciliation can be useful when conflicting parties refuse to meet face to face. Collective conciliation can be distinguished from individual conciliation. In the case of collective conciliation an individual maintains the right to have the complaint heard by an employment tribunal if conciliation is not successful (Corby, 2003).

- **Peer review**. Peer Review is an Alternative Dispute Resolution System which was provided by Caras & Associates, Inc. It can be used for resolving day-to- day workplace disagreements. A panel of selected trustworthy co-workers hears both parties of a dispute in informal and private way. Peer Review helps to develop trust, understanding, fairness, and consistency. One of the benefits of such approach is that individuals who have taken disputes to the Peer Review are satisfied with the process even when they lose. With the implementation of Peer Review Charges and lawsuits have been dramatically reduced (Peer Review, 2012).

- Ombudsman. The name "ombudsman" has its roots from Sweden; it literally means "representative". Ombudsman is respected and trusted person who works for the organization. He/she hears complaints on a confidential basis and helps to reach a solution. This method is popular in Europe. It allows an individual to get help from above without following formal hierarchy rules (Kinicki & Kreitner, 2008). Ombudsmen can work in all types of organizations.

The organizational ombudsman can be defined as a person who is appointed or employed by an organization to lead the informal resolution process. One of the main functions of ombudsman is the work with individuals and groups in an organization to assist them in defining options and to help resolve conflicts. Ombudsman should focus on issues by staying neutral with respect to the facts.

The aim of ombudsman is not to judge or to decide who is right or wrong. The ombudsman listens to both sides to understand the issue from the perspective of the third party as it helps to develop options for resolution. Then he helps the parties to evaluate these options. The ombudsman is helpful for early warning of new issue. Also, he gives suggestions of systemic changes that can improve existing processes (Organizational ombudsman, 2012).

- **Mediation**. A mediator is a trained, neutral third-party, he helps disputing parties in search of innovative solutions to resolve the conflict. In this way mediator provides an opportunity for negotiation between two sides in conflict situation. The goal is to determine multiple possible alternative solutions and by selection to choose one that is acceptable to all involved parties and satisfies the interests of organization. Companies prefer in-house mediators in their organizations who have received Alternative Dispute Resolution training.

However, many organizations hire external mediators (Kinicki & Kreitner, 2008). A mediator plays an active and powerful third-party role in the organization. Mediators not only lead discussions, but they usually decide about structure and process of the discussion which is designed to help the parties to get mutual understanding and to reach win-win agreements. During the mediation process, conflicting parties usually sit down together and discuss with each other their views about the nature of the problem and in what ways the conflict should be resolved. The goal of mediation is to develop a common understanding of the conflict situation which leads to solution and satisfies the interests of all parties. Mediators can't impose a solution, but they can suggest a solution, which will be accepted or not by the parties who are involved in the conflict (Third Party Intervention, 2012).

- **Arbitration**. Disputing parties arrange the time to accept a decision of neutral arbitrator in a formal way. Arbitration can be described as court like sitting with evidence and witnesses. It is held in a confidential manner. Decisions are made in a legal way according to the law. Arbitrators more often from outside agencies, for instance, American Arbitration Association (Kinicki & Kreitner,2008). This strategy requires a manager to organize a discussion of disagreements of two parties in a safe and productive way. After careful attention and fully listening to each party and examination of written materials and other evidence relating to a case, an arbitrator decides of who is right and who is wrong and how a conflict should be resolved. The arbitrator is the most powerful type of third-party intervention as his decision cannot be appealed. Arbitration is especially useful when the parties simply want a solution to resolve an issue, and they don't care about losing control of the process or the outcome (Third Party Intervention, 2012).

Third-party intervention is proved to be useful technique when there is a potential for violence.

2.5.4. Managing Dysfunctional conflict. The technique of Negotiation

Negotiation can be described as a process where parties with conflicting interests determine how they are going to distribute resources or work together in the future. Negotiators are interdependent; thus, one person wants to influence what the other one can get and vice versa (Brett, 2007). In other words, the negotiation technique can be defined as a "give-and-take" decision-making process which includes interdependent parties with different preferences. Possible reasons for negotiations on the workplace can be wages, working hours and conditions.

There are two types of negotiations:

- **Distributive negotiation**. This type represents a single issue – a "fixed-pie", where one person reaches its goal at the expense of the other. Distributive negotiation involves "win-lose" strategy.

- **Integrative negotiation**. In most conflicts there are several issues and each party can evaluate them differently. In this case fixed pie is divided among all parties. The parties try to find agreement that can satisfy the interests of both parties. Integrative negotiation includes "win-win" strategy.

However, parties in the negotiations usually think that what is good for the other party is bad for them. In this case people don't find a beneficial solution for both. This situation is called a mythical "fixed-pie".

Added-Value Negotiation (AVN). It is the practical application of the integrative approach. The negotiating parties develop multiple deal packages in a cooperative way. It helps to build a productive long-term relationship. AVN includes five steps:

1. Clarify interests. Each party determines its tangible and intangible needs. After this the parties have a interview to discuss the needs and to find common ground for negotiations.

2. Identify options. A marketplace of value is developed when two sides discuss desired elements of value. For instance, property, money and behaviour right, risk reduction.

3. Design alternative deal packages. While creating multiple deals, each party uses elements of value from both parties by mixing and matching them to make them in workable combinations.

4. Select a deal. The parties analyse each other's packages. With a spirit of creative agreement parties discuss and select suitable deal packages.

5. Perfect the deal. It is the final step where the parties discuss unresolved problems; they make an agreement and build relationships for future negotiations (Kinicki & Kreitner, 2008). Successfully dealing with conflict requires conflict management approach where a manager

recognizes the conflicts in the early stage and carefully assesses the impact on the performance of the organization and actively addresses those impacts through encouragement of functional conflict and management of dysfunctional conflict Brown (Samuel, 2012).

During the implication of conflict resolution techniques, a manager should pay attention to his actions and behaviour. By making mistakes himself, he can lose the chance to resolve a conflict successfully.

2.5.5. Mistakes to avoid in Conflict resolution

Good communication can strengthen relationships and develop trust and support. Poor communication can create mistrust and misunderstanding. There are some examples of negative attitudes and communication patterns that can worsen the conflict situation in relationships.

1. Avoiding Conflict Altogether:

Rather than discussing disagreements in a calm, respectful way, some people just don't say anything to their partner until they are ready to explode, and then they are ready to speak in an angry, hurtful manner. This seems to be the less stressful to avoid the conflict situation but usually it causes more stress to both parties as tensions rise to a greater conflict. It is much healthier to address complaints and resolve conflict.

2. Being Defensive:

Rather than understanding the complaints of a partner and, his point of view, defensive people steadfastly deny their wrong behaviour and work hard to avoid looking at the possibility that they could continue to contribute to a problem. It creates long-term problems when partners don't feel listened to and understood. In this case unresolved conflicts continue to grow.

3. Over generalizing:

While addressing complaints a person he shouldn't use generalizations. For instance, he should avoid starting sentences with: "You always", "You never" – "You always come home late!" or "You never do what I want to do!" It is irritating to the other person. Also, bringing up past conflicts can increase the level of current conflict.

4. Being Right:

Some people decide the "right" way to look at things and a "wrong" way to look at things, and they are sure that only their view on things is right. It is necessary not to demand that your partner see things the same way, and don't take it as a personal attack if there are some differences in opinion. It is important to find compromise and participant that two points of view can both be valid.

5. "Psychoanalyzing" / Mind-Reading:

Sometimes people are thinking negative about a partner because they gave faulty interpretations of their actions. They don't ask about thoughts and feelings of a partner and it creates hostility and misunderstandings. It is important to let the other person express his thoughts and feelings.

6. Forgetting to Listen:

Some people are not good listeners; they interrupt, roll their eyes, and rehearse what they're going to say next. It is harmful for good communication as people can't see their partner's point of view and expressing their thoughts. It is important to develop listening skills to strengthen the communication process.

7. Playing the Blame Game:

Some people in a conflict situation criticize the other person. They even try to shame the person for being at fault. Instead of blaming the other person for troubles it is necessary to view conflict as an opportunity to analyse the situation objectively and to understand the needs of both parties and come up with a solution that is helpful to both parties.

8. Trying to "Win" The Argument:

The people who are focused on "winning" the argument can lose the relationships. People should have mutual understanding and come to compromise and respect everyone's needs.

9. Making Character Attacks:

Sometimes negative actions from a person can be blown up into a personality flaw. This can lead to negative perceptions on both sides. It is important to respect the person, even if he has bad behavior.

10. Stonewalling:

When one partner wants to discuss some disagreements, the person can be like a "stonewall" by refusing to talk or listen to their partner. Stonewalling doesn't solve a problem, but it creates hard feelings and damages relationships. It's much better to talk about problems together with a partner and listen to and discuss things in a respectful manner (Scott, 2011).

The researcher would like to explore conflict management practice in the case of Iceland.

2.5.6 Alternative Dispute Resolution (ADR)

According to Scimecca (1993) the beginnings of the ADR movement date back to 1976 and the American Bar Association sponsored "National Conference on the Causes of Popular Dissatisfaction with the Administration of Justice". The conference concluded that the pressure on the congested legal system could be eased by utilizing alternative forms of dispute resolution. The acronym ADR became a key concept of conflict resolution following this conference and ADR rapidly evolved. A key part of this evolution has been that what ADR represents has expanded to the point that it became apparent that the word alternative was no longer particularly appropriate (Scimecca, 1993). For example the US Department of Justice convened an Ad Hoc Panel on "Dispute Resolution and Public Policy" in 1983 that defined ADR as including "all methods practices and techniques, formal and informal, within and outside courts, that are used to resolve disputes" (Administrative Conference of the U.S., 1987, p.12). Scimecca (1993) disagrees with this definition and suggests that it should be defined to cover alternatives to the court system rather than being all inclusive.

Scimecca's position is not particularly well supported by other social scientists. Chatterjee and Lefcovitch (2008) agree with Scimecca and define ADR as "any non-court method of settling disputes" (Chatterjee and Lefcovitch, 2008, p.3). However, Riekert (1990), Mackie (1991), Lulofs and Cahn (2000) and Cahn and Abigail (2007) all take the view that ADR should broadly include all options for settling disputes including use of the courts. Mackie goes as far as implying that this debate is now decided when he states that "most proponents of ADR are now agreed that the expression"alternative" is an inappropriate one" (Mackie, 1991, p.4).

The reasons that Mackie gives for making this statement are compelling. He claims that as approximately 90% of cases that are destined to reach court never actually make it into the courtroom then court decided disputes are much less common than disputes decided outside court. This means that it is the disputes` that go to court that should be looked at as being alternative as they represent a small minority to the mainstream which are resolved outside court. Mackie (1991) also points out that many ADR processes are now being integrated into court

procedures, blurring the lines between the courts and ADR processes and making it difficult to separate the two and thus difficult to continue to refer to ADR as an alternative to the courts. He adds that there is a growing consensus that lawyers and judges need to become more aware of ADR as there are tools available within ADR that may be more suitable to resolve some disputes that appear in court than traditional litigation. This collectively indicates that ADR processes and court processes are merging and so the idea of trying to keep them separate needs to be dropped. Fiadjoe (2004) provides support for this position as he asserts that ADR is now offered by all reputable law schools and lawyers now need greater skills in dispute resolution than they need in litigation. For these reasons the word „alternative" is clearly no longer appropriate in ADR. It is also clear that ADR covers all options for deciding disputes.

The word „resolution" is also the subject of dispute. Earlier in this literature review the differing views of what constituted resolution were discussed. A broad definition of resolution as meaning a win-win outcome where both sides were satisfied with the result was then identified as the most appropriate (Lulofs & Cahn 2000). However, all the definitions of ADR considered in this literature review include acceptance that ADR includes methods that give win-lose and lose-lose outcomes as well as win-win. Accordingly, the word „resolution" is not appropriate to describe what ADR has now become. It should be replaced with a word that covers win-win, win-lose and lose-lose outcomes.

There is also an issue with the word „dispute" which was defined earlier in this thesis as conflicts that have reached the point where the parties cannot resolve them by themselves. ADR techniques include processes such as holding difficult conversations (Brandon & Robertson, 2007) where the parties do try to resolve their differences by themselves. In this sense the word „dispute" may also not now be appropriate in describing what ADR has become.

In fact ADR is already being challenged as an acronym as Olson-Buchanan and Boswell (2008) call ADR based workplace conflict management systems organizational dispute resolution (ODR) systems. Lipsky et al. (2003) regularly use the term „Conflict Management" to describe the processes that ADR now cover, although they do not propose that ADR be renamed „Conflict Management". As there is confusion about what constitutes ADR and the acronym ADR clearly does not reflect what ADR has now become there is a strong argument for replacing ADR with a term that clearly defines what ADR now represents, such as „Conflict Management".

ADR and workplace conflict management systems

According to Bingham and Chachere (1999) ADR based workplace conflict management systems have become so widely accepted that by 1999 in the US about half of the major private employers in the US had ADR-based workplace conflict management systems. Stitt (1998) explains the logic behind the adoption of ADR systems by organizations in a way that is consistent with systems theory. He argues that all effective organizations have goals. As conflict exists in all areas of life and can be dealt with constructively or destructively, all organizations presumably share a goal of wanting to deal with it constructively. He believes successful organizations manage conflict in a way that improves relationships and leaves everyone satisfied with the processes used to arrive at solutions to conflicts, even if they do not agree with the actual solutions. Stitt (1988) does not explain how it is possible for someone to be satisfied with an agreement they do not agree with.

Masters and Albright (2002) identify what they see as the main reasons for the trend for US organizations to adopt ADR systems to deal with workplace conflict. These are that a growing number of workplace conflicts are getting resolved in courts and other state-controlled venues. When a conflict reaches this point the risks and costs to organizations rise and they lose control over managing the process and the outcome. This is happening more frequently as the law has given aggrieved employees more rights and remedies. Organizations are responding to this by turning to ADR. This implies ADR is being adopted so organizations can disempower their staff.

Masters and Albright (2002) describe a variety of ADR approaches that organizations might choose to control the process and outcomes of disputes with their employees. Their apparent comfort with the idea of organizations using ADR to control their staff raises the question of whether their research is impartial. It is to be expected that the powerful will use research to normalize their efforts to gain more power over the powerless. The Masters and Albright (2002) line of argument normalizing the disempowerment of staff is consistent with their producing research that serves the interests of the powerful.

Lipsky et al. (2003) approach this issue slightly more carefully. They claim that there are four key trends that have led to the move towards ADR systems. The first of these is dissatisfaction with the legal system. They say the courts and legal agencies are viewed with near hostility by nearly everyone. This contradicts Masters and Albright (2002) who say ADR is being adopted by (powerful) organizations because the legal system is increasingly protecting the interests of (disempowered) employees. The Lipsky et al. (2003) position was not supported by evidence and seems hard to believe.

A second trend Lipsky et al. (2003) identify is a long-term decline in the labor movement. They claim that the demise of the union movement has left a void that human resources systems have unsuccessfully attempted to fill. What they fail to mention is that the demise of the union movement has resulted in disempowered employees becoming further disempowered. Thus, this trend can also be identified as being that the powerful are increasing their control over the powerless.

A third trend they identify is a desire to reduce levels of destructive conflict as being a main reason for organizations wanting to introduce ADR based conflict management systems. This implies that organizations that have introduced ADR based systems did so believing they would help reduce levels of destructive workplace conflict.

The final trend that Lipsky et al. (2003) identified is that deregulation and increased competition have forced organizations to look at their operational effectiveness. This has led to a realization that efficient workforces offer organizations a competitive advantage. Lipsky et al. (2003) state that this desire for improved performance has resulted in organizations moving towards adopting ADR systems. This implies that a desire to reduce the cost of destructive workplace conflict is a key reason for organizations to want to introduce ADR systems. As Masters and Albright (2002) assert that ADR has failed to reduce levels of destructive conflict, Lipsky et al. (2003) have identified a trend that does not actually exist. That Lipsky et al. (2003) make such weak and contentious arguments as to why ADR is popular raises concerns about their impartiality. Their arguments on this subject are more consistent with normalizing the position of the powerful than with impartial research.

A reason for adopting ADR systems that has been missed by both groups of researchers is that it can be assumed that organizations like their conflicts to be dealt with as discretely as possible. Having the media able to report on numerous conflicts being resolved in court is unlikely to be seen by organizations as a desirable situation. Accordingly, the discretion offered by ADR systems is likely to be a powerful reason for organizations adopting them.

Deconstructing ADR

Lipsky et al. (2003) identify the main strengths of ADR as being that it offers faster, cheaper and more efficient means of solving disputes than the legal system offers. Furthermore, relative to litigation many ADR processes are more confidential. ADR also enables disputes to be dealt with in a manner that is appropriate for the individuals involved and the issues in conflict. This means to some extent the ADR process can be customized to suit the situation, something that

litigation does not allow. However, these strengths are dependent on ADR being able to deliver justice in a fair and impartial manner and the critics of ADR claim that ADR does not do this. Lipsky et al. (2003) assert, for example, that in the US there is a trend by employers to force employees to waive their legal rights and accept arbitration. This shows how ADR processes which transfer dispute resolution from public forums to private ones can sideline employees" legal rights and are being used as a means by organizations to disempower and control their staff.

Lipsky et al. (2003) claim another way employee are disadvantaged by ADR has to do with representation. They say that in arbitration and mediation employees are not necessarily represented by advocates of their own choosing whereas employers almost always are. Many employees cannot afford to hire high quality representatives, and this puts them in a weak position. One aspect of this is known as the repeat player effect. Bingham (1998) analyzed many arbitration awards and found that employers who made repeated use of arbitration won the vast majority of their cases while employers who used arbitration just once lost the majority of their cases. She was able to conclude that employers who are repeat players at arbitration have advantages that one-time players, who are usually employees, do not have. This situation shows ADR has drifted away from its original focus, which was helping those who did not have access to the law (Harrington & Merry ,1988).

Another weakness of ADR is that with it there is an assumption that third party neutrals can be neutral. This assumption should be challenged according to Lane (1982). This is because the values that lead to unequal power relationships tend to be inadvertently supported by third party neutrals (Lane, 1982).

Scimecca (1993) takes a more theoretical perspective on the weaknesses of ADR than Lipsky et al. (2003). He claims that without an underlying theory ADR will remain an instrument of social control, keeping the less powerful in their place. He adds that those that practice ADR are in a difficult position because in his view they cannot become true professionals until ADR incorporates some sort of theoretical base to underpin its practices. Presumably this is because a theoretical base would provide conflict professionals with a platform of independence.

Abel (1982) says that ADR has its roots in individualism and as such views the causes of conflict as being from individual responsibility rather than inequalities in society. This means from his perspective ADR denies that systemic factors might be causing conflict. Scimecca (1993) appears to agree with Abel (1982) as he claims ADR does not take unequal power distributions into account and tries to resolve conflicts assuming both parties have equal power. This will tend to see results coming out in favor of the more powerful (Scimecca, 1993).

The most serious criticism of ADR has to do with it failing to reduce levels of destructive workplace conflict. In the US, where ADR based conflict management systems are most popular "conflict at work is on the rise." (Masters& Albright, 2002, p.29). This shows that ADR is not actually delivering a reduction in levels of destructive workplace conflict. This is a concern as ADR has previously been defined as including all options for resolving disputes. However, if one assumes that it is possible to reduce levels of workplace conflicts this means that ADR options are not being applied properly. The failure of ADR is consistent with the thoughts of Burton (1990) who claims that the conflict resolution methods that now form ADR have been used throughout history and largely failed to reduce the number and intensity of conflicts. As they have failed in the past Burton questioned why they should be maintained as they would likely continue to fail in the future.

On reflection, reducing numbers of destructive conflicts may be an unrealistic expectation of the conflict resolution methods that constitute ADR. While a few ADR approaches, such as holding difficult conversations and open-door policies by management, can be used early in a conflict, these techniques are relatively peripheral. The major types of ADR are arbitration, adjudication, mediation and negotiation and these usually operate once conflict has become escalated and destructive. An analogy that explains this point is that of conflict occurring at the top of a cliff and destructive conflict resulting in the parties falling off the cliff. Most ADR techniques can be compared to a hospital treating injured people at the bottom of the cliff. Some patients get treated using negotiation, some with arbitration, some with mediation and some with adjudication. The problem is that no matter how well the hospital at the bottom of the cliff operates it cannot reduce the numbers of people falling off the cliff and should not be held responsible for this. What is needed to reduce numbers falling off the cliff are preventive measures acting as a fence at the top of the cliff. This line of thought suggests that it is the timing of the ADR invention that may be the reason that ADR is failing to reduce levels of destructive conflicts in America and that ADR, if used before conflicts become destructive, may enjoy much greater effectiveness. As the research reviewed on ADR focused on ADR processes rather than timing it appears that more research needs to occur in this area.

This then raises the issue of why organizations have so readily adopted ADR based conflict management systems, when they are not effective at reducing levels of workplace conflict? There seem to be several possible explanations:

-Organizations have mistakenly believed that ADR based conflict management systems will reduce levels of destructive conflict in their workplaces. They have not understood the importance of timing and dealing with conflict before it becomes destructive.

-As ADR broadly covers all options for dealing with conflicts organizations have no alternative but to use ADR if they want to address problem levels of destructive conflict. As ADR has evolved with a bottom of the cliff focus, organizations had no option but to adopt this focus with their ADR based systems.

-These systems are being introduced by organizations in order to further disempower workers (Burton, 1990).

-Organizations value privacy and keeping disputes out of public view is seen by organizations as important enough to warrant establishing complex ADR systems.

 -Being able to better manage the conflicts that occur is enough to warrant the expense involved even though the volume of conflicts is not affected by these systems.

Apart from the last explanation all of these reasons appear to have merit. For organizations to spend money on conflict management systems in the knowledge they will not reduce levels of conflict seems unlikely. Organizations are businesses that consider investments on the basis of return and an ADR proposal that offers little in the way of identifiable return is unlikely to appeal. That both Burton (1990) and Lipsky et al. (2003) were able to identify both theoretical and actual examples of ADR being used as a tool by management to disempower workers means that this is a compelling explanation for the popularity of ADR.

Concluding comments

ADR has been introduced to around half the private organizations in America as a means to deal with workplace conflict. However, ADR is not actually delivering a reduction in levels of destructive workplace conflict. While a range of reasons explain why ADR has become so popular with employers, there is evidence that some employers are introducing these systems to further disempower workers. That ADR is failing to stem the increase in levels of destructive conflict in the country where it has been most widely adopted indicates that there are serious flaws with ADR. One possible explanation for this failure is that ADR denies the role of systemic factors in workplace conflict (Able, 1982). Another is that ADR has become a tool of control as Scimecca (1993) warns is possible.

2.2 Empirical Review

If people must work together, disagreements, misunderstandings and conflicts cannot be avoided. This applies to the workplace, the football team, the school class, management teams and boards. However, what is different is the way people respond when confronted with conflicts.

These differences in responding to conflicts can be explained on the one hand by the frame of reference that people have and on the other by their character structure.

The frame of reference links a situation from the present to experiences from the past that may or may not be referred to in the memory as a conflict.

To illustrate this: an employee has repeatedly experienced in a previous job that departmental consultations resulted in expressing accusations and accusations among themselves. Instead of constructively dealing with new proposals and ideas, his boss often broke them into the ground. Tensions often ran high and conflicts were the order of the day. In his current job, team consultation is smooth and business-like and there is respect for everyone's input. One day the performance of a colleague is openly discussed. Because of his experiences from the past, this arouses tension among the employee from this example and he names the current situation as a conflict. His current colleagues, however, are used to openly discussing each other's functioning and do not regard this situation as a conflict.

The character structure of a person also determines the attitude he takes during a conflict.

One person takes a dominant position and tries to emerge as the winner of the fight, the other becomes very emotional. One draws the conclusion from a hefty argument that there is a fight, but another may not fall back on a situation in which negotiations are being conducted with the utmost precision.

Society and the times in which we live also play an important role in the evaluation of conflict situations. In the 1970s there was a general belief that conflicts:

• should be avoided as much as possible;

• were fatal to mutual relationships;

• were destructive by definition;

• had to be soothed;

• were caused by mistakes made by others or by fighters.

We see a shift occurring in the 1990s.

Conflicts:

• are inherent to humans and therefore not avoidable;

• can be enlightening and thus form the basis for a better understanding;

• can be constructive;

• solving is in the interest of all parties.

Conflicts can have more than one cause: differences in goals, characters or ideas

Due to the shift of a collectivist-oriented society, there is also a change in the attitude of the individual. From more to less personal, from less to more businesslike, from "being kind to each other" to more assertive behavior. As a result, the individual more and more encounters the interests of the other and thus also his values and norms and the goals that he and others wish to achieve. This leads to a direct confrontation with the other, both in society and in the organization in the department where one works. Through discussions, negotiation and conflict management, parties must ensure that their interests are not harmed and that they do not end up in unresolvable conflict situations.

Based on the extensive literature review, there are three perspectives, or three views of organizational conflicts can be identified. As per traditional perspective, organizational conflicts must be avoided. Later organizational conflicts viewed as natural and not as negative, which has positive to increase the performance of the organization. Finally, researchers have viewed conflicts as a positive force to develop healthy relationships in the organization and perform effectively (Afzal et al., 2009). Robbins and Judge (2013) identified three perspectives of conflicts which are known as traditional view of conflicts, interactionist view of conflicts and resolution focused view of conflicts. According to them, traditional view of conflicts believed that conflicts are harmful to the organizations and must be eliminated. According to interactionist view, conflicts can be treated as a positive force as well there is a necessity to eliminate the conflicts. Robbins and Judge (2013) mentioned that resolution-based view of conflict recognized conflicts are inevitable in the organization and organization should focus on more productive conflict resolution.

Another school of thought explored that there are three perspectives of organizational conflicts (Vokic and Sontor,2009). They are known as traditional perspective, behavioural perspective and interactionist perspective. Kumar (2009) identified two view conflicts instead of three views. Those are classical view of conflicts and modern view of conflicts, classical view pointed out conflicts are bad and must be avoided at any cost. Modern view of conflicts categorized functional conflicts (those are supported for group performance and organizational performance)

and dysfunctional conflicts (those conflicts hinders the group performance and organizational performance). Functional conflicts and dysfunctional conflicts described as follows.

Grounded theory

Grounded theory was developed by Glaser and Strauss (1967) and has become the most popular method for analyzing qualitative data (Bryman, 2004). According to Neuman (1997) the purpose of grounded theory is to develop a theory that is based on the actual data and involves the researcher using micro level events as the basis for a macro level explanation. Grounded theory is defined as "theory that was derived from data, systematically gathered and analyzed through the research process. In this method data collection, analysis and eventual theory stand in close relationship to one another" (Strauss & Corbin, 1998). They say that data can come from interviews, observations or texts and often involve various combinations of these.

According to Bryman (2004) there are two core features of grounded theory. Firstly, it looks to develop theory from data with no prior theoretical preconceptions (Glaser & Strauss, 1967). Secondly the grounded theory process is iterative, meaning it is evolutionary, and theories are continually revised as new data is obtained.

Strengths and weaknesses of grounded theory

According to Neuman (1997) one of the main attractions of grounded theory is that it shares several goals with positivist theory and is therefore relatively compatible with it. These shared goals are that it looks to develop a theory based on the evidence the research uncovers, that it is precise and rigorous and that it is capable of being replicated.

Crano and Brewer (2002) claim the major weakness with grounded theory is that it is based on developing initial ideas and then having them influenced by a sequential flow of new data. They say that the initial ideas bias the results. Rosenthal, Persinger, Vikan-Kline and Fode (1963) performed experiments which demonstrated that when researchers had their initial ideas either confirmed or disconfirmed early in the research process subsequent ideas reflected the early confirmation or disconfirmation. Crano and Brewer (2002) explain the way to remove this bias is to wait until all the data is collected before commencing analysis and point out that this approach contradicts grounded theory's requirement to develop ideas and allow them to be influenced by new data.

Other criticisms of grounded theory are that according to Bryman (2004) it is doubtful whether grounded theory analysis always results in theory being developed. He also says that there are not clear lines between some component parts of grounded theory such as "concepts" and "categories" and that it is unrealistic to expect that researchers can actually shut out their own prior experience and beliefs when looking at data.

It also appears that Glaser and Strauss (1967) may have been idealistic rather than realistic in arguing that researchers should try to have no prior knowledge of the area they are studying. In the academic world researchers tend to specialize in an area. Yet the grounded theory thinking that researchers should try to have no prior knowledge suggests an approach that is almost the opposite of how most academic research occurs. Furthermore researchers, when they design questions to ask in interviews, need a level of understanding of a subject in order to create meaningful questions. This probably requires they either have expertise in an area or review the literature before formulating questions. For these reasons the view that researchers should try to have no prior knowledge seems unrealistic.

In this research the areas that were explored in the interviews were the areas that emerged from the literature review. This meant that the questions in this research were grounded in the literature. This situation is likely to occur in most research projects where the researchers have prior expertise.

Glaser and Strauss eventually disagreed and published conflicting views about this point. Glaser (1978) encourages the researcher to take the approach of having little prior knowledge of the subject while Strauss and Corbin (1990) were of the view that the researcher will have prior knowledge and should not try to forget this. Charmaz (1995) and Henwood and Pigeon (1996) took this position even further, arguing that it was impossible for researchers to have no prior hypotheses.

Glaser (2004) revisited this issue in 2004 and took a more moderate position. He explained the danger he perceived in having conducted a detailed literature review prior to conducting the interviews. This is that the results from the literature review can lead to violation of the basic requirement of grounded theory that theory emerges from the data. This explanation by Glaser (2004) means that it is violating the requirement that theory emerge from the data that is the danger. Conducting a literature review prior to the interviews is therefore only problematic if it leads to theory that is not based in the data. Presumably this means if there is a literature review conducted prior to interviews but the grounded theory that emerges subsequently has no relationship to the literature then Glaser would be satisfied that no violation of the core principle of grounded theory had occurred. This is what occurred with this research as the theory that emerged from the interviews was unrelated to almost all the literature on conflict.

Social constructionism

According to the Penguin Dictionary of Psychology (2001) social constructionists argue that there is no such thing as an objective reality. They maintain that all knowledge is derived from the mental constructions of the members of a social system. Burr (1998, p.119) explains why socials constructionists take this position:

Social constructionism argues that our understanding of the world and each other is socially constructed through our interactions with each other, especially in our use of language and that our thinking rests on the use of concepts and assumptions which are embedded in our language.

This line of thinking links language to what we perceive as reality. Weedon (1997, p.21) builds on this idea and explains how the use of language means that our ideas of ourselves mean that our subjectivity is socially constructed:

Language is the place where actual and possible forms of social organisation and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed. The assumption that subjectivity is constructed implies that it is not innate, not genetically determined but socially produced.

Burr (2003) claims there is no single all-encompassing definition of social constructionism.

However, she says all social constructionist approaches have at their foundation one or more of the following key assumptions:

1-Social constructionism takes a critical view of accepted knowledge and contends that there is no objective reality for an observer. Reality is heavily influenced by language and presents itself through the personal experiences of the observer.

2- Historical and cultural specificity. The ways we classify things are historically and culturally specific. These categories develop through the social interactions between people at a time and in a particular place. Categories of understanding, therefore, are influenced by situational factors.

3- Knowledge is sustained by social process. How reality is perceived at a given point in time is determined by the conventions of communication in force at that time.

4- Reality is socially constructed by interconnected patterns of communication behavior. Within a society reality is defined by complex patterns of ongoing actions. Social constructionism posits that knowledge and social action are connected.

As it challenges accepted knowledge, social constructionism has aspects consistent with the approaches identified by Del Collins in her comments on how science threatens dualism. For example, Burr (2003) gives gender as an example of an aspect of life that is socially constructed, the same subject that was used in the literature review as an example of dualistic thinking. However social constructionism has not specifically identified dualistic thinking as something that it opposes. However as social constructionism takes a critical view of taken for granted knowledge it seems only a question of time before social constructionists embrace the idea of opposing dualistic thinking.

In identifying how reality is perceived as dependent on communication behavior, social constructionism implicitly identifies that those that control language can create reality. In this respect social constructionism exposes the power of those controlling the media. It can therefore be expected that the subtle forces of power will be supporting approaches that are in opposition to social constructionism.

Features of social constructionism

Burr (2003, p.5) claims that social constructionism is anti- essentialist:

Since the social world, including ourselves as people, is the product of social processes, it follows that there cannot be any given, determined nature to the world or people. There are no essences inside things or people that make them what they are.

She claims this aspect of social constructionism is widely misunderstood as many people believe social constructionism can be linked to nurture in the nature versus nurture debate. Burr (2003) says this understanding is essentialist and while it is consistent with the view taken in some kinds of traditional psychology it cannot be called social constructionist. Nightingale and Cromby (1999) describe this dynamic slightly differently to Burr (2003), calling it a relativist epistemology. They say that since social constructionists contend we can only conceive of reality using language, then language creates our relative reality and true reality is inaccessible. This means we need not consider true reality.

Realism is the doctrine that an external world exists independently of our representations of it. Representations include perceptions, thoughts, language, beliefs

and desires, as well as artefacts such as pictures and maps, and so include all the ways in which we could or do know and experience the world and ourselves. Relativism repudiates this doctrine, arguing that since any such external world is inaccessible to us in both principle and practice, it need not be postulated or considered (Nightingale & Cromby, 1999, p. 6).

This means language is reality as far as humans are concerned as they cannot conceive of reality except through language:

Everything we think of or talk about, including our identities, our selves, is constructed through language, manufactured out of discourses. Nothing has any essential independent existence outside of language (Burr, 2003, p.105).

While it would be easy to conclude from this comment that social constructionists see language as the only reality Edley (2001) says this is not the case. He explains that real phenomena are only understood through concepts that are expressed in language and in this sense their reality is socially constructed. Thus real phenomena are not socially constructed but the way we think and speak about them is socially constructed.

The social constructionist approach is consistent with the approach taken in the literature review which looked at conflict from the perspectives of power and dualism. Furthermore I found it difficult to disagree with the social constructionist perspective on essentialism. This meant social constructionism was the appropriate paradigm to use with this research.

2.3 Conceptual Framework

The aim of this chapter is to develop a conceptual framework that is based on the theoretical framework. The conceptual Framework will then be used to analyze the results of the research.

2.3.1. Conflict resolution model

Summarizing the facts about managing conflict, a model for conflict resolution has been developed. The model's is partly based on the conflict resolution model of Badler, taking into account the literature review which represents the conflict resolution approach of US managers. This model can be applied to respond to a conflict situation in an assertive manner. It consists of seven steps which will be described in Figure 8.
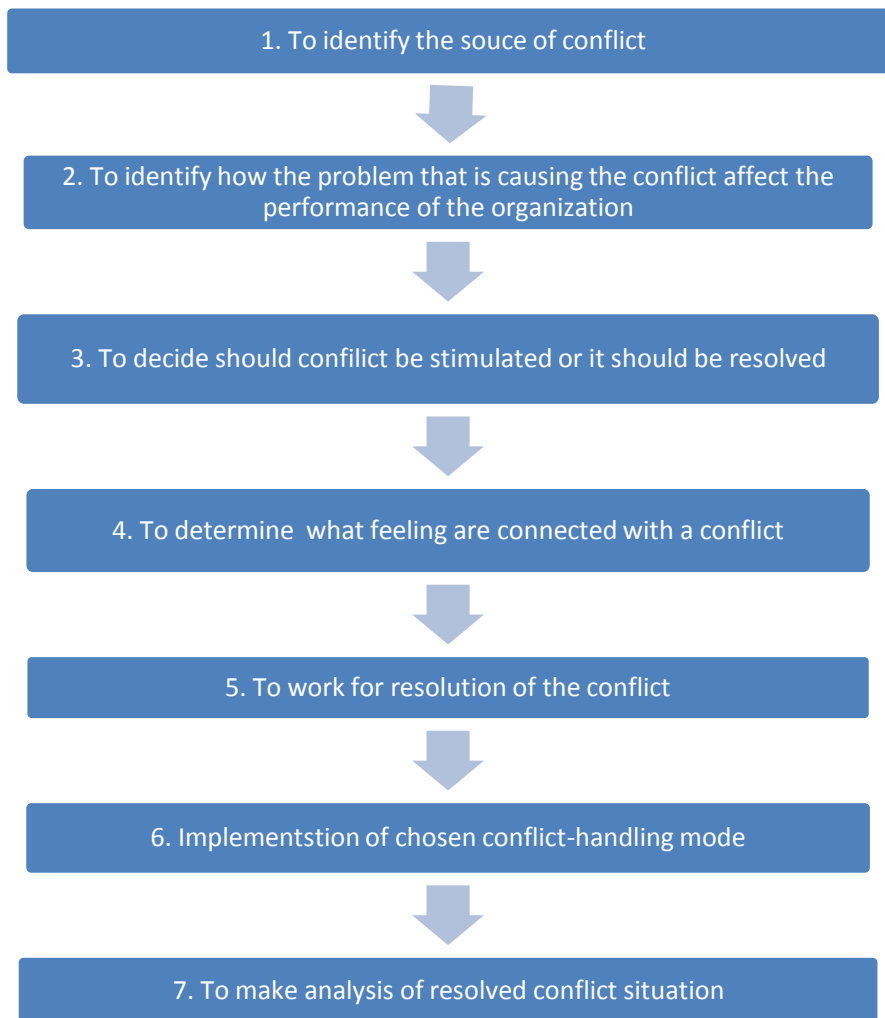
Figure 8: Conflict resolution model

1. To identify the source of conflict.

In this stage it is necessary to collect appropriate information regarding the problem. It will be easier to deal with a conflict situation if more information is gathered about the source of conflict. The main sources of conflict in the organization are structural factors, personal factors and communication.

In order to identify the source of conflict, the best course of action is to talk to each party involved in the conflict. A manager needs to find out what has triggered the problems and what is keeping them alive (Managing Conflict in the Workplace, 2012).

Another way to find a source of conflict is to use questionnaires for staff and, interviews with employees. Nowadays focus groups are an increasingly popular technique among managers. For instance, a manager meets approximately 20 representative staff from each department to discuss

strengths and weaknesses of the organization and what they would like to improve (Torrington, Hall, & Taylor, 2005).

2. To identify how the problem that is causing the conflict affects the performance of the organization.

A manager should investigate the correlation of conflict to the level of performance. Performance appraisal can be identified as the assessment of a person's contribution to an organization. Job performance can be assessed in terms of behavior and outcomes. It is useful to know which goals and employee has. It can identify performance deficiencies by determining how well an individual does his/her work. For example, if an employee had a goal to reduce expenses by ten percent but he reduced it by only five percent. In this case the performance level has decreased. Also the performance of individual or departments can be compared with one another. Gaps in the performance can be identified by comparisons over time. For example, a manager sold one thousand DVDs last month and only seven hundred this month. It is clearly that there is a performance gap in the organization (Schuler & Huber, 1993).

3. To decide should conflict be stimulated, or it should be resolved.

It is believed that this decision depends on the type of the conflict. As discussed earlier, there are two types of conflicts: functional and dysfunctional.

Functional form of conflict or constructive conflict supports the goals of the organization and improves its performance; it encourages greater work effort and stimulates task performance. Dysfunctional conflict or a destructive one leads to decreased productivity. This type of conflict usually hinders organizational performance. Conflict here has a destructive affect. It should be managed before it destroys the organization.

Thus, during this stage, the type of conflict should be identified. If the conflict is functional the decision should be to stimulate conflict, in contrast if conflict is dysfunctional, it should be resolved as soon as possible.

4. To determine what feelings relate to a conflict.

Conflicts are usually associated with strong emotions. If a person who is involved in the conflict doesn't control his/her feelings and cannot understand his/her real needs, it will be hard to communicate with others.

In this situation it is very important to possess emotional awareness. Emotional awareness is very useful for understanding yourself and others. Many people can ignore such strong emotions like anger, sadness or fear. But the ability to deal with conflict depends on being in touch with these feelings. If people are afraid of strong emotions and they try to find solutions that are strictly rational, their opportunity to face and resolve differences will be lost. Emotional awareness is closely connected to emotional intelligence.

Emotion- related behaviour and emotional intelligence skills directly affect the choice of conflict management strategy. It is important to identify a relationship between the emotional intelligence and conflict management strategy in order to choose an appropriate conflict management strategy.

5. To work for resolution of the conflict.

When the conflict is determined as destructive or constructive and further stimulating or resolving approached have been chosen further work should be done on finding ways for resolution of conflicts. In doing so, appropriate conflict management style must be applied, depending on stimulating or resolving approach. If conflict is determined as constructive as it improves performance of the organization, it is needed to be stimulated. Stimulating conflict is considered as an approach that requires an up-front initiative aimed at minimizing the impact of potential negative conflict.

If the conflict is defined as destructive a conflict management technique should be chosen to resolve it. There are five conflict management styles: avoiding conflict resolution, competing style or forcing style, accommodating conflict resolution style, compromising conflict resolution style and collaborating conflict resolution style. This style is often described as the win-win scenario. Both sides creatively work together to achieve the goals and desired outcomes of all parties.

However, each of these five conflict resolution styles may be appropriate and effective in certain situations. The implementation of the styles depends on personality of parties involved in the conflict, the desired outcomes, and the time available.

6. Implementation of chosen conflict-handling mode.
This step can be characterized as an action step where the chosen conflict-handling mode is actively implemented. During the resolution of conflict, the actions towards resolving the issue should be completed in an acceptable timeframe.

During this step the people who are involved into the conflict should evaluate the behavior of the other parties to predict where a potential issue might arise and look for productive decision. Also each individual must pay attention at his or her own general behavior (Victor, 2012).

7. To make analysis of resolved conflict situation.

When conflict has been resolved, it should be analyzed to identify what caused the conflict situation to begin with and what measures should be made to prevent the reoccurrence of the conflict. It is often observed that companies make the same mistake; they don't have the post conflict management analysis, which is crucial for conflict management (Badler, 2008).

During this stage, participants summarize and review what they have agreed upon. When the decisions have been reviewed it is important to find out if:

1. The interests and needs of all parties have been met as adequately as possible.

2. The decisions can be applied effectively.

3. The solution has the short- or long-term effect.

4. The relationships between the parties who were involved in the conflict, has been improved (Borisoff & Victor, 1998).

The aim of the created conflict resolution model is become a point of reference when comparing the approach based on current scientific knowledge of conflict resolution with the conflict resolution approach used by Icelandic organizations. In order to get insight into conflict management practices used in Icelandic companies, the survey was conducted, which will be discussed further in the Methodology chapter.

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CHAPTER THREE

RESEARCH METHODOLOGY
</div>

3.1Introduction

In this chapter the research methodology will be discussed and justified. The research methodology will give guidelines as to how the needed information should be gathered and processed.

3.2 Description of the study Area/Organization

The study is designed to investigate the practice on dealing with conflict in workplace of SNV, Netherlands development organization, NGO in Ethiopia, Addis Ababa. Research design is a strategy used by a researcher to carry out an investigation during a research in an organized and efficient manner in order to help decision making to be more effective and objective. The research design used in this study involved the collection of data from both primary and secondary sources.

3.3. Research Approach and Design
3.3.1 Research Design

In any study, the research design constitutes the blueprint for the collection measurement and analysis of data Kothari (2004). This study adopted a descriptive and explanatory research design.

Descriptive study was undertaken in order to establish and be able to describe the characteristics of the variables of interest in the study (Kohtari, 2004).

A descriptive research design can use a wide variety of research methods to investigate one or more variables. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories.

It is useful when not much is known yet about the topic or problem. Before you can research why something happens, you need to understand how, when and where it happens.

3.3.1.1 Population and Sample Size and Sampling Technique
3.3.1.2 Population

The total workers in the study are workers working in the organization, at the headquarter in Addis Ababa which is located around Bole behind skylight hotel. A total population of the workers in the selected headquarter of SNV that are permanent employees are included in the study.

3.3.1.3 Sample Size

Qualitative research experts argue that there is no straightforward answer to the question of 'how many' and that sample size is contingent on a number of factors relating to epistemological, methodological and practical issues (National Centre for Research Methods Review Paper. 2012). Sandelowski (Res Nurs Health. 1995;18(2):179–83.) recommends that qualitative sample sizes are large enough to allow the unfolding of a 'new and richly textured understanding' of the phenomenon under study, but small enough so that the 'deep, case-oriented analysis' (p. 183) of qualitative data is not precluded. Morse [11] posits that the more useable data are collected from each person, the fewer participants are needed. She invites researchers to take into account parameters, such as the scope of study, the nature of topic (i.e. complexity, accessibility), the quality of data, and the study design. Indeed, the level of structure of questions in qualitative interviewing has been found to influence the richness of data generated, and so, requires attention; empirical research shows that open questions, which are asked later on in the interview, tend to produce richer data. Thus 14 participants were selected depending on the their reputation in creating work place harmony and their best practical work experience.

3.3.1.4 Sampling Technique

Participants were identified using a combination of purposive and snowball sampling (Babbie, 2007). Identifying appropriate subjects to interview was problematic as at the outset of this thesis I planned to interview conflict industry professionals for their views as to what could be done about workplace conflict. According to Mackie (1991) ADR includes all the methods for resolving conflict. This meant that conflict industry professionals may not be appropriate interviewees for questions on how to reduce levels of destructive conflict within organizations. For this reason, it was decided to interview a combination of business and conflict professionals. Accordingly, the subjects backgrounds included managers who have a reputation for creating harmonious workplaces, managers who work or worked for

organizations that had a good reputation for the way they treated staff, lawyers, human resources professionals, workplace conflict professionals, and workplace trainers. Through my extensive network of business contacts, I was able to identify a number of organizations and managers with good reputations when it came to creating harmonious workplaces and treating staff well.

3.3.2 Research Approach

For this study qualitative research approach was used. Qualitative approach used to analyse open-ended questions and triangulate in explaining.

Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. This method is not only about "what" people think but also "why" they think so.

Qualitative research methods are designed in a manner that help reveal the behavior and perception of a target audience with reference to a particular topic. There are different types of qualitative research methods like an in-depth interview, focus groups, ethnographic research, content analysis, case study research that are usually used. The results of qualitative methods are more descriptive, and the inferences can be drawn quite easily from the data that is obtained.

Qualitative research methods originated in the social and behavioral sciences. Today our world is more complicated, and it is difficult to understand what people think and perceive.

3.4 Source and Instruments of Data Collection

To fulfill the purpose of the study, the researcher was used both primary and secondary data. Primary data was collected from the sample selected, i.e. the employees, using questionnaire and preliminary interview as a method for data collection. Secondary data was collected from the company records on the previous works, books, journals, organizational reports and company's magazine.

3.4.1 Data Collection

I was decided to collect qualitative interview data for this research project using semi-structured interviews. In comparison to the alternative approaches of using structured or unstructured interviewing, semi-structured interviewing features both a degree of structure and the flexibility to allow further exploration of topics that arise during the interview that may be of interest to the researcher (Bryman & Bell, 2007). Furthermore, semi-structured interviewing means that key interview questions can be consistently asked, and this means that responses can be compared and this helps with data analysis (Patton, 2002).

According to Patton (2002) a weakness with semi-structured interviewing is that using standardized wordings with questions may limit the naturalness of the answers. Patton identifies (2002) a potential problem area as the interviews all followed the same format and began with the question about how to define conflict. However, in every case the interviews quickly became quite intense. It was clear that the participants were all prepared to openly and freely contribute their views on workplace conflict. The freedom to explore issues that the semi-structured format allows was very beneficial. It meant that the interviews could flow a little like an everyday conversation and this resulted in a level of intensity in the interviews that was notable. As the interviewer the naturalness of the interviews did not appear to be compromised through using semi-structured interviewing. The feedback I received, at the end of each interview, was that the participants had enjoyed the experience and would be prepared to repeat the process. This occurred with every interview.

A further potential weakness with using semi-structured interviews is that the process can be very time consuming for the researcher (Robson, 1993). This was a fair criticism in this project as the participants were all busy professionals and needed to be visited to conduct the interviews. However, the quality of the data obtained and the fact that I had the time available
to use this methodology meant that this weakness was not an obstacle in this particular research project.

The interviews

Semi-structured interviews took place between late April and first of May of 2020. 14 interviews were conducted using a semi-structured format. The interviews occurred in the workplaces of the participants as this was convenient for them and an environment in which they felt comfortable. At the start of each interview a consent form was given to the participant and once it had been read and signed the interview commenced. This was a slightly awkward aspect to the interviews as there is a tension that occurs when you ask someone to sign a written document when you do

not know them very well. Furthermore, at this point the researcher dealt with the issue of confidentiality, explaining to the participants how their comments would remain confidential and this topic enhanced the tension that existed with the appearance of the consent form. However, with subsequent small talk this tension soon evaporated.

The interviews generally lasted a little over a quarter an hour and were comprised of 14 core questions (see Appendix 1). These questions explored the participants" views on how to define conflict, win-win outcomes, conflict resolution processes, power, what factors affected levels of destructive conflict, harmonious workplaces, gender, culture, workplace conflict management systems and training. The themes explored by the interviews were closely related to the themes that emerged from the literature review, as I found that without completing the literature review I was unable to design questions that were relevant to what was in the literature. This led me to opt for the Strauss and Corbin (1990) version of grounded theory.

All the interviews were recorded using a no tape recorder. This meant that there were delays when one side of a tape finished and needed to be changed. While the researcher was aware that this could be a source of irritation for the participants, the interviews had all reached the point where the participants were fully engaged in the interview when the tapes needed to be changed and this probably explains why the changing of tapes did not appear to be problematic during the interviews. During all the interviews notes were taken, although the interviewer tried to keep these to a minimum. The reason for this was a desire to maintain
eye contact with the candidates during the interviews as this made the interviews feel more natural. The researcher noticed that the intensity of the interview appeared to drop when eye contact was not regularly maintained.

3.5 Data Analysis

As this research followed the ideas of Glaser, two types of coding, open and selective were used in this research.

Glaser (2004) describes the grounded theory process as beginning with open coding. This involves a line by line analysis of the data. He recommends looking at the data from every possible angle in order to identify what it means. He says researchers should constantly question what the data means and how it should be grouped and labelled during open coding.

Glaser (2004) says the process of open coding eventually identifies the core variable and that once this has been identified the second stage of the grounded theory analysis can begin.

This second stage is selective coding and involves refining and focusing the research on the data that is relevant to the core variable. The process of open coding identified ten themes and the core variable took months to emerge. However, it did occur as Glaser (2004) said it would. This led to a grounded theory being identified.

Braun and Clarke (2006) warn that during selective coding it is easy for a mismatch to occur between the data and the analysis. For this reason, the data was carefully analyzed again and again for consistency. For example, the conflict resolution literature reviewed did not mention systemic factors could be important sources of workplace conflict. When a respondent identified that workplace conflict often had systemic causes it was inconsistent with the conflict literature. This led to a focused analysis of the texts to see whether there had been references to systemic conflict made through both direct as well as indirect comments in the interviews.

3.6 Validity

Validity refers to the extent to which measurement of instrument measure what is intended to measure. It is the strength of our conclusions, inferences or propositions. It involves the degree to which you are measuring what you are supposed to, more simply, the accuracy of your measurement (Adams, 2007).

Therefore, pilot test was conducted, and this validation will made to get some evidence on whether the content of the items will be relevant in helping to answer the research questions as well as to check the clarity of the questions through discussion with experts and advisor.

3.7 Reliability

The reliability and trustworthiness of data gathered during a research project is obviously of great importance. Robson (1993) cites Lincoln and Guba (1985) who proposed using credibility, transferability, dependability and confirmability as criteria to test the trustworthiness of qualitative research. Credibility is a measure of whether the research findings are a valid construction of reality (Robson, 1993). He says this is often a problem issue with qualitative research. Taylor and Bogden (1998) recommend using triangulation to check credibility. This means the researcher should compare multiple sources of data with the interviews. This is what occurred in this research project. As the participants came from a variety of backgrounds triangulation was possible in the interview process. However, the main source of triangulation was the extensive literature review.

Transferability refers to the ability of the research to be replicated beyond the specific research context and is often viewed as impossible with qualitative research (Bryman & Bell, 2007). As the participants in this project had, in some cases, relatively unique backgrounds, it is unlikely that the data that emerged from their interviews could be exactly replicated. In this respect the criticism identified by Bryman and Bell (2007) can be levelled at this research.

Dependability deals with the participants" views on whether the data has been reliably interpreted (Ghauri & Gronhaug, 2005). Lincoln and Guba (1985) believe that demonstrating credibility is sufficient to satisfy the issue of dependability. Dependability by itself is difficult to establish and so it is helpful to use credibility as a method to satisfy dependability.

Confirmability is defined by Ghauri and Gronhaug (2005) as dealing with the danger that the analysis distorts the data and is made up by the researcher. The way that this issue was dealt with was through using many direct quotes, thereby letting the words of the participants answer the challenge of confirmability.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Results and discussion

The questions in the semi-structured interviews were designed to explore the participants views on the broad areas and themes identified in the literature review. The interviews were all transcribed. As there was too much background noise with one of the interviews it was not possible for it to be transcribed and so 13 interviews were transcribed. The interviews were coded and analyzed using a grounded theory approach. There is debate as to how many different types of coding should occur with a grounded theory approach. Bryman (2004) identifies three types of coding: open, axial and selective. However, Charmaz (2004) and Glaser (2004) only identify two; open or initial coding and selective or focused coding. Following transcription, a lengthy process of coding and reflection occurred. The process of open coding was used to identify the key themes that emerged from the interviews. The themes identified through using open coding are:

Theme 1: A lack of consensus in defining conflict

The literature perceived that there was a lot of misperception with regards to how struggle ought to be characterized, and this was reflected in the reactions. Two participant distinguished clash as including differentiating understandings. Most different participant referenced conflict as happening when the gatherings see things contrastingly and oppose this idea. Just one of the participants recognized conflict as existing when one of the gatherings felt awkward.

Half of the participant distinguished conflict as a difference between at least two individuals. This was clarified by three participants as including negative feelings including dread, absence of enthusiastic control, serious conduct and feeling awkward. This point of view inferred that conflict was negative and a sign that things were some way or another broken. Participant 6, an arbiter, remarked on how this recognition was a mixed up one. She said that "the word conflict presumes antagonism however; we're starting to consider conflict to be only an ordinary common almost things is". She supported supplanting the word struggle with one that didn't have negative undercurrents. Participant1, developed this point "The difficulty I have is that the word struggle, individuals consider that to be showdown, it's definitely not. It's simply typical, day by

day interaction between people". Five of the participants concurred with this view conflict was ordinary. Participant7 clarified how it was a piece of both inward and outer life "Struggle is surrounding us, inside, remotely, all over".

Three participants went further, participant1, asserting:

"What you are truly discussing is the means by which people coexist with one another and the appropriate response is we rub along. It's just through the conflict of thoughts that we get progression. It is just through the conflict of thoughts that we get deliberate focus".

Participant11 called attention to that "Occasionally struggle is acceptable" and Participant 4 stated:

"There is continually going to be conflict. You have new individuals coming in, you have individuals who have been there for some time, changes in conditions, you have new jobs, there's a component of conflict that ought to be there. Where you have a ton of vitality and you have a great deal of drive you as a matter of course get conflict. Individuals who are exceptionally determined regularly roll over the highest point of others who aren't".

Discussion

The two participant who imagined that the parties sees must be inverse for there to be struggle, shown dualistic reasoning. This is on the grounds that this position is excessively oversimplified. Struggle can happen if there are contrasting perspectives and this doesn't really mean the perspectives are contrary energies. Contending that conflict exists when there are contrasting perspectives is progressively separated".

The reasonable lion's share upheld the meaning of conflict as existing when two gatherings oppose this idea. This implied a reasonable larger part bolstered a place that appreciates support from a great part of the writing (Lulofs and Cahn, 2000; Cahn and Abigail, 2007) however which was not the definition that the writing survey recognized similar to the most grounded, that will be that conflict exists when it is felt by one of the gatherings.

A grounded hypothesis approach necessitates that the outcomes structure the premise of the hypothesis thus despite the fact that the analyst despite everything accepts the conflicts for characterizing conflict as existing when one gathering feels difference are convincing, obviously most of participant couldn't help contradicting this definition and their perspectives are what makes a difference.

That a portion of the participant saw "conflict as negative while others put forth the attempt to clarify that conflict was an ordinary and regular part of life was likewise critical". This is on the grounds that the writing audit recognized how there is a general misperception of conflict as being simply negative (see Brandon and Robertson, 2007). The participants" reactions showed that the writing was right and that there is a recognition that conflict is simply negative. In any case, the reactions additionally demonstrated that scientists as well as some conflict experts and supervisors saw conflict as an ordinary piece of life. That one of the participants said "now and again conflict is acceptable" was an unmistakable sign that that conflict is simply negative is being tested both by inquire about and by certain supervisors and struggle experts.

Pruitt (2008) has a formerly referenced view that is reliable with the participants" reactions. He sees conflict as an ordinary piece of authoritative life. He additionally sees conflict acceleration as typical and calls attention to that gentle heightening can be useful as it distinguishes issues and persuades the gatherings required to determine them (Pruitt, 2008). What he sees as an issue is serious clash acceleration. This is on the grounds that as it can upset an association from working and can become self-energizing. This separated position is reliable with the participant who accepted that conflict was an ordinary piece of life. It is additionally predictable with the perspectives that conflict can be an issue. Pruitt's (2008) see that conflict is typical in associations and possibly turns into an issue when it turns out to be seriously raised is predictable with the appropriate responses from the participant.

Social constructionism as it sees talk as the key would see struggle is being the after effect of inconsistent talks. Anyway, as social constructionism as per Burr (2003) sees social research that attempts to distinguish what is ordinary and what isn't typical as devices of social control the social constructionist position doesn't attempt to recognize whether conflict is ordinary.

Theme 2: The need for respect in the workplace

The most strongly supported theme that emerged from the interviews was how critically important respect was. The issue of respect was repeatedly raised by most participants

throughout the interviews. Management just listening to staff in a respectful way and implementing their recommendations was enough in some organizations to create a good work environment. Participant 11 described how a new CEO:

Came and picked up the Employee Opinion Survey and made all the changes that the people had asked for. He listened to the knowledge inside the organization and grew it and it was a wonderful environment. He has since moved on and it has regressed.

Participant 1 described how the chairman of a large listed company in Ethiopia had such a concern that management should listen to staff that at one stage he would dress in dirt overalls and prowl the coffee rooms listening to what the staff on the ground were saying.

"That's how he used to operate but the company was totally harmonious".

Participant 11 went even further as she identified "management listening to staff gave a company a competitive advantage as well as creating workplace harmony What makes this company successful is an open-door policy where people can go in and talk to the senior managers and directors".

Some participants believed it was also important that staff respected the CEO and said for this to happen "it was crucial that the CEO spoke and acted consistently". Participants were asked in one question to describe the most harmonious workplace they had experienced. This left them with the opportunity to describe what factors they believed contributed to low levels of destructive conflict. There were only six participants that had experienced harmonious workplaces. Participant 7 described a harmonious workplace where the CEO was "A man who firmly believed you should do good and this gentleman walked what he talked. There was no conflict there at all".

Other participants mentioned the importance of respect flowing in all directions. Participant 13 identified a harmonious workplace she had worked in where "the CEO was clearly respected and listened to staff: The boss was quick to make decisions and they were fair. She didn't particularly seem to have favorites and she gave people space to say what they needed to say in interviews".

Participant 7 identified "staff respecting each other as individuals as critical for there to be workplace harmony".

Participant 4 described the key to creating workplace harmony as:

"I think what really drives that harmonious sort of culture is an underlying respect for everybody within the organization and a value sharing, which is really driven by communication, open communication. So, you treat people like everybody is the managing director, like they are entitled to know what is happening within the organization". "The other side is "walk the talk". You will never have a harmonious organization where managers say, "do this but do as I say not as I do". So, I think staff will follow and behave according to how they see the people leading, absolute truth".

Respect was also emphasized in the answers to the question about what causes systemic conflict. For example, participant 13, identified disrespect as the main cause of systemic conflict when she said, "Systems that cause conflict might be where decisions are made about people's jobs with no consultation". What could be more disrespectful to staff than this?

Participant 7 also believed disrespect was what caused systemic conflict, she described a situation where she was not treated with respect in an organization she had worked for some years previously:

"I worked in a bank where the culture was appalling. I had a man, one of the owners, throw his keys at me and said something that upset me".

She was still upset with the way she had been treated and thus the effects of disrespectful behavior by management can be long lasting and may not always diminish with time.

While participants identified that respect was the key to creating harmonious workplaces, an emerging trend of disrespect in Ethiopia was identified by participant 7. She believed that this was a major and growing problem in Ethiopian businesses "Somewhere along the line we've lost fundamental respect for each other". She thought this problem was one of the biggest facing Ethiopian society "It's huge, it starts politically, it starts socially, and it just feeds down".

Discussion

Earlier in this thesis the dangers of overly simplistic, dualistic, either-or thinking were described (Del Collins, 2005). This led to the conclusion being reached in the literature review that staff feeling the need for dignity and respect were symptoms of the problem rather than the problem

itself. The patterns of thinking by management that led to staff feeling the need for dignity and respect were identified in the literature review as the real problem. Thus, management being seen to occasionally act in ways that respect staff may not result in less destructive conflict.

On reflection the literature review implicitly described that what staff were looking for was also a pattern of respect rather than an occasional episode. It also appears that participants are describing patterns of respect in their answers as to what is required for there to be workplace harmony. This is because a random act of respect in the context of a pattern of disrespect would not be enough to change people's perception that they were not feeling respected. Looking for patterns of respect avoids the potential problem of there being an act of respect that is not representative of a general approach of disrespect. Thus, the importance of patterns of respect is identified in this research.

One might assume that the influence of the CEO in an organization may only play a role in organizations where the staff and the CEO work in the same location but not in large organizations where there are thousands of employees in different locations around the country. However, the participants" responses indicate that the influence of the leader applies throughout organizations, irrespective of their size and number of offices. Participant 1 gave an example of a chairman creating harmony in a large organization where there were thousands of employees and multiple locations. While this example showed that the influence of the leader can affect the entire organization it was a problematic example as it involved using fear as a tool to get managers to listen to staff. Managers who have signed an undated letter of resignation can be expected to be fearful that if they do not do what the chairman requests their letter of resignation will be dated. It is also hard to imagine any organization being totally harmonious as the participant described. That this approach resulted in a notable increase in workplace harmony seems more realistic.

The focus on respect in the responses partially validates the position of Randy Hodson (2001), who argued that worker dignity is the key to creating harmonious workplaces. As none of the participants in the organization mentioned dignity and almost all mentioned respect.

It was also notable that two participants identified the importance of management walking their talk. Walking one's talk was explained by one of the participants as management not saying one thing to staff and doing something different. It is understandable that staff would struggle to respect a manager that said one thing to staff and did not then act consistently with what they said.

From a social constructionist perspective, the need for respect is the need for a discourse of respect in the workplace. An occasional respectful act is not a discourse as the disciplinary power of discourses has a long-term impact on behavior.

Theme 3: Power is a key aspect of workplace conflict

Most respondents identified power as a critical aspect of workplace conflict. Participant 7, said, "It's everything, it's absolutely everything". She described a situation where a CEO didn't like that her manager took turns with her to make cups of tea and used his power to stop this occurring to demonstrate how power is a critical aspect of conflict. Other participants had a similar view of the importance of power. Participant 8 called it "immense" and participant 13, said "I think the issue of power affects every relationship in daily life. So, I think power is a huge issue".

Participant 4 took a slightly more differentiated position on the issue of power as she linked it to knowledge:

"I think that information of power is a dangerous thing. I think that keeping half the organization in the dark means that you will not achieve anything. It gives people power over others. I think openness is important as it diffuses the situation and takes that power away. I think it's driven by the behavior of the people at the top".

Participant 11 was very aware of the dangers of disrespectful use of power as destructive:

"When you have a manager, who is using power to lord it over his employees, what he tends to do is make people feel bad. Now often this is covert. It could be passive aggressiveness, but he'll know their vulnerabilities, and everyone has insecurities and feelings of inferiority and they have a bad day, and everyone has a sense of incompetence. Everyone carries it in different ways and a power-based manager will use that to control his staff and make them jump through hoops. It is ultimately negative".

Participant 6 had also experienced power being used disrespectfully by the CEO: She described a work situation where the CEO would have decided on a course of action but would call interviews to discuss what action to take:

"When anyone expressed an opinion that was against what the CEO said, he would cut them down and explain why they were wrong. Everyone became convinced that there was no point in saying anything".

Several participants explained how power could be used constructively or destructively.

Participant 7 explained this as:

"Power trips cause some of the biggest problems, they are so destructive. I think that power used in the wrong way is extremely disruptive but power, when it's backed up with good self-confidence and self-esteem is constructive".

Two of the participants worked in organizations that had a good understanding of the dangers of destructive power. Participant 3, an excellent reputation for its treatment of staff explained how that company approached power:

"The power was not based at all on people's positions, like the operations manager would not have any more I guess perceived power than the mailroom assistant. Everybody had complete control over their roles, and they were given the authority to manage their roles in the way they saw as effective. They could make decisions which most people at certain levels in organizations can't. They were encouraged to make those decisions. They were given guidance when they were new, instructed how they should do things until they were trained, but they were always given the authority from day one to make decisions about how they could make their jobs better".

participant4, she said that when people learned that the company took this approach many people wanted to come and work there.

Discussion

In the literature review the history of modern conflict resolution was traced back to Weber (1948). It was mentioned that Weber considered power was the most important aspect behind conflict, explaining how power is legitimized in society and claiming that conflict is actually derived from social power. Folger et al.(2005), Kolb (2008) and Hocker and Wilmot (1995) also view power as of critical importance and describe it systemically. Furthermore, it has already

been mentioned that Jaffee (2008) claims organizational conflict has its origins in the industrial revolution, where workers began to resist and rebel against capitalist employers. Jeffie's (2008) comments identify that workplace conflict originated as a systemic form of conflict caused by the way employers used power.

In the discussion of power in the literature review a split was identified between conflict theorists who believe systemic power was a critical aspect of conflict (Folger et al.2005; Kolb, 2008 and Hocker and Wilmot, 1995) and those that believed systemic power was of no importance in conflict (Burton, 1990; Lulofs & Cahn, 2000; Cahn & Abigail, 2007; Tillett & French, 2006 and Ellis & Anderson, 2005).

There was a consensus amongst respondents that power is a very important aspect of workplace conflict. Furthermore, what the participants were describing when they gave examples of power causing conflict problems in the workplace was, in every case, systemic use of power. This meant the participants" views on the importance of power were consistent with those of the conflict theorists that identified power as a systemic issue that was of critical importance in conflict. As this research takes a grounded theory approach the participants" views are what matters. Accordingly, power is clearly a systemic issue in workplace conflict.

This raises the issue of why so many conflict theorists have avoided considering power as a systemic source of conflict. It seems hard to believe this has happened just because of simple oversight. Perhaps this is due to the control of social discourse by the elites that Freire (1997) describes. Folger et al. (2005) state that a strategy the powerful used to hold onto power is by keeping it as invisible as possible. The reason for this is that power that is not seen cannot be challenged. The powerful can therefore be expected to use their power to keep the role of power in conflict from being identified.

The comments by participant 4 were particularly notable as she linked power to knowledge. Foucault (1977, p.27) also argued that knowledge is a form of power:

There is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time, power relations.

This means that from Foucault's perspective CEOs who do not share knowledge with staff are using their systemic power over their staff. Participant 4 pointed out that she liked to share the organizational knowledge and so was obviously aware of this dynamic. Participant 4 seemed to be fully applying Foucault"s (1976) theories in how she approached power. Participant 3's

comments about how the mailroom assistant would not have any more perceived power than the operations manager indicated that the organization that Participant 4 managed deliberately avoided using overt sovereign power and was run using the disciplinary power of discourses that Foucault (1976) described. That the organization she ran enjoyed such success it became a market leader indicates that this approach can work well. While it is outside the scope of this thesis it would be interesting to conduct further research to fully explore the implications of managing organizations using disciplinary power rather than both sovereign and disciplinary power. Foucault's views on power represent the social constructionist position and his position is acknowledged by Burr (2003) as the position of social constructionism regarding power.

Participant 13's comment that power affects every relationship in daily life can also be linked to Foucault. Hall (2003) said that people normally view power as radiating in one direction, from top to bottom. However according to Hall (2003) Foucault did not share this view as he believed power circulates and permeates all levels of social existence.

Hocker and Wilmot (1995) identified that power could be used either constructively or destructively and this was a point that was confirmed by several participants. Collectively these comments demonstrate that power is a complex issue. This implies that it would be helpful in further research into workplace conflict to go into the issue of power in depth. As it is such an important aspect of workplace conflict it needs to be fully understood. However, while further research into power is recommended the participants responses indicating that power is a systemic issue in workplace conflict were clear.

Theme 4: The CEO is the key element affecting levels of conflict in organizations

Participant 1 had the view that the CEO was responsible for everything, including the level of conflict that occurs in an organization:

"The boss is the key. You set the tempo of your organization and you get a boss who is unfair or stupid or irrational, it goes down the organization. So, there is nothing but the buck stops here, with the boss".

Other participants were more differentiated identifying that the culture in an organization comes from the chief executive and that the level of conflict in organizations depended on the culture or management style set by the CEO. Participant 9 explained this point:

"Organizations will have a culture, consciously or unconsciously they'll have a culture. Some will have the effect of minimizing conflict and some may have the effect of maximizing or encouraging conflict".

Participant 13, a counsellor working within a large organization explained this as:
"The workplace culture comes from management, so it comes from the very top". She went on to say that what happens down the line reflects what is happening at the top and that when she sees who the individual is at the top it explains what is happening down the line. This qualification made it clear that she believed the influence of the CEO influenced the behaviors of the staff.

Participant 4 was also clearly of the view that organizational culture is set by the CEO. She referred to "the people at the top" but then explained how she as CEO set the culture in the organizations she managed:

"I think organizational culture is totally dependent on the values and ethics of the people at the top. How they are, what their culture is, who they are as people, will determine which culture you get. I have a view that the long-term outcome is much better with a collaborative positive culture but that's just because I like that".

What participants meant by culture was not fully explored. The six participants who believed they had experienced harmonious workplaces spoke about the approach of the CEO, something that could be described as management style. Participant 4 linked culture to management style and explained how management styles can both create and minimize levels of conflict:

"I definitely think that there are management styles that create conflict, encourage conflict and feed it and that's the sort of divide and conquer, the ego, the my team, the competitive kind of internal environment and then there are cultures that as I say encourage people to address issues safe in the knowledge that is they do it will be addressed and in a way that makes sense for the whole organization and not in a way that leaves them exposed as the whistle blower".

Those participants that linked organizational culture to levels of workplace conflict claimed this is the case both where there are high levels of destructive conflict and where there are low levels of destructive conflict. The six participants who had experienced harmonious workplaces all explained these as being due to the approach taken by the CEO. Their comments have

already been mentioned in the theme on the need for respect. They explicitly link low levels of workplace conflict to the management style of the CEO.

High levels of workplace conflict were also linked to the culture and management style of the CEO: Participant 11 thought an organizational culture of blame was the key cause of destructive conflict "The number one factor affecting levels of destructive conflict is when there is a culture that is blaming".

Participant 4, a high-profile CEO, agreed with the dangers of having a blame culture. She had no doubt that blame cultures were created by CEOs. She explained her view on why some CEOs foster blaming cultures as:

"I think there's either a lack of awareness that it's happening or a lack of understanding of how much damage it can do, a kind of option out strategy at the top, or there's a deliberate strategy which is to run the organization on the basis of divide and conquer. CEOs make parts of the organization compete against each other, we isolate them, we only share information according to what we want to occur".

As organizational culture was so important I was able to ask how organizations pass their culture onto staff. Participant 4 detailed how she thought management should approach explaining to staff how the culture in the organization worked:

"Make sure up-front people are aware of the culture they are coming into and how conflict is resolved. That is when you have conflict you raise your hand to say something, first to the person causing the problem, but if you don't feel comfortable then say something to management. If you don't then you are driving that conflict because you are not giving the organization any opportunity. The other thing is, for example, if you make a false complaint you're just as guilty as someone who undertakes conflict causing behavior. So, don't do it because if we find that's what you've done we are taking you down the disciplinary path".

Participant 12, gave a response consistent with this, identifying communication and explaining the culture during the induction process as being critical.

If the CEO sets the culture then it means that staff change their behaviors to reflect the culture set by the CEO. Participant 4 confirmed from her perspective this was the case. She was a CEO with a track record of successfully growing several organizations. When I asked how many, she

mentioned she had been able to successfully grow four. One of these was a major financial institution that had a good reputation for having a harmonious workplace culture. She was at the head of this organization when it was taken over. She was asked to stay, but not as CEO. This meant she was in the rather unique position of being able to observe what happened to the culture she had created. I was able to ask about what had been her most important realizations. Her response was that she had thought about this a lot and while she did not appreciate it at the time the biggest realization she had come to had to do with people and how most did not live according to personal values, gained their sense of identity from their job and would change their behaviors to fit in with the culture in their workplace.

When she fully understood the money focused culture of the new owners she realized that it did not match her values. She "couldn't be what the new owners wanted me to be" and so she left. She expected that many the senior management team would also struggle with the new culture and leave and was surprised to discover that this did not occur. Almost all of them changed their behaviors to comply with the new culture. She estimated around 95% of the management team changed behaviors to fit in with the new culture. This surprised her "It was a complete shock to me that you could be one thing and then another". While this participant was the only one to verbally identify that staff changed their behaviors to reflect the culture set by the CEO it was indirectly acknowledged by most other participants. This is because they spoke about organizational culture, something that is only possible if staff change their behaviors to adapt to the new culture.

Discussion

While the view that the CEO sets the management style seems common sense, that the CEO was responsible for the culture in an organization was not a theme that emerged at any stage in the literature review. In fact only one source even identified organizational culture as being an important aspect of workplace conflict. Morrill (1995) claims organizational culture is important but that organizational structure is responsible for organizational culture. This implies that management personalities, behaviors and values only indirectly affect organizational culture. This seems a little simplistic and the participants" answers contradict Morrill. It also seems a little simplistic to claim it is the CEO alone that is responsible for organizational culture as there may be other factors involved. However this research takes a grounded theory approach which means the data is the source of the theory. The participants expressed that the CEO is responsible for the workplace culture. Folger et al. (2005) provide a previously mentioned insight into why this area may have been overlooked by researchers when they explain that organizations and people try to avoid the issue of power as it contradicts society's values of equality and

democracy. This means it can be expected that the actual influence of a CEO will be downplayed for organizations to appear to be equitable.

The participants indicated that the values, behaviors and ethics of the CEO were critical and that these influenced staff participants. However exactly how this occurs was not clearly identified by participants. Social constructionism and Foucault‟s (1976) identification of disciplinary power provide an explanation for how this may occur. This is that the CEO sets the discourses that the staff adapt to.

Explaining the culture to staff was mentioned as important by two participants. However, one of these participants also mentioned that she was not told about the culture when new owners took over and had to learn by observation. This implies that culture may not need to be explained to staff. Other participants indicated there were more complex factors involved. The six participants who had experienced harmonious workplaces described the personality, approach, values and ethics of the CEO as being important. The values and ethics of the CEO were also identified as being important by one participant who had not experienced a harmonious workplace.

What the participants meant when they talked about organizational culture was not explored. However, their responses were consistent with the previously mentioned definition of organizational culture given by Beyerlein and Harris (2004 p.224). This is:

A pattern of shared organizational values, basic underlying assumptions and informal norms that guide the way work is accomplished in an organization. It is the unwritten way that work gets done and does not necessarily align with formal policies and procedures.

The manager who had been able to witness the effects of a change in owner on the culture gave an interesting explanation of what she thought took place. She believed most people get their sense of identity from their job. Relying on a job for identity creates a dependency that means that staff tend to demonstrate the behaviors they believe they will be rewarded for by their boss. This results in a tendency by staff to reflect the behavior of their boss and thus a change in CEO behaviors could result in staff changing behavior patterns. However as she was the only participant that was prepared to try to explain why this dynamic occurred this explanation requires further supporting research before it can be viewed as compelling.

Kolb (2008) provides a previously mentioned but useful insight as to why the literature has overlooked the influence of the CEO on organizational culture, when she identifies the tendency

for organizations to try to keep disputes at an individual level as a power holding strategy by the organization. This means that conflict that is a result of the culture established by the CEO can be expected to be hidden and reframed as the result of difficult individuals within the organization. Folger et al. (2005) have a previously mentioned view consistent with this as they point out that the powerful actively try to prevent those they have power over becoming too aware of their power. They say that if the power was visible it would create a risk of alienating those whose endorsement is required for the power to exist. This suggests that the reason that the CEO is not identified as the source of an organization's culture in the literature is because of power.

The estimate that 95% of staff will change their behaviors to reflect those of the CEO came from one participant. The participant appeared to think that personality was stable and did not change and was surprised to see that in others it did. As the Milgram experiments, social constructionists and Robbins et al. (2008) identify that environmental factors influence personality there is strong scholarship support for the idea that as the environment changes so does personality. This means it is to be expected that 100% of staff change their behaviors according to the environment.

As the literature review did not identify that there was a relationship between levels of destructive conflict in organizations and the management style and culture created by the CEO, it raises the issue of why this was overlooked in the literature. While it is not possible to answer this question with confidence, this situation is certainly consistent with the views expressed in the literature review on power. For example, it has previously been mentioned that Folger et al. (2005) claim "power is kept out of sight to respect societies" values of fairness. As the CEO in an organization is the ultimate power figure it is to be expected from these comments that CEO power will be kept hidden.

Theme 5: Gender and cultural differences cause conflict when accompanied by disrespect. However, the type of conflict may not necessarily be problematic.

Three aspects of diversity; gender, culture and personality were dealt with separately in the interviews. The answers regarding gender and culture were so similar it made sense to group them together and they are as follows:

Gender

There were a broad range of responses to the question about the role of gender in workplace conflict. Several participants made the effort to dispel the idea of gender stereotypes and that

women were typically more nurturing and looked for harmony in situations more than men did. Participant 11 said "I have seen just as many men who are counsellor managers as I have seen women who are competitive managers. So, I think personality is more important". Participant 12 commented "For me gender doesn't play any role at all. It's the personality of the person, whether they are conducive to working with people". Participant 6, agreed that gender was not a major factor in workplace conflict, saying "I don't see that much difference in the way that people respond to conflict based on gender".

In fact, only one participant believed that men and women handle conflict differently. The rest said that there was no difference in how people of different genders respond to conflict. The common theme in answers to the question on gender was that respect was important and that if there was a lack of respect based on gender then that situation impacted on levels of conflict. A mediator explains "Its gender and respect".

However, participant 11 gave an example where both issues of gender and culture created a potentially explosive situation. In this situation an Indian woman had been promoted and then some Indian men were recruited below her:

The Indian guys were saying "we're not working under an Indian woman; we'll work for a European woman, but we will not work in a team with an Indian woman at the helm". It was amazing, so they changed the teams around. Even the woman in that position said "I can't lead this team. I'll lead it with any other nationalities".

This narrative shows how Indian gender values created a problem.

As it transpired management respected these values and so problem conflict was avoided. While most participants did not consider gender differences as a major source of destructive conflict in SNV workplaces it was pointed out that women in SNV are still being disrespected as they are discriminated against purely based on gender. Participant 7, a woman, said "We are still being discriminated against. We are still not paid enough and its blatant. It's not even hidden".

Culture

The literature review identified how different cultures dealt differently with conflict. Participants gave answers that were consistent with this. For example, Participant 11 said: "There are definitely different cultural paradigms. If you look at Ethiopian people for example they won't tend to come forward or speak up at a conflict situation. They'll tend to fall back, and they

like to be told what to do. It's a very cultural, strong cultural theme working with Dutch even some of our cultures like to be told what to do and how to do it. They like quite structured workplace environments".

Participant 11 also gave the example used in the section on gender, of Indian men refusing to work for an Indian woman manager. These examples show that there are differences between how people react to conflict based on culture. However cultural differences do not need to be a source of conflict if there is respect as participant 7 points out " It comes back to respect, trying to understand someone else's point of view".

This point was expanded upon by participant 13, who explained the risk of the dominant culture not respecting other cultures "If you are in a dominant culture you have to be really careful you don't plaster that all over other people".

Participant 7 believed that culture was a bigger conflict issue in SNV than many and that there was a tendency in SNV to be disrespectful of other cultures. She blamed it on our isolation "I think we are very isolated, and I think we can be really, really insulting".

Discussion

The answers to the question about gender showed that men and women respond to conflict in a similar way and in this respect gender by itself does not result in different levels of conflict. However, the participants pointed out that when gender and disrespect occurred together then that could impact on levels of conflict. Finally, it was shown that women were still being disrespected as they were being paid less than men. Evidence of how women are being financially disrespected in the workplace was revealed in the literature review. The OECD (2010) claims women in SNV are only paid 90% of what men are paid. This shows that while gender need not be a factor in workplace conflict, it is a factor because women are still disrespected. That the participants did not identify a higher level of destructive conflict due to gender is interesting because there is clearly ongoing disrespect.

The example of the Indian woman was problematic for me. In respecting Indian patriarchal values and both sides" desires, management seemed to avoid dealing with an issue that should have been confronted. The problem was ignored rather than resolved.

The responses on culture show how different cultures handle conflict differently. They also identified that with respect different cultures could work together. One participant felt that unfortunately in SNV there is a tendency for people not to respect other cultures.

The views on how culture impacts on conflict in the literature review were mixed. Lulofs and Cahn (2000) did not take a clear position. Folger at al. (2005) however claim cultural differences can result in longer and more intense conflicts. This is because people stereotype others based on these differences.

It was clear from the way the participants reacted to the questions about gender and culture that despite the presence of disrespect the participants did not view then as critical issues with respect to causing problem levels of Dealing with conflict. Only one participant mentioned that women were still being unfairly treated and this is significant as nine of the participants were female. Furthermore, only two participants mentioned or implied that cultural disrespect occurred in SNV. This indicates that the participants were not of the view that destructive conflict caused by gender and cultural differences is a major problem in SNV workplaces. Harris and Crothers (2010) conducted quantitative research in SNV that achieved results consistent with this view. 91% of their participants reported that it was rare for gender to be a factor causing conflict in their workplaces.

A possible explanation of why this may be the case comes from the literature review. In the literature review conflict was identified as normal (Tillett & French, 2006; Tillett, 1999; Stitt, 1998; Lulofs & Cahn, 2000; Brandon & Robertson, 2007; Ellis & Anderson, 2005; Eunson, 2007; Masters & Albright, 2002; Cahn & Abigail, 2007). Conflict was also identified as becoming a problem when an organization experiences excessive levels of escalated destructive conflict (Pruitt, 2008). This means identifying that gender and cultural disrespect occurs in SNV workplaces does not necessarily mean that these will result in problem levels of workplace conflict. For there to be problem workplace conflict excessive levels of destructive conflict need to be occurring. The responses to the questions on gender and culture indicate that based on the work experiences in SNV of the participants in this study, gender and cultural differences are not major sources of destructive conflict.

On reflection Pruitt (2008) identified that problem levels of destructive conflict are caused by conflict escalation and this is caused by retaliation. Retaliatory behavior would seem too often involve short term escalatory behaviors. Perhaps the type of conflict can change from destructive conflict to a type of long-term strategic conflict when there is a long-term pattern of disrespect

as seems to be the case with gender. If so then this long-term type of conflict may not be problematic in the sense of it costing organizations excessive levels of money. It should be appreciated that there was not broad consensus with the answers to these questions.

Given the small number of participants interviewed this lack of consensus is understandable and further research is required in this area.

Many Social constructionists would consider gender and culture are socially constructed. They would therefore not refer to gender and cultural differences but instead to the discourses around gender and culture. From this perspective it is easier to resolve conflict in this area than from an essentialist perspective. This is because change in discourse is something that Burr (2003) says can occur. Change is more problematic with essentialist concepts of gender and culture. As social constructionists also view conflict as socially constructed the finding that the type of conflict may not necessarily be destructive suggests that there are some unidentified discourses that may explain why this is the case. Further research is therefore required.

Theme 6: Personality is a critical but complex factor affecting levels of Dealing with conflict

Most participants identified linked staff with difficult personalities to higher levels of conflict. However, these types of staff often are the ones that companies look to recruit. Participant 3 explained her experience, she identified the dilemma organizations faced with personality by both explaining how organizations look for staff with drive and ambition and how people like this tend to be egotistical and need to carefully managed. The organization she worked for had a collaborative culture that meant it took a hard line with people with difficult egos. If they did not change their behaviors to fit in with the organizational culture they were forced to leave the company, as she explained:

If somebody had too much of an ego it wouldn't be tolerated. They would be taken aside and told you've got to treat people according to the way things are in the organizational culture. Anybody that was making things difficult for the company was told about that and if it got too bad they would not stay with the company.

She gave an example of one of the managers who was forced to leave and said that the company paid more than this manager expected in order to get rid of her. For an organization to be so intolerant of difficult personalities that it would spend money to get rid people who did not fit in with the culture is an example of personality being taken extremely seriously. Other participants

gave answers consistent with the view that people with difficult personalities caused higher levels of conflict. Difficult personality types that led to higher levels of conflict were identified by some participants as people who thrived on conflict and people who were overly aggressive. Some participants focused on ego as the driving force behind difficult personalities. For example, participant 4 identified "The danger areas are egos. It's the ego of the person driving whatever they are driving".

Participant 9, when asked as to the type of personality that made the best employees, answered:

"People who are prepared to listen, subjugate their ego and communicate clearly with others would surely be more compatible in an organization than people who were not prepared to listen, not prepared to subjugate their ego and walk over everybody else".

He identified that having large egos tends to lead to people walking over everybody else. Walking over one's workmates is obviously behavior that is disrespectful towards them. Participant 7 also stressed the importance of respect for work colleagues as she identified the most important feature to look for in recruits as being that they respect other people. While these responses show there are aspects of personality that can affect levels of conflict in organizations, participant 6 stressed that it was how these aspects of personality were managed that often determined how much destructive conflict resulted from them:

I think the managers have a lot to do with it. I think it is important that you have managers who are skilled at communication and comfortable with conflict. If you've got managers that are conflict avoiders that will do anything they can to just smooth things over then you are going to have more conflict.

She went on to qualify this view by stating that even with good managers there can be problem levels of conflict when team participant behaves badly.

Participant 4 had yet another perspective on personality and its impact on levels of destructive conflict, believing personality can change with good management:

Staff are the same. It's not so much who they are when they come on board; its who they are while they are with you and a lot of that is how you behave and how you drive their behavior. People are a little bit chameleon like in that sense. I think they take a lot of pride if they understand that ultimately what they're doing is the right thing and I think it must cause a lot of

stress when they are doing something that's getting them ahead in their career that may not be the right thing. I think most people are what they do and understanding that helps you understand where they're coming from.

Discussion

Earlier in this chapter it was shown that staff change their behaviors to reflect those of the CEO. In the discussion of personality in the literature review a broad definition of personality from Robbins et al. (2008, p.104) defined personality as: "The sum of ways in which an individual reacts and interacts with others". This definition implies the terms personality and behaviors are synonymous in respect to verbal interactions between people. It means the way people react and interact with others at work is due to a combination of the impact of the personality of the CEO, who sets the organizational culture, as well as their own personalities. Thus, the personality of the CEO was identified as an important factor affecting levels of destructive conflict in organizations.

The personality of individual staff participant was also identified by the participants as an important aspect of workplace conflict. There was a strong consensus about this. Evidence of the importance of individual personality is that a large organization, which had a collaborative culture and a good reputation for its harmonious work environment, took personality so seriously that it was not prepared to tolerate the presence of staff with difficult personalities who did not change their behaviors to fit in with the organization's culture.

The view that good management can deal with difficult personalities means it is too simplistic to blame difficult personalities for problem workplace conflict. However the response that even with good management difficult personalities can still cause problem levels of conflict mean that it is also too simplistic to take the view that a series of factors need to be present for difficult personalities to cause problem levels of destructive workplace conflict. Furthermore, the view that staff are "chameleon like" and can change their behaviors when they are at work is also significant. It means identifying someone with a difficult personality does not necessarily mean they will cause conflict problems in the workplace.

They may use different fewer problematic behaviors in the workplace, influenced by the CEO. That most staff may be capable of changing their behaviors means that problem personality issues may only appear with a small minority of staff.

The comments about how organizations both want the drive and energy linked to competitive personalities while not wanting the destructive conflict these personalities can cause highlights a dilemma organization face. They want staff with drive and energy, and these are often the troublemakers.

The answers to the questions about personality, which indicated staff change their personalities and behaviors to fit in with the culture set by the CEO, were consistent with the psychological research on personality. The Milgram experiments emphatically demonstrated this point.

Many social constructionists do not believe there is such a thing as a personality (Burr, 2003). Instead they would focus on the discourses that have led us to believe personality exists. As Burr (2003) identifies that people behave differently in different situations social constructionists have a position that is relatively consistent with situationism. The anti-essentialist aspect of social constructionism she identifies means it opposes essentialist concepts of personality.

Theme 7: Managers were critical of ADR and mediation

In the literature review doubts were raised over the usefulness of ADR based conflict management systems. This was based on the evidence that in spite of ADR systems in many workplaces levels of Dealing with conflict in the US are continuing to rise (Masters & Albright, 2002). However, some of the participants were even more critical of these systems than the literature was. One view that emerged, that was not presented in the literature review, was that conflict management systems are an example of how organizations try to use process to deal with people, rather than management. This was seen by participants as a symptom of management opting out. Participant 7 explains this as:

A manager is a manager of people, but they don't want to be. They want to be a manager of process. So what they've done with those conflict management systems is put in place another process. What are we doing about the behavior that is creating the need for the process? We are not coming back to the beginning. We are coming half –way down and saying "oh, band-aid quick".

Participant 4 took a similar position:

I don't think conflict management systems work. Its people you are dealing with and personalities and behaviors, often which are not driven by something that has happened in the workplace.

Her view was that it was impractical to try to systemize a way of dealing with conflicts when there were so many variables involved.

Non-management participants were more supportive of ADR based conflict management systems. Participant 5 said they were "Important because the alternative is to be forced to litigate through the court process, which is costly, often counter- productive and is not conducive to win-win". Participant 13, was also supportive, saying "I think it's really good to have a path, especially in big organizations". She believed it was beneficial to know that there was step by step process that could be gone through, particularly when dealing with very difficult people.

Mediation was identified in the literature review as the most important ADR in terms of workplace conflict, in SNV and thus a question was asked about the usefulness of mediation. Perhaps predictably, the participants who had backgrounds as mediators or in non- management sectors all thought that mediation was very useful. Participant 5, said:

I think the real strength is that if you've got people that are just not able to communicate, maybe they've tried and because of their misunderstandings or their own differences and background, then I find that mediation is a really good way to get people to hear each other, to understand each other's needs, then come up with some solutions and pick something they feel happy with to move forward. Through the process they learn how to communicate with each other. They not only get the solution to that problem, but they also gain some skills so that in the future they don't get in that place again.

She went on to stress that while mediation could work well with interpersonal disputes it did not work well when there were underlying systemic issues that were causing the conflict. She made the point that mediation assumes that there is an interpersonal problem that needs to be dealt with. Participant 6 said she found that often there were systemic issues that needed to be addressed. She identified the way she obtained permission to look at these issues:

If I find some organizational issues that need to be addressed are you willing to address those because if I don't get that, then you know I've got a lot of my arrows out of my quiver. If you sort out what's going on between those individuals but don't sort out the systemic source of it then you are just going to have it occur again.

She said that this approach enabled her to address systemic issues that organizations were often not anticipating would be identified.

The participants who had backgrounds in management all were critical of mediation. As an example, participant 7, explained the reasons for having this view:
Mediation is an ambulance at the bottom of the cliff. It's like having to walk through mud every day to get to work and apparently, once you arrive, you are not going to be muddy. I mean the fact is that the mud's still in the office. You come back to dysfunction and you are going to try to cope with that dysfunction. Not going to work.

Participant 8, "I don't always believe that mediation gets down to the nuts and bolts of the issue. I think it's looking at the surface level, like the icing on the cake".

Discussion
That ADR based conflict management systems were introduced as a way for managers to hand the problems of having to deal with conflicts over to a process was not mentioned in the literature. However, it appears to be a robust argument as it is hard to imagine any manager not supporting an initiative that means they do not have to spend so much time dealing with conflict. On reflection it would also appear that having a process means that if things go wrong the process can be blamed rather than the manager. Thus, the interviews have identified another likely explanation for why ADR based workplace conflict management systems have enjoyed such strong support. On reflection it is understandable that this reason was not identified in the literature. Most managers would not wish to identify that a desire to avoid dealing with conflict was a motivating factor in their decision to introduce an ADR based workplace conflict management system into their workplace.

One of the interesting aspects to the responses about ADR and mediation is that the participants fitted into two clear groups. One group were conflict professionals and they supported ADR and mediation. The other group were from management backgrounds and they were united in their criticism of ADR and mediation. Conflict professionals who work using ADR and mediation would seem to have a vested interest in supporting these approaches. Their livelihoods are reliant

on mediation and as they are part of the conflict resolution industry they can be expected to be aware of the discourses around conflict in the conflict literature. However, that the participants with management backgrounds were united in opposition to these approaches was unexpected. This is because if these approaches are used as a means for management to control their disempowered staff, as Scimecca (1993) suggested, then it could be expected that participants from management backgrounds would be supportive of both ADR and mediation. In this respect the answers from management were inconsistent with what the literature review concluded. It was clear from their responses that the participants with backgrounds in management were unaware of the way that ADR and mediation could be used to disempower staff. Their answers to the questions on ADR and mediation were consistent with their motivation being to use these approaches to resolve conflicts rather than as a means of controlling staff. In an ironic sense this illuminated the need for more differentiated thinking in this area. It showed that it is not accurate to automatically generalize that management use ADR to disempower staff as it is over simplistic.

That participant 6 identified systemic factors as causing conflict in organizations was notable. This is because this view was not expressed as a possibility in most of the conflict literature reviewed. Weber (1948) clearly had the view that conflict was a systemic issue and as one of the founders of the area of modern conflict resolution his views should have been known by all contemporary conflict theorists. However, Lulofs and Cahn (2000), Tillett and French (2005) and Cahn and Abigail (2007) did not mention that systemic factors could cause conflict.

Participant 6 was the only respondent to verbally identify that systemic factors were often the cause of workplace conflict. However, many of the other themes imply workplace conflict is often related to systemic factors. For example, the themes on the influence of the CEO and power identify these as systemic factors in workplace conflict. This means that her comments reflect a consensus view. The failure to consider systemic factors in much of the conflict literature therefore appears to be problematic. The careful way participant 6 obtained permission from management to look at systemic problems and her subsequent comments showed she understood this was a sensitive area that needed to be very carefully dealt with.

Participant 6 also pointed out that mediation assumes that there is an interpersonal problem that needs to be dealt with. This was a point that was only alluded to in the literature review by Able (1982) who said ADR techniques individualized conflict.

In SNV mediation is recognized by regulation for dealing with workplace conflict. Thus, approaches that assume workplace conflict is not caused by systemic factors have been empowered by regulation in SNV. The identification of systemic factors frequently being involved in workplace conflict indicates that this legislation has overlooked a critical aspect of workplace conflict.

As Participant 6 openly acknowledges mediation assumes problems are interpersonal it is hard to understand how she could address systemic issues. It would be interesting to explore this further and see what arrows she had in her quiver to deal with systemic issues. The assumption behind mediation, that the problem being addressed is individualized, is consistent with the previously mentioned comments by Kolb (2008). She identifies a tendency for organizations to try to keep disputes at the individual level as a power holding strategy.

As social constructionism looks at discourse the social constructionist position is that there are problematic aspects to the discourses around ADR and mediation. This position is consistent with that of Folger et al. (2005) who asserted that the problem with mediation was with the version of mediation that had gained mainstream acceptance rather than with mediation in its entirety.

Theme 8: Mediation is time sensitive

One aspect of mediation that the scholarship did not identify is that there is often a window of time in which mediation can be effective. participant 11, explained this as:

By the time HR is called in to mediate, the problem is beyond resolution. One party will then choose to move on in my experience. It's always great when you can resolve it, but I have got very few examples of where it has worked effectively and in my experience in other businesses I would say the same. By the time the relationship has broken down to the degree that the conflict has become escalated, it's beyond repair because one party won't be committed to resolving it.

Participant 13, had a similar perspective:

I have experienced more weaknesses than positives. I have experienced conflict getting too bad before mediation so that nothing could resolve it really. Somebody had to walk and so the mediation just made it all worse. The positions were entrenched there, and people were jumping on each other's backs and goodwill and understanding had long gone.

She qualified her comments by adding "If a manager's capable of mediating and mediating quickly, that can work. I've found that can work really well". Participant 9, a lawyer, agreed using mediation early could work well "If you could have mediation done in the early stage, in a sense in the informal stage, I think you're more likely to resolve".

These comments identified that timing was important with mediation and the participants responses indicated that once conflict had escalated, and positions were entrenched the time for successful application of mediation had passed.

Discussion

The identification of mediation as being more likely to be effective if it occurred early in the life of a conflict was not given weight in the literature. The literature focused on process rather than timing of intervention. Only Pruitt (2008) mentioned timing was important as he advocated looking for a ripe moment. However, Pruitt (2008) was referring to a moment in the process of dealing with an escalated conflict when the parties are receptive. This differs from the participants views which were that if mediation was used before positions had become entrenched it was more likely to be effective.

Given that Riekert (1990), Mackie (1991), Lulofs and Cahn (2000) and Cahn and Abigail (2007) all define ADR as including all means for resolving disputes this could be interpreted as meaning that reducing levels of workplace conflict is something that is very difficult to achieve. However, it could also mean that there is a problem with the way ADR is being used that explains its inability to reduce levels of destructive conflict. This latter explanation was explored in the discussion of ADR in the literature review. Using the analogy of destructive conflict as having fallen off a cliff it was pointed out that ADR focused on bottom of the cliff remedies that logically had no hope of reducing levels of conflicts becoming destructive and falling off the cliff. It was argued that to reduce numbers of destructive conflicts, approaches that worked before the conflicts became destructive were needed. The participant's responses indicating that mediation can work well if it is used early in the life of a conflict, before it has become destructive, provide useful support for this argument. Their responses suggest that it is possible for the ADR approach of mediation to reduce levels of destructive conflict if it is used before the conflict has escalated and become destructive.

According to Lipsky et al. (2003) many organizations currently use reactive ADR based conflict resolution systems. They describe ADR based conflict management systems that are typically focused on dealing with conflict that has become escalated and destructive. The participant's responses indicate that a more proactive approach needs to be taken in organizations to identify and bring resources to help resolve conflicts early on in their life cycles before they have become escalated.

Social constructionists would be likely to reframe this theme as the need for a discourse that mediation is time sensitive. Social constructionists would look at mediation as socially constructed by discourses.

Theme 9: The need for staff to be trained in conflict resolution

The CPP Global Human Capital Report (2008) identified training staff in conflict resolution as the most effective action that companies could take to reduce levels of destructive conflict. The participants also all thought training staff in conflict resolution was very important. Participant 7, who had studied conflict resolution and had a interest in this area, explained why she thought it was so important to train in this area:

I have learnt one thing studying conflict resolution and that is conflict is all around us, internally, externally, everywhere in all sorts of different ways and it manifests in different ways. Get good at it. That's it, just accept it and get good at it. I think training in conflict resolution is vital.

Participants 1 and 6 both described it as essential and every other respondent described it as very important. Participant 13 said training in conflict resolution was:

Very important because it gives people the language, it gives them an understanding that there are other ways from what they have been used to. I think that if you keep yourself updated with new research, new understandings of dangerous types of things like mobbing or the variations of how bullying happens, all of that can be very helpful.

Discussion

There was unanimous agreement from the participants as to the importance and value of training in conflict resolution. The CPP Global Human Capital Report (2008) was also strongly supportive of the idea that staff should be trained in conflict resolution. Based largely on the figures in the CPP Global Human Capital Report (2008) it was shown in the literature review that organizations in America that were in the bottom 10% in terms of the levels of conflict they were

experiencing, could face annual costs of more than US$20,000 per employee. As Harris and Crothers (2010) found similar levels of conflict to those occurring in America occurred in SNV. This means there is strong financial logic behind investing in training staff in conflict resolution particularly in organizations where conflict is a problem.

The commentary by participant 13 identified how training in conflict resolution gives people the language and understanding to take different approaches in conflict situations. This means training in conflict resolution can change patterns of conflict escalation. This is consistent with the findings in the CPP Global Human Capital Report (2008) that training staff in conflict management is highly effective. As has been previously mentioned, CPP found 58% of the participants in their survey that had received training said they now looked for win-win outcomes from conflict. As it was concluded in the literature review that efforts to resolve conflict needed to focus on preventing conflict becoming escalated and destructive, training is also an approach that satisfies this recommendation.

Nevertheless, the CPP Global Human Capital Report (2008) shows that most staff receive no training in conflict resolution. This research identified that this was also the case in SNV. It is hard to understand why organizations have not devoted more resources to training staff in conflict resolution as it appears that there is a broad consensus that it is highly effective. Furthermore, the potential savings mean that the financial logic for investing in training is compelling, particularly for organizations.

Social constructionists would identify the problem as there not being a discourse that staff should be trained in conflict resolution. They would say organizations do not train staff in conflict resolution because there is no discourse that they should train staff in conflict resolution.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is the final chapter which divided in to three sections. The first section contains summary of the major findings of the study, the next section drawing conclusions from the findings and the last section deals making recommendations to the established finding and conclusions that could be useful and viable for the organization.

5.1 Summary

The research goals of this thesis were to critically analyze workplace conflict in SNV a Netherlands development organization, working in Ethiopia by means of both a literature review and qualitative research. As there is a shortage of literature about workplace conflict in Ethiopia. The research includes information about the possible sources of conflict and conflict resolution techniques applied.

The study tries to answer the following research questions

1. Explore the problem conflict in Organizations at SNV?

2. Outline the sources of conflict in SNV?

3. Identify conflict resolution techniques do the managers implement in the workplace at SNV?

4. What are the needs areas for staff to be trained in conflict resolution in the organization at SNV?

The focus of the research was the identification of conflict resolution, conflict management strategic pattern, alternative dispute resolution, and other conflict skills that can be used by managers to resolve conflict in workplaces.

This research was based on the Masters and Albright (2002) definition of conflict as occurring wherever disagreement occurs as this definition normalizes conflict, addresses the different ways to differentiate conflict, and allows workplace conflict to be looked at in the

context of general conflict. While workplace conflict is a significant problem, it sits within this broad definition of conflict rather than being a separate category.

The processes available to deal with conflict are covered by the acronym ADR (Lulofs & Cahn, 2000). However, to date, ADR processes dealing with workplace conflict have not been particularly effective, as according to Masters and Albright (2002) levels of workplace conflict are rising.

Conflict can be handled negatively by using the strategies of avoidance, accommodation, and competition or positively through using compromise and collaboration (Wertheim et al. 1998). Collaboration is the best strategy as it deals with conflict positively and leads to win-win outcomes (Lulofs & Cahn, 2000). Attempts to manage conflict using a collaborative approach are being recommended by many social scientists (Tillett & French, 2005; Cahn & Abigail, 2007; Wertheim et al. 1998). However, despite these attempts, the answer to the question of whether it is actually possible to effectively utilize collaborative conflict resolution techniques is a reluctant "not yet" according to the research reviewed.

The CPP Global Human Capital Report (2008) found that in the US the annual cost of the conflict was US$359,000,000,000. However, this represents only part of the cost of workplace conflict. McCrindle (2004) contends that there are both measurable and immeasurable costs that should be considered. Measurable costs include recruitment costs, staff turnover, and training costs, absentee costs, productivity costs, and legal costs. Immeasurable costs include lost motivation, damage to the relationship between employers and employees and damage to the relationship between a company and its customers

This research study qualitative research technique based on positivist and interpretive approaches. Qualitative techniques were employed in dealing with semi-structured interviews. Coding and analysis were conducted within a Grounded Theory framework (see Babbie, 2007; Charmaz, 1995; Pidgeon & Henwood, 1997).

Qualitative research gathered through semi-structured interviews. Once the interviews have been transcribed, the resulting data was processed via thematic analysis. "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006:79). This involves multiple readings of the data and identifying connections, patterns, and themes. Braun and Clarke (2006) discuss what constitutes the prevalence of a

theme and emphasize that there is no right and wrong method for determining prevalence. In this study, the prevalence was counted across the entire data set. Included in this data set were not just be the results of the formal interviews but also notes from participant observation. The findings will then be discussed in the context of a broad range of academic literature. The purpose of qualitative research is not to provide a representative sample (see Potter & Wetherell, 1987). The reference section and appendices follow chapter five.

5.2 CONCLUSION

Base on the findings of the study, the following conclusions are made

Theme 1 : A grounded theory: Problem levels of conflict in organizations are often caused by systemic factors

There is a grounded hypothesis that clarifies quite a bit of what the semi organized meetings uncovered. It can likewise be applied in a manner that may help in circumstances where issue levels of work environment struggle are happening. This grounded hypothesis is that issue levels of dangerous clash in associations are regularly brought about by foundational factors. This appears differently in relation to a great part of the writing which doesn't recognize that fundamental elements might be associated with conflict. Almost a large portion of the subjects distinguished were reliable with this hypothesis, these were:

Theme 2: The need for respect in the workplace. Staff wanting to be regarded by the executives for there to be less working environment conflict was the principle need distinguished by this subject. This is a foundational need instead of an individualized one. It is identified with the force figures in the association regarding the less amazing.

Theme 3: Power is a key aspect of workplace conflict. Power was identified by the participants as a systemic issue. Every example of problem conflict situation involving power in the workplace that participants gave had a common feature. This was that in every case participant described the systemic use of power as being the problem.

Theme 4: The CEO is the key element affecting levels of destructive conflict in organisations. This subject recognized how the CEO was a key factor deciding both high and low degrees of conflict in associations. This subject connection the leader of the hierarchical framework, to levels of conflict in the association. As indicated by this topic levels of conflict in an association are generally determined by foundational factors.

Given the small number of participants interviewed this lack of consensus is understandable and further research is required in this area.

Theme 6: Personality is a critical but complex factor affecting levels of destructive conflict in organizations.
While it seems sensible to expect that work environment clashes because of character issues are individualized relational clashes this subject difficulty this suspicion. The participants" answers showed that staff characters and practices change as indicated by the character and estimations of the force figure in an association, who is typically the CEO. The writing surveyed on conflict contained no references to this dynamic.

Theme 7: Managers were critical of ADR and mediation

In SNV mediation is recognized by regulation for dealing with workplace conflict. Thus, approaches that assume workplace conflict is not caused by systemic factors have been empowered by regulation in SNV. The identification of systemic factors frequently being involved in workplace conflict indicates that this legislation has overlooked a critical aspect of workplace conflict.

Theme 8: Mediation is time sensitive

Many organizations currently use reactive ADR based conflict resolution systems. They describe ADR based conflict management systems that are typically focused on dealing with conflict that has become escalated and destructive. The participant's responses indicate that a more proactive approach needs to be taken in organizations to identify and bring resources to help resolve conflicts early on in their life cycles before they have become escalated.

Theme 9: The need for staff to be trained in conflict resolution

This research identified that no staff has taken a training on conflict resolution at SNV. It is hard to understand why organizations have not devoted more resources to training staff in conflict resolution as it appears that there is a broad consensus that it is highly effective. Furthermore, the potential savings mean that the financial logic for investing in training is compelling, particularly for organizations.

RECOMMENDATION

In light of the findings and conclusions of the study, the following recommendation are forwarded.

1- The levels of dangerous clash in associations are frequently brought about by fundamental components is the consequence of the procedure. The procedures need revisions and improvement.

2- Endeavors at settling conflict so there are win-win results ought to be focused at the beginning time in the conflict, before it has gotten raised and dangerous.

3- This multifaceted nature implies that various methodologies are probably going to be expected to decrease inordinate degrees of Dealing with struggle.

4- At the point when I had finished the writing audit I was not hopeful that much should be possible to help address unreasonable degrees of Dealing with struggle. Early mediation in conflict and preparing didn't address the rude conduct that was distinguished as the reason for so much damaging clash. To address this insolent, conduct a huge scope change in character and conduct appeared to be required that seemed ridiculous to anticipate.

5- Considering CEOs actually responsible for levels of ruinous clash would likewise boost them to prepare staff in compromise, so possibly the issue of preparing being ignored by associations can be tackled through this progression.

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APPENDEX

Appendix I- Questions for semi structured interview prepared for employees of SNV, Netherlands development
organization, Ethiopia, Addis Ababa.

ST. MARYS UNIVERSITY

SCHOOL OF GRADUATES STUDIES

MBA IN GENERAL MANAGEMENT

Dear sir/madam;

The questionnaire is designed to the study **entitled "Dealing with conflict at workplace to improve productivity and ensure harmonious workplace in SNV, a Netherlands development organization, Ethiopia, Addis Ababa."** for partial fulfillment of Master of Business Administration (MBA). Knowing that the data obtained will be used for academic purpose you are kindly requested to reflect your genuine opinion. I want to assure you that your responses are kept confidential and the output is aggregate terms, where anonymity of respondent is maintained. For this purpose, there is no need to write your name or put any identifying remarks in the questionnaire. Hence, I request your sincere corporation for the successful undertaking of the study and your valuable response is highly appreciated.

For any queries, please feel free to contact me

Tel: - +251 912 360349

Email: - eyob1234@gmail.com

Thank you in advance for your understanding and cooperation!

Sincerely,

Part I: Demographic characteristics

Gender:

Male ☐   Female ☐

Age

18-25 years ☐   26-30 years ☐   45 years and above ☐

36-45 years ☐   31-35 years ☐

Current Educational Level

Diploma ☐   Below Diploma ☐   Masters and above ☐

Certificate ☐   Degree ☐

Work Experience in SNV

1-5 ☐   6-10 ☐   11 and above ☐

Salary Range

1000-3500 ☐   8001-15,000 ☐

3501-5000 ☐   15,001-20,000 ☐

5001-8000 ☐   20,000 and above ☐

PART II: Questions for Semi Structured Interviews

The interview process will seek to identify narratives showing both how conflict in a New Zealand workplace has been successfully and unsuccessfully managed. Questions will include:

- How would you define conflict?
- In your experience what factors need to be present for conflict to be resolved so there is a win-win outcome?
- In your experience how often are win-win outcomes achieved. Why do you think this is?
- Using an example please describe the steps you go through when you are dealing with a (workplace) conflict
- How do you think the issue of power affects workplace conflict?
- What factors do you think cause variations in the levels of conflict occurring within different organizations?
- How would you describe the most harmonious workplace you have encountered and what elements do you believe were significant contributors to the organizational culture?
- What do you think the factors are that lead to systemic (i.e interpersonal) conflict in organizations?
- In your view what are the strengths and weaknesses of using mediation to deal with workplace conflict?
- What sort of people do you think should be recruited in order to create a harmonious workplace?

- In your opinion what role does gender play in conflict behavior and how does this impact on workplace conflict?
- What effect do you think culture has on conflict behavior and how does this impact on workplace conflict?
- What do you think of workplace conflict management systems?
- How important do you think training (in conflict resolution) is and why?