

***WORKPLACE CONFLICT MANAGEMENT STYLES AMONG  
EMPLOYEES OF DEBRE BERHAN BLANKET FACTORY***

***BY***

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## ACRONYMS

**CMS** = Conflict Management Styles

**TKI** = the Thomas-Kilmann conflict mode Instrument

**DBBF** = Debre Berhan Blanket Factory

**TEAM** = Teaching Amharic as Mother tongue

**TEFL** = Teaching English as Foreign Language

### **Note:**

I used he/him consistently in this paper to represent both sexes rather than him/her, his/her in order not to make the paper distracting for the reader.

I used conflict management rather than conflict resolution as the latter phrase reflects avoidance of conflict, which is unrealistic.

I used conflict management strategies and conflict management styles synonymously.

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## **Abstract**

*In this study awareness of functions of conflict at work and the link between demographic variables and conflict management styles were investigated. For this investigation, 315 employees were randomly selected from the 748 employees of Debre Berhan Blanket Factory (DBBF). A self report questionnaire and a semi-structured interview were employed to collect data. Both descriptive and inferential statistics were employed to analyze the data. Results of the descriptive analyses showed that generally employees' awareness of functions of conflict at work was not quite sufficient. In the inferential analysis, men were found to be avoiders and more competitive than their female counterparts. Males were also found to be more compromising than females. Females on the other hand were found to be more accommodative than their male counterparts. It was also found out that as the employees' age and work experience increase, they tend to shift from competitiveness to accommodativeness and more collaborative styles of conflict management styles. Though gender-based differences in conflict management are reported in many studies, the gap between male and female employees of Debre Berhan Blanket Factory is quite wide. The insufficient awareness of functions of conflict at work of employees is also a phenomenon repeatedly reported in many studies. Thus, the factory management and workers association should collaboratively do whatever they can to narrow down the wider gap between men and women across the three conflict management styles (avoiding, competing, and accommodating). They also should design continuous trainings to inform employees with the positive values of conflict.*

## CHAPTER ONE

### INTRODUCTION

Researchers have devoted considerable effort and time to the identification of conflict perception, its handling strategies, and the impact it has on individual and groups' lives in different contexts (in family, organizations, for example).

The central issue for these researchers is the understanding of conflict and its management strategies. Harrington, et al. (2000), for example, stated that in today's increasingly diverse and competitive workforce, conceptualization of conflict and its management skills, becomes a requisite for every individual. McKenna & Richardson (1995) added the logic of successful life needs the psychological acceptance and management of change and conflict. Barrier, et al. (2005) also listed three reasons that make studying conflict and its management a topic of keen interest. They are: employee empowerment and the current emphasis on collaborative work, the growing diversification (the increased presence of women and minorities in the workforce, for example), and the need to change attitude regarding conflict.

Researchers indicated functions and dysfunctions of conflict in their explanations. Appelbaum, et al. (1998), for example, defined it as "an interpersonal dynamic which is shaped by the internal and external environments of the parties involved and this dynamic is manifested in a

process which affects group performance either functionally or dysfunctionally" (p. 213). Rahim (1985) defined it as "an interactive state manifested in disagreements, differences, or incompatibilities within or between individuals and groups" (p. 81). Appelbaum, et al. (1998) again explained conflict as a natural phenomenon of collective life and viewed it as an inevitable phenomenon in diversity, change, and in the evolution of group life. Kruglanski & Raven (1970) defined social conflict as "a tension between two or more entities (individuals, groups, or larger organizations) that arise from incompatibility of actual or desired responses" (p. 70).

From the above definitions and explanations, it is clear that conflict pervades all aspects of social life. Though it is embedded in our day-to-day social activities, we give it a scant attention. In contrary to most people's viewing of conflict as bad thing and harmony as a good one, researchers emphasize its benefits more than its negative effects. Darr (1999), for example, said that conflict binds us together. He said whether we are rich or poor, successful or unsuccessful, rural or urban, educated or nonprofessional, we have conflict and we all can be effective to the extent that we manage it. Coser (1956) saw conflict as a vehicle for the formation of groups - as a social glue knitting people together within social units. Deetz & Stevenson (1986) added conflict is viewed as bad because it is frequently mismanaged; properly managed, it can help to break habitual, at times boring routines, and help develop more creative, effective and efficient ways to meet needs and fulfill goals.

Much of the literature on conflict management strategies originates from the basic assumption that all reactions to conflicting situations stems from *two impulses: concern for self and concern for others*. The two dimensions after their original proposition by Blake and Mouton (1964), as cited in Harrington, et al. (2000), have been bases for many other researchers to categorize conflict management styles (CMS) into different groups. Although there are some differences in their categorization, nomenclature and the explanations, most researchers categorize CMS into five - *avoiding, competing, compromising, accommodating, and collaborating*

Another common emphasis for the researchers is the preference of some CMS over others. McKenna and Richardson (1995), for example, emphasized collaboration claiming that in this complex and fast changing world, competitive advantage can be gained if behavioral dynamics of organizations encourage collaboration. Rahim (1985) added for conflict to be managed functionally, it is essential to recognize that some styles are more appropriate than others depending on situations.

Different writers identified different variables as determinant factors on the choice of the five CMS. Sternberg & Soriano (1984), Deetz & Stevenson (1986), for example, identified awareness as a determinant variable in people's choice of conflict management styles. In addition, the relationship between demographic variables (e.g. sex, age, experience, educational level) and people's choice of conflict management styles have been the focus of researchers. Some of them (e.g. Sternberg & Soriano, 1984; Applebaum, et

al., 1998; Harrington, et al., 2000; Barrier, et al., 2005) have studied the relationship between sex and CMS.

Golesorkhi (2006) also said that in addition to sex, similarity or difference in age, educational level, or experience influence the choice of CMS. He added that people tend to be attracted to those with whom they share certain personal characteristics, such as race, gender, age, and attitudes, and he suggested that people tend to find interaction with such similar people easier. He stated that there is a positive association between demographic similarity and choice of CMS.

Reviewing relevant literature on conflict - its conceptualizations, its functions and dysfunctions, its management strategies and their measurement, the study explores the current awareness of benefits of conflict, the link between demographic characteristics and conflict management styles among employees of Debre Berhan Blanket Factory (DBBF).

### **1.1. Statement of the Problem**

The literature reveals varying conclusions about the effect of demographic variables on the choice of CMS. Some studies concluded that demographic variables had an effect on the choice of CMS; conversely, others claim that demographic factors do not significantly affect choice of CMS. Still other researchers thought that there *might be* effects of the demographic variables on the choice of CMS at work. Even some are afraid to state it as

a hypothesis as they are not quite sure which direction the result would go. These inconsistent findings provoked for further study.

Thomas (1976), Thomas and Kilmann (1977), as cited in Harrington, et al. (2000), McKenna & Richardson (1995), Barrier, et al. (2005), for example, have reported that sex has effect on the choice of CMS. Sternberg & Soriano (1984), on the other hand, have found out that the effect of sex on the choice of conflict management style was not statistically significant.

Barrier, et al. (2005) found significant differences between men and women on the choice of two CMS (collaboration and avoiding), women were found to be more collaborative and less avoiders than their male counterparts.

McKenna & Richardson (1995) studied the relationship between age and CMS by dividing their samples into four age groups - 16-20, 21-25, 26-30, and 31-35. They found out that there were no significant differences except for the 31-35 age group. They indicated in their study that with increasing age, respondents have a clear tendency to become more assertive; the 31-35 age group indicated a collaborative style (which is a combination of assertiveness and cooperation). They also identified compromising and avoiding as the two predominant modes of handling conflict for both men and women.

Barrier, et al. (2005) stated that in managing conflict women, unlike men, favour accommodating strategy, whereas men, unlike women, prefer to be more confrontational and competitive.

Researchers (e.g. McKenna and Richardson, 1995; Barrier, et al., 2005) believed that the above findings accord with gender role expectations. They explained that traditionally women are taught to define their sense of self within the context of relationships and are socialized to abandon personal goals for the benefit of others. Men, in contrast, are taught to define themselves in terms of domination and control and are socialized to be more assertive, aggressive, and independent. A study by Habtamu (1998) also strengthens this explanation. The study revealed that wives used accommodative style [competitive or win/lose style from husbands' side]; i.e. wives tolerating beatings, remaining silent in managing conflict with their husbands.

The roles of educational level and experience at work have also been examined. Devonish & Nurse (2007) found out that workers who have been exposed to more formal education were more cooperative in managing conflict at work. Younger, less experienced, and less educated workers, on the other hand, are inclined to be challenging and competitive and are likely to be less tolerant of perceived conflict than their older, more educated, and more experienced counterparts.

Researchers (e.g. Sternberg & Soriano, 1984; Rahim, 1985; Deetz & Stevenson, 1986; Darr, 1999) identified awareness as the decisive variable for people's choice of CMS. They explained that many people seem to believe conflict is unnatural departure from human sociability. People perceive it as always appearing as a break in the continuity of good feelings

they have towards others and in the ability to work together to satisfy needs and achieve goals; and hence people think that conflict can be and should be avoided in most circumstances.

Hence, conflicts in different contexts (e.g. Family, workplace) and the relationship between the variables sex, age, experience, and educational level and the choice of CMS have been researchers' topics in recent years. However, the present researcher has not come across studies that have examined this empirically in Ethiopian context. In addition, the fact that many women are joining the workforce and are entering into different positions is provocative for research. Therefore, to enhance our understanding of conflict and find out the link between the demographic variables and the CMS at work, this descriptive research is designed with an intention to get answers for the following basic research questions:

1. Do employees have awareness of functions of conflict at work?
2. Which CMS do employees predominantly use to manage workplace conflict?
3. Do men and women employees differ significantly across the five CMS - avoiding, competing, compromising, accommodating, and collaborating?
4. Do sex, age, educational level, and work experience have significant effects on the choice of the five CMS?

## 1.2. Objectives of the Research

The general objectives of this research are to investigate the awareness of the functions of conflict and to find out the link between demographic characteristics and conflict management styles at work among employees of DBBF.

The specific objectives of the study are to:

- assess employees' awareness of functions of conflict at work.
- identify the conflict management style(s) that employees are most likely to use at work.
- compare men and women employees across the five CMS - avoiding, competing, compromising, accommodating, and collaborating.
- find out if sex, age, educational level, and work experience have significant effects on the choice of the five CMS.

## 1.3. Significances of the Research

Most conflicts are being associated with negative outcomes. However, many writers believe that they are important. Appelbaum, et al. (1998), for example, explained when conflict exists and the issues are important, suppression of the conflict is often more dangerous than facing it; whatever the type and source of the conflict, it is essential to have a realistic understanding of the conflict and its management strategies at work. Resolving conflict has two sub-skills - cognitive (understanding) and

behavioral (action) (McKenna & Richardson, 1995). The application of ineffective conflict management strategies can result in high stress, high turn over rates, and litigation that can ultimately undermine effectiveness and efficiency at work

This research can serve as a starting point to design and introduce appropriate interventions that will enable personnel management professionals and employees to have contextually appropriate CMS. The brief ideas in the literature review with the findings will serve as bases to determine which styles and perceptions are appropriate to manage conflict at work.

Generally, this study brings the positive values of conflict into light, helps change agents to design and introduce relevant trainings, and also helps them to solve workplace conflicts early and properly. It does this because the research is informative and creates awareness that can save individuals from having distorted perception about conflict

Finally, the research gives clues for future researchers to look at the causes of demographic characteristics-based differences in conflict management styles and the remedies to modify and/or change wrong conflict management with new styles.

#### 1.4. Delimitation of the Research

Every analysis of conflict is affected by the setting where it is studied. Hence, this study examines conflict only as a workplace phenomenon. Moreover, rather than examining additional demographic variables and CMS, this study examines the effects of sex, age, educational level, and experience on the choice of the five CMS - avoiding, competing, compromising, accommodating, and collaborating.

The type and causes of conflict are not the focuses of this study. It leaves these for other researchers to explore.

The research is also not meant to compare conflict management styles of multicultural groups. It is limited only to employees at DBBF.

Finally, though formalized systems (rules and regulations) with well-defined stages have always been matters of utmost concern in the management of social conflict in every organization, this study mainly used a closed-ended instrument pertaining to personal conflict management strategies employees use to manage differences, disagreements, and conflict at work.

## 1.5. Operational Definitions of Key Phrases/Terms

**Workplace conflict** - differences, disagreements, incompatibilities occurring during workplace interactions.

**Conflict management style** - a relatively consistent way of handling differences, disagreements, and conflict in social interactions.

***Avoiding*** - a style in which individuals withdraw, give up their personal goals and relationships, and stay away from issues or people over which differences, disagreements, or conflict take place.

***Competing*** - a style in which individuals seek to achieve their personal goals at all costs. This is a style in which individuals assume that differences, disagreements, or conflict are settled by one person winning and the other losing.

***Compromising*** - a style in which individuals are moderately concerned with their own personal goals and their relationships with others; a style in which individuals give up part of their goals and persuade others to do the same in situations of differences, disagreements, or conflict.

***Accommodating*** - a style in which individuals give up their personal goals to preserve relationships. This is an "I will give up my goals and let you have what you want, in order for our relationship to continue" style.

***Collaborating*** - a style in which individuals view differences, disagreements, or conflict as problems to be solved and seek a solution that achieve *both* their own personal goals and the goal of the other person.

**Employee** - person recruited to work and receive payment on permanent bases.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In this chapter relevant literature pertinent to the issue under study is presented.

#### 2.1. The Nature of Conflict: its Inevitability, Formation, and Expressions

In today's advanced and unified world, every nation is envisaging teamwork as an answer to global competition. Diverse task groups are required to work together than ever before. From the diverse teamwork, conflict is likely to emerge from a variety of sources creating a new environment at work (Appelbaum, et al., 1998). Despite its benefits, conflict is associated with negative outcomes. Many writers believe that conflict is unavoidable. Zanden (1996), for example, says:

"In our dream of "a good life," we see an existence free of human friction, family quarrels, discrimination, ill-will..., and wars. We want a world where peace, goodwill, and comradeship reign. Yet, unhappily, it is not quite simple" (p. 354).

The potential for conflict is present any time people are together for they have different likes, wants, dislikes, etc. Some writers view conflict as a social problem that can be avoided. Green & Knippen (1999:1), for example, said, "*Handling conflict means effectively resolving an existing disagreement between oneself and another person. This may be conflict with co-workers, superiors, subordinates, family, friends, or acquaintances.*" Rahim (1985), on

the other hand, saw it as an inevitable part of social life. He said conflict can not and must not necessarily be eliminated or reduced, but, similar to other problems in our life, it can only be managed. In agreement with Rahim, Bose & Pareek (1986) wrote that conflict is part of our daily lives. Hence, there is a distinction between conflict resolution and conflict management. According to Rahim (1985), conflict resolution implies reducing or elimination of conflict but conflict management does not necessarily imply elimination.

Rahim's explanation of conflict as '...can not and must not necessarily be eliminated....' implicitly indicates that conflict is a "necessary evil" in every walk of life. In connection to this Coser wrote:

"Groups require disharmony as well as harmony, dissociation as well as association; and conflict within them is by no means altogether disruptive factor. Group formation is the result of both processes. The belief that one process tears down what the other builds up, so that what finally remains is the result of subtracting the one from the other, is based on a misperception. On the contrary, both "positive" and "negative" factors build group relations. Conflict as well as ... [harmony] has social functions. Far from being necessarily dysfunctional, a certain degree of conflict is an essential element in group formation and the persistence of group life." (Coser, 1956:31)

However, because of the negative connotation attached to the word and the resulting wrongly appreciated actions, covert and symbolic expressions rather than direct and overt actions are standing as primary obstacles to the functioning of conflict as developmental tool. Another obstacle that prevented conflict from surfacing and doing its developmental functions is that accepting mistakes is considered as a great loss of social face because the opponent may consider the proponent as lacking courage (Swingle, 1970).

Due to these perceptions, conflict passes through a series of ugly metamorphoses at work before it surfaces.

According to Fortado (2001), conflict builds up through four stages: restatement of complaints, applying pressure, carrying out acts of retribution, and taking compensatory actions. He added that the amount of trust decreases and the expressions of conflict become more and more complex and abstract as it builds up from stage one through stage four. In agreement with Fortado, Appelbaum, et al. (1998), said that both the events of formation and unfolding of conflict took place sequentially.

Fortado (2001) explained that in stages one and two conflicting parties rephrase their concerns into group issues to increase social power and popularity. They compel to make adjustments, for example, slowing down, absence, doing poor work, or refusing to work. If human resource professionals failed to notice this economic and emotional deterioration of the work environment, the third stage follows where employees, for example, take unilateral revenge. Still when this fails to bring effect, conflict grows to the fourth stage where employees take various social and psychological coping mechanisms to alleviate the frustration that stem from being inequitably treated. At the fourth stage more abstract and indirect methods such as ridiculing/insulting gossips, jokes, nicknames, stories, graffiti, or cartoon become common.

Every form of expression of conflict at each stage gives important message as to what issues are troubling employees (Shepard, 1961; Fortado, 2001).

The writers went on explaining that employees almost universally hate the feeling of powerlessness; they (employees) also find it difficult to simply walk away from a position into which they have poured a lot of effort and money. Therefore, the employees generally feel that aggressive and vengeful acts are the remedies for such impotence. They feel that a sense of dignity and self-esteem is regained by acting aggressively. However, many writers (e.g. Coser, 1956; Shepard, 1961; Swingle, 1970; Fortado, 2001) view realistic perception rather than aggression as the remedy to conflict and its effects. By realistic perception, they mean realizing that conflict is *inevitable* to any person, group, or organization anytime anywhere as people strive to achieve a goal or goals. Hence understanding the nature of conflict and learning to manage it is a better remedy than aggressive responses. In connection to this Swingle (1970) explained that without theory and understanding of the dynamic nature of human conflict, the search for methodologies to accomplish peace, conflict resolution, or conflict management is aimless chase. Fortado (2001) also added conflict passes through all those four stages when conflicting parties fail to manage it totally, suppress them, ignore, or are not voluntary to face and manage it early.

## **2.2. Constructive and destructive conflicts**

Based on its management, conflict has both negative and positive effects (Coser, 1956; Baron, 1984, 1985; Rahim, 1985; Bose & Pareek, 1986; Harrington, et al., 2000; Barrier, et al., 2005)

### **2.2.1. Constructive Conflict**

When properly managed, conflict leads to more careful consideration of new ideas and approaches. It may bring important problems out into the open where they can at least be addressed (Baron, 1985). Organizations in which there is little or no conflict may stagnate (Rahim, 1985). If people view conflict as an inevitable organizational phenomenon and manage it constructively, it can be used to produce new ideas and optimum solutions (Appelbaum, et al., 1998). Conflict is a necessary instrument of change and progress (Zanden, 1996).

Constructive conflict ends up with cooperation, mutual respect, and a desire to learn from and to protect others (Coser, 1956; Rahim, 1985). Within personal relations, both men and women are most satisfied with themselves and their partners after such conflict (Baron, 1984). Such conflict results in collaboration, which in turn brings the establishment of trust and equality of power at work (Baron, 1984).

### **2.2.2. Destructive Conflict**

Improper management, on the other hand, leads conflict to be destructive to individuals, groups, or organizations. Destructive conflict, in contrast to constructive one, is marked by "escalating spirals of manipulation, threat, and coercion (overt aggressions). It is marked by avoidance spirals (covert aggressions), retaliation, inflexibility, dominance, subordination, and degrading verbal and nonverbal communications" (Barrier, et al., 2005:199).

If conflict is not properly dealt with or managed, the health of the organization or individual involved gets affected (Bose & Pareek, 1986). "Persistent conflict can exert wide range of negative effects on organizational functioning. For example it can interfere with coordination and communication, increase the tendency to stereotype ones opponent, and induce shifts towards authoritarian rather than participative leadership" (Baron, 1985:434). Both men and women show low satisfaction with such conflict (Baron, 1984; Rahim, 1985).

Green & Knippen (1999) said there is always a miscommunication among people who are in destructive conflict. They went on explaining that, obviously, if someone is not communicating with those around him under conflict situations, it is unlikely that he will be able to perform his best capabilities.

When one's performance is bad due to conflict, it is sure that the starter individual will be the first to suffer. The manager, for example, may not promote him, praise him, or give him a larger salary if he thinks he is not doing a good job. Whatever the case, when conflict is perceived as individuals' matters, the whole organizational goals will go to jeopardy imperceptibly (Barrier, et al., 2005).

### **2.3. Conflict Management Styles : Emergence and Classification**

*A style* is a relatively consistent way of behaving in social interactions (Bose & Pareek, 1986). The first models of conflict management were developed

in the early 1960s in the fields of social psychology and organizational psychology. These early models measured conflict mostly along a single dimension - *concern for others* - represented by the bipolar anchors of cooperativeness and uncooperativeness (Barrier, et al., 2005). Earlier study by Shepard (1961), for example, put conflict management styles in a continuum ranging from suppression and total war, which he called primitive and destructive methods, through limited war and bargaining (partially destructive) to problem solving (civilized method).

These models were soon rejected, however, because they failed to account for strategies involving *a concern for self-interests*. Subsequent models, following the work of Blake and Mouton (1964), Thomas & Kilmann (1974) as cited in barrier, et al. (2005), have measured conflict using two orthogonal dimensions that include both concern for others (cooperativeness and uncooperativeness) and concern for the self (assertiveness and unassertiveness).

Recent studies (e.g. Baron, 1984, 1985; Rahim, 1985; Harrington, et al., 2000; Barrier, et al., 2005) have followed this latter two-dimensional model as a popular framework that accounts for five styles of managing conflict: avoiding, competing, compromising, accommodating, and collaborating.

As can be seen from Figure 1, high concern for the self is the competing style, which is characterized by a drive to maximize individual gain even at the expense of others. This is in contrast to the collaborating style, which is marked by a drive towards constructing solutions to conflict that meet

the needs of *all* parties involved. Low concern for the self is the avoiding style, which disengages from conflict, and the accommodating style, which sacrifices self-interests to satisfy the needs of others. Finally, compromising, a strategy that theoretically straddles the midpoint between cooperativeness and assertiveness, involves making concessions to manage conflict.

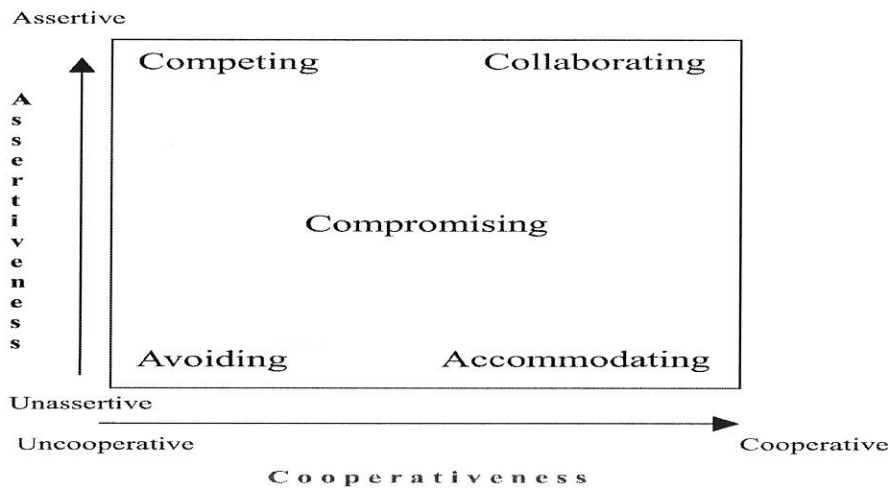
There are some inconsistencies regarding the evidence that validates the taxonomy of conflict management styles. Bose & Pareek (1986), for example, divided CMS into 12, of which half of them (supportive, normative, problem solving, innovative, confronting, and resilient) were called functional and the other half (rescuing, prescriptive, task obsessive, bohemian, aggressive, and sulking) dysfunctional. However, their categorization fitted neither the earlier nor the recent studies.

Most researchers consistently emphasize the appropriateness of some CMS over others for managing workplace conflict in *most circumstances*. Rahim (1985), Barrier, et al. (2005), for example, do not recommend avoidance as a good CMS at work. They explained that indeed, avoidance is one of the least adaptive and perhaps the most disruptive style of managing conflict in personal relationships. Competing has also been shown to reduce satisfaction in personal relationships (Barrier, et al., 2005).

Collaboration, on the other hand, is generally considered, as more productive (Barrier, et al., 2005; Bose & Pareek, 1986). Compromising is also perceived as being satisfying to both men and women. It is actually considered as

cooperative, i.e. more related to collaborating and accommodating than to avoiding and competing (Barrier, et al., 2005).

**Fig.1. A two-dimensional classification of CMS**



Source: Thomas & Kilmann (1974)  
Cited in Barrier, et al. (2005)

The five conflict management styles have different names by different writers. Competing is named as forcing, win/lose, and domination (Rahim, 1985; Everard & Morris, 1990). Avoiding is named by other words such as suppression, withdrawal (McKenna & Richardson, 1995; Harrington, et al., 2000); back passing, sidestepping (Rahim, 1985). Compromising is commonly called as sharing or bargaining. Accommodating is named also as obliging (Rahim, 1985), smoothing (Everard & Morris, 1990), pacification (Deetz & Stevenson, 1996). Collaborating is commonly called as problem solving. It is also called as integrating, (Rahim, 1985), win-win, (McKenna & Richardson, 1995), and confrontation (Harrington, et al., 2000).

Within organizations, all the five conflict management styles have their uses depending on the situation though some styles are more preferred than others in most circumstances. Rahim (1985), Bose & Pareek (1986), Deetz & Stevenson (1986), Everard & Morris, (1990), Barrier, et al. (2005) indicated the conditions under which each CMS is more appropriate than the others as follows:

Avoiding is appropriate when:

- Issues are trivial
- The potential dysfunctional effect of confronting the other party outweighs the benefits of the resolution of the conflict
- The conflict is short-lived
- Better time and place is available to manage the conflict in the future (Rahim, 1985; Bose & Preek, 1986; Deetz & Stevenson, 1986).

Competing is essential when:

- Speedy decisions are needed
- Unpopular courses of action (but which may become popular latter) have to be implemented
- Implementing strategies and policies formulated by higher-level management is required (Rahim, 1985; Everard & Morris, 1990).

Compromising becomes appropriate when:

- The goals of conflicting parties are mutually exclusive
- The conflicting parties are equally powerful (Rahim, 1985; Everard & Morris, 1990).

Accommodating is appropriate when:

- The issue is more important for the other party

- A party is willing to give up something with the hope of getting something in exchange from the other party (Rahim, 1985; Deetz & Stevenson, 1986).

Finally, problem solving is more appropriate when:

- Issues are complex and hence skill and information posed by different individuals is essential
- For long range planning and strategic issues (Rahim, 1985; Barrier, et al., 2005).

The extent to which a CMS is effective depends on the requirements of the conflict situation and the skill with which it is used (McKenna & Richardson, 1995). They added CMS that are most preferred are those that combine both assertiveness and cooperation. Collaboration and to some extent compromise falls to this category. However, CMS such as competing, which is uncooperative, is not favoured as a strategy. McKenna & Richardson (1995) clearly said that competing *is not* a strategy for conflict management for persons never put their positions open and for it is uncooperative. Kruglanski & Raven (1970) see competition as *form of conflict* rather than as managing style. According to Everard & Morris (1990) and McKenna & Richardson (1995) accommodation is a cooperative strategy, but it is unassertive. Compromising is a give and take strategy; however, it may result in reduced effectiveness through dilution - creativity may become weak as other CMS are made to mix for the sake of maintaining relationships (Everard & Morris 1990; McKenna & Richardson, 1995).

Rahim (1985) indicated collaborating and to some extent compromising as appropriate for dealing with strategic issues. The rest, he went on explaining, can be used to deal with tactical or day-to-day problems. Bose & Pareek (1986) stated that organizations placing emphasis on collaboration

modes would have effective interpersonal relations. Shepard (1961), on the other hand, indicated that it is very difficult to apply collaboration to larger organizations, as it is impossible to have a solution that satisfies *everyone* involved though it can be applied to family and small cohesive groups. The choice of CMS is not limited to influence of situations. Demographic variables such as sex, age, educational level, and work experience also affect it.

#### **2.4. The effects of demographic Variables, and awareness on the choice conflict management styles**

Different researchers have investigated the effect of different variables on the choice of conflict management strategies at different times.

Since gender identity - the social construction and sex - the biological make up - are related, sex difference in the ways conflict is handled is expected (McKenna & Richardson, 1995). Culture is mentioned as the determinant variable for the choice variations of CMS among people.

McKenna and Richardson (1995), for example, studied three main racial groups working in multicultural corporations in Singapore and found out the following results. In the Chinese racial group the overall pattern for both men and women was the same: they have a greater tendency to compromise. In the Indian group, men and women handled conflict differently: men tended to be more compromising, whereas women tended towards collaborating. In the Malay group, men are compromisers while women are

very clearly avoiders. They observed that compromising was a feature of most societies.

Current research on the choice of CMS also reveals differences and similarities between men and women. Barrier, et al. (2005) taking 163 Information Science undergraduate students found significant difference between men and women only on two CMS - avoiding and collaboration. Women were found to be more collaborative and less avoiders than their male counterparts. Significant differences were not found in the other three CMS - competing, compromising, and accommodating.

Some researchers stated their findings in unclear terms. In her longitudinal study Lougheed, for example, stated that both men and women believe that women handle conflict and relate to others differently which is viewed positively. She added women are at an advantage when it comes to handling conflict (Lougheed, 2000). Barrier, et al. (2005) also wrote "people who are androgynous [gender untypical] in their gender role orientation are better at managing conflict than people who are gender typical (2005:201)."

McKenna & Richardson (1995) also studied the relationship between age and CMS by dividing their study samples into four age groups - 16-20, 21-25, 26-30, and 31-35. They found out that there were no significant differences except for the 31-35 age group. They indicated in their study that with increasing age, respondents have a clear tendency to become more assertive; the 31-35 age group indicated a collaborative style (which is a combination of assertiveness and cooperation).

The roles of educational level and experience have also been examined at work. Devonish & Nurse (2007) found out that workers who have been exposed to more formal education were more cooperative in managing conflict at work. Younger and less educated workers, on the other hand, are inclined to be challenging and competitive and are likely to be less tolerant of perceived conflict than their older and more experienced counterparts.

Researchers (e.g. Rahim, 1985; Deetz & Stevenson, 1986; Darr, 1999) identified awareness as the decisive variable for people's choice of CMS. They explained that many people seem to believe that conflict is unnatural departure from human sociability. They added that people perceive it as always appearing as a break in the continuity of good feelings they have towards others and in the ability to work together to satisfy needs and goals; and hence people think that conflict can be and should be avoided in most circumstances.

## **2.5. Assessing organizational conflict**

### **2.5.1. Effects of undiagnosed conflict**

When conflict is not diagnosed early and is allowed to continue to grow, they bear additional problems like a rolling stone. As a rolling stone gets bigger and bigger by collecting things on its way, unmanaged conflict begins to generate additional and new problems of its own (Green & Knippen, 1999; Fortado, 2001). These new problems may include lack of cooperation, poor

communication, wasted time, and contagious conflict. An entire organization can be disrupted when a conflict is unmanaged timely.

The self-generating or 'metamorphoses' problems can also occur from ignored conflict. People, who are having a conflict that has not been disclosed, simply do not work well together. Cooperation is at a standstill. Each person does what is required of him but will not go out of his way to help the other person. It is virtually impossible to effectively communicate when two parties are in conflict.

The lack of communication and cooperation leads to another problem: wasted time. People, who must work together and communicate effectively but do not because of conflict, end up wasting a lot of time. This happens when individuals try doing both jobs by themselves (which takes more time) or when the wrong things are done due to miscommunication (Green & Knippen, 1999:29).

The other problem caused by unmanaged conflict is potentially the most dangerous one. People who are having conflict tend to discuss that conflict with others and involve them in the conflict. It becomes contagious. As the number of people involved in the conflict grows, so do the chances of poor cooperation, poor communication, and wasted time (Green & Knippen, 1999).

#### **2.5.2. Advantages of Assessing Workplace Conflict**

Identifying employees' conflict management styles by age, sex, educational level, and work experience can serve as a psychological and practical solution

for poor performance. This is so because after the identification it will be possible to introduce appropriate inter-personal training and job design Wendy (1991). If personnel management professionals, consultants, managers or ordinary employees have awareness of what employees are really thinking and feeling, the sources of trouble can be easily tackled (rather than being ignored, guessed or damned) (Wendy, 1991). Rahim (1985) also said a diagnosis of conflict at the workplace is essential because the underlying causes and nature of conflict may not be what they appear on the surface. Conflict changes itself from one phase into another naturally and hence both regular and incidental assessments are essential to surface it before it reaches a complex stage imperceptibly (Shepard, 1961; Fortado, 2001). One factor that made workplace conflict assessment difficult is that expressions of hostile, competent, dominant, confident, strong, and emotions are suppressed at the workplace communications (Rosenthal & Steckler, 1985).

The Thomas-Kilmann conflict mode instrument (TKI) has been found to be valid and reliable to measure conflict in organizational context and is widely used in academic research (Barrier, et al., 2005). The instrument consists of 60 items in 30 pairs. The pairing is based on their assumption that everyone's response in conflict situations stems from two impulses- concerns for self and concern for others.

One advantage of the TKI is that it gives individuals the advantage of surfacing their *personal* characteristics (McKenna & Richardson, 1995; Barrier, et al., 2005).

However, TKI is not without a limitation - it forces respondents to choose only between two alternatives; that is why adaptation of TKI and use of semi-structured interview is necessitated by the present researcher. To minimize restriction, TKI is extended to a five-point response scale after avoiding repetitions and replacing some unclear items by other clearer items of the same style category statements from Everard & Morris's (1990) Conflict Orientation Questionnaire. The adapted form gives respondents the opportunity to distribute their feelings to the five scale responses. Every respondent has also the chance to produce all the five CMS in the adapted instrument.

## **2.6. Steps for managing conflict constructively at work**

Managing conflict is effectively handling an existing disagreement between oneself and other persons (Rahim, 1985). In the past the task of managing conflict was left for managers; however, in today's diversified work force, this assumption is not wise; hence, every one needs to have the skill of managing conflict. There may be personality clashes, misunderstandings, miscommunications, disagreements, or just plain dislikes. Whatever the reason, everyone, eventually, must learn how to cope with, or handle, conflict (Green & Knippen, 1999).

According to Green & Knippen (1999), conflict should be handled as soon as the opportunity presents itself, but two criteria must be met: both people must be in a mental, physical, and emotional state suitable to resolve the conflict, and both people must have adequate uninterrupted time to handle the conflict. They added that resolving conflict is a six-step process. The steps are:

- objectively describing the conflict situation to the other person
- asking the other person how he sees the conflict situation
- responding to the way the other person sees the situation
- jointly deciding how to *resolve* the conflict and making a commitment to *resolve* the conflict
- summarizing the action to be taken by each person ,and
- promising to each other to *resolve* future conflict sooner.

In connection to Green & Knippen, Appelbaum, et al. (1998) treated conflict management as a three-stage process: planning, implementing, and follow-up.

They explained that in the planning stage strategies and action plans are developed. In the implementation stage, the strategies and plans are carried out. Finally, in the follow-up stage, good results are rewarded and wrong ones are corrected (Appelbaum, et al. 1998).

## CHAPTER THREE

### RESEARCH METHOD

#### 3.1. Population, Samples, and Sampling Technique

The population of this research was DBBF employees. DBBF is situated about 130 kilometers north of Addis Ababa. There are 748 (471 males and 277 females) employees working on permanent basis. A simple random sampling technique was employed. Hence, female and male employees were selected randomly for both the pilot and main study. The final, total number of samples taken was 320 (188 males and 132 females).

#### 3.2. Instruments

A questionnaire and a semi-structured interview were used as data gathering tools. The entire questionnaire consisted of three parts. The first part comprises of four items that are related to the demographic variables sex, age, educational level, and work experience. The second part includes 44 items used to measure conflict orientation of samples and classify their conflict behaviors into one of the five CMS (avoiding, competing, compromising, accommodating, and collaborating). The third part consists of five items that are used to measure employees' awareness of functions of workplace conflict.

In addition to the questionnaire, data are also gathered using a semi-structured interview. The interview items were eight guiding questions written by the researcher. They are meant to provide comparable

information on the data explored by the questionnaire and aid the quantitative analysis. The interview was taken verbatim. Both the questionnaire and the interview items were translated into Amharic before administration.

### *3.2.1. Measures of Demographic Variables*

In this part, all respondents provided information regarding their sex, age, educational level, and work experience. The employees' sexes are coded as female=0 and male=1. Employees' ages were presented to them in four age ranges based on Santrock's (1999) approximate division of the human life span (specifically the adult age). The age range 18-25 was coded as 1, 26-34 as 2, 35-49 as 3, and 50 & above as 4. The samples' educational levels were divided into five: primary education, secondary education, certificate, diploma, and degree & above. They were coded as 1, 2, 3, 4, and 5 respectively. The samples' work experiences were divided into four groups - 0-2 years, 3-7 years, 8-12 years, and 12 years & above. They were coded as 1, 2, 3, and 4 respectively.

**Table 1: Samples of the study by the independent variables and their levels**

Variables	Levels	N
Sex of the respondents	female	120
	male	185
Age of the respondents	18-25 years	18
	26-34 years	82
	35-49 years	159
	50 years and above	46
Educational level of the respondent	primary education	65
	secondary education	115
	certificate	39
	diploma	77
	degree and above	9
Work experience	0-2 years	29
	3-7 years	34
	8-11 years	57
	12 years and above	185

### *3.2.2. Measures of Conflict management styles*

The measure of prime importance in this research is *CMS* of employees. The measure of *CMS* was developed and adapted from two sources - Thomas & Kilmann (1977) [online] and Everard and Morris (1990). The measure includes 44 items. The scores of the employees on the 44 items are added across each of the five *CMS* and later used to make further statistical computations. All the 44 items were presented on a five point likert scale ranging from never (1) to always (5). There were 9, 8, 8, 11, and 8 items measuring avoiding, competing, compromising, accommodating, collaborating styles respectively.

**Table 2: Descriptive statistics of the conflict management styles by the independent variables and their levels**

Independent Variables			Conflict management styles					
Variable	Levels	N		Avoid.	Compet.	Compro.	Accom.	Collabo.
Sex	Male	185	M	31.44	29.59	32.76	25.04	34.21
			sd	3.98	4.41	4.52	5.26	4.59
	Female	120	M	18.10	18.78	30.63	35.23	33.65
			sd	3.82	4.14	5.07	3.24	4.37
Age (in years)	18-25	18	M	24.67	24.78	33.56	28.94	34.44
			Sd	6.70	8.45	6.77	7.97	6.12
	26-34	82	M	27.28	26.27	32.30	27.48	33.59
			Sd	7.67	6.23	4.58	5.92	3.85
	35-49	159	M	26.14	24.82	31.65	29.72	33.97
			Sd	7.36	6.63	4.77	6.08	4.66
	>=50	46	M	25.02	25.67	31.50	29.59	34.59
			Sd	8.34	7.74	4.68	6.60	4.37
EDL	Prim.	65	M	24.02	23.42	31.28	31.71	34.28
			Sd	7.64	7.58	5.21	5.62	4.54
	Sec.	115	M	26.06	25.01	32.70	28.90	34.24
			Sd	8.01	6.91	4.67	6.27	4.34
	Certif.	39	M	26.49	25.92	30.44	29.05	33.92
			Sd	6.55	5.70	4.54	4.92	3.81
	Diploma	77	M	27.74	26.40	31.55	27.43	32.92
			Sd	7.26	6.05	4.70	6.51	4.98
	Degree	9	M	29.89	31.67	36.22	25.67	38.11
			Sd	3.69	5.81	3.63	8.55	1.27
Work experience (in years)	0-2	29	M	29.72	28.97	32.00	25.14	34.45
			Sd	5.30	4.41	7.02	6.41	5.61
	3-7	34	M	25.56	24.18	32.62	29.56	34.56
			Sd	7.06	5.86	4.02	7.04	3.99
	8-11	57	M	26.47	24.18	31.84	29.37	34.35
			Sd	8.45	6.84	4.14	5.68	3.40
	>=12	185	M	25.67	25.34	31.80	29.47	33.70
			Sd	7.57	7.12	4.81	6.13	4.70

Note: EDL= educational level; Prim. = primary education; Sec. = secondary education; Certif. = certificate; Avoid. = avoiding; Compet. = competing; Compro. = compromising; Accom. = accommodating; Collabo. = collaborating; M= mean; sd= standard deviation

### *3.2.3. Measures of awareness of functions of conflict at work*

This part consists of five 'yes-no' items developed by the researcher after reading the literature on conflict. The five items are all facts about benefits of conflict at work proposed by different authors (e.g. Coser, 1956; Leas, 1982; Rahim, 1985).

### **3.3. Procedures of Data collection for the main Research**

First, the instrument was translated into Amharic by the researcher with the help of two postgraduate students from TEFL and TEAM departments. The student from the TEFL department checked the English version and the other checked the Amharic version. The language editors and the researcher corrected some differences that appeared in the backward and forward translations out jointly. Second, in order to check their validity to the topic of study, two lecturers in Psychology department evaluated the items.

Third, the Amharic version of the instrument was piloted on a randomly selected sample of 50 employees (half male and half female). The pilot study was used to modify the wordings of some questionnaire items. The 50 employees who filled the pilot study were excluded in the main research. The responses of the pilot samples were scored and the reliability of each group of items that measure each of the five CMS was computed using Chronbach alpha. 0.92, .87, .65, .72, and .73 were the obtained alpha coefficients for avoiding, competing, compromising, accommodating, and collaborating measuring items respectively. Even the groups of items with

not good alpha coefficients were used to collect the main data hoping that their values will improve in the large sample. However, three items from accommodating measuring items (items 11, 16, and 25) and one item from avoiding measuring items (item 34) were cut off after making item correlation test to make mean comparisons proper. The item correlation test coefficients of the dropped items were .46, .48, .51 respectively for the 11<sup>th</sup>, 16<sup>th</sup>, and 25<sup>th</sup> items respectively of the accommodative style and .45 for the 34<sup>th</sup> item of the competing style.

Finally, the instrument was administered to 320 employees through the help of two colleagues of Debre Berhan Teacher Education and Vocational Training College. Department head and section leaders of DBBF also helped to make arrangements. Some oral instructions were given to the heads, leaders, and some employees by walking from department to department and section to section. The clear, simple, and short Amharic instructions of the questionnaire, the oral instructions provided, and the researcher's and his helpers' follow ups greatly minimized possible confusions and mistakes that could have been occurred while completing the questionnaire. 305 (185 males and 120 female) filled the questionnaire correctly and the analyses was based on their data.

In addition, a semi-structured interview was held with 12 people who have frequent contact with employees everyday. They include department heads and section leaders within the departments. Secretaries of department

heads and some women employees were targeted purposefully to keep sex balance.

### **3.4. Data Analysis**

The researcher and an assistant first tallied the completed data. Then it was analyzed with the help of Statistical Package for Social Sciences (SPSS). Alpha .05 was used for all significant tests.

After coding and entering the data into the computer, different statistical analyses were made for the following purposes.

1. To summarize the data, i.e, to express proportions of certain characteristics of variables, descriptive statistics, such as frequencies, means, standard deviations, and percentages were computed.
2. To compare the significance of mean differences between male and female employees on the choice of the five CMS, t-test was employed.
3. Line graphs were used to show the relationship between demographic variables and conflict management styles.
4. Multivariate Analysis Of Variance (MANOVA) was used to show main and interaction effects of the independent variables on the choice of the five CMS taken simultaneously as out come variables.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1. Results

In this part, the major findings are presented. The presentation includes the use of descriptive statistics such as frequencies, percentages, means, and standard deviations. Line graphs are used to show relationships between demographic variables and CMS. T-test and MANOVA are also employed to compare means differences and see main and interaction effects of the independent variables on the choice of the five CMS treated in the study.

##### 4.1.1 Employees' awareness of functions of conflict at work

Employees' awareness of functions of conflict at work was computed using frequencies and percentages.

**Table 3: Employees' awareness of functions of conflict at work (n=305)**

Item No	Items measuring functions of conflict at work	Alternatives	Awareness	
			Frequency	Per cent
1	It is sometimes necessary to induce conflict into the workplace	yes	19	6.2%
		no	286	93.8%
2	Conflict is always harmful at the workplace	yes	213	69.8%
		no	92	30.2%
3	Conflict motivates change at the workplace	yes	113	37%
		no	192	63%
4	Conflict stimulates creativity of new ideas at the workplace	yes	157	51.5%
		no	148	48.5%
5	Conflict can creates productive associations and coalitions at the workplace	yes	96	31.5%
		no	209	68.5%

As Table 3 shows, the majority perceived conflict as unimportant and unnecessary phenomenon at work. The percentage shows that more than

50% of the respondents for each item are not aware of the functions of conflict at work. The only exception was their response to item number four.

#### 4.1.2. Predominantly used conflict management styles

Mean comparison of employees (the two sexes combined) across the five CMS gives the following result.

**Table 4: Descriptive statistics on conflict management styles (N=305)**

<b>CMS</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Sd. deviation</b>
Avoiding	11	40	26.19	7.57
Competing	9	39	25.33	6.82
Compromising	19	40	31.92	4.85
Accommodating	14	40	29.05	6.28
collaborating	18	40	33.99	4.50

Sd. = standard deviation

As table 4 shows, collaborating is the most predominantly used style (M=33.99, sd. = 4.50) followed by compromising (M=31.92, sd. 4.85). Competing and avoiding are the two least used CMS with mean values 25.33 and 26.19 respectively. Accommodating is the moderately used style with mean (M=29.05), falling between the top two predominantly and the lower two less predominantly used CMS. . Information gathered from the 12 informants also reveals data that supports this result. The informants told the researcher that the employees have developed a strong informal, familial ways of resolving conflict. They have developed a way of managing quarrels collaboratively before they reach top disciplinary measure.

#### 4.1.3 Sex Differences across the five Conflict Management Styles

Mean differences between male and female employees across the five CMS were computed using independent two-tailed t-test and the result is presented in the following table.

**Table 5: Sex differences on the five CMS (n=185 for males & 120 for females)**

	sex	n	Mean	Sd. Deviation	t value
avoiding	male	185	31.44	3.97	29.68*
	female	120	18.10	3.62	
competing	male	185	29.59	4.41	21.44*
	female	120	18.77	4.14	
compromising	male	185	32.76	4.52	3.84*
	female	120	30.63	5.07	
accommodating	male	185	25.04	4.44	-22.73*
	female	120	35.23	2.60	
collaborating	male	185	34.21	4.59	1.063
	female	120	33.65	4.37	

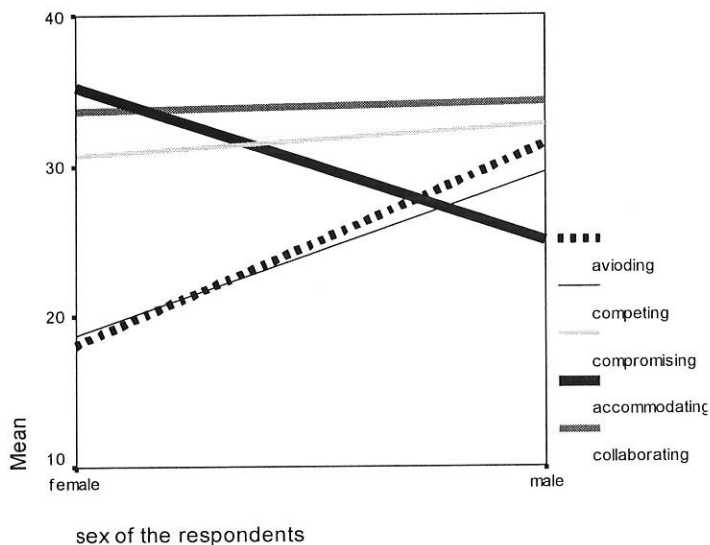
\* Significant at  $P < .05$  and  $df = 303$ ; Sd= standard deviation

As Table 5 indicates males are more avoiders and more competing ( $t(303) = 29.68$  &  $21.44$ ,  $P < .05$ ) respectively than their female counterparts. Males also tend to be more compromising ( $t(303) = 3.84$ ,  $p < .05$ ) than females. On the contrary, females are found to be more accommodative ( $t(303) = -22.73$ ,  $P < .05$ ) than their male counterparts. Only collaborating failed to reach statistically significant level ( $t(303) = 1.063$ ,  $P > .05$ ).

#### 4.1.4. The relationship between demographic variables and conflict management styles

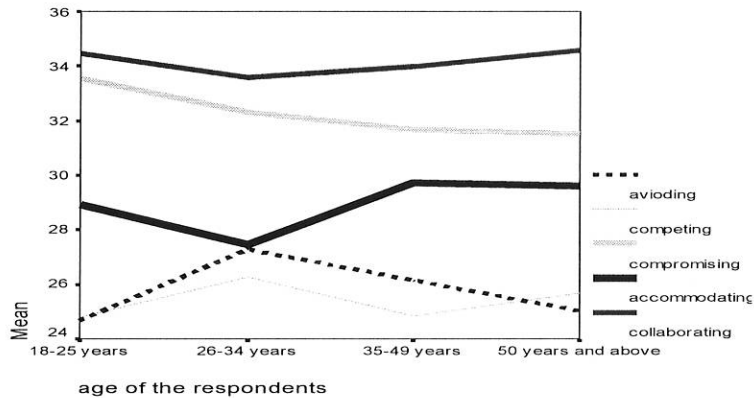
Line graphs make reading and interpretation of the descriptive data in Table 2 easier. Hence, the relationship among the demographic variables sex, age, educational level, & work experience and the five CMS are presented in the following four figures.

Fig. 2. Relationship between sex and conflict management styles



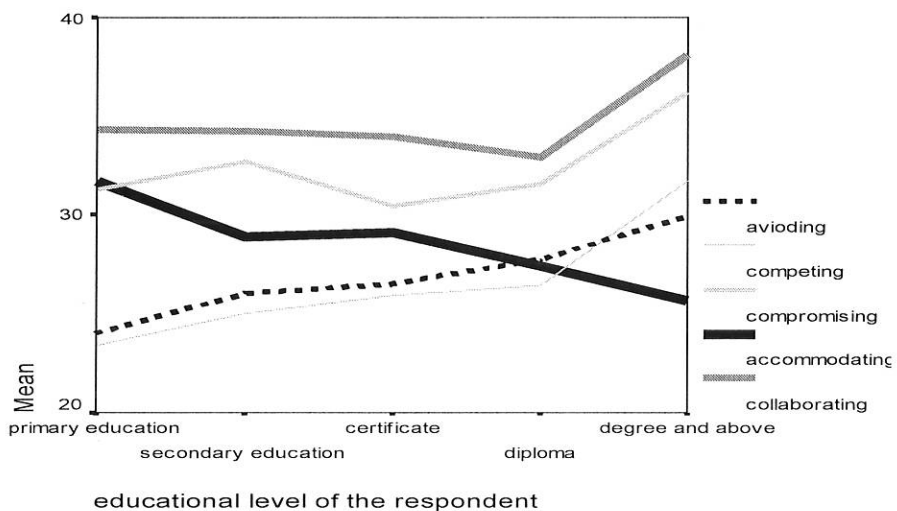
As the descriptive statistics of table 2 (the row with the variable sex) and Fig. 2 indicate, choice of the three CMS (avoiding, competing, accommodating) shows great variations by sex. The two predominant modes of managing conflict for men are avoiding and competing. Accommodating is the predominant mode for females. Collaborating and compromising are conflict management modes for both men and women, although the greatest tendency for men was compromising.

Fig. 3. Relationship between age and conflict management styles



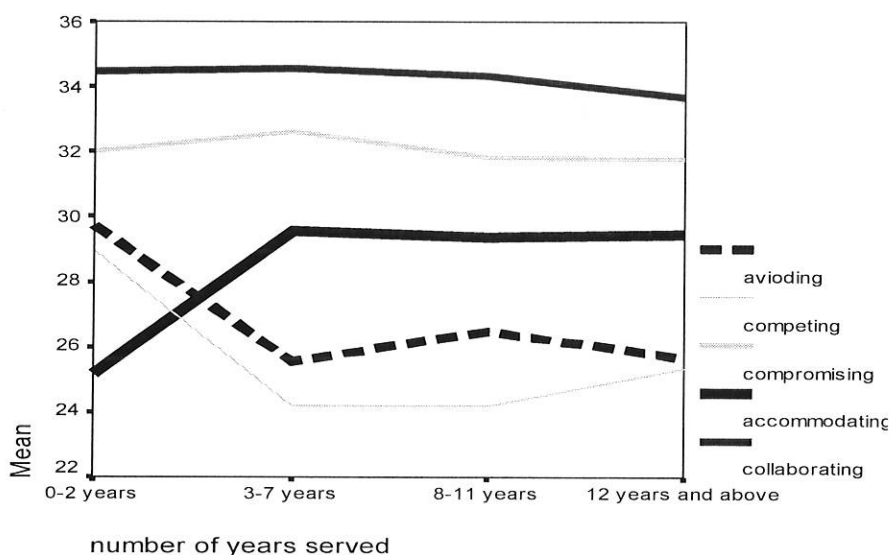
As the descriptive statistics of table 2 (the raw with variable age) and Fig. 3 show, in all age groups there is a tendency towards collaborating and compromising as a conflict management strategy. There is also a tendency towards decreased competitiveness among all age groups except the 26-34 age group.

Fig. 4. Relationship between educational level and conflict management styles



As the descriptive statistics of table 2 (the row with variable EDL) and Fig. 4 show, as educational level increases, there is tendency to use all CMS increasingly except for the accommodating style, which is used decreasingly. This finding is inconsistent with Golesorkhi (2006) and Devonish & Nurse's (2007) findings that claims as workers become more educated, they tend to shift from competitive and avoiding styles to more cooperative styles, in other words, younger and less educated workers are inclined to be challenging and competitive and are likely to be less tolerant of perceived conflict than their older and experienced counterparts. This might be due to low quality education workers had by distance education. Most employees have their diploma through distance education, which is suspected of merely giving the diploma without the necessary knowledge and skills.

**Fig. 5. Relationship between work experience and conflict management styles**



As the descriptive statistics of table 2 (the raw with variable work experience) and Fig. 5 show, as experience increases, there is a tendency to use compromising and accommodating. On the contrary, there is a tendency to be less avoider and less competing. This is in agreement with Golesorkhi (2006) and Devonish & Nurse's (2007) findings that claims as workers become more experienced, they tend to shift from competitive and avoiding styles to more cooperative styles, in other words, younger, less experienced, workers are inclined to be challenging and competitive and are likely to be less tolerant of perceived conflict than their older and experienced counterparts.

#### **4.1.5. Main and interaction effects of sex, age, educational level, and experience on the choice of the five CMS**

The primary reason for conducting a multifactor study is to observe interaction between the independent variables (Heiman, 1995). When each combination of the different amounts of independent variables produce a different effect on the dependent scores, we have an interaction (Heiman, 1995). An interaction effect is the influence that the combination of levels from the factors has on the dependent scores. In a sense, an interaction is an *'artificial'* variable created by combining the factors. An interaction of two factors is called a two-way interaction and an interaction of three factors is called a three-way interaction (Heiman, 1995). A two-way interaction indicates that the relationship between one factor and the dependent scores changes as we change the levels of the other factor. A three-way interaction indicates that the relationship between one factor

and the dependent scores changes as the levels of the other two factors change.

The main and interaction effects of sex, age, educational level, and experience on the choice of the five CMS taken simultaneously were tested using multivariate tests and the results are presented in the following table.

**Table 6: Results of multivariate tests of significance for main and interaction effects of the acting independent variables (sex, age, educational level, work experience) on the choice the five CMS taken simultaneously (N=305)**

Independent Variable	Dependent variable	SS	df	MS	F
SEX	avoiding	3805.58	1	3805.59	336.69*
	competing	1797.12	1	1797.12	124.82*
	compromising	61.59	1	61.59	3.94*
	accommodating	1346.28	1	1346.28	135.26*
	collaborating	33.13	1	33.13	1.99
AGE	avoiding	136.13	3	45.38	4.01*
	competing	382.00	3	127.33	8.84*
	compromising	22.92	3	7.64	.49
	accommodating	175.34	3	58.45	5.87*
	collaborating	93.21	3	31.07	1.87
EDL	avoiding	70.81	4	17.70	1.57
	competing	40.71	4	10.18	.71
	compromising	131.53	4	32.88	2.10
	accommodating	198.12	4	49.53	4.98*
	collaborating	349.34	4	87.33	5.26*
EXP	avoiding	58.73	3	19.58	1.73
	competing	2.70	3	.90	.06
	compromising	54.15	3	18.05	1.16
	accommodating	147.13	3	49.04	4.93*
	collaborating	100.40	3	33.47	2.014
SEX * EXP	avoiding	127.32	2	63.66	5.63*
	competing	1.92	2	.96	.08
	compromising	27.50	2	13.75	.88
	accommodating	16.70	2	8.35	.84
	collaborating	27.64	2	13.82	.83
AGE * EDL	avoiding	178.04	9	19.78	1.75
	competing	563.24	9	62.58	4.35*
	compromising	655.64	9	72.85	4.66*
	accommodating	269.34	9	29.93	3.01*
	collaborating	337.21	9	37.45	2.26*
AGE * EXP	avoiding	85.39	5	17.08	1.51
	competing	333.35	5	66.67	4.63*
	compromising	647.45	5	129.49	8.29*
	accommodating	107.03	5	21.41	2.15
	collaborating	366.65	5	73.33	4.41*
EDL * EXP	avoiding	396.03	8	49.50	4.38*
	competing	344.80	8	43.10	2.99*
	compromising	78.60	8	9.83	.63
	accommodating	379.90	8	47.49	4.77*
	collaborating	255.22	8	31.90	1.92
SEX * AGE * EDL	avoiding	38.84	3	12.95	1.15
	competing	11.84	3	3.95	.27
	compromising	17.62	3	5.87	.38
	accommodating	153.70	3	51.23	5.15*
	collaborating	80.51	3	26.84	1.62
AGE * EDL * EXP	avoiding	55.018	1	55.018	4.87*
	competing	3.483	1	3.483	.24
	compromising	97.340	1	97.340	6.23*
	accommodating	27.115	1	27.115	2.72
	collaborating	18.402	1	18.402	1.11

\* Significant at P<.05

Note: EXP= work experience, EDL= educational level. Rows with no significant values were cut off in order not to make the table cumbersome; the unabridged table is in appendix 4.

As the results of the multivariate tests, namely Wilks' Lambda, Pillai's criterion, Hottelling's Trace, and Roy's Largest Root, indicate, sex has significant effects on the choice of the four CMS (avoiding, competing, compromising, and accommodating). Age has significant effects on the choice of the three CMS (avoiding, competing, and accommodating). Educational level has also significant effects on the choice of the two CMS (accommodating and collaborating). Work experience has significant effect on the choice of only one CMS (accommodating).

Sex has one significant two-way interaction effect on the choice of one CMS (avoiding) when it is interacted with work experience.

Age has four significant two-way interaction effects on the choice of four CMS (competing, compromising, accommodating, and collaborating) when it is interacted with educational level and it has also three significant two-way interaction effects on the choice of the previous four CMS but on accommodating when it is interacted with experience. Educational level and experience have three significant two-way interaction effects on the choice of three CMS (avoiding, competing, and accommodating).

Three-way interaction effects among the acting independent variables are also observed. Age, educational level, and experience have two significant three-way interaction effects on the choice of two the CMS (avoiding and compromising). Sex, age, and educational level interactively have one significant three-way interaction effect on the choice of accommodating.

Generally, sex has resulted more main effects and age has resulted in more significant interaction effects than the other independent variables on the choice of the five CMS.

## 4.2. Discussion

### 4.2.1. Awareness of functions of conflict at work

Assessments of the employees' awareness of benefits of conflict at work using their responses to the five items, reveals that they generally perceive conflict as unimportant and harmful. In replying to the item 'It is sometimes necessary to induce conflict into the workplace', 93.8% of them responded 'no' (unnecessary); only 9 (6.2%) said it is necessary. Similarly, in response to the two related items - 'Conflict motivates change' and 'Conflict can create productive associations and coalitions' at work, more than 200 (>65%) of them do not agree to each of those functions of conflict at work. They also confirmed their dislike of the existence of conflict at work in their response to the differently stated item, 'Conflict is always harmful at work', 213 (68.8%) of them responded 'yes' to this item.

These responses of the employees are consistent with the expectations of most authors on conflict. Coser (1956), Deetz & Stevenson (1986), Zanden (1996), Darr (1999), for example, state that people in general and workers in organizations in particular, want a work environment that is free of human friction though this is practically impossible. This result may not be surprising as employees at DBBF might be a cohesive group who has developed a unique organizational 'swim or sink' culture in its 43 years low turn over stay (especially the production section workers).

In addition to the quantitative data obtained from the five items, a semi-structured interview held with 12 selected samples reveals that the group is

a cohesive group that established strong, internal bonds in the factory's long life. The informants told the researcher that there are many employees as old as the factory. The factory is almost a closed one with low turn over (especially at the production section), hence, did not entertain the opportunity that could have been gained from diversified workforce competition. The employees' almost contradictory response to the item 'Conflict stimulates creativity of new ideas at the workplace' is ambiguous to the researcher to give explanations. The only probable explanations that might be given is the every 2 or 3 years structure-based diversification of the factory and the 'informal, rarely held workers' appraisal system' that employees have about their performance might have stimulated the idea that their existence is based on the existence and profitability of the factory. Hence, they may be starting seeing the positive values of conflict.

Generally, the employees' responses to the five 'yes/no' items and the semi-structured interview questions show that their awareness of functions of conflict at work is not sufficient. Such perception of conflict according to Appelbaum, et al. (1998) puts the organization competitively at a disadvantage. In today's highly advanced and unified world, diversity is an opportunity. Rahim (1985) also warns organizations saying 'dream of a conflict free' performance will make every organization stagnate soon.

#### **4.2.2. Predominantly used conflict management styles**

The mean comparison (with the two sexes combined) and the number of items made equal after item correlation test, reveals that collaborating as

the first and compromising the second predominantly used styles. This finding is in part consistent with McKenna & Richardson's finding. They found out compromising and avoiding as the two most predominant modes of handling conflict for both men and women (1995). Shepard (1961) explained that though it is very difficult to apply collaborative style in larger organizations, it can be applied to family and small cohesive groups. Hence, DBBF employees might probably establish a collaborative style, as their only chance of surviving is maximizing profit through collaborative work. Information gathered from the 12 informants also reveals that the employees have developed a strong informal familial ways of managing conflict collaboratively before the conflicts reach top disciplinary measure.

#### **4.2.3. Sex differences across the five CMS**

The t-test computation indicated that males are avoiders and more competitive than their female counterparts. This result is partly consistent with and partly inconsistent with Barrier, et al's. (2005) finding. Barrier, et al., (2005) found out that females were significantly more collaborative than their male counterparts whereas males were avoiders than their female counterparts. In this study, females were found to be more accommodative than their male counterparts. However, males and females were not significantly different in this style in Barrier, et al's. (2005) study.

Information gathered from the 12 informants provides strong support to the disparity between the two findings. The informants told the researcher that conflict between different groups - male-male, female-female,

administrative worker-administrative worker etc, is prevalent. To minimize this, there is a document containing agreed upon rule and regulations between the factory management and the workers association. One of its rules states conflicting parties will receive penalty that reaches to the extent of dismissal. Despite this tough rule, all of the few top reaching disciplinary cases were men's, the informants told the researcher.

A study by Habtamu (1998) also supports women's accommodative style. The study found out that wives use accommodative style when they are tolerating beatings, divorce threats from their husbands. This familial conflict management style may be transferred to cohesive groups at work. Women's accommodative style fits to McKenna & Richardson's explanations - strategy adopted by male and females are influenced by societal gender behaviour expectations. Traditionally women are taught to define their sense of self within the context of relationships and are socialized to abandon personal goals for the benefit of others. Men, in contrast, are taught to define themselves in terms of domination and control and are socialized to be more assertive, aggressive, and independent. This traditional practice also holds true to DBBF's context.

#### **4.2.4. Main and interaction effects of sex, age, educational level, and work experience on the choice of the five CMS.**

The significant effects of sex on the choice of the three CMS (avoiding, competing, accommodating) with high F value and still significant but with

low F value on the choice of compromising are a double check of the result obtained in the t-test computation in the previous section.

To interpret the interaction effects more clearly, first let us look at the main effects, i.e, see the relationship between one factor and the dependent scores, and see how that relationship changes as the levels of the other variables change. Based on Heiman's (1995) explanation, sex has significant effects with high F value on the choice the four dependent variables, especially on avoiding and competing. However, these four effects were reduced to one when sex is interacted with other independent variables, in other words, as the levels of age, experience, and educational level change the interaction effect also change. This is because the effect of changes in one factor may/may not be consistent for each level of the other factor. The effect of change of the independent variable age is relatively more consistent for each levels of experience and educational level than the change of the independent variable sex is.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### 5.1. Summary and conclusion

Based on Blake and Mouton (1964) and Thomas and Kilmann (1974) as cited in Barrier, et al., (2005), and other recent researchers (e.g. Rahm, 1985; Deetz & Stevenson, 1986; Harrington, et al., 2000; Barrier, et al., 2005) division of people's reactions to conflict situations into the five CMS, the present study was designed to find answers for the following main research questions:

- Do employees have awareness of functions of conflict at work?
- Which style do employees predominantly use to manage workplace conflict?
- Do men and women differ significantly across the five CMS?
- Do sex, age, educational level, and experience have significant effects on the choice of the five CMS?

To answer these questions 315 samples were randomly selected from the 748 permanently employed workers of DBBF. A self-report questionnaire and a semi-structured interview were employed to obtain data from the selected samples. Both descriptive and inferential statistics were employed to analyse the data collected.

The findings of the analysis are:

- Employees' awareness of benefits of conflict at work is not generally sufficient.
- Collaborative followed by compromising are the two top predominantly used CMS by both men and women. On the other hand, competing and avoiding are the two successively least used CMS. Compromising is the moderately used style, falling between the top two predominantly and the lower two least used styles.
- Males are found to be avoiders and more competitive than their female counterparts. Females, on the other hand, are found to be more accommodative than their male counterparts.
- The acting independent variable age is found to result in more significant results when it is interacted with the other three independent variables treated in the study.

### *Conclusion*

Generally, insufficient awareness of functions of conflict and wider gender-based differences in the use of three CMS (avoiding, competing, & accommodating) are observed among employees of DBBF

The generic equivalents of the problem this research discussed may exist in other organizations. But the degree and nature of the problem may vary from organization to organization. Moreover choice of CMS is highly

influenced by many other variables in addition to those discussed in this study, for example, culture.

Finally, the five CMS have been used for long and are becoming traditional in this modern diversified world. Therefore, it is time to look for new CMS. At the time of publication of his research report, Shepard (1961) said that a civilized method was not attained. He said this while conflict management strategies were in their one-dimensional, infancy age. Blake and Mouton (in the 1960's) and later Thomas and Kilmann (in the 1970's) advanced the strategies into two-dimensional mode. Hence, there is still opportunity for present researchers to come up with new conflict management strategies in the same way the former researchers did.

## 5.2. Recommendations

In the days when diversity and conflict are seen as opportunity and nationwide assertiveness programs are at their peak, the obtained insufficient awareness of uses of conflict at work and the wider gender-based differences in the use of CMS necessitated the present researcher to forward the following recommendations for the specific group at DBBF:

- The personal and training division at the factory needs to design interpersonal conflict management trainings to the employees.
- The management of the factory should diversify its workforce by making the employment criteria flexible for people from different ethnic groups - culture - so as to make use of advantages of diversity as a response for the present competitive market.

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## Appendix – 1 - Questionnaire

Addis Ababa University

School of Graduate Studies

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### General Instruction:

This questionnaire is designed to survey your personal styles of conflict at the workplace. It is a very confidential document and your candidness will only improve the quality of the results.

#### I. Demographic Information:

Complete the following by putting 'X' in front of the box containing the alternative that fits you.

**Sex:**                     Male                     Female

**Age:**             18-25  26-34  35-49  50 +

**Education:**                     primary education     secondary education  
 Certificate     Diploma     Degree and above

**Service:**     0-2 years     3-7 years                     8-11 years     12 years and above

#### II. Conflict Management Style Assessment

Remember incidents of differences, disagreements, or conflict situations at the workplace in which you find, for example, your goals, and wishes differing from those of another person(s). How do you usually respond to such situations? Reflect on conflict you have had with subordinates, bosses, and peers.

Below is a list of statements describing employees' possible behavioral responses to conflict situations at work. For each statement show your choice by putting 'x' below one of the words/phrases: always, almost always, sometimes, rarely, or never. Please note that "Others" in the Statements refers to the person(s) you are having a conflict with.

No.	When I face incidents of differences, disagreements, or conflict situations at the workplace I:	Always	Almost always	Sometimes	Rarely	Never
1	I sometimes avoid taking positions that would create controversy.					
2	I try not to hurt the other's feelings.					
3	I attempt to deal with all of the other person's concerns and my concerns.					
4	I speak more than the other party does.					
5	I might try to soothe the other's feelings and preserve our relationship.					
6	I give way on some issues in return for others.					
7	I explore the others' point of view.					
8	I shift responsibility from myself.					
9	I pacify others.					
10	I try to win my position.					
*11	I give up some point in exchange for others.					
12	I am usually firm in pursuing my goals.					
13	I sometimes sacrifice my own wishes for the wishes of others.					
14	I focus on series of possible solutions.					
15	I try to get my own way.					
*16	I do not like to make others feel bad by disagreements.					
17	I do not want to be in unpleasant or tense situations.					
18	I listen carefully to what is said by others.					
19	I try to split the difference.					
20	I press to get my points made.					
21	I tell others my ideas and ask them for theirs'.					
22	I will let others have some of their positions if they let me have some of mine.					
23	I apologize for having raised a conflict issue.					
24	I try to do what is necessary to avoid tensions.					
*25	I give up my personal goals to preserve relationships.					
26	I try to convince others of the merits of my position					
27	I look for a fair solution.					
28	I act as if there is no problem					
29	I attempt to get all concerns and issues immediately out in the open.					
30	I try to find a fair combination of gains and losses for both of us.					
31	I play down the seriousness of the conflict.					
32	I always lean towards a direct discussion of the problem.					
33	I try to find a position that is intermediate between others and mine.					
*34	I always tell others about my problem.					
35	If the other's position seems very important to him/her, I would try to meet his/her wishes.					

36	I try to get the other to settle for a compromise.					
37	I go after what I want even if that makes others uncomfortable.					
38	In approaching negotiations, I try to be considerate of the other person's wishes.					
39	I try to reach a middle ground in most conflict.					
40	I am nearly always concerned with satisfying all our wishes.					
41	I let others take responsibility for solving the problem.					
42	I will not contradict others if I believe I will make them unhappy.					
43	I withdraw from conflict.					
44	I try to show others the logic and benefits of my position.					

\* Items reduced after item test correlation

### III. Measuring Employees' Awareness about Functions of Conflict at the workplace

Below are statements about functions of conflict at the workplace. Show your choice by putting 'X' into one of the boxes.

1. It is sometimes necessary to induce conflict into the workplace.  Yes  No
2. Conflict is always harmful at the workplace.  Yes  No
3. Conflict motivates change at the workplace.  Yes  No
4. Conflict stimulates creativity of new ideas at the workplace.  Yes  No
5. Conflict can create productive associations and coalitions at the workplace.  Yes  No

Appendix -2- Questionnaire

በአዲስ አበባ ዩኒቨርሲቲ  
ድህረ ምረቃ ትምህርት ቤት  
የሳይኮሎጂ ትምህርት ክፍል

አጠቃላይ ዓለማዊ-

የዚህ መጠየቅ ዓላማ ሰራተኞች በስራ ላይ የሚከሰቱ ልዩነቶችን ፣ አለመግባባቶችንና ግጭቶችን የሚይዙባቸውን ስልቶች መለየት የሚያስችል መረጃ መስጠት ነው ።

ውድ መላሾች:- የዚህ ጥናት አስተማማኝነትና ትክክለኛነት የሚወሰነው እናንተ ለእያንዳንዱ ጥያቄ በምትሰጡት ምላሽ በመሆኑ በእያንዳንዱ ክፍል ውስጥ ያሉትን መመሪያዎች በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ መልስ በመስጠት የበኩላችሁን አስተዋፅኦ ታደርጉ ዘንድ ከወዲሁ በትህትና እጠይቃለሁ። በዚህም መሠረት:-

- 1ኛ. በመጠይቁ በየትኛውም ቦታ ስም መፃፍ አያስፈልግም።
- 2ኛ. እያንዳንዱ ጥያቄ የራስን ሃሳብና የስምምነት ደረጃ የሚገልፅ እንጂ አንድ ትክክለኛ መልስ ስለሌለው የሌላን ሰው መልስ በማየት ወይም ተወያይቶ መስራት የመጠይቁን ዓላማ ስለሚያዛባ የየራሳችሁን መልስ ብቻ በመስጠት ለምታደርጉልኝ ትብብር ከወዲሁ አመለካኝለሁ።

ክፍል አንድ:- አጠቃላይ መረጃዎች

I. ለሚከተሉት ዝርዝሮች እርስዎን የሚመለከት መረጃ በያዘው ሳጥን ውስጥ የ 'X' ምልክት በማስቀመጥ መልስዎን ይስጡ።

- ሃታ :-  ሴት  ወንድ
- እድሜ (በዓመት) :-  18-25  26-34  35-49  50ና በላይ
- የትምህርት ደረጃ :-  የመጀመሪያ ደረጃ  ሁለተኛ ደረጃ  ሰርተፊኬት  ዲፕሎማ  ዲግሪና ከዚያ በላይ
- የአገልግሎት ዘመን:-  0-2ዓመት  3-7 ዓመት  8-11 ዓመት  12 ዓመትና በላይ

ክፍል ሁለት:- የስራ ላይ ልዩነቶች፣ አለመግባባቶችና ግጭቶችን የአያያዝ ስልቶች

II. ቀጥሎ በስራ ላይ የሚከሰቱ ልዩነቶች፣ አለመግባባቶችና ግጭቶችን ሰራተኞች ይይዙባቸዋል ወይም ይፈቱባቸዋል ተብለው የታመነባቸው ባህሪያትን የሚገልፁ ዓረፍተ ነገሮች ተዘርዝረዋል። ለእያንዳንዱ ዓረፍተ ነገር 'ሁል ጊዜ እጠቀማለሁ'፣ 'በመጠኑ እጠቀማለሁ'፣ 'አልፎ አልፎ እጠቀማለሁ'፣ 'ብጣም አልፎ አልፎ እጠቀማለሁ' ወይም 'በጭራሽ አልጠቀምም' ከሚሉት ከአንዱ ስር የ 'X' ምልክት በማስቀመጥ ለሁሉም ዓረፍተ ነገሮች መልስዎን ይስጡ።

በሁሉም ዓረፍተ ነገሮች «ትግር/ርኅ» የሚለው ቃል የተፈጠሩትን ልዩነቶች፣ አለመግባባቶች ወይም ግጭቶችን ይወክላል።

እኔ በሥራ ላይ ልዩነቶች፣ አለመግባባቶች ወይም ግጭቶች በሚያጋጥሙኝ ጊዜ፡-

		ሁልጊዜ እጠቀማለሁ	በመጠኑ እጠቀማለሁ	አልፎ አልፎ እጠቀማለሁ	በጣም አልፎ አልፎ እጠቀማለሁ	በጭራሽ እልጠቀምም
1	በውይይት ወቅት አከራካሪ የሆኑ አቋሞችን ከመያዝ እራሴን አሸሻለሁ፡፡					
2	በውይይት ወቅት የሌላው ስሜት እንዳይገባብኝ ጥንቃቄ አደርጋለሁ ፡፡					
3	የእኔንም የሌሎችንም ፍላጎት የሚያሟሉ መፍትሄዎችን በመፈለግ አለመግባባቱን እፈታለሁ፡፡					
4	በተፈጠረው ችግር ላይ ከሌላኛው ወገን ይበልጥ እኔ ማብራሪያ አሰጣለሁ፡፡					
5	የሌሎችን ስሜት በማረጋገጥ ግንኙነቶች እንዲቀጥሉ አደርጋለሁ፡፡					
6	የግል ጥቅሜን ትንሽ በመገደብ ሌላውም እንደዚያ እንዲያደርግ በማግባባት ችግሩን አቃልላለሁ፡፡					
7	በተፈጠሩ ችግሮች ላይ የሌሎችን ሀሳብ በጥንቃቄ አመረምራለሁ፡፡					
8	ችግሩ የሚጠይቀውን ሃላፊነት ይመለከታቸዋል ወደምላቸው ሌሎች ሰዎች አሸጋግራለሁ፡፡					
9	ከሁሉም በፊት የሌሎችን ስሜት አረጋጋለሁ፡፡					
10	የእኔ አቋም ተቀባይነት እንዲያገኝ እጥራለሁ፡፡					
11*	የግል ፍላጎቴን በመገደብ የሌሎችን አማራጮች አቀበላለሁ፡፡					
12	ምን ጊዜም የእኔን ዓላማ ለማሳካት እጥራለሁ፡፡					
13	አንዳንድ ሌሎች ፍላጎት ስል የግል ፍላጎቴን አቀበላለሁ፡፡					
14	ለችግሮች መፍትሄ ይሆናሉ በምላቸው አማራጮች ላይ አተኩራለሁ፡፡					
15	አንዳንድ ሌሎች ስሜት ብዙም ሳልጨነቅ ለተፈጠሩ ችግሮች የግሉን መፍትሄ እፈልጋለሁ፡፡					
16*	ባለመግባባት የተነሳ የሌሎች ስሜት እንዲጎዳ አልፈልግም፡፡					
17	ውጥረትና አለመመዘኛቸው የሚጨምሩ ሁኔታዎች ውስጥ እራሴን ማግኘት አልፈልግም፡፡					
18	ለ ሌሎች በችግሩ ላይ የሚሉትን በጥንቃቄ አዳምጣለሁ ፡፡					
19	ችግሮችን በመካፈል መፍትሄንም ለማምጣት እጥራለሁ፡፡					
20	ለችግሮች መፍትሄነት የእኔ አቋም ተቀባይነት እንዲያገኝ ለማሳመን እጥራለሁ፡፡					
21	ለተፈጠሩ ችግሮች መፍትሄ አቀርባለሁ ፣ የሌሎችንም አቀበላለሁ፡፡					
22	ለተፈጠሩ ችግሮች ሌሎች የእኔን ሃሳብ ከተቀበሉ የእነርሱንም እንዲያካትቱ እፈቅዳለሁ፡፡					
23	የግጭቶች መንስኤ ሆኜ ከተገኘሁ ይቅርታ እጠይቃለሁ፡፡					
24	በስራ ላይ ውጥረትና አለመመዘኛቸው የሚፈጥሩ ሁኔታዎችን ለማስወገድ እጥራለሁ፡፡					
25*	ለግንኙነቶች መቀጠል ስል የግል ፍላጎቴን አገታለሁ፡፡					
26	ለተፈጠሩ ችግሮች የእኔ መፍትሄዎች ጠቃሚነትን ለሌሎች አሳምናለሁ፡፡					
27	ሁሉንም የማያስከፋ መፍትሄ ለማግኘት እጥራለሁ፡፡					
28	ሁኔታዎችን ለማቀለል ምንም እንዳልተፈጠረ እቆጥራለሁ፡፡					
29	የሁሉም ችግሮችና ፍላጎቶች ከመጀመሪያው ግልፅ ሆነው እንዲወጡና እንዲተርጉ ለማድረግ እጥራለሁ፡፡					
30	የችግሮችን ውጤቶች ሁሉም እኩል እንደካፈል ለማድረግ እጥራለሁ፡፡					
31	ግጭቶችን አለማጋነንና የሚያስከትሉትን ውጤትም ቀለል አድርጎ ማየት ይቀናኛል፡፡					
32	ችግሮችን በፊት ለፊት ወይይት መፍታት ያስደስተኛል፡፡					

		ሁለተኛ ለመተንተን	ሶስተኛ ለመተንተን	አሳይ ለመተንተን	ሶስተኛ ለመተንተን	ሶስተኛ ለመተንተን
33	የአኔና የሌሎችን ፍላጎት ያማከለ መፍትሄ ለማግኘት እጥራለሁ።					
34*	የግል ችግሩን ለሌሎች አበክራ በዝርዝር እናገራለሁ።					
35	ሌሎች የያዙት የየግል አቋም ለእነርሱ ጠቃሚ መስሎ ከታያቸው ለተግባራዊነቱ ከጎናቸው እስለላለሁ።					
36	ለመፍትሄ ፍለጋ ሌሎች ወደ ድርድር እንዲመጡ አደርጋለሁ።					
37	ሌሎችን ቢያስከፋም እኔን የሚያዋጣኝ ከሆነ ያን መንገድ ከመከተል ወደ ጎላ አልልም።					
38	ምን ጊዜም ለድርድር ስቀመጥ የሌሎችን ፍላጎት አስቀድማለሁ።					
39	በአብዛኛዎቹ ልዩነቶች ሁለቱንም ወገኖች የማያስከፋ መፍትሄዎች ላይ ለመድረስ እሞክራለሁ።					
40	ምንጊዜም የሁሉንም ፍላጎቶች የሚያረኩ መፍትሄዎች ላይ አተኩራለሁ።					
41	መፍትሄ እንዲፈልጉ ለሌሎች ሃላፊነቱን እተዋለሁ ።					
42	ሌሎችን የሚያስከፋ ከሆነ መቃወሚን አቆማለሁ።					
43	ከግጭቶች እራሴን አርቃለሁ።					
44	ለተፈጠሩ ችግሮች የአኔን የመፍትሄ ሃሳቦች ተክክለኛነትና ጠቃሚነት ለማሳየት እጥራለሁ።					

\* Items cut off after item correlation tests

ክፍል ሶስት:- ሰራተኞች ስለሥራ ላይ ግጭት ጠቀሜታ ያላቸውን እውቀት መለካት

III. ቀጥሎ ግጭት በስራ አካባቢ ስላለው አጠቃላይ ሁኔታ የሚያትቱ ዓረፍተ ነገሮች ተዘርዝረዋል።

ለአምስቱም ዓረፍተ ነገሮች እርሶዎ የሚሰማሙበትን መልስ በየዘው ሳጥን ውስጥ የ 'X' ምልክት በማስቀመጥ መልስ ይስጡ።

1	አንዳንድ ግጭትን በስራ አካባቢ ሆን ብሎ መጫር ወይም መቀስቀስ ያስፈልጋል።	<input type="checkbox"/> ያስፈልጋል	<input type="checkbox"/> አያስፈልግም
2	በስራ አካባቢ የግጭት መኖር ምንጊዜም ጉጂ ነው።	<input type="checkbox"/> ነው	<input type="checkbox"/> አይደለም
3	ግጭት በስራ አካባቢ ለውጥን ለማምጣት ይረዳል።	<input type="checkbox"/> ይረዳል	<input type="checkbox"/> አይረዳም
4	ግጭት ሰራተኞች አዳዲስ ሃሳቦችንና የአሰራር ስልቶችን እንዲያፈልቁ ይረዳል።	<input type="checkbox"/> ይረዳል	<input type="checkbox"/> አይረዳም
5	ግጭት ተስማሚና ውጤታማ የሆኑ ቡድኖችንና ማህበራትን በስራ አካባቢ ለመፍጠር ይጠቀማል።	<input type="checkbox"/> ይጠቀማል	<input type="checkbox"/> አይጠቀምም

በድጋሚ አመሰግናለሁ!

EDL * EXP	avoiding	396.034	8	49.504	4.379	.000
	competing	344.797	8	43.100	2.993	.003
	compromising	78.604	8	9.825	.629	.753
	accommodating	379.898	8	47.487	4.771	.000
	collaborating	255.224	8	31.903	1.920	.058
SEX * AGE * EDL	avoiding	38.844	3	12.948	1.145	.331
	competing	11.839	3	3.946	.274	.844
	compromising	17.620	3	5.873	.376	.771
	accommodating	153.702	3	51.234	5.148	.002
	collaborating	80.511	3	26.837	1.615	.186
SEX * AGE * EXP	avoiding	17.013	2	8.507	.753	.472
	competing	14.628	2	7.314	.508	.602
	compromising	19.039	2	9.520	.609	.545
	accommodating	28.084	2	14.042	1.411	.246
	collaborating	15.511	2	7.755	.467	.628
SEX * EDL * EXP	avoiding	1.729E-02	1	1.729E-02	.002	.969
	competing	18.769	1	18.769	1.304	.255
	compromising	.117	1	.117	.007	.931
	accommodating	1.197	1	1.197	.120	.729
	collaborating	3.274E-02	1	3.274E-02	.002	.965
AGE * EDL * EXP	avoiding	55.018	1	55.018	4.867	.028
	competing	3.483	1	3.483	.242	.623
	compromising	97.340	1	97.340	6.229	.013
	accommodating	27.115	1	27.115	2.724	.100
	collaborating	18.402	1	18.402	1.107	.294
SEX * AGE * EDL * EXP	avoiding	.000	0	.	.	.
	competing	.000	0	.	.	.
	compromising	.000	0	.	.	.
	accommodating	.000	0	.	.	.
	collaborating	.000	0	.	.	.
Error	avoiding	2780.785	246	11.304		
	competing	3541.964	246	14.398		
	compromising	3844.234	246	15.627		
	accommodating	2448.470	246	9.953		
	collaborating	4088.159	246	16.619		

Note: EXP= experience, EDL= educational level

\*A. R Squared = .840 (Adjusted R Squared = .803)

\*B R Squared = .749 (Adjusted R Squared = .690)

\*C R Squared = .462 (Adjusted R Squared = .335)

\*D R Squared = .796 (Adjusted R Squared = .748)

\*E R Squared = .337 (Adjusted R Squared = .181)

DECLARATION

I the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other University and that all sources of materials used in this Thesis have been duly acknowledged.

Name: Setegn Arasaw

Signature: Setegn

Date: 30/07/07

This thesis has been submitted for examination with my approval as a University Advisor.

Desalegn Chalchisa

Advisor (PhD.)

Desalegn Chalchisa

Signature

30/07/07

Date

