

**AFFECTIVE AND SUBSTANTIVE CONFLICTS AND INTERPERSONAL
CONFLICT MANAGEMENT STYLES IN THE TURKISH
ORGANIZATIONAL CONTEXT**

by
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*Her zaman olduđu gibi yüksek lisans eđitimim süresince de desteklerini eksik etmeyen
çok sevgili aileme ve iki yıllık çalışmamın tamamında emeđi olan en büyük teşvikçim
Barış Uysal'a ithafen...*

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ABSTRACT

Previous literature on affective and substantive workplace conflicts has been dominated by studies on intragroup efficiency and effectiveness with little attention paid to the relationship between these types of conflicts and interpersonal conflict management styles. To improve understanding of how different types of conflicts are managed by employees this thesis has explored the relationship between affective and substantive types of conflicts and interpersonal conflict management styles in the Turkish organizational context through a web-based survey design.

Two separate analyses were run to investigate the relationship between types of conflicts and interpersonal conflict management styles. In the first round of analyses a general affective-substantive conflict typology was used for interpersonal conflict identification. Second round of analyses were based on an asserted distinction between affective, task-related substantive and organization-related substantive conflicts.

Analyses conducted with the former affective-substantive typology reported a negative correlation between affective conflicts and integrative styles. Results attained from both analyses reveal that substantive conflicts are negatively correlated to integrative and positively correlated to dominating styles.

Additional statistical analyses showed that affective components of interpersonal tension, friction, dislike, annoyance, animosity, and distrust are evident in both types of affective and substantive conflicts.

Keywords: Affective Conflict, Substantive Conflict, Conflict Management Styles, Survey, Organizational

TÜRKİYE'DEKİ ÇALIŞMA ORTAMLARINDA YAŞANAN DUYGUSAL VE NİTELİKSEL UYUŞMAZLIKLAR İLE BİREYLER ARASI UYUŞMAZLIKLARLA BAŞ ETME YÖNTEMLERİ

ÖZET

İşyerlerinde yaşanan duygusal ve niteliksel uyuşmazlıklara dair şimdiye kadar yapılmış olan çalışmaların büyük çoğunluğu çalışma gruplarının verimliliği ve etkinliğiyle ilgilenmiş olup bu uyuşmazlık tiplerinin bireyler arası uyuşmazlıklarla baş etme yöntemleriyle olan ilişkisi daha az ilgi görmüştür. Bu tezde çalışan insanların farklı tiplerdeki uyuşmazlıklarla nasıl baş ettiklerini daha iyi anlayabilmek için Türkiye'deki örgütlerde çalışan bireylerin katıldığı ve internet üzerinden uygulanan bir anket çalışması gerçekleştirilmiştir.

Uyuşmazlık tipleri ve bireyler arası uyuşmazlıklarla baş etme yöntemleri arasındaki ilişkiyi inceleyebilmek için iki ayrı uyuşmazlık tiplemesi kullanılmıştır. Buna göre, öncelikle bireyler arası uyuşmazlıklar genel bir duygusal – niteliksel anlaşmazlık endeksinde tanımlanmış, buradan elde edilen tanımlamalar çerçevesinde istatistiksel analizler yürütülmüştür. Ardından aynı istatistiksel analizler duygusal, işe dair niteliksel ve kuruma dair niteliksel olarak üçe ayrılan anlaşmazlık tipleri için tekrar edilmiştir.

Analizler neticesinde duygusal – niteliksel uyuşmazlıklar tiplemesi kullanıldığında duygusal uyuşmazlıklarla bütünleştirici davranışlar arasında negatif korelasyona rastlanmıştır. Her iki tiplemeyle yapılan analizler niteliksel uyuşmazlıkların bütünleştirici davranışlarla negatif, baskın davranışlarla pozitif korelasyon halinde olduğunu göstermiştir.

Araştırma verileri bireyler arasında gerginlik, sürtüşme ve husumet olduğuna dair kişisel hisler ile bireylerin birbirlerinden hoşlanmadıklarına, rahatsız olduklarına ve birbirlerine güvenmediklerine dair hislerin gerek duygusal gerekse niteliksel olmak üzere her iki uyuşmazlık sürecinde de söz konusu olduğunu göstermektedir.

Anahtar Kelimeler: Duygusal Uyuşmazlık, Niteliksel Uyuşmazlık, Uyuşmazlık İdaresi, Anket, Örgütsel.

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Chapter 1. INTRODUCTION

1. The Aim of the Study

Resembling a situationalist perspective, the arguments of some early researchers in the organizational behavior literature have stated that proper conflict management in organizations can be attained through watching out for the differences between specific types of conflicts. Haiman (1951), for example, states that “resolving intrinsic conflict requires analytical keenness, whereas ... extrinsic conflict requires social tact and diplomacy”¹. In an exploratory study investigating the conditions under which decision making groups reach consensus, Guetzkow & Gyr (1954) point to the interplay of certain intellectual factors – such as reliance on facts and expertise, fact-finding, information-seeking, and solution orientation in reaching intragroup consensus on substantive issues. Whereas reaching intragroup consensus on affective issues is accompanied with group members’ avoidance of personal contacts, withdrawal from both problem-solving orientations and from problematic affective issues. Later, Walton (1969)² claims that problem-solving or bargaining styles are more appropriate for effectively managing substantive conflicts, whereas confrontation of feelings and restructuring of perceptions are necessary in the discourse of affective conflicts. More recently, in his attempts to develop a macro-organizational theory for conflict management strategizing Rahim (2001, 2002) builds his framework on an underlying assumption that effective conflict management at the interpersonal level incorporates the ability to select and use appropriate conflict management styles under different circumstances and according to types of conflicts endured.

In agreement with these assumptions, research questions of this thesis stem from a curiosity to explore whether in real life and in the context of Turkish organizations employees resort to different types of conflict management styles for dealing with various types of conflict experiences. More clearly, this thesis is an exploratory attempt, which aims to investigate whether there is a significant relationship between the nature

¹ As cited in Ross & Ross, 1989, p. 139.

² As cited in Renwick (1975).

of an employee's specific conflict experience – identified either as affective or substantive³ – and his / her specific conflict management behavior in the discourse of that conflict experience.

The results of this specific research are primarily expected to shed a light on the interpersonal dynamics of conflict processes inherent in the daily discourse of organizations so as to seek an answer to the following underlying questions: “Which conflict management style does an employee most likely resort to when confronted by an affective conflict?” and “Which conflict management style does an employee most likely resort to when confronted by a substantive conflict?”.

Another purpose of this thesis is to develop synthesized and integrated conceptualizations of both affective and substantive conflicts, due to perceived constraints associated with prior definitions to satisfactorily encompass all of the characteristics of both concepts. The definitions and conceptualizations of affective and substantive conflicts provided in this thesis are expected to increase awareness to the need for developing sound operationalizations of these concepts so as to prevent spurious measurement and to ensure proper diagnosis.

2. The Significance of the Study

Although the organizational literature stresses the importance of organizational awareness raising and skill building at all levels for attaining proper management of workplace conflicts, amazingly there have been only a small amount of researches conducted to diagnose how organizational members manage their everyday conflicts in the discourse of affective and substantive types or sources of conflicts. By attempting to explore the relationship between these types of interpersonal conflicts and interpersonal conflict management styles, this research centers around a relatively underdeveloped theme in the realm of a large body of literature on affective and substantive conflicts.

Investigating the link between interpersonal conflict management styles and affective and substantive types of conflicts matters because evidence suggests that different types of conflict management behaviors exhibited in the discourse of these

³ Broadly speaking, the term affective conflict denotes incompatibilities stemming from interpersonal differences, whereas substantive conflicts are conflicts over a specific work-related matter. Detailed analytic discussions on affective and substantive conflict conceptualizations will be presented later throughout the subsequent sections of this chapter.

conflicts influence the types and amounts of future conflicts experiences, levels of employees' experiences of stress (Friedman, Tidd, Currall & Tsai, 2000), group performance, group satisfaction (DeChurch & Marks, 2001), team functioning, and team effectiveness (De Dreu & Van Vianen, 2001). Accordingly, individuals who use integrating conflict management styles experience lower amounts of substantive and affective conflicts, which in turn results in lower amounts of stress endured, while on the other hand, those with a dominating or avoiding style orientation, experience higher levels of substantive conflicts, which in turn increase affective conflict and stress experiences over time (Friedman et al, 2001). Furthermore, active management of substantive conflicts in workgroups result in increased performance, and agreeable management of substantive conflicts in workgroups result in increased group satisfaction⁴ (DeChurch & Marks, 2001). Finally; managing affective conflict through collaborating and contending is negatively related to team functioning and effectiveness; whereas affective conflict avoidance is positively related to team functioning and effectiveness (De Dreu & Van Vianen, 2001).

To sum up; evidentially it is apparent that proper management of conflict is crucial for the optimum functioning of organizational systems at all levels. This in turn points to the need for an awareness of positive and negative consequences of how employees manage their everyday conflicts. In other words, providing answers to the abovementioned research questions is not merely of academic concern to the scientific community, but is also invaluable both for the concerns of managerial level strategic decision-makers and for the welfare of organizational members at all levels. Thus, both the design and the results of this research are asserted to have a directory value in the discourse of real organizational practices. Through future applied researches with similar designs, comparisons among the actual status quo – *id est*. the research results, and the aspired status quo in terms of organizational conflict management awareness and skills can be attained. The results of these kinds of studies can be used in the processes of organizational planning, strategizing, and evaluation since they would enable predictions and inferences about several important issues such as: expected levels of organizational, group and individual performance, effectiveness, satisfaction and alike.

⁴ For more on active and agreeable conflict management styles please see Van de Vliert & Euwema (1994).

The subsequent sections of this chapter are organized as follows: initially, the reader is introduced to an extensive literature on affective and substantive conflicts. Through the end of this section the specific characteristics prevalent in the two types of conflicts are identified and depending upon these characteristics integrated understandings of the two concepts are developed. Next, the literature on interpersonal conflict management styles is briefly reviewed so as to establish the underlying frameworks for subsequent discussions. In order to build ground for this thesis's research hypotheses the relevant common literature, which has focused on both affective – substantive conflicts and interpersonal conflict management styles as their subject of analysis, is presented in a separate section. In the final section, research hypotheses that are derived out of the previous discussions are introduced.

3. Affective and Substantive Conflicts

In an attempt to identify individuals' conflict frames Pinkley (1990) analyzes how disputants interpret their conflict experiences and contends that “relationship versus task conflict” dimension represents people's conflict interpretation frames. Thus, the author's expectations for conflict participants “to differ regarding the interpersonal focus of the conflict” to the extent that “some were expected to concentrate on problems in the relationship, whereas others were expected to concentrate on the external or problem focused aspects” (Pinkley, 1990, p. 118) have been substantiated by his research findings that: “dimension 1, labeled relationship versus task, revealed that people differ in the extent to which they attribute the conflict to problems in relationship and, consequently, how concerned they are about the other party and maintaining the relationship” (Pinkley, 1990, p.124). Similarly, in a qualitative study Jehn (1997) observes the conflict episodes in work teams and contends that team members distinguish between task and relationship conflict. In a subsequent research Simons & Peterson (2000) also report that individuals cognitively differentiate between task and relationship conflicts.

The research interest around affective and substantive conflicts, however, has antecedents prior to these studies. One of the earliest definitions of the two concepts is provided by Haiman (1951), who differentiate between extrinsic and intrinsic conflict: “extrinsic conflict is the psychological or emotional element. Intrinsic conflict is the

rational, ideational, or intellectual content” (as cited in Ross & Ross, 1989, p.139). In an exploratory study Guetzkow & Gyr (1954) differentiate between “conflict rooted in the substance of the task which the group is undertaking, and conflict deriving from the emotional, affective aspects of the group’s interpersonal relations” (p.369). According to the authors; “Substantive conflict is associated with intellectual opposition among participants, deriving from the content of the agenda. Affective conflict is tension generated by emotional clashes aroused during the interpersonal struggle involved in solving the group’s agenda problems” (p. 380).

Later, Coser (1956) distinguishes between realistic and nonrealistic conflicts where, “realistic conflict, like Haiman’s intrinsic, is a mostly rational task or goal-centered confrontation. Nonrealistic conflict is an end in itself having little to do with group or organizational goals. It is projected frustration or emotion” (as cited in Ross & Ross, 1989, p.139).

Renwick (1975), in an attempt to investigate whether topics and sources of disagreement have an impact on the management of dyadic conflict, also differentiate between substantive and affective conflicts as two different sources of conflict. The author operationalizes substantive conflict as differences in knowledge or factual material and affective conflict as personality differences and differences in attitudes and opinions.

Pelled (1996) in her work on the impact of diversity and conflict on work group outcomes state that;

Substantive conflict is the perception among group members that there are disagreements about task issues including the nature and importance of task goals and key decision areas, procedures for task accomplishment, and the appropriate choice for action. Affective conflict is the perception among group members that there are interpersonal clashes characterized by anger, distrust, fear, frustration, and other forms of negative effect (p.620).

In a descriptive study, Wall & Nolan (1986) focus on the types and amounts of conflict and parties’ perceptions involved in a group task in relation to individual conflict management styles, performance, and satisfaction. As a result of the content analysis of parties’ descriptions of their conflict episodes, the authors operationalize two types of conflicts: conflicts centered around people, which involve issues of struggles for leadership, unequal workloads and personality conflicts; and task conflicts, which are denoted by issues pertaining to procedural and ideational matters. For their purposes

of demonstrating how types of conflict and interdependence in management teams interact to shape behavioral processes, decision quality and affective acceptance, Janssen, Van de Vliert and Veenstra (1999) conceptualize task and person conflict in team decision making as the former referring to “disagreements about the work to be done including issues such as the allocation of resources, application of procedures, and the development and implementation of policies” (p. 119) and the latter referring to “the occurrence of identity-oriented issues, whereby personal or group beliefs and values come into play” (p. 119).

While investigating about the amount and impact of conflicts experienced by work groups involved in strategic decision making processes, Priem & Price (1991) differentiate between cognitive conflict, as “task related, involving the degree of disagreement over the interpretation of a common stimulus” and social-emotional conflict as “interpersonal, involving competition for payoffs or personal disagreements” (p.210). Amason (1996), with an interest in understanding how conflict influences quality of decisions, commitment to decisions and affective acceptance in strategic decision making groups, use a similar typology of cognitive and affective conflicts, where the former is functional and is “generally task oriented and focused on judgmental differences about how best to achieve common objectives” (p.127) and the latter is dysfunctional and “tends to be emotional and focused on personal incompatibilities or disputes” (p.129).

Finally, in their attempts to explain whether conflict is beneficial or detrimental to group outcomes Jehn (1995, 1997), Jehn, Northcraft & Neale (1999) and Jehn & Mannix (2001) point to the interaction of many factors⁵ as responsible for the resulting group dynamics, performance and outcomes. All of these four studies are founded upon a distinction between intragroup task and relationship conflicts as identified by Jehn (1995). According to the author:

Relationship conflict exists when there are interpersonal incompatibilities among group members, which typically includes tension, animosity, and annoyance among members within a group. Task conflict exists when there are disagreements among group members about the content of the tasks being

⁵ These factors are: type and amount of conflict, type of task, degree of interdependence in the group, group norms about conflict (Jehn, 1995); emotionality, perceived resolution potential, importance of conflict (Jehn, 1997), work group diversity (Jehn et al. 1999), and type of conflict over time (Jehn & Mannix, 2001).

performed, including differences in viewpoints, ideas and opinions (Jehn, 1995, p.258).

Later in a subsequent research Jehn (1997) adds a third type to her conflict typology – process conflicts, defined as “conflict about how task accomplishment should proceed in the work unit, who's responsible for what, and how things should be delegated. Process conflicts includes disagreements about assignments of duties or resources” (p.540).

More recently, Jehn & Mannix (2001) provide the following definitions for the three concepts: Relationship conflict is “an awareness of interpersonal incompatibilities, includes affective components such as feeling tension and friction. Relationship conflict involves personal issues such as dislike among group members and feelings such as annoyance, frustration and irritation...” (p.238). Task conflict is “an awareness of differences in viewpoints and opinions pertaining to a group task... pertains to conflict about ideas and differences of opinion about the task...” (p.238). Process conflict is “an awareness of controversies about aspects of how task accomplishment will proceed. More specifically, process conflicts pertains to issues of duty and resource delegation, such as who should do what and how much responsibility different people should get” (p.239).

3.1 Characteristics of Affective and Substantive Conflicts

The above cited literature shows that researchers with different research questions have used different labels for the more or less similar types or sources of conflicts. Observably, labels such as task and relationship (Jehn, 1995, 1997; Jehn et al., 1999; Jehn & Mannix, 2001; Pinkley, 1990; Simons & Peterson, 2000), substantive and affective (Guetzkow & Gyr, 1954; Pelled, 1996; Renwick, 1975), task and person (Janssen et al., 1999; Wall & Nolan, 1986), cognitive and affective (Amason, 1996), cognitive and socio-emotional conflicts (Priem & Price, 1991); are amongst the most preferred and usually interchangeably used labels. Interestingly, a basic categorization of researchers and research topics according to the labels they preferred, does not provide one with sound grounds to contend that specific research orientations or grand theories have motivated researchers to prefer one label over another. Observably, the more the literature accumulates the more researchers cite and use one another's findings, conceptualizations and labels in order to build ground for their own hypothesis,

conceptualizations, assertions and labels for identifying the two different types of conflicts.

Henceforth, the efforts to explain the varying terminology for the two conflict types prove to be inefficient since all the labels identified above can and do substitute for one another as a derive of their more or less similar conceptualizations and often operationalizations. This in turn means that, all of the researches conducted with any one of these conceptualizations form and contribute to one grand literature on affective and substantive conflicts — the terms in use from this point on. With respect to this literature, below the mainstream characteristics associated with affective and substantive conflicts are listed so as to propose theoretically integrated definitions of the two concepts.

Regarding affective conflicts, first of all there is a general supposition in the literature that defines affective conflicts as a derive or an awareness of interpersonal incompatibilities, which in turn result in interpersonal clashes and disputes.

Second, although few, some researchers identify and some even operationalize the following specific issues that give rise to affective conflicts: personality differences, differences in attitudes and opinions (Renwick, 1975), struggles for leadership, unequal workloads, personality conflicts (Wall & Nolan, 1986), competition for payoffs (Priem & Price, 1991), identity oriented issues, (Janssen et al.,1999), interpersonal style, attitudes and political preferences, norms and values, personality, and sense of humor (De Dreu & Van Vienen, 2001).

Third, most definitions of affective conflicts suggest and support the idea that these conflict processes are characterized by affective components and emotional clashes, which in turn result in feelings of tension, animosity, annoyance (Jehn, 1995); friction, frustration, irritation (Jehn & Mannix, 2001), as well as anger, distrust, and fear (Pelled, 1996).

Regarding substantive conflicts, first of all the literature suggests that these conflicts are disagreements between disputants regarding a problem, goal or task. Second, at the heart of these disagreements lies interpretive (Priem & Price, 1991), judgmental (Amason, 1996), rational (Haiman, 1951; Coser, 1956), ideational (Haiman, 1951) and intellectual (Guetzkow & Gyr, 1954) differences between disputants. Third, some researchers have clearly identified the issues that are embedded in substantive

conflicts. These issues are: procedural matters, ideational matters (Wall & Nolan, 1986), best means to achieve objectives (Amason, 1996), nature and importance of task goals, key decision areas, procedures for task accomplishment, appropriate choice for action (Pelled, 1996), allocation of resources, application of procedures, and development and implementation of policies (Janssen et al., 1999).

Fourth, some researchers have made a clear distinction between substantive conflicts that pertain to the content and process of a task (Wall & Nolan, 1986; Jehn, 1997; Jehn et al., 1999; Jehn & Marmix, 2001). Wall & Nolan's (1986) content analysis study, for example, distinguishes between substantive conflicts over procedural and ideational matters, where the former ones are "described as having their origin in problems of an organizational, procedural, or mechanical nature" (p. 1039) and the latter ones are "described as having their origin in problems relating to the ideas, goals, and values associated with the substantive content of the task" (p.1039). Summarily stated, substantive conflicts may evolve around ideational – *id est.* content-related issues or concerns, as well as procedural – *id est.* method-related ones.

In addition to all of these above listed characteristics, observably, some researchers have stressed that affective and substantive definition of a conflict is based on disputants' perceptions and interpretations of the conflict process. Pinkley (1990), for example, contends that people identify their conflicts according to their personal concerns and values, and Simons & Peterson (2000) underlines the crucial role of interpretation in the discourse of substantive and affective conflicts. Pointing to the role of perceptual processes in identifying affective and substantive conflicts conforms to the basic definition of conflict as "perceived divergences of interests, or a belief that parties' current aspirations can not be achieved simultaneously" (Rubin, Pruitt & Kim, 1994, p.5). Accordingly, "It seems likely, therefore, that conflict situations elicit a well-defined cognitive structure based on past experiences with conflict as well as present concerns and interests" (Pinkley, 1990, p. 117). "Thus, the distinction between task and relationship conflict is not necessarily an objective one. Rather, it is a distinction made by the individuals who experience the conflicts" (Bono, Boles, Judge & Lauver, 2002, p.314).

Therefore, it is asserted here that a good definition of either type of conflict should underline the cognitive components at work, that the conflict process is not

always an objective one, but instead is subjectively shaped by disputants' perceptions, awareness and interpretations.

Finally, most of the research results converge upon the contention that the two types of conflicts are positively correlated⁶. More specifically, Ross & Ross (1989), for example, indicates that substantive conflicts can “generate emotionally harsh language, which can be taken personally. We then have both task and psychological conflicts occurring at the same time” (p.140). Simons & Peterson (2000) report significant evidence to support that substantive conflict may lead to affective conflict through the processes of misattribution and self-fulfilling prophecy, when individuals' perceptions result in biased interpretations of task issues as personal attacks, and also through behavioral processes, where employment of emotionally loaded and harsh language, intimidation tactics and alike irritate some of the parties and thus, “the hurt feelings that result from poorly managed or expressed task conflict can easily stimulate relationship conflict” (Simons & Peterson, 2000, p. 104).

While supporting a conceptual distinction between affective and substantive conflicts as two separate dimensions Pelled (1996) also underlines the possibility of an interdependence among both, and indicates that substantive discussions may give rise to affective conflict especially when parties are emotionally attached to the issues at the heart of the disagreement. However, she posits that the reverse does not hold – *id est*. affective conflict does not produce substantive disputes, because “although individuals may express hostility by manufacturing useless criticisms of each other's task-related ideas, this interaction would constitute an attempt to masquerade affective conflict as substantive conflict, and group members are apt to perceive it as such” (p.620).

Amason & Schweiger (1997), Friedman et al. (2000) and Bono et al. (2002) also stress the correlation between both types of conflicts and that particularly substantive conflicts may transform into affective ones.

Janssen et al. (1999), on the other hand, propose that the interdependence among the two types of conflicts works both ways and also that affective conflicts can transform into substantive ones just as substantive conflicts may transform into affective ones, especially when team members “become so personally involved in an identity-oriented conflict that they begin to obstruct one another in task-related aspects as well”

⁶ See Jehn (1995) as an exception.

(p. 120). Thus, according to the authors; “one type of conflict can breed the other, in the sense that when one type of conflict is salient, the other type might increase” (p. 120). Similarly, Jehn (1997) in her qualitative study reports the manifestation of affective conflicts as task conflicts in addition to unresolved task conflicts leading to affective conflicts.

However, with respect to how affective conflicts may transform into substantive ones through a sabotaging process, where disputants due to underlying affective issues attempt to “sabotage any influence that the other might have by manufacturing task conflict” (Simons & Peterson, 2000, p.104), Simons & Peterson (2000) state that “in addition to having weak theoretical and empirical support, this mechanism would be extremely difficult to test, as it would require issue-specific, longitudinal data” (p. 104).

3.2 An Integrated Understanding of Affective and Substantive Conflicts

Although up until now, affective and substantive conflicts have received a substantial amount of scholarly interest, no prior effort has been evidenced within the relevant accumulated literature for integrating the assessed identifying characteristics of these two concepts. In other words, the purpose in presenting all of the above listed characteristics of affective and substantive conflicts was to develop an enhanced and integrated understanding of these concepts and to improve their inadequately formulated conceptualizations and operationalizations as perceived. In order to do so, the above listed characteristics of these processes are synthesized in this research, which produced the following definitions for affective and substantive conflicts.

Affective conflict is an awareness or perception of interpersonal incompatibilities between disputants. The sources of these incompatibilities are (objectively or subjectively) attributed by one of the disputants to factors associated with the other party(ies) to the conflict and / or to the relationship between the primary parties (Bono et al, 2002). The latent or overt issues in affective conflicts are not related to the content or process of organizational tasks performed. Thus, it would be appropriate to further propose that these types of conflict experiences are not unique to the context or dynamics of organizations but eminent in everyday life. These conflicts embody significant affective components, and that is why they are labeled as such. The inherent affective components in these conflicts often give rise to expressed, suppressed or

displaced emotions such as anger, fear, frustration, friction, tension, animosity, annoyance, irritation, and distrust.

However, it should be noted here that merely depending on emotional assessments as the identifying factors or characteristics of affective conflicts might be tricky and might lead one to conduct spurious diagnosis. Research indicates that hidden, expressed or even displaced emotions – such as anger, fear, and frustration, are sources of conflict in general, in addition to being detrimental psychological states contributing to conflict escalation (Rubin et al., 1994). Jehn (1997) reports that not only affective conflicts but also, content and process related substantive conflicts involve high levels of emotion and negative affect⁷. Simply put; different kinds of emotions and negative affect might be inherent in any type of conflict and it is not appropriate to associate them merely for one type. Hence, it is suggested here that although emotions are characteristically and significantly prevalent in the discourse of affective conflicts, researchers should refrain from mere dependence on emotional assessments when operationalizing affective conflicts and when making inferences about affective conflict existence.

Substantive conflict is an awareness or perception of disagreement on a specific work-related matter, which might be a goal, a task, a project, a problem and the like. The sources of such disagreements stem from individual differences in opinion, ideas, and viewpoints pertaining to that specific work-related matter. These differences of opinion, ideas, and viewpoints on a work-related matter might center around issues that are either content-related or process-related. In other words, at the crux of the conflict are ideational, intellectual and / or judgmental differences pertaining to the content or process of a work-related task.

Finally, theoretically speaking affective and substantive conflicts are two separate but interdependent dimensions. Both conflicts can breed into one another and if such a reinforcement or correlation exists, numerous variables other than the conflicts might be

⁷ The author furthermore states that unlike in the cases of affective conflicts, high levels of emotions observed in substantive conflicts are not associated with interpersonal animosity. According to the author disputants manage to attribute the sources of their emotions to the substantive issues of concern instead of focusing on their counterparts as the sources of their emotions. In conformity with these assertions, in a subsequent work, Jehn & Mannix (2001) state that “task conflicts may coincide with animated discussions and personal excitement but, by definition are void of the intense interpersonal negative emotions that are more commonly associated with relationship conflict” (p.238). This thesis, however, approaches skeptically to Jehn's underlying supposition that all the parties' to a conflict manage to act in purely rational manners so as to properly distinguish, identify, and declare the sources of their emotions. More discussions on this topic are made in affective and substantive conflict measurement section in Chapter 2 on Methodology.

necessary to explain the amount and direction of such a correlation. Hypothetically speaking, the specific issues embedded in the conflict, level of conflict intensity, stage of the conflict process, disputant's personality and attachment to the conflict issues are amongst the variables that might account for a substantial amount of this correlation and thus, these and other potentially relevant variables are worth to be subjected to further research considerations.

Furthermore, apart from breeding each other, arguably both types of conflicts might be displaced to one another. In other words, due to the cognitive nature of conflicts, parties' may subjectively attribute originally and objectively substantive issues so as to perceive an affective conflict and vice versa. In such a situation, an objective diagnosis of the conflict would require a through analysis of the underlying causes of manifest conflict. Summarily stated depending upon disputants' cognitive schemas and perceptions, the issues to a conflict can be of affective nature, substantive nature and sometimes both at the same time.

4. Interpersonal Conflict Management Styles

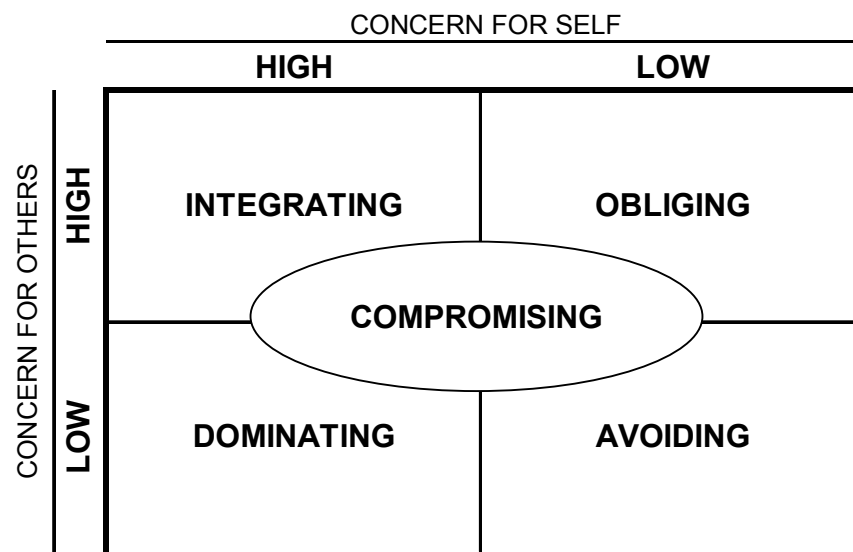
The term "interpersonal conflict management style" is used to denote specific reactions and behaviors demonstrated by individuals for managing with a conflict status quo. Conceptual differentiation between interpersonal conflict management styles dates back to 1920s; and since then researchers have developed numerous different typologies that have relied upon dichotomous, triple, quartette, and pentad distinctions between styles. However, several studies have stated that a five style model of conflict management is a better and more appropriate conceptualization for explaining interpersonal conflict management phenomena (Rahim & Magner, 1994, 1995; Van de Vliert & Kabanoff, 1990). Henceforth, this thesis research is also founded upon a five style typology of interpersonal conflict management styles.

The five style conflict management typology is first suggested by Follet (1940) who differentiates between three main ways of handling conflict, which are domination, compromise and integration, in addition to two supplementary ways – avoidance and suppression. Blake & Mouton (1964) also propose that there are five styles of interpersonal conflict management. According to these authors' managerial grid approach, the dominant interpersonal conflict management style used by managers can

be identified by assessing the levels of their concerns over production and over people (*id est.* over employees' needs). Thomas (1976, 1992) has converted the two dimensions offered by Blake & Mouton (1964) into assertiveness and cooperativeness, where the former refers to the level of attempts to satisfy one's own concerns and the latter refers to the level of attempts to satisfy other parties' concerns. Rahim & Bonoma (1979) and Rahim (1983a, c) use the very similar dual concern model to identify five interpersonal conflict management styles with respect to individuals' concerns for self and others.

Below the definitions of five interpersonal conflict management styles used in this research are provided. All of these definitions are based upon the dual concern conceptualization of Rahim & Bonoma (1979).

Figure 1.1: A Two-Dimensional Model of the Styles of Handling Interpersonal Conflict⁸



Integrating or **problem-solving** conflict management style – as can be traced in the upper figure, indicates high concern for self and for others, a desire for parties' mutual satisfaction. In game theoretic terminology, this style can be associated with positive sum, win-win approaches, where both parties' needs are met. Rahim (1994) indicates that “this style involves collaboration between the parties for problem solving. This requires trust and openness so that the parties can exchange information and analyze their differences to reach a solution acceptable to them” (p.6).

⁸ This figure is reproduced from Rahim (2001).

Obliging – sometimes referred to as **accommodating**, indicates low concern for self and high concern for others, a state of satisfying other party's needs at the expense of own personal concerns. This style embodies zero-sum thinking and is distributive in nature, where the obliging party loses and the other wins. According to Rahim (1994); "this style is associated with attempting to play down the differences and emphasizing similarities to satisfy the concerns of the other party. It may take the form of self-sacrifice, selfless generosity, charity, or obedience to another person's wishes" (p.6).

Dominating – sometimes referred to as **competing** or **forcing**, indicates a high concern for self and low concern for others, a desire to satisfy personal needs at the expense of others'. It is associated with zero-sum thinking and distributive behavior, where the dominating party wins and the other loses. Rahim (1994) states that;

A dominating or competing person goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party. Dominating may mean standing up for one's rights and / or defending a position that the party believes to be correct (p.6).

Avoiding – sometimes referred to as **withdrawing**, refers to a low concern for self and for others, a state of ignorance, indifference or suppression of the conflict status quo. This style is zero-sum in nature, producing lose-lose results where none of the parties needs and expectations are met. According to Rahim (1994) this style;

...may take the form of postponing an issue until a better time, or simply withdrawing from a threatening situation.... This style is often characterized by an unconcerned attitude toward the issues or parties involved in conflict. Such a person may refuse to acknowledge in public that there is a conflict that should be dealt with (p.6).

Compromising refers to an intermediate position with reference to own and others' concerns; it resembles a desire to reach a middle point in between both parties' aspirations. Rahim (1994) suggests that this style is neither zero-sum, nor exactly positive sum in nature as he puts it as "mixed" or "no-win / no-lose", and states that;

This style involves give-and-take or sharing, whereby both parties give up something to make a mutually acceptable decision. It may mean splitting the difference, exchanging concession, or seeking a quick middle-ground position. A compromising party gives up more than a dominating party but less than an obliging party. Likewise, such a party addresses an issue more directly than an avoiding party, but does not explore it in as much depth as an integrating party (p.7).

However, it is suggested here that compromising is more likely to resemble a distributive approach since this behavior incorporates contending to settlement at some

point below the parties' original aspiration levels (Rubin et al., 1994) and furthermore settling at a seemingly middle point may require one party to concede relatively more than the other in real case scenarios (Thompson, 2001).

5. The Common Literature on Affective – Substantive Conflicts and Interpersonal Conflict Management Styles

Observably, the organizational literature on affective and substantive conflicts is characteristically dominated by studies, which aim to explore, explain and describe them as they relate to the overall organizational concerns such as effectiveness, efficiency, productivity, performance, satisfaction, loyalty, commitment, and alike⁹.

Interestingly, there have been only few researches conducted on investigating the links between how different types of conflicts paved the way for the use of specific conflict management styles. Renwick (1975), for example, in her attempt to investigate whether individuals differentiated between their conflict management styles with respect to the affective and substantive sources of conflicts reports that substantive disagreements are most likely to be managed through problem-solving, and that affective conflicts are dealt through compromising and obliging behavior.

⁹ More specifically, the accumulated literature on substantive conflicts is addressed to the constructive and sometimes destructive impacts of these conflicts on group affect, satisfaction, commitment and loyalty – rarely at individual but mostly at group level (Amason, 1996; Amason & Sapienza, 1997; DeChurch & Marks, 2001; Hoffman & Maier, 1961; Jehn, 1995, 1997; Jehn et al., 1999; Jehn & Mannix, 2001; Korsgaard, Schweiger & Sapienza, 1995; Priem, Harrison, Muir, 1995; Schweiger, Sandberg & Ragan, 1986); on performance and productivity at individual, group and organizational levels (Amason, 1996; Amason & Sapienza, 1997; Amason & Schweiger, 1994; Barnard, 1938; Boulding, 1963; Bourgeois, 1985; Brown, 1983; Cosier & Rose, 1977; DeChurch & Marks, 2001; Eisenhardt & Schoonhoven, 1990; Gersick, 1989; Guzzo, 1986; Hackman, Brousseau & Weiss, 1976; Hobman, Bordia & Gallois, 2003; Jehn, 1995, 1997; Jehn et al. 1999; Jehn & Mannix, 2001; Peterson, 1999; Pondy, 1967; Schweiger, Sandberg & Rechner, 1989; Shah & Jehn, 1993; Van de Vliert & De Dreu, 1994), and finally on decision and decision making quality and outcomes, (Amason, 1996; Amason & Schweiger, 1997; Baron, 1991; Cosier & Rose, 1977; Cosier & Schwenk, 1990; Fiol, 1994; Janis, 1982; Janseen et. al., 1999; Jehn, 1995, 1997; Mason & Mitrof, 1981; Putnam, 1994; Schwenk, 1990; Schweiger & Sandberg, 1989; Schweiger et al., 1986; Schweiger et al., 1989; Shah & Jehn, 1993; Tjosvold & Deemer, 1980).

Accumulated research on affective conflicts, on the other hand, is extensively focused on their destructive impacts on group functioning, performance and productivity (Amason, 1996; Baron, 1997; Coser, 1956; Deutsch, 1969; Evan, 1965; Gladstein, 1984; Jehn, 1995, 1997; Jehn et al. 1999; Jehn & Mannix, 2001; Wall and Nolan, 1986); on group decision-making processes, procedures and their effectiveness (Amason, 1996; Amason & Schweiger, 1997; Baron, 1991, 1997; Evan, 1965; Janssen et al. 1999; Jehn, 1995; Schweiger et al., 1986; Simons & Peterson, 2000); on group decision quality (Amason, 1996; Baron, 1991; Evan, 1965; Janssen et al. 1999; Jehn, 1995; Jehn & Mannix, 2001; Staw, Sandelands & Dutton, 1981; Torrance, 1957; Walton, 1969) and finally on overall group loyalty, organizational and workgroup commitment and satisfaction (Amason, 1996; Hobman, Bordia & Gallois, 2003; Jehn, 1995, 1997; Jehn et al., 1999).

In a subsequent study on individual satisfaction, perceptions of inequity and quality of group outcome, Wall & Nolan (1986) report that affective and substantive conflicts are handled very differently. Accordingly, substantive conflicts are significantly managed through integrative conflict management styles whereas affective conflicts are significantly managed through avoidance styles. Additionally, Wall & Nolan (1986) stated that neither types of conflicts are associated with distributive conflict management styles. Later, De Dreu (1997) reports that affective conflict is negatively correlated with problem solving, and positively correlated with dominating and avoiding behaviors.

Finally, Janssen et al.'s (1999) research on decision-making effectiveness in management teams reports significant positive correlations between distributive behavior and both affective and substantive conflicts, and also a negative correlation between affective conflict and integrative behavior.

To sum up, apart from Janssen et al.'s (1999) report of a positive correlation between substantive conflict and distributive styles, all researches converge upon the finding that substantive conflicts are handled through integrative conflict management behavior, more specifically through problem solving. On the contrary, although research evidence shows that affective conflicts are negatively correlated to integrative styles, they do not converge upon the use of a single dominant style. The relevant findings are dispersed among reports of affective conflicts managed through obliging, avoiding, dominating and compromising styles.

6. Research Hypothesis

Depending upon the above-cited literature, two very general hypotheses can be stated so as to expect for a significant positive correlation between substantive conflicts and integrative conflict management behavior, and between affective conflicts and distributive (dominating, obliging, compromising) and avoidance behaviors. However, for this specific research both hypotheses would be inadequately formulated since the above mentioned studies are all conducted in Western cultures.

Rahim (1994) warns that culture might influence how individuals differ in their choice for preferring one style over another. Furthermore although few, there is evidence that conflict management styles do significantly differ across cultures

(Elsayed-Ekhouly & Buda, 1996; Kozan, 1994; Ting-Toomey, Gao, Trubisky, Yang, Kim, Lin & Nishida et al., 1991). In an effort to investigate interpersonal conflict management styles used by Turkish managers, Kozan (1994) conducted a survey research and compared his findings with Rahim's (1983b, 1986) reports of American managers' preferences for interpersonal conflict management styles. Kozan (1994) concluded that there are significant differences among both groups. Accordingly, integrating scored as the most preferred style among Turkish managers, whereas obliging scored the last. Dominating and compromising styles ranked as the second most preferred strategy of Turkish managers and avoiding style scored as the least preferred style before obliging.

With this perspective in mind, this research hypothesizes that in the Turkish organizational context, employees will behave in similar response patterns to those reported by Kozan (1994) in the discourse of substantive conflicts. In other words, they will be more likely to demonstrate integrative, dominating and compromising behaviors to deal with interpersonal substantive conflicts. However, contrary to Kozan's (1994) general report on avoidance as the least preferred style, it is expected that Turkish employees will be more likely to resort to avoidance in the discourse of affective conflicts, which are comprised of interpersonal issues and affective components and thus are by nature perceived as detrimental to interpersonal relationships. This assertion is partially supported by research findings that employees in collectivist cultures prefer avoidance more often than do employees in individualistic cultures (Elsayed-Ekhouly et al., 1996; Ting-Toomey et al., 1991). Thus, the research hypotheses are formulated as follows:

- H.1: Employees, who perceive their experiences of a dyadic conflict as *substantive*, will respond to it through *integrative*, *dominating* or *compromising* behaviors.
- H.2: Employees, who perceive their experiences of a dyadic conflict as *affective*, will respond to it through *avoiding* behaviors.

The literature on conflict management styles suggests that styles may also be influenced through certain other factors such as personality, power, organizational culture, referent role, gender and alike¹⁰. Referent role amongst others is reported to

¹⁰ Please see Rahim (2001) for a review of relevant literature.

have a substantial amount of impact on employees' conflict management style selection (Philips & Cheston, 1979; Kozan, 1989, 2002; Lee, 1990, 1996, 2002). Kozan (1989, 1994, 2002) for example, constantly reported that employees in Turkey were more likely to dominate conflict with subordinates, avoid (or compromise – only in Kozan, 2002) conflict with peers and oblige conflict with superiors. Hence, as is indicated in Chapter 3 on research analysis and results, the above given research hypotheses are tested by controlling for the probable impact of referent role on interpersonal conflict management styles.

Finally, with reference to the previous discussions on the existence of affective components in the discourse both affective and substantive types of conflicts, and also in conformity with the integrated definitions of the two types of conflicts – as proposed on pp.12-14, it is hypothesized here that certain affective components are not unique to affective conflicts but are also evident in the discourse of substantive conflicts. Therefore,

- H.3: Employees, who perceive their experiences of a dyadic conflict as *affective*, will express personal experiences of anger, dislike, annoyance, distrust and fear directed towards the other party, tension, friction and animosity among each other, and a general sense of frustration.
- H.4: Employees, who perceive their experiences of a dyadic conflict as *substantive*, will express personal experiences of anger, dislike, annoyance, distrust and fear directed towards the other party, tension, friction and animosity among each other, and a general sense of frustration.

7. Chapter Outlines

In this chapter the purposes and the importance of this research, its relevance to the literature and its hypotheses were presented. Building upon these foundations, Chapter 2 describes the research methodology and design. Chapter 3 is composed of the descriptions of statistical analysis conducted to test the research hypotheses. The attained research results are also reported in this chapter. Finally, in Chapter 4 the reader will be introduced to more thorough discussions on the attained research results, the scope and limitations of this research, and the suggested directions for future research.

Chapter 2. METHODOLOGY

1. Research Method:

With reference to a thorough literature review as presented in the previous chapter, this thesis proposed four research hypotheses about the relationships between different types of conflicts and interpersonal conflict management styles, and between types of conflict and affective components endured by parties. Accordingly employees, who experience substantive interpersonal conflicts are expected to demonstrate integrative, dominating and compromising behaviors; whereas employees, who experience affective interpersonal conflicts are expected to avoid the whole process. The research hypotheses suggest that parties experience feelings of anger, dislike, annoyance, distrust, fear, tension, friction, animosity, and frustration in the discourse of both types of conflicts. These research hypotheses were tested in the Turkish organizational context through data collected from a convenience sample by a web-based survey design.

In the age of rapidly growing information technologies, marketing firms and entrepreneurs have started to use the world wide web as an invaluable source for data collection long before it was employed by academia for scientific research purposes. Today our current state of knowledge about web-based survey methodologies is only limited to a small amount of academic literature¹¹. However, due to its increasing use and the benefits associated with these methodologies – such as ease of use, extremely low amounts of administration costs, economies from time and efforts devoted to data entry, and a potential to reach vast amounts of respondents; a seemingly growing amount of academic interest is devoted to investigate the relative advantages and disadvantages of online surveys as compared to other more traditional ways of data collection such as mail surveys, telephone, and face-to-face interviews.

As is true for all types of research methodologies, web-based surveys bring their own package of benefits and risks to the concerns of a researcher. In addition to being a

¹¹ For more detailed information on web-based survey techniques please see Carini, Hayek, Kuh, Kennedy & Ouimet (2003); Couper (2000); Couper, Traugott & Lamias (2001); Daley, McDermott, Brown & Kittleson (2003); Koch & Emrey (2001); Mertler (2002) and Saxon, Garratt, Gilroy & Cairns (2003).

cheap, easy, and fast data collection method, the anonymity and ephemerality¹² offered by a web-based survey have been the primary motivating factors for the deployment of this methodology in this particular study.

The anonymity and ephemerality offered by web-based surveys is invaluable especially for the purposes of this research, where one of the primary concerns in conducting a conflict-related research in Turkish organizations was that employees would be reluctant, hesitant and involuntary to express their conflict experiences and conflict management behaviors with an underlying skepticism that they would be disapproved and degraded by their employers or superiors due to the negative connotations associated with having pejorative experiences. In other words, the anonymous and ephemeral nature of this method was sought to create a sense of trust and comfort in the respondents so as to overcome their reluctance for expressing conflict-related behavior and experience, which in turn would minimize the non-response rates for this particular research.

The small amount of literature on web-based research methods points to certain disadvantages associated with web-based methodologies, some of which have also substantially effected the design of this research. One of the most important challenges in online computer assisted methodologies arises with the issues of identifying target and sample populations. As a result of the fact that web-based surveys are only available to those respondents with an internet access or a valid e-mail account, as in this research which it necessitated both, the target population had to be limited to only those employees with an internet access so as to prevent a selection bias due to the fact that there might be significant distinguishing characteristics between potential web-survey respondents and other unreachable employees without an internet access.

Having defined the target population as ‘employees in the Turkish organizational context who have both access to an e-mail account and internet’ a non-random convenience sample is used in this research due to the impracticalities associated with obtaining a random sample for this target population and in acknowledgement that the research results only define the sample.

¹² Ephemerality refers to a sense of social distance. With reference to web-based surveys it implies that “respondents may be more likely to be self-disclosing or less likely to respond in a socially desirable way because of the sense of distance associated with responding on the Internet” (Daley, McDermott, Brown & Kittleson, 2003, p.117).

Finally, there is only a small amount of information in the literature on response rates reported in web-based surveys. Couper (2000) suggests that “we must rely on e-mail surveys to give us a handle on the nonresponse problem” (p.473) and with reference to previous researches, he further indicates that e-mail surveys have rendered lower levels of response rates as compared to traditional mail surveys.

2. Research Sample

As mentioned above the research sample used in this research is identified through non-random methods and hence, is characteristically a convenience sample. The research sample consists of an e-mail databank with 2.044 addresses, approximately 85 % of which are collected from the employment classifieds in six subsequent issues of a daily newspaper’s special Sunday magazine for human resources¹³. The remaining 15 % of the databank is composed of researcher’s personal contacts (who were employed at the time of the survey conduct) and other relevant contacts gathered from official web pages of private companies’ operating in Turkey.

Of the 2.044 addresses in the e-mail databank, nearly 10 % proved to be invalid addresses, which in turn meant that the net amount of e-mail addresses contacted was 1.849 in sum. Of these 1.849 addresses 51 % belonged to departmental or organizational and 49 % belonged to individual e-mail addresses.

The survey has an overall response rate of 11.5 %, with the participation of 212 individual respondents. Ten cases are omitted from statistical analysis. The reason for their exclusion was either the explicit irrelevance of data provided by respondents¹⁴ or the lack of a significant proportion of responses in some cases, which is attributed to technical problems.

Of the remaining 202 cases subjected to statistical analysis 54 % were male, 45 % were female, 99 % indicated Turkish nationality, 95 % were holding a graduate degree equal or higher than two-years university level, 7 % were currently unemployed and thus, referred to conflicts experienced in the discourse of their prior employments, 79 % participated from Istanbul, 86 % were employed in private profit-making companies, 4

¹³ *Hurriyet Insan Kaynaklari*, March 21 – April 25, 2004.

¹⁴ As is derived from participants’ responses to the initial open-ended question (please see Appendix A for survey questions).

% in private non-profit companies, and 9 % in state-owned enterprises. Average respondent age was around 32 years. Respondent distribution among sectors was widely dispersed. More descriptive statistics and charts are provided in Appendix C.

3. Measurement

The survey instrument embodied four separate tools for measuring affective types of conflict, substantive types of conflict, interpersonal conflict management styles, and affective components.

In order to measure the degree of employees' experiences affective conflicts, De Dreu & Van Vianen's (2001) instrument for affective conflict measurement was used. Due to a perceived inadequacy of present instruments to appropriately measure substantive workplace conflicts, a six item scale for substantive conflict measurement was developed by the researcher and employed in this research. To identify employees' interpersonal conflict management styles, Kozan & Ergin's (1999) Turkish translation of Rahim's Organizational Conflict Inventory – II¹⁵ was used. Finally, employees' own assessments of personal experiences of affective components were used to identify the existence of feelings of anger, tension, frustration, friction, dislike, annoyance, animosity, distrust, and fear in the discourse of both types of conflict.

In the following subsections, all of these specific instruments are described in detail and the rationale for their use is explained.

3.1 Affective and Substantive Conflict Measurement

A substantial amount of past research on affective and substantive conflicts has relied upon Jehn's (1992) Intragroup Conflict Scale (ICS) for measuring the intensity of affective and substantive conflicts at the intragroup level. Although, Jehn has not been loyal to the original 1992 version of the scale by adding and subtracting items in her subsequent researches, the ICS has been quite a popular instrument among scholars, who have employed its exact or adapted versions for measuring affective and substantive conflicts in organizations¹⁶ (such as; Amason, 1996; Amason & Mooney, 1999; Amason & Sapienza, 1997; Bono et al, 2002; DeChurch & Marks, 2001; Ensley,

¹⁵ Originally developed by Rahim (1983a, b, c, 2001).

¹⁶ For a research on identifying the ICS's psychometric properties, please refer to Pearson, Ensley & Amason (2002).

Pearson & Amason, 2000; Friedman et al., 2000; Hobman et al., 2003; Jannsen et al., 1999; Jehn, 1995; Jehn et al., 1999; Jehn & Mannix, 2001; Pelled, 1996; Pelled, Eisenhardt & Xin, 1999; Simons & Peterson; 2000).

In this research, however, the ICS was not employed for the following reasons: First of all, as its name implies, the scale was developed for analysis at the intragroup level. Most of the items in the scale refer to work group dynamics since they were developed to analyze specific task groups as their subject of analysis. However, because the focus of this research was interpersonal and since it was not limited to individuals working on a similar task, all of the ICS items needed to be reworded; some even had to be reconceptualized so as to be relevant in the context of dyadic workplace conflicts.

Second, as mentioned above, Jehn reported an inconsistent use of ICS items in her works. Initially, she reported using two items for affective and two items for substantive conflicts (Jehn, 1992). Later, she used four items for each type of conflict (Jehn, 1995). In a subsequent study, Jehn et al. (1999) used four items for measuring substantive and five items for measuring affective conflicts. Finally, due to their distinction between task-related and process-related substantive conflicts, Jehn & Mannix (2001) employed three items per each of the three types of – affective, task-related substantive and process-related substantive conflicts. As indicated by Pearson, Ensley and Amason (2002), “varying the number of items is problematic as standardized measures are essential to the interpretation and comparability of findings” (p.112).

A commonality in all of the versions of Jehn’s ICS’s with respect to affective conflict items was that they were substantially based on emotional / affective expressions. For example, items such as; “how much friction is there in your work group?” (Jehn, 1992, 1995), “how much emotional tension is there in your work group ?” (Jehn, 1992), “how much tension is there among members in your work unit ?” (Jehn, 1995); “how much anger was there among the members of the group ?” (Jehn et al., 1999) or “how often do people get angry while working in your group ?” (Jehn & Mannix, 2001), are all used to identify the existence and intensity of affective conflicts in Jehn’s respective ICS’s. However, as especially underlined in Chapter 1, feelings of tension, friction, anger, and other affective components are not unique to affective conflicts, although they are characteristically evident in them. Henceforth, it is asserted here that emotions-based operationalizations of affective conflicts are inadequate, tricky, and may endanger a proper diagnosis.

More accurate diagnosis of affective conflicts should be based on specific issues that may give rise to an awareness or perception of interpersonal incompatibilities between disputants. These issues are in fact closely related to the underlying sources of conflicts, which are – as identified earlier; objectively or subjectively attributed to factors associated with the other party(ies) to the conflict and / or to the relationship between primary parties. Hence, a proper diagnosis of affective conflicts necessitates an operationalization based on the underlying sources of and issues in the conflict process.

Thus, for assessing whether a disputant interprets his / her interpersonal conflict experience as affective or not, this research has used the affective conflict measurement tool developed by De Dreu & Van Vianen (2001). Accordingly, the respondents' were asked to indicate whether their conflict experience was due to one of the following five issues: 1. interpersonal style, 2. differences in attitudes and political preferences, 3. differences in norms and values, 4. personality differences and 5. differences in sense of humor. The answers were obtained on a five-point Likert scale, ranging from (1) Strongly disagree to, (5) Strongly agree. Cronbach's α obtained for this scale in this research is 0.73.

Regarding substantive conflict measurement, Jehn's ICS's items have been heavily founded upon the expressions of "differences of opinion" or "differences of ideas", where only few items indicate specifically to what kind of issues or sources do these differences in opinions and ideas pertain to. For example, unless personal feedback by a skilled interviewer is provided to the respondents in the discourse of face-to-face or telephone interviews, it is unclear for an uninformed person to whom the items are posed, whether questions such as "to what extent are there differences of opinions in your work group?" (Jehn, 1992, 1995), "how frequently are there conflicts about ideas in your work unit?" (Jehn, 1995), "how much disagreement was there among the members of your group over there opinions?", "how many disagreements over different ideas were there?", "how many differences of opinion were there within the group?" (Jehn et al., 1999), "how much conflict of ideas is there in your work group?" (Jehn & Mannix, 2001) pertain to task-related issues, procedural issues, disagreements about where to go to lunch, opinion differences about which political party to vote or a lack of consensus over which football team would win the next world cup.

Hence, again, it is suggested here that a good diagnosis of dyadic substantive conflicts requires a proper measurement of whether there is an awareness or perception of disagreement between disputants on a specific work-related matter be it a goal, a task, a project, a problem and alike – as identified earlier in Chapter 1. Thus, the operationalization of substantive conflicts should be based on the underlying content and process related issues, which may produce individual differences in opinion, ideas and viewpoints.

Therefore, in order to assess disputants' perceptions with regards to the substantive nature of the conflict and to measure the degree of employees' experiences of substantive conflicts, a new six item scale was developed with reference to the common characteristics and definitions of substantive conflicts as they are rooted in the accumulated literature¹⁷. Accordingly, the respondents were asked to indicate whether the source of their conflict experience was due to; 1. intellectual disagreements on the substantial content of a task, 2. differences of opinion on the scope of a task, 3. incompatibility of task goals, 4. differences of opinion on how to accomplish a task, 5. differences of opinion on who should do what (responsibilities), and 6. ideational differences on the allocation of common organizational resources. The first three items were designed to measure content-related substantive conflicts and the remaining three were designed to measure process-related substantive conflicts. The answers were obtained on a five-point Likert scale, ranging from (1) Strongly disagree to, (5) Strongly agree. Cronbach's α for this six-item substantive conflict scale is measured as 0.61. However when measured separately the items selected for content-related and process-related substantive conflicts scored at unexpectedly low reliability levels ($\alpha = 0.42$ and 0.43 respectively).

Hence, to investigate the embedded factors in the overall scale, all of the eleven items were factor analyzed by using principal components analysis. With reference to the literature and the conceptualizations of affective and substantive conflicts as correlated dimensions in this research, oblimin rotation was used for factor analysis, which in turn yielded a three factor solution as observed in Table 2.1.

¹⁷ Please see Chapter 1, pp. 8-14.

Table 2.1 Oblimin Factor Analysis of the 11-item scale – Structure Matrix

	Component		
	1	2	3
Affective 3 (diff. in norms and values)	,826	,018	,051
Affective 5 (diff. in sense of humor)	,726	,108	,135
Affective 4 (diff. in personality)	,703	,198	,248
Affective 2 (dif. in attitudes & political preferences)	,693	-,003	,346
Subs.cont.1 (differences of ideas on the content of a task)	,082	,830	-,029
Subs.cont.2 (differences of opinion on the scope of a task)	-,007	,820	,152
Substantive.proc.1 (diff. of opinion on how to accomplish a task)	,161	,765	,073
Substantive.proc.3 (diff. of opinion on how to allocate common resources)	,052	,080	,785
Substantive.proc.2 (diff. of opinion on who should do what)	,241	,385	,607
Subs.cont.3 (incompatible task goals)	,173	-,025	,519
Affective 1 (interpersonal style)	,439	-,097	,504

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

However, the three factor solution attained was not in conformity with the expected affective, substantive content-related and substantive process-related conflict typology. The structure matrix of the three factor solution demonstrated in Table 2.1, reveals that one process item (substantive proc.1) loaded with two content items (subs.cont.1, cont.2). Additionally one content item (subs.cont.3) and one affective item (affective 1) loaded with two process items (substantive proc.2 and proc.3).

The latter affective item (affective 1) was excluded from the scale since it loaded on both factors 1 and 3 at quite similar rates, where these two factors were characteristically identifying affective and substantive conflicts respectively. The remaining ten items were re-factor analyzed by the same methods of principle component analysis and oblimin rotation (Table 2.2, 2.3 and 2.4) and a new three factor solution was attained.

Table 2.2 Oblimin Factor Analysis of the 10-item scale – Structure Matrix

	Component		
	1	2	3
Affective 3 (diff. in norms and values)	,838	,025	,048
Affective 5 (diff. in sense of humor)	,741	,111	,142
Affective 4 (diff. in personality)	,701	,222	,195
Affective 2 (dif. in attitudes & political preferences)	,698	,015	,325
Subs.cont.1 (differences of ideas on the content of a task)	,102	,829	-,002
Subs.cont.2 (differences of opinion on the scope of a task)	,012	,822	,172
Substantive.proc.1 (diff. of opinion on how to accomplish a task)	,176	,768	,085
Substantive.proc.3 (diff. of opinion on how to allocate common resources)	,078	,078	,824
Substantive.proc.2 (diff. of opinion on who should do what)	,259	,396	,607
Subs.cont.3 (incompatible task goals)	,184	-,036	,569

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

Table 2.3 Oblimin Factor Analysis of the 10-item scale – Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings(a)
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
	1	2,686	26,855	26,855	2,686	26,855	26,855
2	1,894	18,936	45,791	1,894	18,936	45,791	2,179
3	1,234	12,344	58,135	1,234	12,344	58,135	1,574
4	,905	9,049	67,184				
5	,754	7,536	74,720				
6	,662	6,616	81,336				
7	,579	5,791	87,127				
8	,502	5,016	92,143				
9	,406	4,060	96,203				
10	,380	3,797	100,000				

Extraction Method: Principal Component Analysis.

a When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 2.4 Oblimin Factor Analysis of the 10-item scale – Component Correlation Matrix

Component	1	2	3
1	1,000	,122	,219
2	,122	1,000	,116
3	,219	,116	1,000

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

With respect to the new structure matrix attained (Table 2.2), Factor 1 – comprised of affective items 3, 5, 4, 2 respectively, was straightforward and clearly represented the affective conflict variable. Factor 2 was comprised of substantive content-related items 1 and 2, in addition to substantive process-related item 1. Thus, respondents associated “differences of opinion on how to accomplish a task” with content-related substantive conflicts rather than process-related ones. This tendency might be explained due to an item-related bias deriving as a result of the ‘task’ weighted connotation employed in the question.

Furthermore, Factor 3 was comprised of process items 3 and 2 in addition to content item 3, which in turn meant that incompatibility of goals at work was not associated to the nature or content of a task. This content item had a connotation that work-related goals derive from individual’s job descriptions so as to underline the task-related foundations of the issues in the conflict.

These unexpected factor loadings are interpreted here so as to suggest that instead of a differentiation between content-related and process-related substantive issues, the respondents differentiated between task-related and organization-related substantive issues. The latter distinction is aspired with respect to the factor loadings in the structure matrices provided in Table 2.2.

Accordingly, task-related substantive issues are centered mainly around a specific organizational task. These issues can be about the content, scope, and methodology to accomplish that specific task (as apparent in content 1, content 2 and process 1 item loadings in factor 2, Table 2.2). On the other hand organization-related substantive issues might be attributable to factors not directly related to a specific task but associated to the dynamics, nature and characteristics of a specific organizational context. In other words substantive discussions about who should do what – *id est*. a conflict over responsibilities, disagreements over how to allocate common organizational resources, or striving to deal with generally incompatible work-related goals – such as an eternal clash of interests between sales and marketing departments as perceived by employees, are not unique to specific tasks but are occasionally embedded and experienced in the daily discourse of employees’ interactions with each other at work.

Having proposed this new typology of substantive conflicts, Cronbach α scores for each of the three factors were calculated. Accordingly, both factor one (affective conflict items as a scale), and factor two (task-related substantive conflict items as a scale), scored at satisfactory reliability levels ($\alpha = 0.74$, $\alpha = 0.75$ respectively). On the other hand, factor three – *id est*. organization-related substantive conflict items as a scale, has scored a low reliability rate ($\alpha = 0.44$)¹⁸. This low reliability score points to the probability that the differences between expected and actual factor loadings of the relevant items might be due to measurement or sampling errors. Hence, admittedly further research and more thorough analysis is necessary in order to substantiate the new conflict typology offered in this research and to test the reliability of the relevant measurement scales. As a primary step, this thesis employed both scales – *id est*. both the initial 11-item scale as it was first offered and the new three factor solution to compare how the two instruments differ in explaining the relationship between affective and substantive conflicts and interpersonal conflict management styles. The results obtained from both analyses are presented in Chapter 3 on analysis and results and compared in Chapter 4 on conclusion.

3.2 Conflict Management Style Measurement

Disputants' interpersonal conflict management styles were assessed by using the translated Turkish version of the 28-item Rahim Organizational Conflict Inventory-II (ROCI-II)¹⁹ as it was developed and employed by Kozan & Ergin (1999). Answers were obtained on a five-point Likert scale, ranging from (1) Strongly disagree to (5) Strongly agree. The instrument is composed of seven items for integrating, four items for compromising, six items for avoiding, six items for obliging and five items for dominating style assessment. Individual responses to these items are averaged to create subscales for styles, where a higher score on a subscale refers to a greater use of that specific style by that specific respondent.

Several researches have reported satisfactory test-retest and internal consistency reliabilities for ROCI-II (Rahim, 1983b; Weider-Hatfield, 1988), and convergent and discriminant validities for the style subscales (Rahim, 1983a, b, 2001; Rahim &

¹⁸ It should be indicated here that the reliability score for factor three was already similarly low ($\alpha = 0.47$) when it involved the later excluded item – affective 1. Hence, it can be said that exclusion of this item did not significantly deteriorate the reliability of factor three as a scale.

¹⁹ Originally developed by Rahim (1983a, b, c, 2001).

Magner, 1994, 1995; Van de Vliert & Kabanoff, 1990). Kozan & Ergin (1999) indicate that the reliability of the Turkish translation of ROCI-II was checked through retranslation into English by two bilingual colleagues. In this research Cronbach α was 0.81 for the Turkish version of ROCI-II.

3.3 Affective Components Measurement

In order to measure the existence of affective components in the discourse of both types of conflicts, respondents were asked to express the emotions they felt during the specific conflict experience described. Most often cited nine affective components (anger, tension, frustration, friction, dislike, annoyance, animosity, distrust, and fear) were converted into emotional expressions. The respondents were asked to indicate on a five point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) the degree of match between their emotional experiences and the nine affective statements. Reliability of the Turkish translation of the nine items were confirmed by an academic advisor and a colleague, both of whom are bilingual.

4. The Survey Instrument and Implementation

The survey instrument as a whole consists of two sections, which involve a total of sixty eight items – two open-ended and sixty six close ended questions.

Section 1 – entitled as ‘Identifying the Conflict Process’, embodies all of the four measurement tools described above and is composed of fifty two questions. This section starts with an open-ended question, where the respondents are primarily asked to think of and describe a recent personal experience of a dyadic work-place conflict and then are posed questions about the other party to the conflict, the type of conflict, interpersonal conflict management behavior and experiences of affective components in response to and during this conflict.

Section 2 – entitled as ‘General Information’, embodies sixteen items for gathering demographic and organizational data from respondents. This section is especially designed to follow the first one for two main purposes: 1. given respondents’ anonymity concerns about conflict experiences, a primary encounter with demographic and organizational questions could have scared and drove respondents away, and 2. since the demographic and organizational data requested had to pertain to the demographic and organizational status at the time of conflict experience, presenting

these questions in the aftermath of the conflict description and identification ensures that respondents' provide accurate organizational information.

The survey instruments as a whole were reviewed several times by two academic advisors and a professional expert on survey research methodology. It took several months and revisions before the instrument reached its final appearance as it is presented in Appendix A.

Prior to online broadcasting of the survey, two pilot tests were conducted to evaluate the instrument as a whole. The initial pilot-test was administered as a classical pen and paper questionnaire and distributed to twelve graduate students currently enrolled in the Masters Program for Conflict Analysis and Resolution in Sabanci University. In acknowledgement that graduate students were not the target population of this research, the initial pilot-test was purposefully conducted on Conflict Resolution graduate students for the scholarly concerns of collecting their intellectual opinions on the survey content and design.

The only instruction provided to the pilot-test respondents was that they would receive no instruction and feedback about and during the survey, so as to simulate the conditions where the respondents will be alone facing their computers in the real case practice. All participants completed the pilot-test in around five to ten minutes. None reported any serious troubles or problems encountered with the survey neither in the recommendations text box provided at the end of the survey, nor in any personal communication.

The second pilot-test was conducted via e-mail distributions of the survey as a Windows Word document, which was sent to a mixed sample of twenty people at lower managerial positions currently employed in wholesale, fast moving consumer goods and banking sectors. The participants were personal contacts of the researcher but strangers both to the field of conflict resolution and to the substance of the specific research. They were merely contacted by e-mail messages through which they were debriefed about research objectives and asked to volunteer in the pilot study.

In this second pilot-test session, the group of twenty people was split into half in order to test whether the survey instrument instructions were clear. More specifically, one half of the group received a survey instrument where the first question was preceded by a set of imaginary sample conflict scenarios in order to ease respondents'

comprehension of what they are expected to express as an interpersonal work-place conflict. The other half of the group received exactly the same instrument with the exception of preceding demonstrative conflict scenarios.

The pilot study ended with an overall 70 % response rate. Nine out of ten people from the first group – who received sample cases – completed, saved and e-mailed the survey back to the researcher. However, only six out of ten in the second group – those without a case – returned completed surveys back.

None of the second pilot-test respondents reported any crucial difficulties or problems with respect to understanding the survey instructions or content of the questions. However, in quality there were some differences between the responses received from both groups. To exemplify, the responses to the open ended question of conflict descriptions revealed that one of the respondents from the first group referred to a conflict experience quite similar to one of the sample cases provided. Furthermore, some of the respondents in the first group also referred general cases, where the other party was unclear or the conflict experience was not one of a dyadic nature. This distortion was attributed to overly sample cases since they took a substantial amount of time for reading, which in turn probably distracted respondents' from the original issue of focusing on an interpersonal workplace conflict. Hence, in order to refrain from any imposition, guidance, or other item-related bias, the conflict scenarios were excluded from the original instrument broadcasted online. Instead, the instructions for question one were reworded so as to stress the request for an accurate expression of a personally experienced, interpersonal conflict endured at work.

Upon completion of the pilot-tests and after the final improvements are made, the survey instrument was handed over to an information technologies expert, who designed the survey web-page and created a database to collect and store the responses submitted online by participants. The survey interface was especially designed to look simple but still tidy and stylish enough so as to enable rapid connection to the page, minimize compatibility problems that may arise due to different types and versions of web-browsers, and minimize respondent's distraction and effort in completing the survey. The background database was prepared so as to convert respondents' answers into previously identified response codes in text format, which were then easily transformed into SPSS for Windows.

Several pre-tests assured the proper flow and operation of both the web page and the background database before the survey was online. At this stage, the web page was reached and tested by numerous people connecting from different computers at various times. Necessary adjustments and revisions on the visual components and the interface were made upon the experiences these people reported with the page.

The finalized interface of the survey consisted of four separate sections which appeared one after another as the respondent clicked the submit button at the end of each section. These sections consisted of: 1. a welcome page, where the respondents were introduced to the aims of the research and were asked to participate in the study, 2. the survey instrument itself, 3. a recommendations page, where the respondents were asked to evaluate the survey and provide feedback (voluntary) and 4. a ‘thank you’ page, where the respondents were thanked for their participation. The whole body of survey instrument is provided in Appendix A.

Although the contemporary technologies enable the imposition of strict control over respondents – such as reminding and even preventing them from submitting items not responded, none of these controls were administered over the respondents in this design in order not to ignore consistently missing data, which could be meaningful. Hence, responding was voluntary and at respondents’ discretion. The only impositions on the respondents were the limits of maximum words in two open-ended questions and in the recommendations text box²⁰. Such an imposition was foreseen for the sake of practicality and to attain the simplest possible clarification of the issues in concern.

After the completion of the web-page and the pre-tests, invitations were e-mailed to a total of 2.044 e-mail addresses. At this stage, two separate invitation e-mails were used, one for correspondence with individual personal e-mail addresses, and one for correspondence with general company or departmental e-mail addresses. Both invitations were summary versions of the welcome page; they included a brief description of the survey objectives, asked for receiver’s participation, and provided the link to the survey web-page. Both invitation e-mail texts are provided in Appendix B.1 and B.2.

The survey was broadcasted online for five weeks and invitation e-mails were resent to all of the addresses in the databank in the last week as reminders so as to

²⁰ Question 1 had a word limit of maximum 1.000 characters; ‘other’ option in question 4, 80 characters; and recommendations, 200 characters.

increase participation. All of these invitation e-mails were sent via the e-mail address provided to the researcher by Sabanci University, with a ‘Sabanci University – Survey Study’ title in the subject line, in order to stress the formal and academic nature of the survey and the invitation.

In the following chapter, the statistical analysis conducted to test the research hypotheses and the attained findings are presented.

Chapter 3. ANALYSIS AND RESULTS

As aforementioned in the previous chapter on methodology, since this research offered a new typology of substantive conflicts, two separate analyses have been conducted in order to assess the relationship between the types of conflicts and interpersonal conflict management styles, and between the types of conflicts and affective components endured. Accordingly, initial analyses are based on an eleven item scale, which differentiates between affective and substantive conflicts in general, whereas subsequent analyses are based on a three factors solution, which distinguishes between affective, task-related substantive and organization-related substantive workplace conflicts. Below presented are the results of these two separate analyses conducted for testing the hypothesized relationships.

In the first round of analyses, depending upon the original eleven item scale, two separate indices for measuring affective and substantive types of conflicts were constructed. To compute the two indices, individual scores for affective and substantive conflict items were added separately and then converted to percentages in order to dismiss the effects of missing values. The attained indices showed that affective and substantive conflicts were significantly correlated as expected ($r = 0.28, p < 0.01$).

To examine the relationship between types of conflict and interpersonal conflict management styles, analysis of variance and bivariate correlations among the variables were run.

As observed in Table 3.1, substantive conflicts were negatively correlated with integrative ($r = -0.154, p < 0.05$) and positively correlated with dominating behavior ($r = 0.152, p < 0.05$). No significant relationships between substantive conflicts and other styles was found.

Table 3.1 Bivariate Correlations – Substantive Conflict Index and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	substantive index
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,154(*)
	Sig. (2-tailed)	.	,000	,000	,048	,003	,029
	N	202	201	201	201	199	202
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	-,022
	Sig. (2-tailed)	,000	.	,211	,000	,083	,757
	N	201	201	201	200	199	201
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	-,001
	Sig. (2-tailed)	,000	,211	.	,000	,146	,984
	N	201	201	201	200	199	201
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	-,102
	Sig. (2-tailed)	,048	,000	,000	.	,002	,150
	N	201	200	200	201	199	201
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	,152(*)
	Sig. (2-tailed)	,003	,083	,146	,002	.	,032
	N	199	199	199	199	199	199
substantive index	Pearson Correlation	-,154(*)	-,022	-,001	-,102	,152(*)	1
	Sig. (2-tailed)	,029	,757	,984	,150	,032	.
	N	202	201	201	201	199	202

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

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

Regression analyses were conducted to further investigate the nature of the relationships between substantive conflicts and integrative / dominating behaviors. Accordingly although significant linear relationships between the variables were evidenced, the coefficients of determination revealed that the substantive nature of conflicts explained only 2 % of the variance in both integrating and dominating behaviors across the sample – an unexpectedly small effect (Table 3.2 – Table 3.3).

Table 3.2 Regression Analysis for Substantive Conflict (IV) and Integrative Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,154(a)	,024	,019	1,06361

a Predictors: (Constant), substantive index

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,488	1	5,488	4,851	,029(a)
	Residual	226,255	200	1,131		
	Total	231,743	201			

a Predictors: (Constant), substantive index

b Dependent Variable: integrative

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,697	,276		13,398	,000
	substantive index	-,009	,004	-,154	-2,203	,029

a Dependent Variable: integrative

Table 3.3 Regression Analysis for Substantive Conflict (IV) and Dominating Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,152(a)	,023	,018	,91612

a Predictors: (Constant), substantive index

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,932	1	3,932	4,685	,032(a)
	Residual	165,338	197	,839		
	Total	169,270	198			

a Predictors: (Constant), substantive index

b Dependent Variable: dominate

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,894	,243		7,794	,000
	substantive index	,008	,004	,152	2,165	,032

a Dependent Variable: dominate

The bivariate correlations among affective conflict and interpersonal conflict management styles (Table 3.4) did not reveal any significant relationships, except for a negative correlation between affective conflicts and integrative styles ($r = -0.174$, $p < 0.05$). Subsequent regression analysis revealed that affective conflicts only accounted for 3 % of variance in the sample (Table 3.5).

Table 3.4 Bivariate Correlations – Affective Conflict Index and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	affective index
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,174(*)
	Sig. (2-tailed)	.	,000	,000	,048	,003	,014
	N	202	201	201	201	199	201
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	-,006
	Sig. (2-tailed)	,000	.	,211	,000	,083	,936
	N	201	201	201	200	199	200
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	,031
	Sig. (2-tailed)	,000	,211	.	,000	,146	,658
	N	201	201	201	200	199	200
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	,023
	Sig. (2-tailed)	,048	,000	,000	.	,002	,751
	N	201	200	200	201	199	200
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	-,029
	Sig. (2-tailed)	,003	,083	,146	,002	.	,684
	N	199	199	199	199	199	198
affective index	Pearson Correlation	-,174(*)	-,006	,031	,023	-,029	1
	Sig. (2-tailed)	,014	,936	,658	,751	,684	.
	N	201	200	200	200	198	201

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

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

Table 3.5 Regression Analysis for Affective Conflict (IV) and Integrative Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,174(a)	,030	,025	1,05873

a Predictors: (Constant), affective index

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,937	1	6,937	6,189	,014(a)
	Residual	223,063	199	1,121		
	Total	230,000	200			

a Predictors: (Constant), affective index

b Dependent Variable: integrative

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,555	,195		18,185	,000
	affective index	-,009	,004	-,174	-2,488	,014

a Dependent Variable: integrative

In order to control for the potential impact of referent roles on the relationship between conflict types and interpersonal conflict management styles, partial correlation analyses were run to understand whether the referent role accounted for a substantial portion of the correlation between the types of conflicts and interpersonal conflict management styles. These partial correlations evidenced slight decreases in the correlations between affective conflicts and integrative styles ($r = -0.1639$, $p < 0.05$) and between substantive conflicts and integrative styles ($r = -0.1399$, $p < 0.05$); both of which mean a further decrease in the amount of variance explained by the two types of conflicts in the sample. However, when the impact of referent role was partialled out from the relationship between substantive conflict and dominating style, the correlation coefficient increased to $r = 0.1828$ ($p < 0.05$), which means a small amount of increase in the overall sample variance explained by substantive conflicts.

Therefore, with reference to the small amount of significant positive correlation between substantive conflicts and dominating behaviors, affective and substantive indices found only partial support for Hypothesis 1, which stated that employees would integrate, dominate and compromise substantive conflicts. Whereas the analyses reported no significant evidence to substantiate the assertions of Hypothesis 2 that employees would avoid affective conflicts.

Apart from these findings, mean comparisons and bivariate correlations were run to investigate the specific affective attributions made by participants in the discourse of affective conflicts. Accordingly, affective conflicts were positively correlated with disputants' expressions of anger ($r = 0.311$), tension ($r = 0.336$), frustration ($r = 0.307$), friction ($r = 0.421$), dislike ($r = 0.432$), annoyance ($r = 0.426$), animosity ($r = 0.362$), and distrust ($r = 0.280$) feelings [$p < 0.01$], as observed in Table 3.6. Substantive conflicts, on the other hand, were also positively correlated with disputants' expressions of tension ($r = 0.302$), friction ($r = 0.186$), dislike ($r = 0.206$), annoyance ($r = 0.289$), animosity ($r = 0.182$), and distrust ($r = 0.244$) feelings [$p < 0.01$], as identified in Table 3.7.

Table 3.6 Bivariate Correlations – Affective Conflict Index and Affective Components

		affective	anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear
affective	Pearson Correlation	1	,311(**)	,336(**)	,307(**)	,421(**)	,432(**)	,426(**)	,362(**)	,280(**)	,123
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,000	,083
	N	201	200	201	199	200	200	197	200	201	200
anger	Pearson Correlation	,311(**)	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,000	,359
	N	200	201	201	200	201	201	198	201	201	201
tension	Pearson Correlation	,336(**)	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,000	,339
	N	201	201	202	200	201	201	198	201	202	201
frustration	Pearson Correlation	,307(**)	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,000	,033
	N	199	200	200	200	200	200	198	200	200	200
friction	Pearson Correlation	,421(**)	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,070
	N	200	201	201	200	201	201	198	201	201	201
dislike	Pearson Correlation	,432(**)	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	200	201	201	200	201	201	198	201	201	201
annoyance	Pearson Correlation	,426(**)	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,000
	N	197	198	198	198	198	198	198	198	198	198
animosity	Pearson Correlation	,362(**)	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,000	,000
	N	200	201	201	200	201	201	198	201	201	201
distrust	Pearson Correlation	,280(**)	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	.	,007
	N	201	201	202	200	201	201	198	201	202	201
fear	Pearson Correlation	,123	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1
	Sig. (2-tailed)	,083	,359	,339	,033	,070	,000	,000	,000	,007	.
	N	200	201	201	200	201	201	198	201	201	201

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

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

Table 3.7 Bivariate Correlations – Substantive Conflict Index and Affective Components

		substantive	anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear
substantive	Pearson Correlation	1	,128	,302(**)	,112	,186(**)	,206(**)	,289(**)	,182(**)	,244(**)	,085
	Sig. (2-tailed)	.	,070	,000	,114	,008	,003	,000	,010	,000	,232
	N	202	201	202	200	201	201	198	201	202	201
anger	Pearson Correlation	,128	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065
	Sig. (2-tailed)	,070	.	,000	,000	,000	,000	,000	,000	,000	,359
	N	201	201	201	200	201	201	198	201	201	201
tension	Pearson Correlation	,302(**)	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,000	,339
	N	202	201	202	200	201	201	198	201	202	201
frustration	Pearson Correlation	,112	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)
	Sig. (2-tailed)	,114	,000	,000	.	,000	,000	,000	,000	,000	,033
	N	200	200	200	200	200	200	198	200	200	200
friction	Pearson Correlation	,186(**)	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128
	Sig. (2-tailed)	,008	,000	,000	,000	.	,000	,000	,000	,000	,070
	N	201	201	201	200	201	201	198	201	201	201
dislike	Pearson Correlation	,206(**)	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)
	Sig. (2-tailed)	,003	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	201	201	201	200	201	201	198	201	201	201
annoyance	Pearson Correlation	,289(**)	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,000
	N	198	198	198	198	198	198	198	198	198	198
animosity	Pearson Correlation	,182(**)	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)
	Sig. (2-tailed)	,010	,000	,000	,000	,000	,000	,000	.	,000	,000
	N	201	201	201	200	201	201	198	201	201	201
distrust	Pearson Correlation	,244(**)	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	.	,007
	N	202	201	202	200	201	201	198	201	202	201
fear	Pearson Correlation	,085	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1
	Sig. (2-tailed)	,232	,359	,339	,033	,070	,000	,000	,000	,007	.
	N	201	201	201	200	201	201	198	201	201	201

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

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

Accordingly, when affective and substantive conflict indices were used Hypothesis 3 stating the existence of affective components in the discourse of affective conflicts, found significant evidence except for the relationship between affective conflicts and fear. Additionally, Hypothesis 4 stating the existence of affective components in the discourse of substantive conflicts, found significant evidence except for the relationship between substantive conflicts and feelings of anger, frustration, and fear.

Second round of analyses were based on the three factors that were extracted from the ten item research instrument through principal component factor analysis. With respect to the items' factor loadings the attained three factors were labeled as affective, substantive task-related and substantive organization-related conflict respectively. The correlation scores between the three factors are demonstrated in the component correlation matrix provided in Table 2.4, p.29. Individual factor scores for each type of conflict were computed through regression analyses.

Same methods of analyses used in the first round were conducted in this second round with the new individual three factor solution scores. Tables 3.8, 3.9 and 3.10 present bivariate correlations for each of the three factors and interpersonal conflict management styles.

Table 3.8 Bivariate Correlations – Affective Conflicts (Factor 1) and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	Affective - factor1
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,086
	Sig. (2-tailed)	.	,000	,000	,048	,003	,235
	N	202	201	201	201	199	194
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	,028
	Sig. (2-tailed)	,000	.	,211	,000	,083	,697
	N	201	201	201	200	199	193
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	,070
	Sig. (2-tailed)	,000	,211	.	,000	,146	,335
	N	201	201	201	200	199	193
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	,091
	Sig. (2-tailed)	,048	,000	,000	.	,002	,208
	N	201	200	200	201	199	193
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	-,007
	Sig. (2-tailed)	,003	,083	,146	,002	.	,918
	N	199	199	199	199	199	191
Affective - factor1	Pearson Correlation	-,086	,028	,070	,091	-,007	1
	Sig. (2-tailed)	,235	,697	,335	,208	,918	.
	N	194	193	193	193	191	194

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

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

Table 3.9 Bivariate Correlations – Substantive Task-Related Conflicts (Factor 2) and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	Substantive - task related factor2
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,030
	Sig. (2-tailed)	.	,000	,000	,048	,003	,677
	N	202	201	201	201	199	194
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	,062
	Sig. (2-tailed)	,000	.	,211	,000	,083	,391
	N	201	201	201	200	199	193
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	,027
	Sig. (2-tailed)	,000	,211	.	,000	,146	,705
	N	201	201	201	200	199	193
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	-,058
	Sig. (2-tailed)	,048	,000	,000	.	,002	,423
	N	201	200	200	201	199	193
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	,229(**)
	Sig. (2-tailed)	,003	,083	,146	,002	.	,001
	N	199	199	199	199	199	191
Substantive - task related factor2	Pearson Correlation	-,030	,062	,027	-,058	,229(**)	1
	Sig. (2-tailed)	,677	,391	,705	,423	,001	.
	N	194	193	193	193	191	194

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

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

Table 3.10 Bivariate Correlations – Substantive Organization-Related Conflicts (Factor 3) and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	Substantive- org. related factor3
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,191(**)
	Sig. (2-tailed)	.	,000	,000	,048	,003	,008
	N	202	201	201	201	199	194
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	-,071
	Sig. (2-tailed)	,000	.	,211	,000	,083	,327
	N	201	201	201	200	199	193
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	-,030
	Sig. (2-tailed)	,000	,211	.	,000	,146	,676
	N	201	201	201	200	199	193
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	-,071
	Sig. (2-tailed)	,048	,000	,000	.	,002	,330
	N	201	200	200	201	199	193
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	,026
	Sig. (2-tailed)	,003	,083	,146	,002	.	,721
	N	199	199	199	199	199	191
Substantive- org.related factor3	Pearson Correlation	-,191(**)	-,071	-,030	-,071	,026	1
	Sig. (2-tailed)	,008	,327	,676	,330	,721	.
	N	194	193	193	193	191	194

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

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

Both analyses of variances and bivariate correlations indicated no significant relationship between affective conflict and interpersonal conflict management styles. On the other hand, substantive task-related conflicts were positively correlated with dominating behaviors ($r = 0.229$, $p < 0.01$) and substantive organization-related conflicts were negatively correlated with integrative behaviors ($r = -0.191$, $p < 0.01$).

Regression analysis of substantive task-related conflicts with dominating behavior revealed only a % 5 coefficient of determination for the sample (Table 3.11). Whereas organization-related conflicts for the integrative behavior of the sample only accounted for a 3.6 % of the variance (Table 3.12).

Table 3.11 Regression Analysis for Substantive-Task Related Conflict (IV) and Dominating Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,229(a)	,052	,047	,91242

a Predictors: (Constant), Substantive - task related factor2

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,678	1	8,678	10,424	,001(a)
	Residual	157,343	189	,833		
	Total	166,021	190			

a Predictors: (Constant), Substantive - task related factor2

b Dependent Variable: dominate

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,393	,066		36,251	,000
	Substantive - task related factor2	,216	,067	,229	3,229	,001

a Dependent Variable: dominate

Table 3.12 Regression Analysis for Substantive-Organization Related Conflict (IV) and Integrative Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,191(a)	,036	,031	1,05171

a Predictors: (Constant), Substantive- org.related factor3

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,001	1	8,001	7,233	,008(a)
	Residual	212,369	192	1,106		
	Total	220,370	193			

a Predictors: (Constant), Substantive- org.related factor3

b Dependent Variable: integrative

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,106	,076		41,135	,000
	Substantive- org.related factor3	-,204	,076	-,191	-2,689	,008

a Dependent Variable: integrative

Partial correlations were run so as to control for the probable impact of referent roles on the relationship between the factors and conflict management styles. The positive correlation between substantive task-related conflicts and dominating behavior slightly increased to $r = 0.2623$ ($p < 0.01$) when the effects of referent roles were partialled out thus, the overall variance in the dominating behavior of the sample explained by substantive task-related conflicts increased to 6 %. The negative correlation between substantive organization-related conflicts and integrative behavior remained the same ($r = -0.1909$, $p < 0.01$) when the effects of referent roles were partialled out, which in turn had no effect on the coefficient of determination.

Since both task-related and organization-related conflicts are substantive in

nature, it can be contended with reference to the positive correlation between substantive task-related conflicts and dominating behavior that the results attained in the second round of analyses found only partial support for Hypothesis 1, which stated that substantive conflicts would be managed by integration, domination, and compromising behaviors. Whereas the results failed to reject the null hypothesis that there is no relationship between affective conflicts and avoiding behavior, failing to support Hypothesis 2.

Lastly, mean comparisons and bivariate correlations between the three factors and participants' experiences of affective components were computed. Accordingly, affective conflicts were positively correlated to feelings of anger ($r = 0.208$), tension ($r = 0.216$), frustration ($r = 0.211$), friction ($r = 0.339$), dislike ($r = 0.331$), annoyance ($r = 0.333$), animosity ($r = 0.247$), and distrust ($r = 0.189$), [$p < 0.01$ / Table 3.13]. Substantive task-related conflicts were positively correlated to feelings of tension ($r = 0.248$, $p < 0.01$), friction ($r = 0.148$, $p < 0.05$), dislike ($r = 0.170$, $p < 0.05$), annoyance ($r = 0.178$, $p < 0.05$), and distrust ($r = 0.167$, $p < 0.05$), [Table 3.14]. Finally, substantive organization-related conflicts were positively correlated to feelings of tension ($r = 0.243$, $p < 0.01$), friction ($r = 0.151$, $p < 0.05$), dislike ($r = 0.165$, $p < 0.05$), annoyance ($r = 0.295$, $p < 0.01$), animosity ($r = 0.246$, $p < 0.01$), and distrust ($r = 0.214$, $p < 0.01$), as demonstrated in Table 3.15.

Table 3.13 Bivariate Correlations – Affective Conflicts (Factor 1) and Affective Components

		anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear	Affective - factor1
anger	Pearson Correlation	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065	,208(**)
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,359	,004
	N	201	201	200	201	201	198	201	201	201	193
tension	Pearson Correlation	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068	,216(**)
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,339	,002
	N	201	202	200	201	201	198	201	202	201	194
frustration	Pearson Correlation	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)	,211(**)
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,033	,003
	N	200	200	200	200	198	200	200	200	200	192
friction	Pearson Correlation	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128	,339(**)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,070	,000
	N	201	201	200	201	201	198	201	201	201	193
dislike	Pearson Correlation	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)	,331(**)
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,000
	N	201	201	200	201	201	198	201	201	201	193
annoyance	Pearson Correlation	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)	,333(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	198	198	198	198	198	198	198	198	198	190
animosity	Pearson Correlation	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)	,247(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,001
	N	201	201	200	201	201	198	201	201	201	193
distrust	Pearson Correlation	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)	,189(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,007	,008
	N	201	202	200	201	201	198	201	202	201	194
fear	Pearson Correlation	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1	,078
	Sig. (2-tailed)	,359	,339	,033	,070	,000	,000	,000	,007	.	,283
	N	201	201	200	201	201	198	201	201	201	193
Affective - factor1	Pearson Correlation	,208(**)	,216(**)	,211(**)	,339(**)	,331(**)	,333(**)	,247(**)	,189(**)	,078	1
	Sig. (2-tailed)	,004	,002	,003	,000	,000	,000	,001	,008	,283	.
	N	193	194	192	193	193	190	193	194	193	194

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

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

Table 3.14 Bivariate Correlations – Task-Related Substantive Conflicts (Factor 2) and Affective Components

		anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear	Subs.task rel. Fact.2
anger	Pearson Correlation	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065	,132
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,359	,068
	N	201	201	200	201	201	198	201	201	201	193
tension	Pearson Correlation	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068	,248(**)
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,339	,000
	N	201	202	200	201	201	198	201	202	201	194
frustration	Pearson Correlation	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)	,103
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,033	,155
	N	200	200	200	200	200	198	200	200	200	192
friction	Pearson Correlation	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128	,148(*)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,070	,040
	N	201	201	200	201	201	198	201	201	201	193
dislike	Pearson Correlation	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)	,170(*)
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,018
	N	201	201	200	201	201	198	201	201	201	193
annoyance	Pearson Correlation	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)	,178(*)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,014
	N	198	198	198	198	198	198	198	198	198	190
animosity	Pearson Correlation	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)	,047
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,513
	N	201	201	200	201	201	198	201	201	201	193
distrust	Pearson Correlation	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)	,167(*)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,007	,020
	N	201	202	200	201	201	198	201	202	201	194
fear	Pearson Correlation	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1	,038
	Sig. (2-tailed)	,359	,339	,033	,070	,000	,000	,000	,007	.	,601
	N	201	201	200	201	201	198	201	201	201	193
Subs.task rel. Fact.2	Pearson Correlation	,132	,248(**)	,103	,148(*)	,170(*)	,178(*)	,047	,167(*)	,038	1
	Sig. (2-tailed)	,068	,000	,155	,040	,018	,014	,513	,020	,601	.
	N	193	194	192	193	193	190	193	194	193	194

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

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

Table 3.15 Bivariate Correlations – Organization-Related Substantive Conflicts (Factor 3) and Affective Components

		anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear	Subs.org. rel.Fact.3
anger	Pearson Correlation	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065	,093
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,359	,196
	N	201	201	200	201	201	198	201	201	201	193
tension	Pearson Correlation	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068	,243(**)
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,339	,001
	N	201	202	200	201	201	198	201	202	201	194
frustration	Pearson Correlation	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)	,130
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,033	,073
	N	200	200	200	200	200	198	200	200	200	192
friction	Pearson Correlation	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128	,151(*)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,070	,036
	N	201	201	200	201	201	198	201	201	201	193
dislike	Pearson Correlation	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)	,165(*)
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,022
	N	201	201	200	201	201	198	201	201	201	193
annoyance	Pearson Correlation	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)	,295(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	198	198	198	198	198	198	198	198	198	190
animosity	Pearson Correlation	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)	,246(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,001
	N	201	201	200	201	201	198	201	201	201	193
distrust	Pearson Correlation	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)	,214(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,007	,003
	N	201	202	200	201	201	198	201	202	201	194
fear	Pearson Correlation	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1	,069
	Sig. (2-tailed)	,359	,339	,033	,070	,000	,000	,000	,007	.	,343
	N	201	201	200	201	201	198	201	201	201	193
Subs.org. rel.Fact.3	Pearson Correlation	,093	,243(**)	,130	,151(*)	,165(*)	,295(**)	,246(**)	,214(**)	,069	1
	Sig. (2-tailed)	,196	,001	,073	,036	,022	,000	,001	,003	,343	.
	N	193	194	192	193	193	190	193	194	193	194

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

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

Henceforth, according to the three factor solution, Hypothesis 3 – about the existence of affective components in the discourse of affective conflicts, found significant evidence except for the relationship between affective conflicts and feelings of fear. Since both task-related and organization-related are substantive in nature, it can be said that Hypothesis 4, stating the existence of affective components in the discourse of substantive conflicts, was partially supported except for the relationship between substantive conflicts and feelings of anger, fear, and frustration.

Below in Table 3.16 the results attained in both rounds of analyses are summarized with respect to the research hypotheses.

Table 3.16 A Summary of Research Results

	Affective – Substantive Conflict Indices	Three Factor Solution
Hypothesis 1	Partially Supported √ Substantive Conflicts – Dominating	Partially Supported √ Substantive (Task-related) Conflicts – Dominating
Hypothesis 2	Rejected	
Hypothesis 3	Partially Supported √ Affective conflicts – Anger, Tension, Frustration, Friction, Dislike, Annoyance, Animosity & Distrust	
Hypothesis 4	Partially Supported √ Substantive conflicts – Tension, Friction, Dislike, Annoyance, Animosity & Distrust	

In the subsequent conclusion chapter, the above listed research findings are evaluated, the limitations and shortcomings of this research are identified and directions and suggestions for future research are proposed.

Chapter 4. CONCLUSION

1. Evaluation of the Research Findings

This research used two separate measurement instruments for investigating whether there is a significant relationship between types of conflicts and interpersonal conflict management styles, and between types of conflicts and affective components endured in the Turkish organizational context. Initial statistical analyses were based on an eleven item scale, which produced two separate indices for measuring the degree of affective and substantive conflicts experienced. Similar analyses were then replicated by using a three-factor solution measurement, which was attained through oblimin factor analyses of the eleven item scale. Depending upon the relevant item loadings, factor one characterized affective conflicts, factor two and three on the other hand, characterized substantive conflicts and were labeled as task-related and organization-related substantive conflicts respectively.

Results attained from both the two separate analyses suggest that substantive conflicts are positively correlated to dominating conflict management behaviors and negatively correlated to integrative ones. However, substantive conflicts only account for a minor portion of the variance in the sample's conflict management behaviors. Although both measurement instruments provided the same results with respect to the relationship between substantive conflicts and interpersonal conflict management styles, the correlation coefficients and coefficients of determinations attained via the latter three factor solution scale were slightly higher in comparison to the scores attained via affective and substantive indices.

Additionally, the three factor solution proposed that integrative conflict management behaviors are negatively correlated to substantive conflicts only in the discourse of organization-related issues. Hence, it can be said that employees refrain from the integrative management of issues that are not directly attributable to a specific task but are instead viewed as a consequence of organizational discourse. Hypothetically speaking, individuals' perceptions of organizational and systemic inequity and / or unfairness might be the causes and underlying motives of conflict experiences over goals, responsibilities, and common resources, where such perceptions in turn might be preventing employees from handling the matter in hand effectively.

On the other hand, the three factor solution proposed that the positive correlation between dominating and substantive conflicts is only significant in the discourse of task-related issues. Hence employees tend to raise their voices, overwhelm the other and prioritize their own concerns in substantive conflicts where the issues are related to the content, scope, or methodology of a task. This tendency might also hypothetically be explained as a derive of parties' belief that s/he is the expert and the one, who knows best about the nature, details and best means to accomplish a particular task. Such a motive in turn aspires the party to stand and defend for his own thoughts and rights. However, more thorough research is required in order to substantiate these assertions and to have a better and accurate grasp of the underlying factors that might help explain why substantive conflicts are correlated to integrative and dominating behaviors the way they are evidenced in this research.

With respect to affective conflict management styles, neither instrument found significant evidence so as to reject the null hypothesis that there is no relationship between affective conflicts and avoiding behavior. The only significant relationship found was a negative correlation between affective conflicts and integrative style. Although this result replicated previous findings (De Dreu, 1997; Jannssen et al., 1999), observably affective conflicts explained a very small amount of variance in the sample's integrative conflict management behavior. Furthermore, this relationship was identified only in the initial analyses run by using the affective and substantive item indices, whereas no such relationship was reported by subsequent analyses conducted with the three factor conflict measurement. Since the only difference between the two affective conflict measuring instruments was the exclusion of an affective item – conflicts due to differences in interpersonal styles – in the latter, such a difference between the findings can be attributed to the relationship between the excluded affective item and interpersonal conflict management style selection. This assertion is validated by the observation of a negative correlation between the respondents' tendency to attribute a dyadic conflict experience to differences in personal styles and that persons' tendency to demonstrate integrative behaviors ($r = - 0.24, p < 0.01$). Observably the decision to include or exclude this specific item from affective conflict measurement is critical for its exclusion significantly influenced the research results. Hence, it should be underlined that the appropriate measurement of affective conflict is still an ongoing concern and

further research should be devoted to assure the reliability of these scales and to increase overall measurement quality of the two types of conflicts.

Observably, the positive correlation between task-related substantive conflicts and dominating behaviors and also the negative correlation between organization-related substantive conflicts and integrative behaviors attained in this research are both in support of prior evidence – gathered from employees in Netherlands, that substantive conflicts are handled through distributive behaviors (Janssen et al., 1999). Whereas they are contrary to research findings about U.S. employees' use of integrative conflict management styles in the discourse of substantive conflicts (Renwick, 1975; Wall & Nolan, 1986). On the other hand, depending upon data gathered from employees in U.S. and in Netherlands, the accumulated literature generally suggests that employees demonstrate distributive behaviors for affective conflict management (De Dreu, 1997; Janssen et al., 1999; Renwick, 1975; Wall & Nolan, 1986). However, only De Dreu (1997) and Janssen et al. (1999) report evidence similar to this research about the observation of a negative correlation between affective conflicts and integrative behaviors. With reference to all of these findings although apparently there are some significant differences between employees' affective and substantive conflict management handling behaviors across different samples, ideally evidence based on cross-cultural researches is required in order to have an improved understanding of how culture helps explain these differences and to understand the degree to which present findings on the relationship between affective and substantive conflicts and interpersonal conflict management styles are a derive of or are characterized by culture-related factors.

To sum up, the results attained in this research about substantive conflict management behaviors are contradictory to prior evidences on the use of integrative styles in the discourse of substantive conflicts. Additionally, except for a negative correlation between affective conflicts and integrative conflict management behaviors, this research did not produce any evidence to support prior literature that has reported significant relationships between affective conflicts and obliging, avoiding, dominating and compromising conflict management behaviors. Furthermore, it can be said that neither types of conflict have been extremely crucial factors in explaining the respondents' conflict management style selection within this specific research sample. It is highly probable that for this sample, other factors, which have not been subjected to

detailed analysis here – such as ripeness of conflict, types of organizations, organizational norms, business sectors, organizational positions, referent sex, referent age, personal experiences, personality and alike – have accounted for a more significant portion of the variance in respondents' conflict management behavior. Thus, future research should comparatively investigate whether certain factors differently impact interpersonal conflict management styles in the separate contexts of affective and substantive workplace conflicts.

Regarding the existence of affective components in the discourse of affective and substantive conflicts, although both instruments reported the same findings most of the correlation coefficients attained via the three factor solution were lower than the ones attained through affective and substantive conflict indices. Accordingly, both respondents, who have identified their experiences of a dyadic workplace conflict as affective or as substantive have expressed experiences of tension, friction, dislike, annoyance, animosity, and distrust in the discourse of the conflict and in his / her interactions with the other party. Anger and frustration are the only two discriminating affective components since their correlations with conflict types are only significant in the discourse of affective conflicts. Neither type of conflict is characterized by feelings of fear among disputants. Finally, analyses run by the three factor solution suggest that feelings of interpersonal animosity are only present in the discourse of organization-related substantive conflicts but are not experienced in the discourse of task-related issues.

Summarily stated, the findings on the affective components involved in substantive and affective conflicts suggest that feelings or experiences of tension, friction, dislike, annoyance, animosity, and distrust are not unique to any one type of conflict and hence, it is inappropriate to identify and / or to measure the existence of an affective or substantive conflict by mere dependence on the presence (or absence) of these affective components.

2. Limitations of This Research

First of all, although theoretically affective and substantive conflicts have been conceptualized as two interdependent variables here, for the purposes of this research statistical analyses were undertaken with an assumption that the two are separate and

independent dimensions. Hence, an important amount of knowledge with respect to how the two variables' interdependence shape interpersonal conflict management behaviors remained yet unexplored. Future research should be built on an interdependence-conflict model – as suggested by Janssen et al. (1999), while aiming to explore and explain the relationship between types of conflict and interpersonal conflict management styles.

Second, the employment of a web-based survey – an uncommon methodology, has not been without its problems. Amongst others, the survey received a seemingly low response rate. Since the present literature reports inadequate and somewhat contradictory evidence about response rates in web-based surveys, it is difficult to evaluate as to whether an 11.5 % response rate is average, satisfactory or unsatisfactory and thus, concerns about the differences between employees who have and have not responded the survey are prevalent in this research. Predictably, when participation to a survey is at the mere discretion of a respondent, individuals' personal interest in the research topic does significantly influence the response rates (Saxon, Garratt, Gilroy & Cairns, 2003). Observably, this fact has been the case in this specific research with reference to most of the respondents' comments about their personal interest in the topic and their inquiries about the research results.

Another factor, which might have accounted for the low amount of response rate attained in this research can be related to “survey fatigue” phenomena – as Saxon et al (2003) put it. Survey fatigue stands for a steady decrease in web-based survey response rates over the long-run, due to the fact that internet users are overwhelmed by excessive e-mails and junk mails with similar formats.

Lastly, the low amount of response rate attained in this research might be due to respondents' inability to accurately comprehend what they are expected to express as an interpersonal workplace conflict, which in turn refrained them for participation to the survey. Such a diagnosis is asserted with reference to the relatively low amount of response rate attained from people who have not received sample case scenarios in the second pilot-test (60 %) as compared to the response rate attained from people who have received hypothetical sample case scenarios (90 %).

The non-random nature of the sample is yet another important issue that is derivative of the employment of a web-based survey methodology. Accordingly, this

research possesses exploratory value only within the context of this specific research sample, and it is inappropriate to generalize the research findings to Turkish employees or to Turkish internet users unless future replication researches, conducted on random samples, report confirmatory evidence *per pro*.

Finally, in web-based surveys, “the actual data-collection environment can be neither controlled nor monitored. As such, the impact of random factors and events that may influence the respondent are unknown” (Daley et al., 2003, p.118). In other words, it is unclear whether factors beyond the researcher’s control have significantly influenced the quality of information provided by respondents.

To sum up, further researches with different methodological designs, random samples and satisfactory levels of response rates are required both to assess the degree of reliability and representativeness of the present research findings, and to improve the quality of web-based survey methodologies in academia.

3. Summary Conclusion

This research explored whether employees’ different conflict experiences had a significant impact on their choice to prefer a specific conflict management behavior over another. The research findings have suggested that certain types of conflicts can explain certain types of conflict management behavior although to a very small extent. In an age where workplace conflict should not be viewed as an organizational demon but should be properly managed so as to increase overall organizational efficiency and effectiveness, the motives and rationale for aiming to understand employees’ conflict management behaviors and tendencies are evident and self-explanatory. As a next step, further research should be conducted to build upon these findings and to investigate the dynamics of the asserted relationships in different situations, across various cultures and over the long-run.

This research also investigated the affective components embedded in the discourse of different types of conflicts and contended that appropriate diagnosis of conflict types should refrain from mere dependence on certain affective components as of indicating a conflict’s presence or absence in organizational contexts.

Lastly, this research has developed and is based on a totally new scale for measuring substantive conflicts. The factor analysis of an eleven item affective and

substantive conflict measurement instrument revealed a different solution than was expected. In contrast to accumulated literature and theories, which distinguish between affective, content-related substantive and process-related substantive conflicts, a new three pillar typology was suggested in this research, which differentiated between affective, task-related substantive and organization-related substantive conflicts.

Primarily, since this research is merely representative of its sample, further evidence derived from definite populations and random samples is strongly needed in order to be able to substantiate the validity of this latter new typology. Since the two separate conflict measurement instruments used in this research have diverged on the results reported about affective conflict management behavior, the issue of measurement seems to be a peripheral concern with respect to both affective and substantive conflict diagnosis. To ensure the reliability of measurement and to attain a proper diagnosis, future comparative studies should investigate how the instruments used in this research differ from other tools – such as Jehn’s ICS’s, in describing and explaining different types of conflicts in organizational contexts.

APPENDIX A. THE SURVEY INSTRUMENT

Section 1. Welcome Page

Uyuşmazlıklar insan hayatının ayrılmaz bir parçasıdır. Çalışan insanlar olarak hepimiz işyerinde beraber çalıştığımız kişilerle uyuşmazlıklar, anlaşmazlıklar, çatışmalar ve kişisel ihtilaflar yaşarız. Bu tür olayların iş hayatımız, çalışma performansımız, özel hayatımız ve sosyal ilişkilerimiz üzerinde olumlu ya da olumsuz etkileri olması kaçınılmazdır.

Bu bağlamda; iş ortamlarında yaşanan anlaşmazlıkların nedenlerini belirlemek ve bu durumlarla yapıcı bir şekilde baş etme yollarını öğrenebilmek için zengin bir bilgi birikiminin oluşturulması şarttır. Aşağıdaki anket bu bilgi birikimini oluşturabilme amacıyla hazırlanmış **akademik** bir çalışmanın ürünüdür.

Bu anket yoluyla elde edilecek bilgiler kişilerin iş memnuniyeti, çalışma performansı, iletişim becerileri ve motivasyonlarını arttırmaya yardımcı olacaktır. Benzer şekilde şirketlerin insan kaynakları yönetimini, vizyonunu, örgütsel bütünlüğünü ve verimliliğini iyileştirmeye ve geliştirmeye yönelik bilimsel çaba ve çalışmalara yön verecektir. **Dolayısıyla bu anketi doldurarak bilime ve akademik gelişime yapacağınız katkılar için şimdiden teşekkür ederiz.**

Anketi dolduracak kişilerin kimlik bilgileri istenmemektedir. Bu çalışmanın bilimsel değeri açısından, vereceğiniz anonim cevapların gerçeği yansıtması, doğru ve samimi olması önemle rica olunur.

Katkılarınız için tekrar teşekkür ederim.

Saygılarımla,

Ayşegül ERUZUN

Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı

Sabancı Üniversitesi, İstanbul

2004-04-01

Section 2. The Survey Body

1. Bölüm: Anlaşmazlık Sürecinin Tanımlanması

Bu bölümde yer alan sorular **sizin işyeriniz içerisinde birebir yaşadığınız** bir uyuşmazlık, anlaşmazlık, çatışma ya da ihtilaf sürecini tanımlayabilmek için hazırlanmıştır.

Öncelikle lütfen yakın zaman içerisinde **işyerinizdeki mesai arkadaşlarınız, işvereniniz, amiriniz veya çalışanlarınızdan herhangi biriyle** içine düştüğünüz karşılıklı bir anlaşmazlık ya da ihtilaf durumunu düşününüz.

1. Lütfen yaşadığımız bu anlaşmazlık sürecini özel isim vermeden kısaca anlatınız.

2. Anlaşmazlığa düştüğünüz kişinin yaşı ile ilgili olarak aşağıdakilerden hangisi doğrudur ?

- Benden küçük
 Hemen hemen aynı yaştayız
 Benden büyük

3. Anlaşmazlığa düştüğünüz kişinin cinsiyetini belirtiniz.

- Kadın
 Erkek

4. Bu olay yaşandıđı sırada işyerindeki pozisyonunuzu / mevkiinizi düşünerek anlaşmazlıđa düştüğünüz kişiyi tanımlayınız.

- Benim üstüm / amirim konumunda
- Benim altım / çalışanıım konumunda
- Benimle aynı konumda
- Diđer (lütfen açıklayınız.....)

5. Lütfen yaşadığımız bu anlaşmazlığı düşünerek aşağıdaki ifadelere ne ölçüde katıldığınızı belirtiniz. Bunun için her ifadenin yanında yer alan ölçek üzerinde size en uygun gelen kutuya tıklayınız. [Verilen ölçekte; 1 (bir) o ifadeye hiç katılmadığınızı belirtirken, 5 (beş) o ifadeye tamamen katıldığınızı gösterecektir. 1'den 5'e kadar artan puanlar ise o ifadeye katılma derecenizin arttığını göstermektedir.]

Yukarıda örnek verdiğim anlaşmazlık yaşandı çünkü karşımdaki kişiyle;

		Hiç Katılmıyorum			Tamamen Katılıyorum	
		1	2	3	4	5
5.1	Bir işin içeriği hakkında fikir ayrılıkları yaşıyorduk.					
5.2	Bir işin kapsamının ne olduğuna dair görüş ayrılıkları yaşıyorduk.					
5.3	İş tanımlarımız gereği ikimizin de gerçekleştirmek zorunda olduğu hedefler birbiriyle çatışıyordu.					
5.4	Bir işin nasıl / ne şekilde yapılması gerektiğine dair görüş ayrılıkları yaşıyorduk.					
5.5	Kimin ne iş yapması gerektiğine dair görüş ayrılıkları yaşıyorduk.					
5.6	İşyerindeki ortak kaynakların (bütçe, ekipman, insan vb.) paylaşımı üzerinde fikir ayrılıkları yaşıyorduk.					

Bu kişiyle aranızda söz konusu olan anlaşmazlık neden yaşandı?

		Hiç Katılmıyorum			Tamamen Katılıyorum	
		1	2	3	4	5
5.7	Bu kişiyle birbirimize karşı sergilediğimiz kişisel tavırlar yüzünden					
5.8	Sosyal içerikli olaylara dair tutumlarımız ve/veya siyasi tercihlerimiz farklı olduğu için					
5.9	Kişisel değerlerimiz ve inançlarımız birbirinden farklı olduğu için					
5.10	Kişiliklerimiz birbirinden farklı olduğu için					
5.11	Mizah anlayışımız birbirinden farklı olduğu için					

Yaşadığınız bu uyuşmazlık süreci içerisinde neler hissettiniz ?

		Hiç		Tamamen		
		Katılmıyorum		Katılıyorum		
		1	2	3	4	5
5.12	Karşımdaki kişiye sınırlendim.					
5.13	Karşımdaki kişiyle aramızda gerginlik olduğunu hissettim.					
5.14	Sinirlerim gerildi.					
5.15	Kişisel sürtüşmeler yaşadık					
5.16	Karşımdaki kişiden hoşlanmadığımı hissettim.					
5.17	Karşımdaki kişiden rahatsız oluyordum.					
5.18	Aramızda düşmanca bir hava hissettim.					
5.19	Karşımdaki kişiye güvenmiyordum.					
5.20	Karşımdaki kişiden korkuyordum.					

6. Sizin bu anlaşmazlık sürecindeki davranışlarınızı tanımlayabilmek amacıyla aşağıda bir dizi cümle verilmiştir. Lütfen, bu ifadelerin her birine ne ölçüde katıldığınızı belirtiniz. Bunu yapmak için ifadelerin yanında yer alan ölçek üzerinde size en uygun gelen kutuya tıklayınız.[Verilen ölçekte; 1 (bir) o ifadeye hiç katılmadığınızı belirtirken, 5 (beş) o ifadeye tamamen katıldığınızı gösterecektir. 1’den 5’e kadar artan puanlar ise o ifadeye katılma derecenizin arttığını göstermektedir.]

Bu anlaşmazlık esnasında;

Hiç
Katılmıyorum

Tamamen
Katılıyorum

		1	2	3	4	5
6.1	Her ikimizce kabul edilebilecek bir çözüm bulabilmek için sorunu karşımdaki kişiyle birlikte inceledim.					
6.2	Bir uzlaşma sağlanması için karşımdaki kişi ile pazarlık ettim.					
6.3	Tatsızlık çıkmasını önleyebilmek için karşımdaki kişi ile olan anlaşmazlığı ortaya çıkarmadım.					
6.4	Problemi birlikte çözebilmek için söz konusu kişi ile açık bir şekilde bilgi alışverişinde bulundum.					
6.5	Söz konusu kişiyle ters düşmekten kaçınıp, anlaşmazlığa düşmemeye çalıştım.					
6.6	İkimizin de kabul edeceği bir karara varmak için bu kişiyle işbirliği yaptım.					
6.7	Karşımdaki kişiyle birlikte sorunun doğru anlaşılabilmesi için çalıştım.					
6.8	Karşımdaki kişinin isteklerini yerine getirdim.					
6.9	Karşımdaki kişiyle aramızdaki anlaşmazlıkların açıkça konuşulmasından kaçındım.					
6.10	Söz konusu tarafa tavizler verdim.					
6.11	Bu kişi ile anlaşmazlığı konu edecek bir karşılaşmadan kaçındım.					
6.12	Karşımdaki kişiyle birlikte her ikimizin de beklentilerini karşılayacak bir çözüm için çalıştım.					
6.13	Karşımdaki kişi ile, karşılıklı tatsız sözler sarf edilmesinden kaçındım.					
6.14	Kendi fikirlerimin kabulü için nüfuzumu kullandım.					
6.15	Bir uzlaşma sağlanması için karşılıklı tavizler önerdim.					
6.16	Karşımdaki kişinin önerilerine uydum.					
6.17	İstedğim bir karara varılması için otoritemi kullandım.					
6.18	Birlikte bir karara varabilmek için düşüncelerimi karşımdaki kişinin düşünceleri ile birleştirmeye çalıştım.					
6.19	Karşımdaki kişinin isteklerine razı oldum.					
6.20	Sorunun en iyi şekilde çözümlenebilmesi için her ikimizin de isteklerinin açıkça ortaya konmasına çalıştım.					
6.21	İstedğim bir karara varılması için uzmanlığımdan yararlandım.					
6.22	Kendi görüşlerimin kabulü için kararlı davrandım.					
6.23	Karşımdaki kişinin beklentilerine uymaya çalıştım.					
6.24	Mücadeleyi kazanmak için otoritemi kullandım.					
6.25	Bir gerilimi önlemek için orta yol bulmaya çalıştım.					
6.26	Karşımdaki kişinin ihtiyaçlarını karşılamaya çalıştım.					
6.27	Çıkmazların çözümü için bir orta yol bulmaya çalıştım.					
6.28	Zor bir duruma düşmemek için söz konusu kişiyle olan anlaşmazlık konusunda herhangi bir girişimde bulunmamayı tercih ettim.					

2.Bölüm: Genel Bilgiler

7. Doğum Yılıınız:

1	9		
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8. Cinsiyetiniz:

<input type="checkbox"/>	Erkek
<input type="checkbox"/>	Kadın

9. Uyuşunuz:

<input type="checkbox"/>	T.C.
<input type="checkbox"/>	Diğer

10. Öğrenim Düzeyiniz:

<input type="checkbox"/>	İlkokul mezunu
<input type="checkbox"/>	Ortaokul mezunu
<input type="checkbox"/>	Lise mezunu
<input type="checkbox"/>	Ön lisans (2 yıllık üniversite) mezunu
<input type="checkbox"/>	Lisans (4 yıllık üniversite) mezunu
<input type="checkbox"/>	Yüksek Lisans veya daha üstü

11. Yukarıda örnek verdiğiniz anlaşmazlığı yaşadığınız işyeri için hangisi doğrudu?

<input type="checkbox"/>	Halen aynı işyerinde çalışmaktayım.
<input type="checkbox"/>	Şu anda başka bir yerde çalışmaktayım.
<input type="checkbox"/>	Şu anda hiçbir yerde çalışmıyorum.

12. Bu anlaşmazlığı yaşadığınız sırada hangi şehirde çalışmaktaydınız ?

<input type="checkbox"/>	İstanbul
<input type="checkbox"/>	Ankara
<input type="checkbox"/>	İzmir
<input type="checkbox"/>	Diğer (lütfen belirtiniz.....)

13. **Bu olayı yaşadığınız işyerini** tanımlamak için aşağıdakilerden hangisi uygundur ?

- Kar amaçlı özel şirket
- Kar amacı gütmeyen özel kurum / kuruluş (vakıf, dernek, sivil toplum örgütü vs.)
- Kamu kurumu / Devlet Dairesi

14. **Bu olayı yaşadığınız işyerini** tanımlamak için aşağıdakilerden hangisi uygundur ?

- %100 Yabancı Sermayeli Yatırım
- Yabancı-Yerli Ortaklık
- %100 Yerli Sermayeli Yatırım
- Bilmiyorum

15. **Bu olayı yaşadığınız işyeri** hangi sektörde faaliyet göstermektedir ?

- Bankacılık / Finans / Yatırım / Mali Denetim.
- Bilişim / İnternet / Telekomünikasyon
- Dayanıklı Tüketim Malları
- Eğitim / Danışmanlık / İnsan Kaynakları Hizmetleri
- Eğlence / Fuar ve Organizasyon
- Gayrimenkul
- Hızlı Tüketim Malları / Mağazacılık
- Hukuk
- İlaç ve Kimya Sanayi
- İnşaat
- Medya / Basın Yayın / Reklam
- Otomotiv
- Sağlık / Tıp
- Sigortacılık / Reasürans
- Taşımacılık / Ulaştırma / Lojistik / Kurye
- Tekstil
- Turizm / Otelcilik
- Diğer (lütfen belirtiniz.....)

16. **Örnek verdiğiniz anlaşmazlık esnasında** söz konusu işyerinde kaç yıldır çalışmaktaydınız ?

- 1 yıldan az
 1-3 yıl
 3-5 yıl
 5-10 yıl
 10 yıldan fazla

17. **Örnek verdiğiniz anlaşmazlık esnasında** o işyerindeki pozisyonunuzu belirtiniz.

İşyeri Sahibi / Ortağı

Maaşlı Kadrolu Eleman (lütfen aşağıdaki şıklardan birini seçiniz)

Tam Zamanlı (Full-Time)

Yarı Zamanlı (Part-Time)

Maaşlı Kadrosuz Eleman (lütfen aşağıdaki şıklardan birini seçiniz)

Stajyer

Dönemlik / Proje Bazlı / Geçici Eleman

Yarı Zamanlı (Part-Time)

Diğer (lütfen belirtiniz)

Gönüllü (Maaşsız Çalışan)

Diğer (lütfen belirtiniz.....)

18. **Örnek verdiğiniz anlaşmazlık esnasında** hangi departmanda / bölümde çalışmaktaydınız?

.....

19. **Örnek verdiğiniz anlaşmazlık esnasında** işyerinizdeki unvanınızı belirtiniz.

<input type="checkbox"/>	Üst Düzey Yönetici
<input type="checkbox"/>	Orta düzey yönetici
<input type="checkbox"/>	Uzman
<input type="checkbox"/>	Uzman Yardımcısı
<input type="checkbox"/>	Vasıfsız Eleman / İşçi
<input type="checkbox"/>	Diğer (lütfen belirtiniz.....)

20. Bu olayı yaşadığınız işyerine girmeden önce başka yerlerde de çalıştınız mı?

<input type="checkbox"/>	Evet
<input type="checkbox"/>	Hayır

21. Hayatınız boyunca toplam kaç sene çalıştınız ?

.....

22. Hayatınız boyunca toplam kaç yerde çalıştınız ?

.....

Section 3. Recommendations Page

Katılımınız için çok teşekkür ederiz.

Lütfen bu anketi yakınlarınıza göndererek, onların da doldurmalarını sağlayınız.

Anketle ilgili önerileriniz:

Section 4. Thank You Page

Katılımınız için çok teşekkür ederiz.

Lütfen bu anketi yakınlarınıza göndererek, onların da doldurmalarını sağlayınız.

APPENDIX B. INVITATION E-MAILS
B.1 Invitation for Individual Contacts

Turkish Version

Sayın İlgili,

Bu e-mail size Sabancı Üniversitesi, Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı tarafından gönderilmiştir.

Aşağıdaki link sizi ‘Örgütlerde Yaşanan Uyuşmazlıkları Tanımlamak’ üzere hazırlanmış bir ankete yönlendirecektir. <http://www.ayseguleruzun.gen.tr>

Bu anket **akademik** bir çalışmanın ürünüdür ve anketi doldurmak için **kimlik bilgileri istenmemektedir**. Katılımınız sonucu elde edilecek bilgiler bir yüksek lisans tezi için bilimsel amaçlı olarak kullanılacak ve hiçbir şekilde üçüncü şahıslarla paylaşılmayacaktır.

Bu anketi doldurarak ve yakın çevrenize iletip doldurmalarını sağlayarak bilime ve akademik gelişime yapacağınız katkılar için şimdiden teşekkür ederim.

Saygılarımla,

Ayşegül ERUZUN

Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı
Sabancı Üniversitesi, İstanbul

2004-04-01

Anket için: <http://www.ayseguleruzun.gen.tr>

Daha fazla bilgi için e-mail: aysegule@su.sabanciuniv.edu

Bölümümüzle ilgili bilgi için: <http://www.sabanciuniv.edu/fass/conflict>

English Translation

Mr. / Mrs.

This e-mail is sent to you by the Masters Program for Conflict Analysis and Resolution in Sabanci University.

The following link will direct you to a survey on “Identifying Workplace Conflicts”.
<http://www.ayseguleruzun.gen.tr>

This survey is an **academic** study and is based on respondents’ anonymous participations. Data collected through this survey will be used in a masters’ thesis study and will not be shared with third parties.

I would like to thank you in advance for your contributions by participating in this study and by forwarding it to your personal contacts to enable their participation.

Kind Regards,

Aysegul ERUZUN

Masters Program for Conflict Analysis and Resolution

Sabanci University, Istanbul

2004-04-01

Survey web-page: <http://www.ayseguleruzun.gen.tr>

For more information about the survey: aysegule@su.sabanciuniv.edu

For more information about the masters program:

<http://www.sabanciuniv.edu/fass/conflict>

B.2 Invitation for Organizational Contacts

Turkish Version

Sayın İlgili,

Bu e-mail size Sabancı Üniversitesi, Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı tarafından gönderilmiştir.

Aşağıdaki link sizi ‘Örgütlerde Yaşanan Uyuşmazlıkları Tanımlamak’ üzere hazırlanmış bir ankete yönlendirecektir.

<http://www.ayseguleruzun.gen.tr>

Bu anket **akademik** bir çalışmanın ürünüdür ve anketi dolduran kişilerden kimlik bilgileri istenmemektedir. Bu anket yoluyla elde edilecek bilgiler kişilerin iş memnuniyeti, çalışma performansı, iletişim becerileri ve motivasyonlarını arttırmaya yardımcı olacaktır. Benzer şekilde şirketlerin insan kaynakları yönetimini, vizyonunu, örgütsel bütünlüğünü ve verimliliğini iyileştirmeye ve geliştirmeye yönelik bilimsel çaba ve çalışmalara yön verecektir.

Şirketiniz içerisinde bu anketin doldurulmasını teşvik ederek bilime ve akademik gelişime yapacağınız katkılar için şimdiden teşekkür ederiz.

Saygılarımla,

Ayşegül ERUZUN

Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı

Sabancı Üniversitesi, İstanbul

2004-04-01

Anket için: <http://www.ayseguleruzun.gen.tr>

Daha fazla bilgi için e-mail: aysegule@su.sabanciuniv.edu

Bölümümüzle ilgili bilgi için: <http://www.sabanciuniv.edu/fass/conflict>

English Translation

Mr. / Mrs.

This e-mail is sent to you by the Masters Program for Conflict Analysis and Resolution in Sabanci University.

The following link will direct you to a survey on “Identifying Workplace Conflicts”.
<http://www.ayseguleruzun.gen.tr>

This survey is an **academic** study and is based on respondents’ anonymous participations. Data collected through this survey, will be used for improving and increasing individuals’ job satisfaction, performance, communication skills and motivations. The findings will also guide and contribute to the efforts and the academic literature on improving human resources management, organizational vision, organizational unity, and overall efficiency.

We would like to thank you in advance for your contributions to academic and scientific improvement by encouraging participation to this survey within your organization.

Kind Regards,

Aysegul ERUZUN

Masters Program for Conflict Analysis and Resolution

Sabanci University, Istanbul

2004-04-01

Survey web-page: <http://www.ayseguleruzun.gen.tr>

For more information about the survey: aysegule@su.sabanciuniv.edu

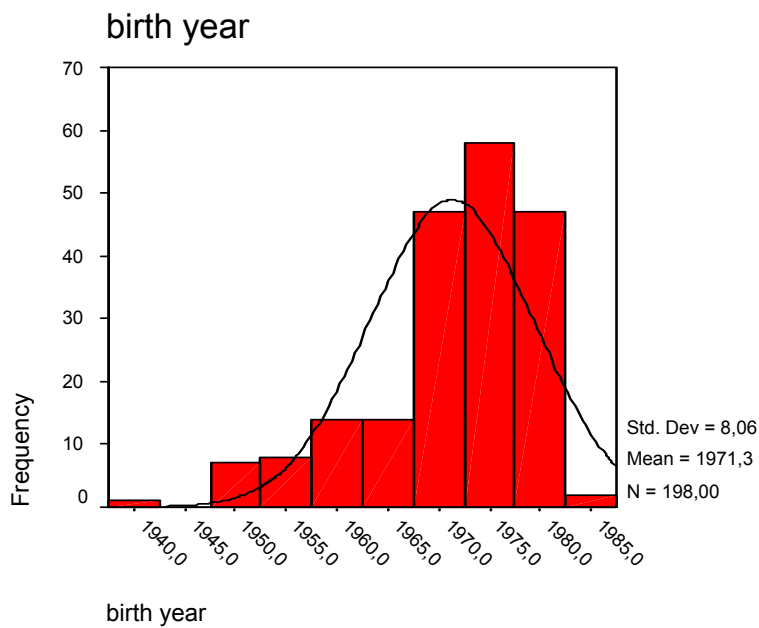
For more information about the masters program:

<http://www.sabanciuniv.edu/fass/conflict>

APPENDIX C. DESCRIPTIVE STATISTICS

1. Respondents' birth year

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
birth year	198	1941	1984	1971,29	8,060	64,967
Valid N (listwise)	198					



2. Respondents' sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	108	53,5	54,3	54,3
	female	91	45,0	45,7	100,0
	Total	199	98,5	100,0	
Missing	missing	3	1,5		
Total		202	100,0		

3. Respondents' nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkish	197	97,5	99,0	99,0
	other	2	1,0	1,0	100,0
	Total	199	98,5	100,0	
Missing	missing	3	1,5		
Total		202	100,0		

4. Respondents' educational status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high school grad.	10	5,0	5,0	5,0
	2 yrs graduate	15	7,4	7,5	12,5
	4 yrs graduate	121	59,9	60,5	73,0
	> graduate	54	26,7	27,0	100,0
	Total	200	99,0	100,0	
Missing	Missing	2	1,0		
Total		202	100,0		

5. Respondents' current status of employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed (in the same org)	163	80,7	81,9	81,9
	Employed (in another org)	21	10,4	10,6	92,5
	Unemployed	15	7,4	7,5	100,0
	Total	199	98,5	100,0	
Missing	Missing	3	1,5		
Total		202	100,0		

6. City in which the conflict was experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Istanbul	159	78,7	79,5	79,5
	Ankara	17	8,4	8,5	88,0
	Izmir	4	2,0	2,0	90,0
	Other	20	9,9	10,0	100,0
	Total	200	99,0	100,0	
Missing	missing	2	1,0		
Total		202	100,0		

7. Profit orientation of the organization in which the conflict was experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	private for-profit	174	86,1	87,4	87,4
	private non-profit	7	3,5	3,5	91,0
	state-owned	18	8,9	9,0	100,0
	Total	199	98,5	100,0	
Missing	missing	2	1,0		
	System	1	,5		
	Total	3	1,5		
Total		202	100,0		

8. Organizational sources of investment at the time of the conflict experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	%100 foreign investment	26	12,9	13,0	13,0
	Foreign & local partnership	30	14,9	15,0	28,0
	%100 local investment	135	66,8	67,5	95,5
	Don't know	9	4,5	4,5	100,0
	Total	200	99,0	100,0	
Missing	missing	2	1,0		
Total		202	100,0		

9. Sector of the organization in which the conflict was experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bank /Fin / Inv / Audit	18	8,9	9,0	9,0
	IT/ Internet / telecom	11	5,4	5,5	14,6
	Durable Cons.Goods	4	2,0	2,0	16,6
	Edu. / Couns. / HR	22	10,9	11,1	27,6
	Real Estate	2	1,0	1,0	28,6
	FMCG / Retail / Whol.	18	8,9	9,0	37,7
	Law	7	3,5	3,5	41,2
	Medical & Chemical	3	1,5	1,5	42,7
	Construction	15	7,4	7,5	50,3
	Media / Advert	24	11,9	12,1	62,3
	Automotive	7	3,5	3,5	65,8
	Health	4	2,0	2,0	67,8
	Insurance / Reassur.	7	3,5	3,5	71,4
	Transp. / Log. / Cour.	3	1,5	1,5	72,9
	Textile	16	7,9	8,0	80,9
	Tourism	3	1,5	1,5	82,4
	Other	35	17,3	17,6	100,0
	Total	199	98,5	100,0	
Missing	missing	2	1,0		
	System	1	,5		
	Total	3	1,5		
Total		202	100,0		

10. Respondents' organizational status at the time of the conflict experience

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Owner / Partner	22	10,9	11,0	11,0	
	Permanent (Paid) Staff	166	82,3	83,0	94,0	
	Temporary (Paid) Personnel	9	4,45	4,50	98,5	
	Volunteer (Unpaid)	2	1,0	1,0	99,5	
	Other	1	,5	,5	100,0	
		Total	200	99,0	100,0	
	Missing	missing	2	1,0		
Total		202	100,0			

11. Respondents' organizational position at the time of the conflict experience

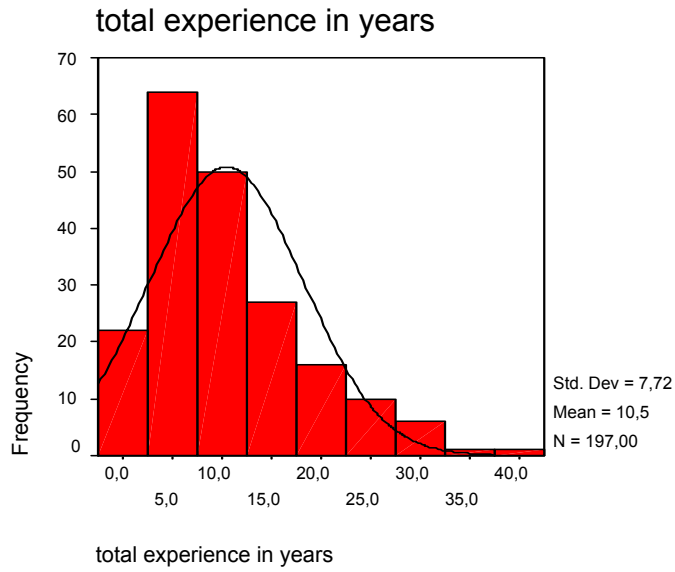
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Upper Level Manager	29	14,4	15,9	15,9
	Mid Level Manager	51	25,2	28,0	44,0
	Specialist	40	19,8	22,0	65,9
	Assistant Specialist	21	10,4	11,5	77,5
	Staff	5	2,5	2,7	80,2
	Other	36	17,8	19,8	100,0
	Total	182	90,1	100,0	
Missing	Missing	20	9,9		
Total		202	100,0		

12. Respondents' prior working experience at the time of the conflict experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	163	80,7	83,6	83,6
	No	32	15,8	16,4	100,0
	Total	195	96,5	100,0	
Missing	Missing	7	3,5		
Total		202	100,0		

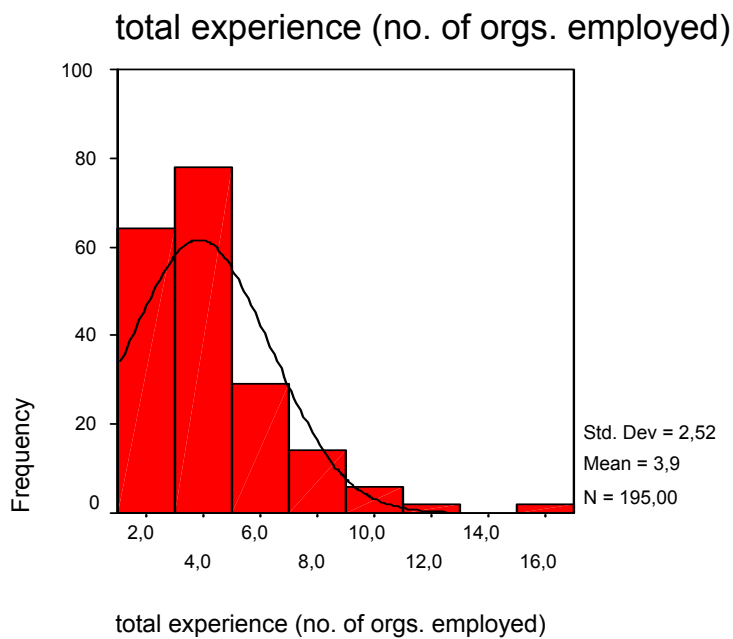
13. Respondents' lifetime working experience (in years)

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
total experience (years)	197	1	40	10,45	7,719	59,586
Valid N (listwise)	197					



14. Respondents' lifetime working experience (number of organizations employed)

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
total experience (no. of orgs. empl)	195	1	16	3,85	2,523	6,364
Valid N (listwise)	195					



15. Respondents' total experience (years) in the organization where the conflict was endured

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 1 year	55	27,2	27,8	27,8
	1-3 years	64	31,7	32,3	60,1
	3-5 years	28	13,9	14,1	74,2
	5-10 years	30	14,9	15,2	89,4
	>10 years	21	10,4	10,6	100,0
	Total	198	98,0	100,0	
Missing	missing	4	2,0		
Total		202	100,0		

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**AFFECTIVE AND SUBSTANTIVE CONFLICTS AND INTERPERSONAL
CONFLICT MANAGEMENT STYLES IN THE TURKISH
ORGANIZATIONAL CONTEXT**

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*Her zaman olduđu gibi yüksek lisans eđitimim süresince de desteklerini eksik etmeyen
çok sevgili aileme ve iki yıllık çalışmamın tamamında emeđi olan en büyük teşvikçim
Barış Uysal'a ithafen...*

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ABSTRACT

Previous literature on affective and substantive workplace conflicts has been dominated by studies on intragroup efficiency and effectiveness with little attention paid to the relationship between these types of conflicts and interpersonal conflict management styles. To improve understanding of how different types of conflicts are managed by employees this thesis has explored the relationship between affective and substantive types of conflicts and interpersonal conflict management styles in the Turkish organizational context through a web-based survey design.

Two separate analyses were run to investigate the relationship between types of conflicts and interpersonal conflict management styles. In the first round of analyses a general affective-substantive conflict typology was used for interpersonal conflict identification. Second round of analyses were based on an asserted distinction between affective, task-related substantive and organization-related substantive conflicts.

Analyses conducted with the former affective-substantive typology reported a negative correlation between affective conflicts and integrative styles. Results attained from both analyses reveal that substantive conflicts are negatively correlated to integrative and positively correlated to dominating styles.

Additional statistical analyses showed that affective components of interpersonal tension, friction, dislike, annoyance, animosity, and distrust are evident in both types of affective and substantive conflicts.

Keywords: Affective Conflict, Substantive Conflict, Conflict Management Styles, Survey, Organizational

TÜRKİYE'DEKİ ÇALIŞMA ORTAMLARINDA YAŞANAN DUYGUSAL VE NİTELİKSEL UYUŞMAZLIKLAR İLE BİREYLER ARASI UYUŞMAZLIKLARLA BAŞ ETME YÖNTEMLERİ

ÖZET

İşyerlerinde yaşanan duygusal ve niteliksel uyuşmazlıklara dair şimdiye kadar yapılmış olan çalışmaların büyük çoğunluğu çalışma gruplarının verimliliği ve etkinliğiyle ilgilenmiş olup bu uyuşmazlık tiplerinin bireyler arası uyuşmazlıklarla baş etme yöntemleriyle olan ilişkisi daha az ilgi görmüştür. Bu tezde çalışan insanların farklı tiplerdeki uyuşmazlıklarla nasıl baş ettiklerini daha iyi anlayabilmek için Türkiye'deki örgütlerde çalışan bireylerin katıldığı ve internet üzerinden uygulanan bir anket çalışması gerçekleştirilmiştir.

Uyuşmazlık tipleri ve bireyler arası uyuşmazlıklarla baş etme yöntemleri arasındaki ilişkiyi inceleyebilmek için iki ayrı uyuşmazlık tiplmesi kullanılmıştır. Buna göre, öncelikle bireyler arası uyuşmazlıklar genel bir duygusal – niteliksel anlaşmazlık endeksinde tanımlanmış, buradan elde edilen tanımlamalar çerçevesinde istatistiksel analizler yürütülmüştür. Ardından aynı istatistiksel analizler duygusal, işe dair niteliksel ve kuruma dair niteliksel olarak üçe ayrılan anlaşmazlık tipleri için tekrar edilmiştir.

Analizler neticesinde duygusal – niteliksel uyuşmazlıklar tiplmesi kullanıldığında duygusal uyuşmazlıklarla bütünleştirici davranışlar arasında negatif korelasyona rastlanmıştır. Her iki tiplmeyle yapılan analizler niteliksel uyuşmazlıkların bütünleştirici davranışlarla negatif, baskın davranışlarla pozitif korelasyon halinde olduğunu göstermiştir.

Araştırma verileri bireyler arasında gerginlik, sürtüşme ve husumet olduğuna dair kişisel hisler ile bireylerin birbirlerinden hoşlanmadıklarına, rahatsız olduklarına ve birbirlerine güvenmediklerine dair hislerin gerek duygusal gerekse niteliksel olmak üzere her iki uyuşmazlık sürecinde de söz konusu olduğunu göstermektedir.

Anahtar Kelimeler: Duygusal Uyuşmazlık, Niteliksel Uyuşmazlık, Uyuşmazlık İdaresi, Anket, Örgütsel.

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Chapter 1. INTRODUCTION

1. The Aim of the Study

Resembling a situationalist perspective, the arguments of some early researchers in the organizational behavior literature have stated that proper conflict management in organizations can be attained through watching out for the differences between specific types of conflicts. Haiman (1951), for example, states that “resolving intrinsic conflict requires analytical keenness, whereas ... extrinsic conflict requires social tact and diplomacy”¹. In an exploratory study investigating the conditions under which decision making groups reach consensus, Guetzkow & Gyr (1954) point to the interplay of certain intellectual factors – such as reliance on facts and expertise, fact-finding, information-seeking, and solution orientation in reaching intragroup consensus on substantive issues. Whereas reaching intragroup consensus on affective issues is accompanied with group members’ avoidance of personal contacts, withdrawal from both problem-solving orientations and from problematic affective issues. Later, Walton (1969)² claims that problem-solving or bargaining styles are more appropriate for effectively managing substantive conflicts, whereas confrontation of feelings and restructuring of perceptions are necessary in the discourse of affective conflicts. More recently, in his attempts to develop a macro-organizational theory for conflict management strategizing Rahim (2001, 2002) builds his framework on an underlying assumption that effective conflict management at the interpersonal level incorporates the ability to select and use appropriate conflict management styles under different circumstances and according to types of conflicts endured.

In agreement with these assumptions, research questions of this thesis stem from a curiosity to explore whether in real life and in the context of Turkish organizations employees resort to different types of conflict management styles for dealing with various types of conflict experiences. More clearly, this thesis is an exploratory attempt, which aims to investigate whether there is a significant relationship between the nature

¹ As cited in Ross & Ross, 1989, p. 139.

² As cited in Renwick (1975).

of an employee's specific conflict experience – identified either as affective or substantive³ – and his / her specific conflict management behavior in the discourse of that conflict experience.

The results of this specific research are primarily expected to shed a light on the interpersonal dynamics of conflict processes inherent in the daily discourse of organizations so as to seek an answer to the following underlying questions: “Which conflict management style does an employee most likely resort to when confronted by an affective conflict?” and “Which conflict management style does an employee most likely resort to when confronted by a substantive conflict?”.

Another purpose of this thesis is to develop synthesized and integrated conceptualizations of both affective and substantive conflicts, due to perceived constraints associated with prior definitions to satisfactorily encompass all of the characteristics of both concepts. The definitions and conceptualizations of affective and substantive conflicts provided in this thesis are expected to increase awareness to the need for developing sound operationalizations of these concepts so as to prevent spurious measurement and to ensure proper diagnosis.

2. The Significance of the Study

Although the organizational literature stresses the importance of organizational awareness raising and skill building at all levels for attaining proper management of workplace conflicts, amazingly there have been only a small amount of researches conducted to diagnose how organizational members manage their everyday conflicts in the discourse of affective and substantive types or sources of conflicts. By attempting to explore the relationship between these types of interpersonal conflicts and interpersonal conflict management styles, this research centers around a relatively underdeveloped theme in the realm of a large body of literature on affective and substantive conflicts.

Investigating the link between interpersonal conflict management styles and affective and substantive types of conflicts matters because evidence suggests that different types of conflict management behaviors exhibited in the discourse of these

³ Broadly speaking, the term affective conflict denotes incompatibilities stemming from interpersonal differences, whereas substantive conflicts are conflicts over a specific work-related matter. Detailed analytic discussions on affective and substantive conflict conceptualizations will be presented later throughout the subsequent sections of this chapter.

conflicts influence the types and amounts of future conflicts experiences, levels of employees' experiences of stress (Friedman, Tidd, Currall & Tsai, 2000), group performance, group satisfaction (DeChurch & Marks, 2001), team functioning, and team effectiveness (De Dreu & Van Vianen, 2001). Accordingly, individuals who use integrating conflict management styles experience lower amounts of substantive and affective conflicts, which in turn results in lower amounts of stress endured, while on the other hand, those with a dominating or avoiding style orientation, experience higher levels of substantive conflicts, which in turn increase affective conflict and stress experiences over time (Friedman et al, 2001). Furthermore, active management of substantive conflicts in workgroups result in increased performance, and agreeable management of substantive conflicts in workgroups result in increased group satisfaction⁴ (DeChurch & Marks, 2001). Finally; managing affective conflict through collaborating and contending is negatively related to team functioning and effectiveness; whereas affective conflict avoidance is positively related to team functioning and effectiveness (De Dreu & Van Vianen, 2001).

To sum up; evidentially it is apparent that proper management of conflict is crucial for the optimum functioning of organizational systems at all levels. This in turn points to the need for an awareness of positive and negative consequences of how employees manage their everyday conflicts. In other words, providing answers to the abovementioned research questions is not merely of academic concern to the scientific community, but is also invaluable both for the concerns of managerial level strategic decision-makers and for the welfare of organizational members at all levels. Thus, both the design and the results of this research are asserted to have a directory value in the discourse of real organizational practices. Through future applied researches with similar designs, comparisons among the actual status quo – *id est*. the research results, and the aspired status quo in terms of organizational conflict management awareness and skills can be attained. The results of these kinds of studies can be used in the processes of organizational planning, strategizing, and evaluation since they would enable predictions and inferences about several important issues such as: expected levels of organizational, group and individual performance, effectiveness, satisfaction and alike.

⁴ For more on active and agreeable conflict management styles please see Van de Vliert & Euwema (1994).

The subsequent sections of this chapter are organized as follows: initially, the reader is introduced to an extensive literature on affective and substantive conflicts. Through the end of this section the specific characteristics prevalent in the two types of conflicts are identified and depending upon these characteristics integrated understandings of the two concepts are developed. Next, the literature on interpersonal conflict management styles is briefly reviewed so as to establish the underlying frameworks for subsequent discussions. In order to build ground for this thesis's research hypotheses the relevant common literature, which has focused on both affective – substantive conflicts and interpersonal conflict management styles as their subject of analysis, is presented in a separate section. In the final section, research hypotheses that are derived out of the previous discussions are introduced.

3. Affective and Substantive Conflicts

In an attempt to identify individuals' conflict frames Pinkley (1990) analyzes how disputants interpret their conflict experiences and contends that “relationship versus task conflict” dimension represents people's conflict interpretation frames. Thus, the author's expectations for conflict participants “to differ regarding the interpersonal focus of the conflict” to the extent that “some were expected to concentrate on problems in the relationship, whereas others were expected to concentrate on the external or problem focused aspects” (Pinkley, 1990, p. 118) have been substantiated by his research findings that: “dimension 1, labeled relationship versus task, revealed that people differ in the extent to which they attribute the conflict to problems in relationship and, consequently, how concerned they are about the other party and maintaining the relationship” (Pinkley, 1990, p.124). Similarly, in a qualitative study Jehn (1997) observes the conflict episodes in work teams and contends that team members distinguish between task and relationship conflict. In a subsequent research Simons & Peterson (2000) also report that individuals cognitively differentiate between task and relationship conflicts.

The research interest around affective and substantive conflicts, however, has antecedents prior to these studies. One of the earliest definitions of the two concepts is provided by Haiman (1951), who differentiate between extrinsic and intrinsic conflict: “extrinsic conflict is the psychological or emotional element. Intrinsic conflict is the

rational, ideational, or intellectual content” (as cited in Ross & Ross, 1989, p.139). In an exploratory study Guetzkow & Gyr (1954) differentiate between “conflict rooted in the substance of the task which the group is undertaking, and conflict deriving from the emotional, affective aspects of the group’s interpersonal relations” (p.369). According to the authors; “Substantive conflict is associated with intellectual opposition among participants, deriving from the content of the agenda. Affective conflict is tension generated by emotional clashes aroused during the interpersonal struggle involved in solving the group’s agenda problems” (p. 380).

Later, Coser (1956) distinguishes between realistic and nonrealistic conflicts where, “realistic conflict, like Haiman’s intrinsic, is a mostly rational task or goal-centered confrontation. Nonrealistic conflict is an end in itself having little to do with group or organizational goals. It is projected frustration or emotion” (as cited in Ross & Ross, 1989, p.139).

Renwick (1975), in an attempt to investigate whether topics and sources of disagreement have an impact on the management of dyadic conflict, also differentiate between substantive and affective conflicts as two different sources of conflict. The author operationalizes substantive conflict as differences in knowledge or factual material and affective conflict as personality differences and differences in attitudes and opinions.

Pelled (1996) in her work on the impact of diversity and conflict on work group outcomes state that;

Substantive conflict is the perception among group members that there are disagreements about task issues including the nature and importance of task goals and key decision areas, procedures for task accomplishment, and the appropriate choice for action. Affective conflict is the perception among group members that there are interpersonal clashes characterized by anger, distrust, fear, frustration, and other forms of negative effect (p.620).

In a descriptive study, Wall & Nolan (1986) focus on the types and amounts of conflict and parties’ perceptions involved in a group task in relation to individual conflict management styles, performance, and satisfaction. As a result of the content analysis of parties’ descriptions of their conflict episodes, the authors operationalize two types of conflicts: conflicts centered around people, which involve issues of struggles for leadership, unequal workloads and personality conflicts; and task conflicts, which are denoted by issues pertaining to procedural and ideational matters. For their purposes

of demonstrating how types of conflict and interdependence in management teams interact to shape behavioral processes, decision quality and affective acceptance, Janssen, Van de Vliert and Veenstra (1999) conceptualize task and person conflict in team decision making as the former referring to “disagreements about the work to be done including issues such as the allocation of resources, application of procedures, and the development and implementation of policies” (p. 119) and the latter referring to “the occurrence of identity-oriented issues, whereby personal or group beliefs and values come into play” (p. 119).

While investigating about the amount and impact of conflicts experienced by work groups involved in strategic decision making processes, Priem & Price (1991) differentiate between cognitive conflict, as “task related, involving the degree of disagreement over the interpretation of a common stimulus” and social-emotional conflict as “interpersonal, involving competition for payoffs or personal disagreements” (p.210). Amason (1996), with an interest in understanding how conflict influences quality of decisions, commitment to decisions and affective acceptance in strategic decision making groups, use a similar typology of cognitive and affective conflicts, where the former is functional and is “generally task oriented and focused on judgmental differences about how best to achieve common objectives” (p.127) and the latter is dysfunctional and “tends to be emotional and focused on personal incompatibilities or disputes” (p.129).

Finally, in their attempts to explain whether conflict is beneficial or detrimental to group outcomes Jehn (1995, 1997), Jehn, Northcraft & Neale (1999) and Jehn & Mannix (2001) point to the interaction of many factors⁵ as responsible for the resulting group dynamics, performance and outcomes. All of these four studies are founded upon a distinction between intragroup task and relationship conflicts as identified by Jehn (1995). According to the author:

Relationship conflict exists when there are interpersonal incompatibilities among group members, which typically includes tension, animosity, and annoyance among members within a group. Task conflict exists when there are disagreements among group members about the content of the tasks being

⁵ These factors are: type and amount of conflict, type of task, degree of interdependence in the group, group norms about conflict (Jehn, 1995); emotionality, perceived resolution potential, importance of conflict (Jehn, 1997), work group diversity (Jehn et al. 1999), and type of conflict over time (Jehn & Mannix, 2001).

performed, including differences in viewpoints, ideas and opinions (Jehn, 1995, p.258).

Later in a subsequent research Jehn (1997) adds a third type to her conflict typology – process conflicts, defined as “conflict about how task accomplishment should proceed in the work unit, who's responsible for what, and how things should be delegated. Process conflicts includes disagreements about assignments of duties or resources” (p.540).

More recently, Jehn & Mannix (2001) provide the following definitions for the three concepts: Relationship conflict is “an awareness of interpersonal incompatibilities, includes affective components such as feeling tension and friction. Relationship conflict involves personal issues such as dislike among group members and feelings such as annoyance, frustration and irritation...” (p.238). Task conflict is “an awareness of differences in viewpoints and opinions pertaining to a group task... pertains to conflict about ideas and differences of opinion about the task...” (p.238). Process conflict is “an awareness of controversies about aspects of how task accomplishment will proceed. More specifically, process conflicts pertains to issues of duty and resource delegation, such as who should do what and how much responsibility different people should get” (p.239).

3.1 Characteristics of Affective and Substantive Conflicts

The above cited literature shows that researchers with different research questions have used different labels for the more or less similar types or sources of conflicts. Observably, labels such as task and relationship (Jehn, 1995, 1997; Jehn et al., 1999; Jehn & Mannix, 2001; Pinkley, 1990; Simons & Peterson, 2000), substantive and affective (Guetzkow & Gyr, 1954; Pelled, 1996; Renwick, 1975), task and person (Janssen et al., 1999; Wall & Nolan, 1986), cognitive and affective (Amason, 1996), cognitive and socio-emotional conflicts (Priem & Price, 1991); are amongst the most preferred and usually interchangeably used labels. Interestingly, a basic categorization of researchers and research topics according to the labels they preferred, does not provide one with sound grounds to contend that specific research orientations or grand theories have motivated researchers to prefer one label over another. Observably, the more the literature accumulates the more researchers cite and use one another's findings, conceptualizations and labels in order to build ground for their own hypothesis,

conceptualizations, assertions and labels for identifying the two different types of conflicts.

Henceforth, the efforts to explain the varying terminology for the two conflict types prove to be inefficient since all the labels identified above can and do substitute for one another as a derive of their more or less similar conceptualizations and often operationalizations. This in turn means that, all of the researches conducted with any one of these conceptualizations form and contribute to one grand literature on affective and substantive conflicts — the terms in use from this point on. With respect to this literature, below the mainstream characteristics associated with affective and substantive conflicts are listed so as to propose theoretically integrated definitions of the two concepts.

Regarding affective conflicts, first of all there is a general supposition in the literature that defines affective conflicts as a derive or an awareness of interpersonal incompatibilities, which in turn result in interpersonal clashes and disputes.

Second, although few, some researchers identify and some even operationalize the following specific issues that give rise to affective conflicts: personality differences, differences in attitudes and opinions (Renwick, 1975), struggles for leadership, unequal workloads, personality conflicts (Wall & Nolan, 1986), competition for payoffs (Priem & Price, 1991), identity oriented issues, (Janssen et al.,1999), interpersonal style, attitudes and political preferences, norms and values, personality, and sense of humor (De Dreu & Van Vienen, 2001).

Third, most definitions of affective conflicts suggest and support the idea that these conflict processes are characterized by affective components and emotional clashes, which in turn result in feelings of tension, animosity, annoyance (Jehn, 1995); friction, frustration, irritation (Jehn & Mannix, 2001), as well as anger, distrust, and fear (Pelled, 1996).

Regarding substantive conflicts, first of all the literature suggests that these conflicts are disagreements between disputants regarding a problem, goal or task. Second, at the heart of these disagreements lies interpretive (Priem & Price, 1991), judgmental (Amason, 1996), rational (Haiman, 1951; Coser, 1956), ideational (Haiman, 1951) and intellectual (Guetzkow & Gyr, 1954) differences between disputants. Third, some researchers have clearly identified the issues that are embedded in substantive

conflicts. These issues are: procedural matters, ideational matters (Wall & Nolan, 1986), best means to achieve objectives (Amason, 1996), nature and importance of task goals, key decision areas, procedures for task accomplishment, appropriate choice for action (Pelled, 1996), allocation of resources, application of procedures, and development and implementation of policies (Janssen et al., 1999).

Fourth, some researchers have made a clear distinction between substantive conflicts that pertain to the content and process of a task (Wall & Nolan, 1986; Jehn, 1997; Jehn et al., 1999; Jehn & Marmix, 2001). Wall & Nolan's (1986) content analysis study, for example, distinguishes between substantive conflicts over procedural and ideational matters, where the former ones are "described as having their origin in problems of an organizational, procedural, or mechanical nature" (p. 1039) and the latter ones are "described as having their origin in problems relating to the ideas, goals, and values associated with the substantive content of the task" (p.1039). Summarily stated, substantive conflicts may evolve around ideational – *id est.* content-related issues or concerns, as well as procedural – *id est.* method-related ones.

In addition to all of these above listed characteristics, observably, some researchers have stressed that affective and substantive definition of a conflict is based on disputants' perceptions and interpretations of the conflict process. Pinkley (1990), for example, contends that people identify their conflicts according to their personal concerns and values, and Simons & Peterson (2000) underlines the crucial role of interpretation in the discourse of substantive and affective conflicts. Pointing to the role of perceptual processes in identifying affective and substantive conflicts conforms to the basic definition of conflict as "perceived divergences of interests, or a belief that parties' current aspirations can not be achieved simultaneously" (Rubin, Pruitt & Kim, 1994, p.5). Accordingly, "It seems likely, therefore, that conflict situations elicit a well-defined cognitive structure based on past experiences with conflict as well as present concerns and interests" (Pinkley, 1990, p. 117). "Thus, the distinction between task and relationship conflict is not necessarily an objective one. Rather, it is a distinction made by the individuals who experience the conflicts" (Bono, Boles, Judge & Lauver, 2002, p.314).

Therefore, it is asserted here that a good definition of either type of conflict should underline the cognitive components at work, that the conflict process is not

always an objective one, but instead is subjectively shaped by disputants' perceptions, awareness and interpretations.

Finally, most of the research results converge upon the contention that the two types of conflicts are positively correlated⁶. More specifically, Ross & Ross (1989), for example, indicates that substantive conflicts can “generate emotionally harsh language, which can be taken personally. We then have both task and psychological conflicts occurring at the same time” (p.140). Simons & Peterson (2000) report significant evidence to support that substantive conflict may lead to affective conflict through the processes of misattribution and self-fulfilling prophecy, when individuals' perceptions result in biased interpretations of task issues as personal attacks, and also through behavioral processes, where employment of emotionally loaded and harsh language, intimidation tactics and alike irritate some of the parties and thus, “the hurt feelings that result from poorly managed or expressed task conflict can easily stimulate relationship conflict” (Simons & Peterson, 2000, p. 104).

While supporting a conceptual distinction between affective and substantive conflicts as two separate dimensions Pelled (1996) also underlines the possibility of an interdependence among both, and indicates that substantive discussions may give rise to affective conflict especially when parties are emotionally attached to the issues at the heart of the disagreement. However, she posits that the reverse does not hold – *id est*. affective conflict does not produce substantive disputes, because “although individuals may express hostility by manufacturing useless criticisms of each other's task-related ideas, this interaction would constitute an attempt to masquerade affective conflict as substantive conflict, and group members are apt to perceive it as such” (p.620).

Amason & Schweiger (1997), Friedman et al. (2000) and Bono et al. (2002) also stress the correlation between both types of conflicts and that particularly substantive conflicts may transform into affective ones.

Janssen et al. (1999), on the other hand, propose that the interdependence among the two types of conflicts works both ways and also that affective conflicts can transform into substantive ones just as substantive conflicts may transform into affective ones, especially when team members “become so personally involved in an identity-oriented conflict that they begin to obstruct one another in task-related aspects as well”

⁶ See Jehn (1995) as an exception.

(p. 120). Thus, according to the authors; “one type of conflict can breed the other, in the sense that when one type of conflict is salient, the other type might increase” (p. 120). Similarly, Jehn (1997) in her qualitative study reports the manifestation of affective conflicts as task conflicts in addition to unresolved task conflicts leading to affective conflicts.

However, with respect to how affective conflicts may transform into substantive ones through a sabotaging process, where disputants due to underlying affective issues attempt to “sabotage any influence that the other might have by manufacturing task conflict” (Simons & Peterson, 2000, p.104), Simons & Peterson (2000) state that “in addition to having weak theoretical and empirical support, this mechanism would be extremely difficult to test, as it would require issue-specific, longitudinal data” (p. 104).

3.2 An Integrated Understanding of Affective and Substantive Conflicts

Although up until now, affective and substantive conflicts have received a substantial amount of scholarly interest, no prior effort has been evidenced within the relevant accumulated literature for integrating the assessed identifying characteristics of these two concepts. In other words, the purpose in presenting all of the above listed characteristics of affective and substantive conflicts was to develop an enhanced and integrated understanding of these concepts and to improve their inadequately formulated conceptualizations and operationalizations as perceived. In order to do so, the above listed characteristics of these processes are synthesized in this research, which produced the following definitions for affective and substantive conflicts.

Affective conflict is an awareness or perception of interpersonal incompatibilities between disputants. The sources of these incompatibilities are (objectively or subjectively) attributed by one of the disputants to factors associated with the other party(ies) to the conflict and / or to the relationship between the primary parties (Bono et al, 2002). The latent or overt issues in affective conflicts are not related to the content or process of organizational tasks performed. Thus, it would be appropriate to further propose that these types of conflict experiences are not unique to the context or dynamics of organizations but eminent in everyday life. These conflicts embody significant affective components, and that is why they are labeled as such. The inherent affective components in these conflicts often give rise to expressed, suppressed or

displaced emotions such as anger, fear, frustration, friction, tension, animosity, annoyance, irritation, and distrust.

However, it should be noted here that merely depending on emotional assessments as the identifying factors or characteristics of affective conflicts might be tricky and might lead one to conduct spurious diagnosis. Research indicates that hidden, expressed or even displaced emotions – such as anger, fear, and frustration, are sources of conflict in general, in addition to being detrimental psychological states contributing to conflict escalation (Rubin et al., 1994). Jehn (1997) reports that not only affective conflicts but also, content and process related substantive conflicts involve high levels of emotion and negative affect⁷. Simply put; different kinds of emotions and negative affect might be inherent in any type of conflict and it is not appropriate to associate them merely for one type. Hence, it is suggested here that although emotions are characteristically and significantly prevalent in the discourse of affective conflicts, researchers should refrain from mere dependence on emotional assessments when operationalizing affective conflicts and when making inferences about affective conflict existence.

Substantive conflict is an awareness or perception of disagreement on a specific work-related matter, which might be a goal, a task, a project, a problem and the like. The sources of such disagreements stem from individual differences in opinion, ideas, and viewpoints pertaining to that specific work-related matter. These differences of opinion, ideas, and viewpoints on a work-related matter might center around issues that are either content-related or process-related. In other words, at the crux of the conflict are ideational, intellectual and / or judgmental differences pertaining to the content or process of a work-related task.

Finally, theoretically speaking affective and substantive conflicts are two separate but interdependent dimensions. Both conflicts can breed into one another and if such a reinforcement or correlation exists, numerous variables other than the conflicts might be

⁷ The author furthermore states that unlike in the cases of affective conflicts, high levels of emotions observed in substantive conflicts are not associated with interpersonal animosity. According to the author disputants manage to attribute the sources of their emotions to the substantive issues of concern instead of focusing on their counterparts as the sources of their emotions. In conformity with these assertions, in a subsequent work, Jehn & Mannix (2001) state that “task conflicts may coincide with animated discussions and personal excitement but, by definition are void of the intense interpersonal negative emotions that are more commonly associated with relationship conflict” (p.238). This thesis, however, approaches skeptically to Jehn's underlying supposition that all the parties' to a conflict manage to act in purely rational manners so as to properly distinguish, identify, and declare the sources of their emotions. More discussions on this topic are made in affective and substantive conflict measurement section in Chapter 2 on Methodology.

necessary to explain the amount and direction of such a correlation. Hypothetically speaking, the specific issues embedded in the conflict, level of conflict intensity, stage of the conflict process, disputant's personality and attachment to the conflict issues are amongst the variables that might account for a substantial amount of this correlation and thus, these and other potentially relevant variables are worth to be subjected to further research considerations.

Furthermore, apart from breeding each other, arguably both types of conflicts might be displaced to one another. In other words, due to the cognitive nature of conflicts, parties' may subjectively attribute originally and objectively substantive issues so as to perceive an affective conflict and vice versa. In such a situation, an objective diagnosis of the conflict would require a through analysis of the underlying causes of manifest conflict. Summarily stated depending upon disputants' cognitive schemas and perceptions, the issues to a conflict can be of affective nature, substantive nature and sometimes both at the same time.

4. Interpersonal Conflict Management Styles

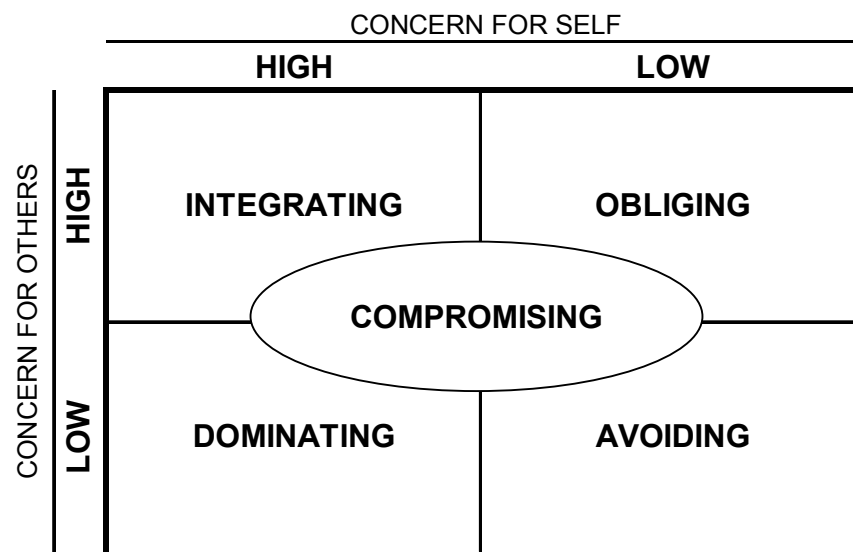
The term "interpersonal conflict management style" is used to denote specific reactions and behaviors demonstrated by individuals for managing with a conflict status quo. Conceptual differentiation between interpersonal conflict management styles dates back to 1920s; and since then researchers have developed numerous different typologies that have relied upon dichotomous, triple, quartette, and pentad distinctions between styles. However, several studies have stated that a five style model of conflict management is a better and more appropriate conceptualization for explaining interpersonal conflict management phenomena (Rahim & Magner, 1994, 1995; Van de Vliert & Kabanoff, 1990). Henceforth, this thesis research is also founded upon a five style typology of interpersonal conflict management styles.

The five style conflict management typology is first suggested by Follet (1940) who differentiates between three main ways of handling conflict, which are domination, compromise and integration, in addition to two supplementary ways – avoidance and suppression. Blake & Mouton (1964) also propose that there are five styles of interpersonal conflict management. According to these authors' managerial grid approach, the dominant interpersonal conflict management style used by managers can

be identified by assessing the levels of their concerns over production and over people (*id est.* over employees' needs). Thomas (1976, 1992) has converted the two dimensions offered by Blake & Mouton (1964) into assertiveness and cooperativeness, where the former refers to the level of attempts to satisfy one's own concerns and the latter refers to the level of attempts to satisfy other parties' concerns. Rahim & Bonoma (1979) and Rahim (1983a, c) use the very similar dual concern model to identify five interpersonal conflict management styles with respect to individuals' concerns for self and others.

Below the definitions of five interpersonal conflict management styles used in this research are provided. All of these definitions are based upon the dual concern conceptualization of Rahim & Bonoma (1979).

Figure 1.1: A Two-Dimensional Model of the Styles of Handling Interpersonal Conflict⁸



Integrating or **problem-solving** conflict management style – as can be traced in the upper figure, indicates high concern for self and for others, a desire for parties' mutual satisfaction. In game theoretic terminology, this style can be associated with positive sum, win-win approaches, where both parties' needs are met. Rahim (1994) indicates that “this style involves collaboration between the parties for problem solving. This requires trust and openness so that the parties can exchange information and analyze their differences to reach a solution acceptable to them” (p.6).

⁸ This figure is reproduced from Rahim (2001).

Obliging – sometimes referred to as **accommodating**, indicates low concern for self and high concern for others, a state of satisfying other party's needs at the expense of own personal concerns. This style embodies zero-sum thinking and is distributive in nature, where the obliging party loses and the other wins. According to Rahim (1994); "this style is associated with attempting to play down the differences and emphasizing similarities to satisfy the concerns of the other party. It may take the form of self-sacrifice, selfless generosity, charity, or obedience to another person's wishes" (p.6).

Dominating – sometimes referred to as **competing** or **forcing**, indicates a high concern for self and low concern for others, a desire to satisfy personal needs at the expense of others'. It is associated with zero-sum thinking and distributive behavior, where the dominating party wins and the other loses. Rahim (1994) states that;

A dominating or competing person goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party. Dominating may mean standing up for one's rights and / or defending a position that the party believes to be correct (p.6).

Avoiding – sometimes referred to as **withdrawing**, refers to a low concern for self and for others, a state of ignorance, indifference or suppression of the conflict status quo. This style is zero-sum in nature, producing lose-lose results where none of the parties needs and expectations are met. According to Rahim (1994) this style;

...may take the form of postponing an issue until a better time, or simply withdrawing from a threatening situation.... This style is often characterized by an unconcerned attitude toward the issues or parties involved in conflict. Such a person may refuse to acknowledge in public that there is a conflict that should be dealt with (p.6).

Compromising refers to an intermediate position with reference to own and others' concerns; it resembles a desire to reach a middle point in between both parties' aspirations. Rahim (1994) suggests that this style is neither zero-sum, nor exactly positive sum in nature as he puts it as "mixed" or "no-win / no-lose", and states that;

This style involves give-and-take or sharing, whereby both parties give up something to make a mutually acceptable decision. It may mean splitting the difference, exchanging concession, or seeking a quick middle-ground position. A compromising party gives up more than a dominating party but less than an obliging party. Likewise, such a party addresses an issue more directly than an avoiding party, but does not explore it in as much depth as an integrating party (p.7).

However, it is suggested here that compromising is more likely to resemble a distributive approach since this behavior incorporates contending to settlement at some

point below the parties' original aspiration levels (Rubin et al., 1994) and furthermore settling at a seemingly middle point may require one party to concede relatively more than the other in real case scenarios (Thompson, 2001).

5. The Common Literature on Affective – Substantive Conflicts and Interpersonal Conflict Management Styles

Observably, the organizational literature on affective and substantive conflicts is characteristically dominated by studies, which aim to explore, explain and describe them as they relate to the overall organizational concerns such as effectiveness, efficiency, productivity, performance, satisfaction, loyalty, commitment, and alike⁹.

Interestingly, there have been only few researches conducted on investigating the links between how different types of conflicts paved the way for the use of specific conflict management styles. Renwick (1975), for example, in her attempt to investigate whether individuals differentiated between their conflict management styles with respect to the affective and substantive sources of conflicts reports that substantive disagreements are most likely to be managed through problem-solving, and that affective conflicts are dealt through compromising and obliging behavior.

⁹ More specifically, the accumulated literature on substantive conflicts is addressed to the constructive and sometimes destructive impacts of these conflicts on group affect, satisfaction, commitment and loyalty – rarely at individual but mostly at group level (Amason, 1996; Amason & Sapienza, 1997; DeChurch & Marks, 2001; Hoffman & Maier, 1961; Jehn, 1995, 1997; Jehn et al., 1999; Jehn & Mannix, 2001; Korsgaard, Schweiger & Sapienza, 1995; Priem, Harrison, Muir, 1995; Schweiger, Sandberg & Ragan, 1986); on performance and productivity at individual, group and organizational levels (Amason, 1996; Amason & Sapienza, 1997; Amason & Schweiger, 1994; Barnard, 1938; Boulding, 1963; Bourgeois, 1985; Brown, 1983; Cosier & Rose, 1977; DeChurch & Marks, 2001; Eisenhardt & Schoonhoven, 1990; Gersick, 1989; Guzzo, 1986; Hackman, Brousseau & Weiss, 1976; Hobman, Bordia & Gallois, 2003; Jehn, 1995, 1997; Jehn et al. 1999; Jehn & Mannix, 2001; Peterson, 1999; Pondy, 1967; Schweiger, Sandberg & Rechner, 1989; Shah & Jehn, 1993; Van de Vliert & De Dreu, 1994), and finally on decision and decision making quality and outcomes, (Amason, 1996; Amason & Schweiger, 1997; Baron, 1991; Cosier & Rose, 1977; Cosier & Schwenk, 1990; Fiol, 1994; Janis, 1982; Janseen et. al., 1999; Jehn, 1995, 1997; Mason & Mitrof, 1981; Putnam, 1994; Schwenk, 1990; Schweiger & Sandberg, 1989; Schweiger et al., 1986; Schweiger et al., 1989; Shah & Jehn, 1993; Tjosvold & Deemer, 1980).

Accumulated research on affective conflicts, on the other hand, is extensively focused on their destructive impacts on group functioning, performance and productivity (Amason, 1996; Baron, 1997; Coser, 1956; Deutsch, 1969; Evan, 1965; Gladstein, 1984; Jehn, 1995, 1997; Jehn et al. 1999; Jehn & Mannix, 2001; Wall and Nolan, 1986); on group decision-making processes, procedures and their effectiveness (Amason, 1996; Amason & Schweiger, 1997; Baron, 1991, 1997; Evan, 1965; Janssen et al. 1999; Jehn, 1995; Schweiger et al., 1986; Simons & Peterson, 2000); on group decision quality (Amason, 1996; Baron, 1991; Evan, 1965; Janssen et al. 1999; Jehn, 1995; Jehn & Mannix, 2001; Staw, Sandelands & Dutton, 1981; Torrance, 1957; Walton, 1969) and finally on overall group loyalty, organizational and workgroup commitment and satisfaction (Amason, 1996; Hobman, Bordia & Gallois, 2003; Jehn, 1995, 1997; Jehn et al., 1999).

In a subsequent study on individual satisfaction, perceptions of inequity and quality of group outcome, Wall & Nolan (1986) report that affective and substantive conflicts are handled very differently. Accordingly, substantive conflicts are significantly managed through integrative conflict management styles whereas affective conflicts are significantly managed through avoidance styles. Additionally, Wall & Nolan (1986) stated that neither types of conflicts are associated with distributive conflict management styles. Later, De Dreu (1997) reports that affective conflict is negatively correlated with problem solving, and positively correlated with dominating and avoiding behaviors.

Finally, Janssen et al.'s (1999) research on decision-making effectiveness in management teams reports significant positive correlations between distributive behavior and both affective and substantive conflicts, and also a negative correlation between affective conflict and integrative behavior.

To sum up, apart from Janssen et al.'s (1999) report of a positive correlation between substantive conflict and distributive styles, all researches converge upon the finding that substantive conflicts are handled through integrative conflict management behavior, more specifically through problem solving. On the contrary, although research evidence shows that affective conflicts are negatively correlated to integrative styles, they do not converge upon the use of a single dominant style. The relevant findings are dispersed among reports of affective conflicts managed through obliging, avoiding, dominating and compromising styles.

6. Research Hypothesis

Depending upon the above-cited literature, two very general hypotheses can be stated so as to expect for a significant positive correlation between substantive conflicts and integrative conflict management behavior, and between affective conflicts and distributive (dominating, obliging, compromising) and avoidance behaviors. However, for this specific research both hypotheses would be inadequately formulated since the above mentioned studies are all conducted in Western cultures.

Rahim (1994) warns that culture might influence how individuals differ in their choice for preferring one style over another. Furthermore although few, there is evidence that conflict management styles do significantly differ across cultures

(Elsayed-Ekhouly & Buda, 1996; Kozan, 1994; Ting-Toomey, Gao, Trubisky, Yang, Kim, Lin & Nishida et al., 1991). In an effort to investigate interpersonal conflict management styles used by Turkish managers, Kozan (1994) conducted a survey research and compared his findings with Rahim's (1983b, 1986) reports of American managers' preferences for interpersonal conflict management styles. Kozan (1994) concluded that there are significant differences among both groups. Accordingly, integrating scored as the most preferred style among Turkish managers, whereas obliging scored the last. Dominating and compromising styles ranked as the second most preferred strategy of Turkish managers and avoiding style scored as the least preferred style before obliging.

With this perspective in mind, this research hypothesizes that in the Turkish organizational context, employees will behave in similar response patterns to those reported by Kozan (1994) in the discourse of substantive conflicts. In other words, they will be more likely to demonstrate integrative, dominating and compromising behaviors to deal with interpersonal substantive conflicts. However, contrary to Kozan's (1994) general report on avoidance as the least preferred style, it is expected that Turkish employees will be more likely to resort to avoidance in the discourse of affective conflicts, which are comprised of interpersonal issues and affective components and thus are by nature perceived as detrimental to interpersonal relationships. This assertion is partially supported by research findings that employees in collectivist cultures prefer avoidance more often than do employees in individualistic cultures (Elsayed-Ekhouly et al., 1996; Ting-Toomey et al., 1991). Thus, the research hypotheses are formulated as follows:

- H.1: Employees, who perceive their experiences of a dyadic conflict as *substantive*, will respond to it through *integrative*, *dominating* or *compromising* behaviors.
- H.2: Employees, who perceive their experiences of a dyadic conflict as *affective*, will respond to it through *avoiding* behaviors.

The literature on conflict management styles suggests that styles may also be influenced through certain other factors such as personality, power, organizational culture, referent role, gender and alike¹⁰. Referent role amongst others is reported to

¹⁰ Please see Rahim (2001) for a review of relevant literature.

have a substantial amount of impact on employees' conflict management style selection (Philips & Cheston, 1979; Kozan, 1989, 2002; Lee, 1990, 1996, 2002). Kozan (1989, 1994, 2002) for example, constantly reported that employees in Turkey were more likely to dominate conflict with subordinates, avoid (or compromise – only in Kozan, 2002) conflict with peers and oblige conflict with superiors. Hence, as is indicated in Chapter 3 on research analysis and results, the above given research hypotheses are tested by controlling for the probable impact of referent role on interpersonal conflict management styles.

Finally, with reference to the previous discussions on the existence of affective components in the discourse both affective and substantive types of conflicts, and also in conformity with the integrated definitions of the two types of conflicts – as proposed on pp.12-14, it is hypothesized here that certain affective components are not unique to affective conflicts but are also evident in the discourse of substantive conflicts. Therefore,

- H.3: Employees, who perceive their experiences of a dyadic conflict as *affective*, will express personal experiences of anger, dislike, annoyance, distrust and fear directed towards the other party, tension, friction and animosity among each other, and a general sense of frustration.
- H.4: Employees, who perceive their experiences of a dyadic conflict as *substantive*, will express personal experiences of anger, dislike, annoyance, distrust and fear directed towards the other party, tension, friction and animosity among each other, and a general sense of frustration.

7. Chapter Outlines

In this chapter the purposes and the importance of this research, its relevance to the literature and its hypotheses were presented. Building upon these foundations, Chapter 2 describes the research methodology and design. Chapter 3 is composed of the descriptions of statistical analysis conducted to test the research hypotheses. The attained research results are also reported in this chapter. Finally, in Chapter 4 the reader will be introduced to more thorough discussions on the attained research results, the scope and limitations of this research, and the suggested directions for future research.

Chapter 2. METHODOLOGY

1. Research Method:

With reference to a thorough literature review as presented in the previous chapter, this thesis proposed four research hypotheses about the relationships between different types of conflicts and interpersonal conflict management styles, and between types of conflict and affective components endured by parties. Accordingly employees, who experience substantive interpersonal conflicts are expected to demonstrate integrative, dominating and compromising behaviors; whereas employees, who experience affective interpersonal conflicts are expected to avoid the whole process. The research hypotheses suggest that parties experience feelings of anger, dislike, annoyance, distrust, fear, tension, friction, animosity, and frustration in the discourse of both types of conflicts. These research hypotheses were tested in the Turkish organizational context through data collected from a convenience sample by a web-based survey design.

In the age of rapidly growing information technologies, marketing firms and entrepreneurs have started to use the world wide web as an invaluable source for data collection long before it was employed by academia for scientific research purposes. Today our current state of knowledge about web-based survey methodologies is only limited to a small amount of academic literature¹¹. However, due to its increasing use and the benefits associated with these methodologies – such as ease of use, extremely low amounts of administration costs, economies from time and efforts devoted to data entry, and a potential to reach vast amounts of respondents; a seemingly growing amount of academic interest is devoted to investigate the relative advantages and disadvantages of online surveys as compared to other more traditional ways of data collection such as mail surveys, telephone, and face-to-face interviews.

As is true for all types of research methodologies, web-based surveys bring their own package of benefits and risks to the concerns of a researcher. In addition to being a

¹¹ For more detailed information on web-based survey techniques please see Carini, Hayek, Kuh, Kennedy & Ouimet (2003); Couper (2000); Couper, Traugott & Lamias (2001); Daley, McDermott, Brown & Kittleson (2003); Koch & Emrey (2001); Mertler (2002) and Saxon, Garratt, Gilroy & Cairns (2003).

cheap, easy, and fast data collection method, the anonymity and ephemerality¹² offered by a web-based survey have been the primary motivating factors for the deployment of this methodology in this particular study.

The anonymity and ephemerality offered by web-based surveys is invaluable especially for the purposes of this research, where one of the primary concerns in conducting a conflict-related research in Turkish organizations was that employees would be reluctant, hesitant and involuntary to express their conflict experiences and conflict management behaviors with an underlying skepticism that they would be disapproved and degraded by their employers or superiors due to the negative connotations associated with having pejorative experiences. In other words, the anonymous and ephemeral nature of this method was sought to create a sense of trust and comfort in the respondents so as to overcome their reluctance for expressing conflict-related behavior and experience, which in turn would minimize the non-response rates for this particular research.

The small amount of literature on web-based research methods points to certain disadvantages associated with web-based methodologies, some of which have also substantially effected the design of this research. One of the most important challenges in online computer assisted methodologies arises with the issues of identifying target and sample populations. As a result of the fact that web-based surveys are only available to those respondents with an internet access or a valid e-mail account, as in this research which it necessitated both, the target population had to be limited to only those employees with an internet access so as to prevent a selection bias due to the fact that there might be significant distinguishing characteristics between potential web-survey respondents and other unreachable employees without an internet access.

Having defined the target population as ‘employees in the Turkish organizational context who have both access to an e-mail account and internet’ a non-random convenience sample is used in this research due to the impracticalities associated with obtaining a random sample for this target population and in acknowledgement that the research results only define the sample.

¹² Ephemerality refers to a sense of social distance. With reference to web-based surveys it implies that “respondents may be more likely to be self-disclosing or less likely to respond in a socially desirable way because of the sense of distance associated with responding on the Internet” (Daley, McDermott, Brown & Kittleson, 2003, p.117).

Finally, there is only a small amount of information in the literature on response rates reported in web-based surveys. Couper (2000) suggests that “we must rely on e-mail surveys to give us a handle on the nonresponse problem” (p.473) and with reference to previous researches, he further indicates that e-mail surveys have rendered lower levels of response rates as compared to traditional mail surveys.

2. Research Sample

As mentioned above the research sample used in this research is identified through non-random methods and hence, is characteristically a convenience sample. The research sample consists of an e-mail databank with 2.044 addresses, approximately 85 % of which are collected from the employment classifieds in six subsequent issues of a daily newspaper’s special Sunday magazine for human resources¹³. The remaining 15 % of the databank is composed of researcher’s personal contacts (who were employed at the time of the survey conduct) and other relevant contacts gathered from official web pages of private companies’ operating in Turkey.

Of the 2.044 addresses in the e-mail databank, nearly 10 % proved to be invalid addresses, which in turn meant that the net amount of e-mail addresses contacted was 1.849 in sum. Of these 1.849 addresses 51 % belonged to departmental or organizational and 49 % belonged to individual e-mail addresses.

The survey has an overall response rate of 11.5 %, with the participation of 212 individual respondents. Ten cases are omitted from statistical analysis. The reason for their exclusion was either the explicit irrelevance of data provided by respondents¹⁴ or the lack of a significant proportion of responses in some cases, which is attributed to technical problems.

Of the remaining 202 cases subjected to statistical analysis 54 % were male, 45 % were female, 99 % indicated Turkish nationality, 95 % were holding a graduate degree equal or higher than two-years university level, 7 % were currently unemployed and thus, referred to conflicts experienced in the discourse of their prior employments, 79 % participated from Istanbul, 86 % were employed in private profit-making companies, 4

¹³ *Hurriyet Insan Kaynaklari*, March 21 – April 25, 2004.

¹⁴ As is derived from participants’ responses to the initial open-ended question (please see Appendix A for survey questions).

% in private non-profit companies, and 9 % in state-owned enterprises. Average respondent age was around 32 years. Respondent distribution among sectors was widely dispersed. More descriptive statistics and charts are provided in Appendix C.

3. Measurement

The survey instrument embodied four separate tools for measuring affective types of conflict, substantive types of conflict, interpersonal conflict management styles, and affective components.

In order to measure the degree of employees' experiences affective conflicts, De Dreu & Van Vianen's (2001) instrument for affective conflict measurement was used. Due to a perceived inadequacy of present instruments to appropriately measure substantive workplace conflicts, a six item scale for substantive conflict measurement was developed by the researcher and employed in this research. To identify employees' interpersonal conflict management styles, Kozan & Ergin's (1999) Turkish translation of Rahim's Organizational Conflict Inventory – II¹⁵ was used. Finally, employees' own assessments of personal experiences of affective components were used to identify the existence of feelings of anger, tension, frustration, friction, dislike, annoyance, animosity, distrust, and fear in the discourse of both types of conflict.

In the following subsections, all of these specific instruments are described in detail and the rationale for their use is explained.

3.1 Affective and Substantive Conflict Measurement

A substantial amount of past research on affective and substantive conflicts has relied upon Jehn's (1992) Intragroup Conflict Scale (ICS) for measuring the intensity of affective and substantive conflicts at the intragroup level. Although, Jehn has not been loyal to the original 1992 version of the scale by adding and subtracting items in her subsequent researches, the ICS has been quite a popular instrument among scholars, who have employed its exact or adapted versions for measuring affective and substantive conflicts in organizations¹⁶ (such as; Amason, 1996; Amason & Mooney, 1999; Amason & Sapienza, 1997; Bono et al, 2002; DeChurch & Marks, 2001; Ensley,

¹⁵ Originally developed by Rahim (1983a, b, c, 2001).

¹⁶ For a research on identifying the ICS's psychometric properties, please refer to Pearson, Ensley & Amason (2002).

Pearson & Amason, 2000; Friedman et al., 2000; Hobman et al., 2003; Jannsen et al., 1999; Jehn, 1995; Jehn et al., 1999; Jehn & Mannix, 2001; Pelled, 1996; Pelled, Eisenhardt & Xin, 1999; Simons & Peterson; 2000).

In this research, however, the ICS was not employed for the following reasons: First of all, as its name implies, the scale was developed for analysis at the intragroup level. Most of the items in the scale refer to work group dynamics since they were developed to analyze specific task groups as their subject of analysis. However, because the focus of this research was interpersonal and since it was not limited to individuals working on a similar task, all of the ICS items needed to be reworded; some even had to be reconceptualized so as to be relevant in the context of dyadic workplace conflicts.

Second, as mentioned above, Jehn reported an inconsistent use of ICS items in her works. Initially, she reported using two items for affective and two items for substantive conflicts (Jehn, 1992). Later, she used four items for each type of conflict (Jehn, 1995). In a subsequent study, Jehn et al. (1999) used four items for measuring substantive and five items for measuring affective conflicts. Finally, due to their distinction between task-related and process-related substantive conflicts, Jehn & Mannix (2001) employed three items per each of the three types of – affective, task-related substantive and process-related substantive conflicts. As indicated by Pearson, Ensley and Amason (2002), “varying the number of items is problematic as standardized measures are essential to the interpretation and comparability of findings” (p.112).

A commonality in all of the versions of Jehn’s ICS’s with respect to affective conflict items was that they were substantially based on emotional / affective expressions. For example, items such as; “how much friction is there in your work group?” (Jehn, 1992, 1995), “how much emotional tension is there in your work group ?” (Jehn, 1992), “how much tension is there among members in your work unit ?” (Jehn, 1995); “how much anger was there among the members of the group ?” (Jehn et al., 1999) or “how often do people get angry while working in your group ?” (Jehn & Mannix, 2001), are all used to identify the existence and intensity of affective conflicts in Jehn’s respective ICS’s. However, as especially underlined in Chapter 1, feelings of tension, friction, anger, and other affective components are not unique to affective conflicts, although they are characteristically evident in them. Henceforth, it is asserted here that emotions-based operationalizations of affective conflicts are inadequate, tricky, and may endanger a proper diagnosis.

More accurate diagnosis of affective conflicts should be based on specific issues that may give rise to an awareness or perception of interpersonal incompatibilities between disputants. These issues are in fact closely related to the underlying sources of conflicts, which are – as identified earlier; objectively or subjectively attributed to factors associated with the other party(ies) to the conflict and / or to the relationship between primary parties. Hence, a proper diagnosis of affective conflicts necessitates an operationalization based on the underlying sources of and issues in the conflict process.

Thus, for assessing whether a disputant interprets his / her interpersonal conflict experience as affective or not, this research has used the affective conflict measurement tool developed by De Dreu & Van Vianen (2001). Accordingly, the respondents' were asked to indicate whether their conflict experience was due to one of the following five issues: 1. interpersonal style, 2. differences in attitudes and political preferences, 3. differences in norms and values, 4. personality differences and 5. differences in sense of humor. The answers were obtained on a five-point Likert scale, ranging from (1) Strongly disagree to, (5) Strongly agree. Cronbach's α obtained for this scale in this research is 0.73.

Regarding substantive conflict measurement, Jehn's ICS's items have been heavily founded upon the expressions of "differences of opinion" or "differences of ideas", where only few items indicate specifically to what kind of issues or sources do these differences in opinions and ideas pertain to. For example, unless personal feedback by a skilled interviewer is provided to the respondents in the discourse of face-to-face or telephone interviews, it is unclear for an uninformed person to whom the items are posed, whether questions such as "to what extent are there differences of opinions in your work group?" (Jehn, 1992, 1995), "how frequently are there conflicts about ideas in your work unit?" (Jehn, 1995), "how much disagreement was there among the members of your group over there opinions?", "how many disagreements over different ideas were there?", "how many differences of opinion were there within the group?" (Jehn et al., 1999), "how much conflict of ideas is there in your work group?" (Jehn & Mannix, 2001) pertain to task-related issues, procedural issues, disagreements about where to go to lunch, opinion differences about which political party to vote or a lack of consensus over which football team would win the next world cup.

Hence, again, it is suggested here that a good diagnosis of dyadic substantive conflicts requires a proper measurement of whether there is an awareness or perception of disagreement between disputants on a specific work-related matter be it a goal, a task, a project, a problem and alike – as identified earlier in Chapter 1. Thus, the operationalization of substantive conflicts should be based on the underlying content and process related issues, which may produce individual differences in opinion, ideas and viewpoints.

Therefore, in order to assess disputants' perceptions with regards to the substantive nature of the conflict and to measure the degree of employees' experiences of substantive conflicts, a new six item scale was developed with reference to the common characteristics and definitions of substantive conflicts as they are rooted in the accumulated literature¹⁷. Accordingly, the respondents were asked to indicate whether the source of their conflict experience was due to; 1. intellectual disagreements on the substantial content of a task, 2. differences of opinion on the scope of a task, 3. incompatibility of task goals, 4. differences of opinion on how to accomplish a task, 5. differences of opinion on who should do what (responsibilities), and 6. ideational differences on the allocation of common organizational resources. The first three items were designed to measure content-related substantive conflicts and the remaining three were designed to measure process-related substantive conflicts. The answers were obtained on a five-point Likert scale, ranging from (1) Strongly disagree to, (5) Strongly agree. Cronbach's α for this six-item substantive conflict scale is measured as 0.61. However when measured separately the items selected for content-related and process-related substantive conflicts scored at unexpectedly low reliability levels ($\alpha = 0.42$ and 0.43 respectively).

Hence, to investigate the embedded factors in the overall scale, all of the eleven items were factor analyzed by using principal components analysis. With reference to the literature and the conceptualizations of affective and substantive conflicts as correlated dimensions in this research, oblimin rotation was used for factor analysis, which in turn yielded a three factor solution as observed in Table 2.1.

¹⁷ Please see Chapter 1, pp. 8-14.

Table 2.1 Oblimin Factor Analysis of the 11-item scale – Structure Matrix

	Component		
	1	2	3
Affective 3 (diff. in norms and values)	,826	,018	,051
Affective 5 (diff. in sense of humor)	,726	,108	,135
Affective 4 (diff. in personality)	,703	,198	,248
Affective 2 (dif. in attitudes & political preferences)	,693	-,003	,346
Subs.cont.1 (differences of ideas on the content of a task)	,082	,830	-,029
Subs.cont.2 (differences of opinion on the scope of a task)	-,007	,820	,152
Substantive.proc.1 (diff. of opinion on how to accomplish a task)	,161	,765	,073
Substantive.proc.3 (diff. of opinion on how to allocate common resources)	,052	,080	,785
Substantive.proc.2 (diff. of opinion on who should do what)	,241	,385	,607
Subs.cont.3 (incompatible task goals)	,173	-,025	,519
Affective 1 (interpersonal style)	,439	-,097	,504

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

However, the three factor solution attained was not in conformity with the expected affective, substantive content-related and substantive process-related conflict typology. The structure matrix of the three factor solution demonstrated in Table 2.1, reveals that one process item (substantive proc.1) loaded with two content items (subs.cont.1, cont.2). Additionally one content item (subs.cont.3) and one affective item (affective 1) loaded with two process items (substantive proc.2 and proc.3).

The latter affective item (affective 1) was excluded from the scale since it loaded on both factors 1 and 3 at quite similar rates, where these two factors were characteristically identifying affective and substantive conflicts respectively. The remaining ten items were re-factor analyzed by the same methods of principle component analysis and oblimin rotation (Table 2.2, 2.3 and 2.4) and a new three factor solution was attained.

Table 2.2 Oblimin Factor Analysis of the 10-item scale – Structure Matrix

	Component		
	1	2	3
Affective 3 (diff. in norms and values)	,838	,025	,048
Affective 5 (diff. in sense of humor)	,741	,111	,142
Affective 4 (diff. in personality)	,701	,222	,195
Affective 2 (dif. in attitudes & political preferences)	,698	,015	,325
Subs.cont.1 (differences of ideas on the content of a task)	,102	,829	-,002
Subs.cont.2 (differences of opinion on the scope of a task)	,012	,822	,172
Substantive.proc.1 (diff. of opinion on how to accomplish a task)	,176	,768	,085
Substantive.proc.3 (diff. of opinion on how to allocate common resources)	,078	,078	,824
Substantive.proc.2 (diff. of opinion on who should do what)	,259	,396	,607
Subs.cont.3 (incompatible task goals)	,184	-,036	,569

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

Table 2.3 Oblimin Factor Analysis of the 10-item scale – Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings(a)
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
	1	2,686	26,855	26,855	2,686	26,855	26,855
2	1,894	18,936	45,791	1,894	18,936	45,791	2,179
3	1,234	12,344	58,135	1,234	12,344	58,135	1,574
4	,905	9,049	67,184				
5	,754	7,536	74,720				
6	,662	6,616	81,336				
7	,579	5,791	87,127				
8	,502	5,016	92,143				
9	,406	4,060	96,203				
10	,380	3,797	100,000				

Extraction Method: Principal Component Analysis.

a When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 2.4 Oblimin Factor Analysis of the 10-item scale – Component Correlation Matrix

Component	1	2	3
1	1,000	,122	,219
2	,122	1,000	,116
3	,219	,116	1,000

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

With respect to the new structure matrix attained (Table 2.2), Factor 1 – comprised of affective items 3, 5, 4, 2 respectively, was straightforward and clearly represented the affective conflict variable. Factor 2 was comprised of substantive content-related items 1 and 2, in addition to substantive process-related item 1. Thus, respondents associated “differences of opinion on how to accomplish a task” with content-related substantive conflicts rather than process-related ones. This tendency might be explained due to an item-related bias deriving as a result of the ‘task’ weighted connotation employed in the question.

Furthermore, Factor 3 was comprised of process items 3 and 2 in addition to content item 3, which in turn meant that incompatibility of goals at work was not associated to the nature or content of a task. This content item had a connotation that work-related goals derive from individual’s job descriptions so as to underline the task-related foundations of the issues in the conflict.

These unexpected factor loadings are interpreted here so as to suggest that instead of a differentiation between content-related and process-related substantive issues, the respondents differentiated between task-related and organization-related substantive issues. The latter distinction is aspired with respect to the factor loadings in the structure matrices provided in Table 2.2.

Accordingly, task-related substantive issues are centered mainly around a specific organizational task. These issues can be about the content, scope, and methodology to accomplish that specific task (as apparent in content 1, content 2 and process 1 item loadings in factor 2, Table 2.2). On the other hand organization-related substantive issues might be attributable to factors not directly related to a specific task but associated to the dynamics, nature and characteristics of a specific organizational context. In other words substantive discussions about who should do what – *id est*. a conflict over responsibilities, disagreements over how to allocate common organizational resources, or striving to deal with generally incompatible work-related goals – such as an eternal clash of interests between sales and marketing departments as perceived by employees, are not unique to specific tasks but are occasionally embedded and experienced in the daily discourse of employees’ interactions with each other at work.

Having proposed this new typology of substantive conflicts, Cronbach α scores for each of the three factors were calculated. Accordingly, both factor one (affective conflict items as a scale), and factor two (task-related substantive conflict items as a scale), scored at satisfactory reliability levels ($\alpha = 0.74$, $\alpha = 0.75$ respectively). On the other hand, factor three – *id est*. organization-related substantive conflict items as a scale, has scored a low reliability rate ($\alpha = 0.44$)¹⁸. This low reliability score points to the probability that the differences between expected and actual factor loadings of the relevant items might be due to measurement or sampling errors. Hence, admittedly further research and more thorough analysis is necessary in order to substantiate the new conflict typology offered in this research and to test the reliability of the relevant measurement scales. As a primary step, this thesis employed both scales – *id est*. both the initial 11-item scale as it was first offered and the new three factor solution to compare how the two instruments differ in explaining the relationship between affective and substantive conflicts and interpersonal conflict management styles. The results obtained from both analyses are presented in Chapter 3 on analysis and results and compared in Chapter 4 on conclusion.

3.2 Conflict Management Style Measurement

Disputants' interpersonal conflict management styles were assessed by using the translated Turkish version of the 28-item Rahim Organizational Conflict Inventory-II (ROCI-II)¹⁹ as it was developed and employed by Kozan & Ergin (1999). Answers were obtained on a five-point Likert scale, ranging from (1) Strongly disagree to (5) Strongly agree. The instrument is composed of seven items for integrating, four items for compromising, six items for avoiding, six items for obliging and five items for dominating style assessment. Individual responses to these items are averaged to create subscales for styles, where a higher score on a subscale refers to a greater use of that specific style by that specific respondent.

Several researches have reported satisfactory test-retest and internal consistency reliabilities for ROCI-II (Rahim, 1983b; Weider-Hatfield, 1988), and convergent and discriminant validities for the style subscales (Rahim, 1983a, b, 2001; Rahim &

¹⁸ It should be indicated here that the reliability score for factor three was already similarly low ($\alpha = 0.47$) when it involved the later excluded item – affective 1. Hence, it can be said that exclusion of this item did not significantly deteriorate the reliability of factor three as a scale.

¹⁹ Originally developed by Rahim (1983a, b, c, 2001).

Magner, 1994, 1995; Van de Vliert & Kabanoff, 1990). Kozan & Ergin (1999) indicate that the reliability of the Turkish translation of ROCI-II was checked through retranslation into English by two bilingual colleagues. In this research Cronbach α was 0.81 for the Turkish version of ROCI-II.

3.3 Affective Components Measurement

In order to measure the existence of affective components in the discourse of both types of conflicts, respondents were asked to express the emotions they felt during the specific conflict experience described. Most often cited nine affective components (anger, tension, frustration, friction, dislike, annoyance, animosity, distrust, and fear) were converted into emotional expressions. The respondents were asked to indicate on a five point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) the degree of match between their emotional experiences and the nine affective statements. Reliability of the Turkish translation of the nine items were confirmed by an academic advisor and a colleague, both of whom are bilingual.

4. The Survey Instrument and Implementation

The survey instrument as a whole consists of two sections, which involve a total of sixty eight items – two open-ended and sixty six close ended questions.

Section 1 – entitled as ‘Identifying the Conflict Process’, embodies all of the four measurement tools described above and is composed of fifty two questions. This section starts with an open-ended question, where the respondents are primarily asked to think of and describe a recent personal experience of a dyadic work-place conflict and then are posed questions about the other party to the conflict, the type of conflict, interpersonal conflict management behavior and experiences of affective components in response to and during this conflict.

Section 2 – entitled as ‘General Information’, embodies sixteen items for gathering demographic and organizational data from respondents. This section is especially designed to follow the first one for two main purposes: 1. given respondents’ anonymity concerns about conflict experiences, a primary encounter with demographic and organizational questions could have scared and drove respondents away, and 2. since the demographic and organizational data requested had to pertain to the demographic and organizational status at the time of conflict experience, presenting

these questions in the aftermath of the conflict description and identification ensures that respondents' provide accurate organizational information.

The survey instruments as a whole were reviewed several times by two academic advisors and a professional expert on survey research methodology. It took several months and revisions before the instrument reached its final appearance as it is presented in Appendix A.

Prior to online broadcasting of the survey, two pilot tests were conducted to evaluate the instrument as a whole. The initial pilot-test was administered as a classical pen and paper questionnaire and distributed to twelve graduate students currently enrolled in the Masters Program for Conflict Analysis and Resolution in Sabanci University. In acknowledgement that graduate students were not the target population of this research, the initial pilot-test was purposefully conducted on Conflict Resolution graduate students for the scholarly concerns of collecting their intellectual opinions on the survey content and design.

The only instruction provided to the pilot-test respondents was that they would receive no instruction and feedback about and during the survey, so as to simulate the conditions where the respondents will be alone facing their computers in the real case practice. All participants completed the pilot-test in around five to ten minutes. None reported any serious troubles or problems encountered with the survey neither in the recommendations text box provided at the end of the survey, nor in any personal communication.

The second pilot-test was conducted via e-mail distributions of the survey as a Windows Word document, which was sent to a mixed sample of twenty people at lower managerial positions currently employed in wholesale, fast moving consumer goods and banking sectors. The participants were personal contacts of the researcher but strangers both to the field of conflict resolution and to the substance of the specific research. They were merely contacted by e-mail messages through which they were debriefed about research objectives and asked to volunteer in the pilot study.

In this second pilot-test session, the group of twenty people was split into half in order to test whether the survey instrument instructions were clear. More specifically, one half of the group received a survey instrument where the first question was preceded by a set of imaginary sample conflict scenarios in order to ease respondents'

comprehension of what they are expected to express as an interpersonal work-place conflict. The other half of the group received exactly the same instrument with the exception of preceding demonstrative conflict scenarios.

The pilot study ended with an overall 70 % response rate. Nine out of ten people from the first group – who received sample cases – completed, saved and e-mailed the survey back to the researcher. However, only six out of ten in the second group – those without a case – returned completed surveys back.

None of the second pilot-test respondents reported any crucial difficulties or problems with respect to understanding the survey instructions or content of the questions. However, in quality there were some differences between the responses received from both groups. To exemplify, the responses to the open ended question of conflict descriptions revealed that one of the respondents from the first group referred to a conflict experience quite similar to one of the sample cases provided. Furthermore, some of the respondents in the first group also referred general cases, where the other party was unclear or the conflict experience was not one of a dyadic nature. This distortion was attributed to overly sample cases since they took a substantial amount of time for reading, which in turn probably distracted respondents' from the original issue of focusing on an interpersonal workplace conflict. Hence, in order to refrain from any imposition, guidance, or other item-related bias, the conflict scenarios were excluded from the original instrument broadcasted online. Instead, the instructions for question one were reworded so as to stress the request for an accurate expression of a personally experienced, interpersonal conflict endured at work.

Upon completion of the pilot-tests and after the final improvements are made, the survey instrument was handed over to an information technologies expert, who designed the survey web-page and created a database to collect and store the responses submitted online by participants. The survey interface was especially designed to look simple but still tidy and stylish enough so as to enable rapid connection to the page, minimize compatibility problems that may arise due to different types and versions of web-browsers, and minimize respondent's distraction and effort in completing the survey. The background database was prepared so as to convert respondents' answers into previously identified response codes in text format, which were then easily transformed into SPSS for Windows.

Several pre-tests assured the proper flow and operation of both the web page and the background database before the survey was online. At this stage, the web page was reached and tested by numerous people connecting from different computers at various times. Necessary adjustments and revisions on the visual components and the interface were made upon the experiences these people reported with the page.

The finalized interface of the survey consisted of four separate sections which appeared one after another as the respondent clicked the submit button at the end of each section. These sections consisted of: 1. a welcome page, where the respondents were introduced to the aims of the research and were asked to participate in the study, 2. the survey instrument itself, 3. a recommendations page, where the respondents were asked to evaluate the survey and provide feedback (voluntary) and 4. a ‘thank you’ page, where the respondents were thanked for their participation. The whole body of survey instrument is provided in Appendix A.

Although the contemporary technologies enable the imposition of strict control over respondents – such as reminding and even preventing them from submitting items not responded, none of these controls were administered over the respondents in this design in order not to ignore consistently missing data, which could be meaningful. Hence, responding was voluntary and at respondents’ discretion. The only impositions on the respondents were the limits of maximum words in two open-ended questions and in the recommendations text box²⁰. Such an imposition was foreseen for the sake of practicality and to attain the simplest possible clarification of the issues in concern.

After the completion of the web-page and the pre-tests, invitations were e-mailed to a total of 2.044 e-mail addresses. At this stage, two separate invitation e-mails were used, one for correspondence with individual personal e-mail addresses, and one for correspondence with general company or departmental e-mail addresses. Both invitations were summary versions of the welcome page; they included a brief description of the survey objectives, asked for receiver’s participation, and provided the link to the survey web-page. Both invitation e-mail texts are provided in Appendix B.1 and B.2.

The survey was broadcasted online for five weeks and invitation e-mails were resent to all of the addresses in the databank in the last week as reminders so as to

²⁰ Question 1 had a word limit of maximum 1.000 characters; ‘other’ option in question 4, 80 characters; and recommendations, 200 characters.

increase participation. All of these invitation e-mails were sent via the e-mail address provided to the researcher by Sabanci University, with a ‘Sabanci University – Survey Study’ title in the subject line, in order to stress the formal and academic nature of the survey and the invitation.

In the following chapter, the statistical analysis conducted to test the research hypotheses and the attained findings are presented.

Chapter 3. ANALYSIS AND RESULTS

As aforementioned in the previous chapter on methodology, since this research offered a new typology of substantive conflicts, two separate analyses have been conducted in order to assess the relationship between the types of conflicts and interpersonal conflict management styles, and between the types of conflicts and affective components endured. Accordingly, initial analyses are based on an eleven item scale, which differentiates between affective and substantive conflicts in general, whereas subsequent analyses are based on a three factors solution, which distinguishes between affective, task-related substantive and organization-related substantive workplace conflicts. Below presented are the results of these two separate analyses conducted for testing the hypothesized relationships.

In the first round of analyses, depending upon the original eleven item scale, two separate indices for measuring affective and substantive types of conflicts were constructed. To compute the two indices, individual scores for affective and substantive conflict items were added separately and then converted to percentages in order to dismiss the effects of missing values. The attained indices showed that affective and substantive conflicts were significantly correlated as expected ($r = 0.28, p < 0.01$).

To examine the relationship between types of conflict and interpersonal conflict management styles, analysis of variance and bivariate correlations among the variables were run.

As observed in Table 3.1, substantive conflicts were negatively correlated with integrative ($r = -0.154, p < 0.05$) and positively correlated with dominating behavior ($r = 0.152, p < 0.05$). No significant relationships between substantive conflicts and other styles was found.

Table 3.1 Bivariate Correlations – Substantive Conflict Index and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	substantive index
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,154(*)
	Sig. (2-tailed)	.	,000	,000	,048	,003	,029
	N	202	201	201	201	199	202
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	-,022
	Sig. (2-tailed)	,000	.	,211	,000	,083	,757
	N	201	201	201	200	199	201
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	-,001
	Sig. (2-tailed)	,000	,211	.	,000	,146	,984
	N	201	201	201	200	199	201
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	-,102
	Sig. (2-tailed)	,048	,000	,000	.	,002	,150
	N	201	200	200	201	199	201
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	,152(*)
	Sig. (2-tailed)	,003	,083	,146	,002	.	,032
	N	199	199	199	199	199	199
substantive index	Pearson Correlation	-,154(*)	-,022	-,001	-,102	,152(*)	1
	Sig. (2-tailed)	,029	,757	,984	,150	,032	.
	N	202	201	201	201	199	202

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

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

Regression analyses were conducted to further investigate the nature of the relationships between substantive conflicts and integrative / dominating behaviors. Accordingly although significant linear relationships between the variables were evidenced, the coefficients of determination revealed that the substantive nature of conflicts explained only 2 % of the variance in both integrating and dominating behaviors across the sample – an unexpectedly small effect (Table 3.2 – Table 3.3).

Table 3.2 Regression Analysis for Substantive Conflict (IV) and Integrative Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,154(a)	,024	,019	1,06361

a Predictors: (Constant), substantive index

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,488	1	5,488	4,851	,029(a)
	Residual	226,255	200	1,131		
	Total	231,743	201			

a Predictors: (Constant), substantive index

b Dependent Variable: integrative

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,697	,276		13,398	,000
	substantive index	-,009	,004	-,154	-2,203	,029

a Dependent Variable: integrative

Table 3.3 Regression Analysis for Substantive Conflict (IV) and Dominating Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,152(a)	,023	,018	,91612

a Predictors: (Constant), substantive index

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,932	1	3,932	4,685	,032(a)
	Residual	165,338	197	,839		
	Total	169,270	198			

a Predictors: (Constant), substantive index

b Dependent Variable: dominate

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,894	,243		7,794	,000
	substantive index	,008	,004	,152	2,165	,032

a Dependent Variable: dominate

The bivariate correlations among affective conflict and interpersonal conflict management styles (Table 3.4) did not reveal any significant relationships, except for a negative correlation between affective conflicts and integrative styles ($r = -0.174$, $p < 0.05$). Subsequent regression analysis revealed that affective conflicts only accounted for 3 % of variance in the sample (Table 3.5).

Table 3.4 Bivariate Correlations – Affective Conflict Index and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	affective index
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,174(*)
	Sig. (2-tailed)	.	,000	,000	,048	,003	,014
	N	202	201	201	201	199	201
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	-,006
	Sig. (2-tailed)	,000	.	,211	,000	,083	,936
	N	201	201	201	200	199	200
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	,031
	Sig. (2-tailed)	,000	,211	.	,000	,146	,658
	N	201	201	201	200	199	200
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	,023
	Sig. (2-tailed)	,048	,000	,000	.	,002	,751
	N	201	200	200	201	199	200
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	-,029
	Sig. (2-tailed)	,003	,083	,146	,002	.	,684
	N	199	199	199	199	199	198
affective index	Pearson Correlation	-,174(*)	-,006	,031	,023	-,029	1
	Sig. (2-tailed)	,014	,936	,658	,751	,684	.
	N	201	200	200	200	198	201

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

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

Table 3.5 Regression Analysis for Affective Conflict (IV) and Integrative Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,174(a)	,030	,025	1,05873

a Predictors: (Constant), affective index

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,937	1	6,937	6,189	,014(a)
	Residual	223,063	199	1,121		
	Total	230,000	200			

a Predictors: (Constant), affective index

b Dependent Variable: integrative

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,555	,195		18,185	,000
	affective index	-,009	,004	-,174	-2,488	,014

a Dependent Variable: integrative

In order to control for the potential impact of referent roles on the relationship between conflict types and interpersonal conflict management styles, partial correlation analyses were run to understand whether the referent role accounted for a substantial portion of the correlation between the types of conflicts and interpersonal conflict management styles. These partial correlations evidenced slight decreases in the correlations between affective conflicts and integrative styles ($r = -0.1639$, $p < 0.05$) and between substantive conflicts and integrative styles ($r = -0.1399$, $p < 0.05$); both of which mean a further decrease in the amount of variance explained by the two types of conflicts in the sample. However, when the impact of referent role was partialled out from the relationship between substantive conflict and dominating style, the correlation coefficient increased to $r = 0.1828$ ($p < 0.05$), which means a small amount of increase in the overall sample variance explained by substantive conflicts.

Therefore, with reference to the small amount of significant positive correlation between substantive conflicts and dominating behaviors, affective and substantive indices found only partial support for Hypothesis 1, which stated that employees would integrate, dominate and compromise substantive conflicts. Whereas the analyses reported no significant evidence to substantiate the assertions of Hypothesis 2 that employees would avoid affective conflicts.

Apart from these findings, mean comparisons and bivariate correlations were run to investigate the specific affective attributions made by participants in the discourse of affective conflicts. Accordingly, affective conflicts were positively correlated with disputants' expressions of anger ($r = 0.311$), tension ($r = 0.336$), frustration ($r = 0.307$), friction ($r = 0.421$), dislike ($r = 0.432$), annoyance ($r = 0.426$), animosity ($r = 0.362$), and distrust ($r = 0.280$) feelings [$p < 0.01$], as observed in Table 3.6. Substantive conflicts, on the other hand, were also positively correlated with disputants' expressions of tension ($r = 0.302$), friction ($r = 0.186$), dislike ($r = 0.206$), annoyance ($r = 0.289$), animosity ($r = 0.182$), and distrust ($r = 0.244$) feelings [$p < 0.01$], as identified in Table 3.7.

Table 3.6 Bivariate Correlations – Affective Conflict Index and Affective Components

		affective	anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear
affective	Pearson Correlation	1	,311(**)	,336(**)	,307(**)	,421(**)	,432(**)	,426(**)	,362(**)	,280(**)	,123
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,000	,083
	N	201	200	201	199	200	200	197	200	201	200
anger	Pearson Correlation	,311(**)	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,000	,359
	N	200	201	201	200	201	201	198	201	201	201
tension	Pearson Correlation	,336(**)	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,000	,339
	N	201	201	202	200	201	201	198	201	202	201
frustration	Pearson Correlation	,307(**)	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,000	,033
	N	199	200	200	200	200	200	198	200	200	200
friction	Pearson Correlation	,421(**)	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,070
	N	200	201	201	200	201	201	198	201	201	201
dislike	Pearson Correlation	,432(**)	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	200	201	201	200	201	201	198	201	201	201
annoyance	Pearson Correlation	,426(**)	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,000
	N	197	198	198	198	198	198	198	198	198	198
animosity	Pearson Correlation	,362(**)	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,000	,000
	N	200	201	201	200	201	201	198	201	201	201
distrust	Pearson Correlation	,280(**)	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	.	,007
	N	201	201	202	200	201	201	198	201	202	201
fear	Pearson Correlation	,123	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1
	Sig. (2-tailed)	,083	,359	,339	,033	,070	,000	,000	,000	,007	.
	N	200	201	201	200	201	201	198	201	201	201

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

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

Table 3.7 Bivariate Correlations – Substantive Conflict Index and Affective Components

		substantive	anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear
substantive	Pearson Correlation	1	,128	,302(**)	,112	,186(**)	,206(**)	,289(**)	,182(**)	,244(**)	,085
	Sig. (2-tailed)	.	,070	,000	,114	,008	,003	,000	,010	,000	,232
	N	202	201	202	200	201	201	198	201	202	201
anger	Pearson Correlation	,128	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065
	Sig. (2-tailed)	,070	.	,000	,000	,000	,000	,000	,000	,000	,359
	N	201	201	201	200	201	201	198	201	201	201
tension	Pearson Correlation	,302(**)	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,000	,339
	N	202	201	202	200	201	201	198	201	202	201
frustration	Pearson Correlation	,112	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)
	Sig. (2-tailed)	,114	,000	,000	.	,000	,000	,000	,000	,000	,033
	N	200	200	200	200	200	200	198	200	200	200
friction	Pearson Correlation	,186(**)	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128
	Sig. (2-tailed)	,008	,000	,000	,000	.	,000	,000	,000	,000	,070
	N	201	201	201	200	201	201	198	201	201	201
dislike	Pearson Correlation	,206(**)	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)
	Sig. (2-tailed)	,003	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	201	201	201	200	201	201	198	201	201	201
annoyance	Pearson Correlation	,289(**)	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,000
	N	198	198	198	198	198	198	198	198	198	198
animosity	Pearson Correlation	,182(**)	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)
	Sig. (2-tailed)	,010	,000	,000	,000	,000	,000	,000	.	,000	,000
	N	201	201	201	200	201	201	198	201	201	201
distrust	Pearson Correlation	,244(**)	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	.	,007
	N	202	201	202	200	201	201	198	201	202	201
fear	Pearson Correlation	,085	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1
	Sig. (2-tailed)	,232	,359	,339	,033	,070	,000	,000	,000	,007	.
	N	201	201	201	200	201	201	198	201	201	201

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

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

Accordingly, when affective and substantive conflict indices were used Hypothesis 3 stating the existence of affective components in the discourse of affective conflicts, found significant evidence except for the relationship between affective conflicts and fear. Additionally, Hypothesis 4 stating the existence of affective components in the discourse of substantive conflicts, found significant evidence except for the relationship between substantive conflicts and feelings of anger, frustration, and fear.

Second round of analyses were based on the three factors that were extracted from the ten item research instrument through principal component factor analysis. With respect to the items' factor loadings the attained three factors were labeled as affective, substantive task-related and substantive organization-related conflict respectively. The correlation scores between the three factors are demonstrated in the component correlation matrix provided in Table 2.4, p.29. Individual factor scores for each type of conflict were computed through regression analyses.

Same methods of analyses used in the first round were conducted in this second round with the new individual three factor solution scores. Tables 3.8, 3.9 and 3.10 present bivariate correlations for each of the three factors and interpersonal conflict management styles.

Table 3.8 Bivariate Correlations – Affective Conflicts (Factor 1) and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	Affective - factor1
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,086
	Sig. (2-tailed)	.	,000	,000	,048	,003	,235
	N	202	201	201	201	199	194
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	,028
	Sig. (2-tailed)	,000	.	,211	,000	,083	,697
	N	201	201	201	200	199	193
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	,070
	Sig. (2-tailed)	,000	,211	.	,000	,146	,335
	N	201	201	201	200	199	193
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	,091
	Sig. (2-tailed)	,048	,000	,000	.	,002	,208
	N	201	200	200	201	199	193
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	-,007
	Sig. (2-tailed)	,003	,083	,146	,002	.	,918
	N	199	199	199	199	199	191
Affective - factor1	Pearson Correlation	-,086	,028	,070	,091	-,007	1
	Sig. (2-tailed)	,235	,697	,335	,208	,918	.
	N	194	193	193	193	191	194

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

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

Table 3.9 Bivariate Correlations – Substantive Task-Related Conflicts (Factor 2) and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	Substantive - task related factor2
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,030
	Sig. (2-tailed)	.	,000	,000	,048	,003	,677
	N	202	201	201	201	199	194
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	,062
	Sig. (2-tailed)	,000	.	,211	,000	,083	,391
	N	201	201	201	200	199	193
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	,027
	Sig. (2-tailed)	,000	,211	.	,000	,146	,705
	N	201	201	201	200	199	193
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	-,058
	Sig. (2-tailed)	,048	,000	,000	.	,002	,423
	N	201	200	200	201	199	193
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	,229(**)
	Sig. (2-tailed)	,003	,083	,146	,002	.	,001
	N	199	199	199	199	199	191
Substantive - task related factor2	Pearson Correlation	-,030	,062	,027	-,058	,229(**)	1
	Sig. (2-tailed)	,677	,391	,705	,423	,001	.
	N	194	193	193	193	191	194

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

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

Table 3.10 Bivariate Correlations – Substantive Organization-Related Conflicts (Factor 3) and Interpersonal Conflict Management Styles

		integrative	compromising	avoidance	obliging	dominate	Substantive- org. related factor3
integrative	Pearson Correlation	1	,498(**)	-,249(**)	,140(*)	,212(**)	-,191(**)
	Sig. (2-tailed)	.	,000	,000	,048	,003	,008
	N	202	201	201	201	199	194
compromising	Pearson Correlation	,498(**)	1	,089	,326(**)	,123	-,071
	Sig. (2-tailed)	,000	.	,211	,000	,083	,327
	N	201	201	201	200	199	193
avoidance	Pearson Correlation	-,249(**)	,089	1	,480(**)	-,103	-,030
	Sig. (2-tailed)	,000	,211	.	,000	,146	,676
	N	201	201	201	200	199	193
obliging	Pearson Correlation	,140(*)	,326(**)	,480(**)	1	-,216(**)	-,071
	Sig. (2-tailed)	,048	,000	,000	.	,002	,330
	N	201	200	200	201	199	193
dominate	Pearson Correlation	,212(**)	,123	-,103	-,216(**)	1	,026
	Sig. (2-tailed)	,003	,083	,146	,002	.	,721
	N	199	199	199	199	199	191
Substantive- org.related factor3	Pearson Correlation	-,191(**)	-,071	-,030	-,071	,026	1
	Sig. (2-tailed)	,008	,327	,676	,330	,721	.
	N	194	193	193	193	191	194

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

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

Both analyses of variances and bivariate correlations indicated no significant relationship between affective conflict and interpersonal conflict management styles. On the other hand, substantive task-related conflicts were positively correlated with dominating behaviors ($r = 0.229$, $p < 0.01$) and substantive organization-related conflicts were negatively correlated with integrative behaviors ($r = -0.191$, $p < 0.01$).

Regression analysis of substantive task-related conflicts with dominating behavior revealed only a % 5 coefficient of determination for the sample (Table 3.11). Whereas organization-related conflicts for the integrative behavior of the sample only accounted for a 3.6 % of the variance (Table 3.12).

Table 3.11 Regression Analysis for Substantive-Task Related Conflict (IV) and Dominating Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,229(a)	,052	,047	,91242

a Predictors: (Constant), Substantive - task related factor2

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,678	1	8,678	10,424	,001(a)
	Residual	157,343	189	,833		
	Total	166,021	190			

a Predictors: (Constant), Substantive - task related factor2

b Dependent Variable: dominate

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,393	,066		36,251	,000
	Substantive - task related factor2	,216	,067	,229	3,229	,001

a Dependent Variable: dominate

Table 3.12 Regression Analysis for Substantive-Organization Related Conflict (IV) and Integrative Conflict Management Style (DV)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,191(a)	,036	,031	1,05171

a Predictors: (Constant), Substantive- org.related factor3

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,001	1	8,001	7,233	,008(a)
	Residual	212,369	192	1,106		
	Total	220,370	193			

a Predictors: (Constant), Substantive- org.related factor3

b Dependent Variable: integrative

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,106	,076		41,135	,000
	Substantive- org.related factor3	-,204	,076	-,191	-2,689	,008

a Dependent Variable: integrative

Partial correlations were run so as to control for the probable impact of referent roles on the relationship between the factors and conflict management styles. The positive correlation between substantive task-related conflicts and dominating behavior slightly increased to $r = 0.2623$ ($p < 0.01$) when the effects of referent roles were partialled out thus, the overall variance in the dominating behavior of the sample explained by substantive task-related conflicts increased to 6 %. The negative correlation between substantive organization-related conflicts and integrative behavior remained the same ($r = -0.1909$, $p < 0.01$) when the effects of referent roles were partialled out, which in turn had no effect on the coefficient of determination.

Since both task-related and organization-related conflicts are substantive in

nature, it can be contended with reference to the positive correlation between substantive task-related conflicts and dominating behavior that the results attained in the second round of analyses found only partial support for Hypothesis 1, which stated that substantive conflicts would be managed by integration, domination, and compromising behaviors. Whereas the results failed to reject the null hypothesis that there is no relationship between affective conflicts and avoiding behavior, failing to support Hypothesis 2.

Lastly, mean comparisons and bivariate correlations between the three factors and participants' experiences of affective components were computed. Accordingly, affective conflicts were positively correlated to feelings of anger ($r = 0.208$), tension ($r = 0.216$), frustration ($r = 0.211$), friction ($r = 0.339$), dislike ($r = 0.331$), annoyance ($r = 0.333$), animosity ($r = 0.247$), and distrust ($r = 0.189$), [$p < 0.01$ / Table 3.13]. Substantive task-related conflicts were positively correlated to feelings of tension ($r = 0.248$, $p < 0.01$), friction ($r = 0.148$, $p < 0.05$), dislike ($r = 0.170$, $p < 0.05$), annoyance ($r = 0.178$, $p < 0.05$), and distrust ($r = 0.167$, $p < 0.05$), [Table 3.14]. Finally, substantive organization-related conflicts were positively correlated to feelings of tension ($r = 0.243$, $p < 0.01$), friction ($r = 0.151$, $p < 0.05$), dislike ($r = 0.165$, $p < 0.05$), annoyance ($r = 0.295$, $p < 0.01$), animosity ($r = 0.246$, $p < 0.01$), and distrust ($r = 0.214$, $p < 0.01$), as demonstrated in Table 3.15.

Table 3.13 Bivariate Correlations – Affective Conflicts (Factor 1) and Affective Components

		anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear	Affective - factor1
anger	Pearson Correlation	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065	,208(**)
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,359	,004
	N	201	201	200	201	201	198	201	201	201	193
tension	Pearson Correlation	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068	,216(**)
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,339	,002
	N	201	202	200	201	201	198	201	202	201	194
frustration	Pearson Correlation	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)	,211(**)
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,033	,003
	N	200	200	200	200	198	200	200	200	200	192
friction	Pearson Correlation	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128	,339(**)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,070	,000
	N	201	201	200	201	201	198	201	201	201	193
dislike	Pearson Correlation	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)	,331(**)
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,000
	N	201	201	200	201	201	198	201	201	201	193
annoyance	Pearson Correlation	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)	,333(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	198	198	198	198	198	198	198	198	198	190
animosity	Pearson Correlation	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)	,247(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,001
	N	201	201	200	201	201	198	201	201	201	193
distrust	Pearson Correlation	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)	,189(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,007	,008
	N	201	202	200	201	201	198	201	202	201	194
fear	Pearson Correlation	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1	,078
	Sig. (2-tailed)	,359	,339	,033	,070	,000	,000	,000	,007	.	,283
	N	201	201	200	201	201	198	201	201	201	193
Affective - factor1	Pearson Correlation	,208(**)	,216(**)	,211(**)	,339(**)	,331(**)	,333(**)	,247(**)	,189(**)	,078	1
	Sig. (2-tailed)	,004	,002	,003	,000	,000	,000	,001	,008	,283	.
	N	193	194	192	193	193	190	193	194	193	194

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

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

Table 3.14 Bivariate Correlations – Task-Related Substantive Conflicts (Factor 2) and Affective Components

		anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear	Subs.task rel. Fact.2
anger	Pearson Correlation	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065	,132
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,359	,068
	N	201	201	200	201	201	198	201	201	201	193
tension	Pearson Correlation	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068	,248(**)
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,339	,000
	N	201	202	200	201	201	198	201	202	201	194
frustration	Pearson Correlation	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)	,103
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,033	,155
	N	200	200	200	200	200	198	200	200	200	192
friction	Pearson Correlation	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128	,148(*)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,070	,040
	N	201	201	200	201	201	198	201	201	201	193
dislike	Pearson Correlation	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)	,170(*)
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,018
	N	201	201	200	201	201	198	201	201	201	193
annoyance	Pearson Correlation	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)	,178(*)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,014
	N	198	198	198	198	198	198	198	198	198	190
animosity	Pearson Correlation	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)	,047
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,513
	N	201	201	200	201	201	198	201	201	201	193
distrust	Pearson Correlation	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)	,167(*)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,007	,020
	N	201	202	200	201	201	198	201	202	201	194
fear	Pearson Correlation	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1	,038
	Sig. (2-tailed)	,359	,339	,033	,070	,000	,000	,000	,007	.	,601
	N	201	201	200	201	201	198	201	201	201	193
Subs.task rel. Fact.2	Pearson Correlation	,132	,248(**)	,103	,148(*)	,170(*)	,178(*)	,047	,167(*)	,038	1
	Sig. (2-tailed)	,068	,000	,155	,040	,018	,014	,513	,020	,601	.
	N	193	194	192	193	193	190	193	194	193	194

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

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

Table 3.15 Bivariate Correlations – Organization-Related Substantive Conflicts (Factor 3) and Affective Components

		anger	tension	frustration	friction	dislike	annoyance	animosity	distrust	fear	Subs.org. rel.Fact.3
anger	Pearson Correlation	1	,521(**)	,762(**)	,522(**)	,483(**)	,458(**)	,406(**)	,313(**)	,065	,093
	Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,359	,196
	N	201	201	200	201	201	198	201	201	201	193
tension	Pearson Correlation	,521(**)	1	,537(**)	,589(**)	,486(**)	,503(**)	,444(**)	,372(**)	,068	,243(**)
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,339	,001
	N	201	202	200	201	201	198	201	202	201	194
frustration	Pearson Correlation	,762(**)	,537(**)	1	,503(**)	,460(**)	,465(**)	,398(**)	,287(**)	,151(*)	,130
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,033	,073
	N	200	200	200	200	200	198	200	200	200	192
friction	Pearson Correlation	,522(**)	,589(**)	,503(**)	1	,512(**)	,556(**)	,557(**)	,386(**)	,128	,151(*)
	Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,070	,036
	N	201	201	200	201	201	198	201	201	201	193
dislike	Pearson Correlation	,483(**)	,486(**)	,460(**)	,512(**)	1	,800(**)	,635(**)	,592(**)	,263(**)	,165(*)
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,022
	N	201	201	200	201	201	198	201	201	201	193
annoyance	Pearson Correlation	,458(**)	,503(**)	,465(**)	,556(**)	,800(**)	1	,690(**)	,635(**)	,246(**)	,295(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	198	198	198	198	198	198	198	198	198	190
animosity	Pearson Correlation	,406(**)	,444(**)	,398(**)	,557(**)	,635(**)	,690(**)	1	,551(**)	,271(**)	,246(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,001
	N	201	201	200	201	201	198	201	201	201	193
distrust	Pearson Correlation	,313(**)	,372(**)	,287(**)	,386(**)	,592(**)	,635(**)	,551(**)	1	,189(**)	,214(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,007	,003
	N	201	202	200	201	201	198	201	202	201	194
fear	Pearson Correlation	,065	,068	,151(*)	,128	,263(**)	,246(**)	,271(**)	,189(**)	1	,069
	Sig. (2-tailed)	,359	,339	,033	,070	,000	,000	,000	,007	.	,343
	N	201	201	200	201	201	198	201	201	201	193
Subs.org. rel.Fact.3	Pearson Correlation	,093	,243(**)	,130	,151(*)	,165(*)	,295(**)	,246(**)	,214(**)	,069	1
	Sig. (2-tailed)	,196	,001	,073	,036	,022	,000	,001	,003	,343	.
	N	193	194	192	193	193	190	193	194	193	194

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

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

Henceforth, according to the three factor solution, Hypothesis 3 – about the existence of affective components in the discourse of affective conflicts, found significant evidence except for the relationship between affective conflicts and feelings of fear. Since both task-related and organization-related are substantive in nature, it can be said that Hypothesis 4, stating the existence of affective components in the discourse of substantive conflicts, was partially supported except for the relationship between substantive conflicts and feelings of anger, fear, and frustration.

Below in Table 3.16 the results attained in both rounds of analyses are summarized with respect to the research hypotheses.

Table 3.16 A Summary of Research Results

	Affective – Substantive Conflict Indices	Three Factor Solution
Hypothesis 1	Partially Supported √ Substantive Conflicts – Dominating	Partially Supported √ Substantive (Task-related) Conflicts – Dominating
Hypothesis 2	Rejected	
Hypothesis 3	Partially Supported √ Affective conflicts – Anger, Tension, Frustration, Friction, Dislike, Annoyance, Animosity & Distrust	
Hypothesis 4	Partially Supported √ Substantive conflicts – Tension, Friction, Dislike, Annoyance, Animosity & Distrust	

In the subsequent conclusion chapter, the above listed research findings are evaluated, the limitations and shortcomings of this research are identified and directions and suggestions for future research are proposed.

Chapter 4. CONCLUSION

1. Evaluation of the Research Findings

This research used two separate measurement instruments for investigating whether there is a significant relationship between types of conflicts and interpersonal conflict management styles, and between types of conflicts and affective components endured in the Turkish organizational context. Initial statistical analyses were based on an eleven item scale, which produced two separate indices for measuring the degree of affective and substantive conflicts experienced. Similar analyses were then replicated by using a three-factor solution measurement, which was attained through oblimin factor analyses of the eleven item scale. Depending upon the relevant item loadings, factor one characterized affective conflicts, factor two and three on the other hand, characterized substantive conflicts and were labeled as task-related and organization-related substantive conflicts respectively.

Results attained from both the two separate analyses suggest that substantive conflicts are positively correlated to dominating conflict management behaviors and negatively correlated to integrative ones. However, substantive conflicts only account for a minor portion of the variance in the sample's conflict management behaviors. Although both measurement instruments provided the same results with respect to the relationship between substantive conflicts and interpersonal conflict management styles, the correlation coefficients and coefficients of determinations attained via the latter three factor solution scale were slightly higher in comparison to the scores attained via affective and substantive indices.

Additionally, the three factor solution proposed that integrative conflict management behaviors are negatively correlated to substantive conflicts only in the discourse of organization-related issues. Hence, it can be said that employees refrain from the integrative management of issues that are not directly attributable to a specific task but are instead viewed as a consequence of organizational discourse. Hypothetically speaking, individuals' perceptions of organizational and systemic inequity and / or unfairness might be the causes and underlying motives of conflict experiences over goals, responsibilities, and common resources, where such perceptions in turn might be preventing employees from handling the matter in hand effectively.

On the other hand, the three factor solution proposed that the positive correlation between dominating and substantive conflicts is only significant in the discourse of task-related issues. Hence employees tend to raise their voices, overwhelm the other and prioritize their own concerns in substantive conflicts where the issues are related to the content, scope, or methodology of a task. This tendency might also hypothetically be explained as a derive of parties' belief that s/he is the expert and the one, who knows best about the nature, details and best means to accomplish a particular task. Such a motive in turn aspires the party to stand and defend for his own thoughts and rights. However, more thorough research is required in order to substantiate these assertions and to have a better and accurate grasp of the underlying factors that might help explain why substantive conflicts are correlated to integrative and dominating behaviors the way they are evidenced in this research.

With respect to affective conflict management styles, neither instrument found significant evidence so as to reject the null hypothesis that there is no relationship between affective conflicts and avoiding behavior. The only significant relationship found was a negative correlation between affective conflicts and integrative style. Although this result replicated previous findings (De Dreu, 1997; Jannssen et al., 1999), observably affective conflicts explained a very small amount of variance in the sample's integrative conflict management behavior. Furthermore, this relationship was identified only in the initial analyses run by using the affective and substantive item indices, whereas no such relationship was reported by subsequent analyses conducted with the three factor conflict measurement. Since the only difference between the two affective conflict measuring instruments was the exclusion of an affective item – conflicts due to differences in interpersonal styles – in the latter, such a difference between the findings can be attributed to the relationship between the excluded affective item and interpersonal conflict management style selection. This assertion is validated by the observation of a negative correlation between the respondents' tendency to attribute a dyadic conflict experience to differences in personal styles and that persons' tendency to demonstrate integrative behaviors ($r = - 0.24, p < 0.01$). Observably the decision to include or exclude this specific item from affective conflict measurement is critical for its exclusion significantly influenced the research results. Hence, it should be underlined that the appropriate measurement of affective conflict is still an ongoing concern and

further research should be devoted to assure the reliability of these scales and to increase overall measurement quality of the two types of conflicts.

Observably, the positive correlation between task-related substantive conflicts and dominating behaviors and also the negative correlation between organization-related substantive conflicts and integrative behaviors attained in this research are both in support of prior evidence – gathered from employees in Netherlands, that substantive conflicts are handled through distributive behaviors (Janssen et al., 1999). Whereas they are contrary to research findings about U.S. employees' use of integrative conflict management styles in the discourse of substantive conflicts (Renwick, 1975; Wall & Nolan, 1986). On the other hand, depending upon data gathered from employees in U.S. and in Netherlands, the accumulated literature generally suggests that employees demonstrate distributive behaviors for affective conflict management (De Dreu, 1997; Janssen et al., 1999; Renwick, 1975; Wall & Nolan, 1986). However, only De Dreu (1997) and Janssen et al. (1999) report evidence similar to this research about the observation of a negative correlation between affective conflicts and integrative behaviors. With reference to all of these findings although apparently there are some significant differences between employees' affective and substantive conflict management handling behaviors across different samples, ideally evidence based on cross-cultural researches is required in order to have an improved understanding of how culture helps explain these differences and to understand the degree to which present findings on the relationship between affective and substantive conflicts and interpersonal conflict management styles are a derive of or are characterized by culture-related factors.

To sum up, the results attained in this research about substantive conflict management behaviors are contradictory to prior evidences on the use of integrative styles in the discourse of substantive conflicts. Additionally, except for a negative correlation between affective conflicts and integrative conflict management behaviors, this research did not produce any evidence to support prior literature that has reported significant relationships between affective conflicts and obliging, avoiding, dominating and compromising conflict management behaviors. Furthermore, it can be said that neither types of conflict have been extremely crucial factors in explaining the respondents' conflict management style selection within this specific research sample. It is highly probable that for this sample, other factors, which have not been subjected to

detailed analysis here – such as ripeness of conflict, types of organizations, organizational norms, business sectors, organizational positions, referent sex, referent age, personal experiences, personality and alike – have accounted for a more significant portion of the variance in respondents' conflict management behavior. Thus, future research should comparatively investigate whether certain factors differently impact interpersonal conflict management styles in the separate contexts of affective and substantive workplace conflicts.

Regarding the existence of affective components in the discourse of affective and substantive conflicts, although both instruments reported the same findings most of the correlation coefficients attained via the three factor solution were lower than the ones attained through affective and substantive conflict indices. Accordingly, both respondents, who have identified their experiences of a dyadic workplace conflict as affective or as substantive have expressed experiences of tension, friction, dislike, annoyance, animosity, and distrust in the discourse of the conflict and in his / her interactions with the other party. Anger and frustration are the only two discriminating affective components since their correlations with conflict types are only significant in the discourse of affective conflicts. Neither type of conflict is characterized by feelings of fear among disputants. Finally, analyses run by the three factor solution suggest that feelings of interpersonal animosity are only present in the discourse of organization-related substantive conflicts but are not experienced in the discourse of task-related issues.

Summarily stated, the findings on the affective components involved in substantive and affective conflicts suggest that feelings or experiences of tension, friction, dislike, annoyance, animosity, and distrust are not unique to any one type of conflict and hence, it is inappropriate to identify and / or to measure the existence of an affective or substantive conflict by mere dependence on the presence (or absence) of these affective components.

2. Limitations of This Research

First of all, although theoretically affective and substantive conflicts have been conceptualized as two interdependent variables here, for the purposes of this research statistical analyses were undertaken with an assumption that the two are separate and

independent dimensions. Hence, an important amount of knowledge with respect to how the two variables' interdependence shape interpersonal conflict management behaviors remained yet unexplored. Future research should be built on an interdependence-conflict model – as suggested by Janssen et al. (1999), while aiming to explore and explain the relationship between types of conflict and interpersonal conflict management styles.

Second, the employment of a web-based survey – an uncommon methodology, has not been without its problems. Amongst others, the survey received a seemingly low response rate. Since the present literature reports inadequate and somewhat contradictory evidence about response rates in web-based surveys, it is difficult to evaluate as to whether an 11.5 % response rate is average, satisfactory or unsatisfactory and thus, concerns about the differences between employees who have and have not responded the survey are prevalent in this research. Predictably, when participation to a survey is at the mere discretion of a respondent, individuals' personal interest in the research topic does significantly influence the response rates (Saxon, Garratt, Gilroy & Cairns, 2003). Observably, this fact has been the case in this specific research with reference to most of the respondents' comments about their personal interest in the topic and their inquiries about the research results.

Another factor, which might have accounted for the low amount of response rate attained in this research can be related to “survey fatigue” phenomena – as Saxon et al (2003) put it. Survey fatigue stands for a steady decrease in web-based survey response rates over the long-run, due to the fact that internet users are overwhelmed by excessive e-mails and junk mails with similar formats.

Lastly, the low amount of response rate attained in this research might be due to respondents' inability to accurately comprehend what they are expected to express as an interpersonal workplace conflict, which in turn refrained them for participation to the survey. Such a diagnosis is asserted with reference to the relatively low amount of response rate attained from people who have not received sample case scenarios in the second pilot-test (60 %) as compared to the response rate attained from people who have received hypothetical sample case scenarios (90 %).

The non-random nature of the sample is yet another important issue that is derivative of the employment of a web-based survey methodology. Accordingly, this

research possesses exploratory value only within the context of this specific research sample, and it is inappropriate to generalize the research findings to Turkish employees or to Turkish internet users unless future replication researches, conducted on random samples, report confirmatory evidence *per pro*.

Finally, in web-based surveys, “the actual data-collection environment can be neither controlled nor monitored. As such, the impact of random factors and events that may influence the respondent are unknown” (Daley et al., 2003, p.118). In other words, it is unclear whether factors beyond the researcher’s control have significantly influenced the quality of information provided by respondents.

To sum up, further researches with different methodological designs, random samples and satisfactory levels of response rates are required both to assess the degree of reliability and representativeness of the present research findings, and to improve the quality of web-based survey methodologies in academia.

3. Summary Conclusion

This research explored whether employees’ different conflict experiences had a significant impact on their choice to prefer a specific conflict management behavior over another. The research findings have suggested that certain types of conflicts can explain certain types of conflict management behavior although to a very small extent. In an age where workplace conflict should not be viewed as an organizational demon but should be properly managed so as to increase overall organizational efficiency and effectiveness, the motives and rationale for aiming to understand employees’ conflict management behaviors and tendencies are evident and self-explanatory. As a next step, further research should be conducted to build upon these findings and to investigate the dynamics of the asserted relationships in different situations, across various cultures and over the long-run.

This research also investigated the affective components embedded in the discourse of different types of conflicts and contended that appropriate diagnosis of conflict types should refrain from mere dependence on certain affective components as of indicating a conflict’s presence or absence in organizational contexts.

Lastly, this research has developed and is based on a totally new scale for measuring substantive conflicts. The factor analysis of an eleven item affective and

substantive conflict measurement instrument revealed a different solution than was expected. In contrast to accumulated literature and theories, which distinguish between affective, content-related substantive and process-related substantive conflicts, a new three pillar typology was suggested in this research, which differentiated between affective, task-related substantive and organization-related substantive conflicts.

Primarily, since this research is merely representative of its sample, further evidence derived from definite populations and random samples is strongly needed in order to be able to substantiate the validity of this latter new typology. Since the two separate conflict measurement instruments used in this research have diverged on the results reported about affective conflict management behavior, the issue of measurement seems to be a peripheral concern with respect to both affective and substantive conflict diagnosis. To ensure the reliability of measurement and to attain a proper diagnosis, future comparative studies should investigate how the instruments used in this research differ from other tools – such as Jehn’s ICS’s, in describing and explaining different types of conflicts in organizational contexts.

APPENDIX A. THE SURVEY INSTRUMENT

Section 1. Welcome Page

Uyuşmazlıklar insan hayatının ayrılmaz bir parçasıdır. Çalışan insanlar olarak hepimiz işyerinde beraber çalıştığımız kişilerle uyuşmazlıklar, anlaşmazlıklar, çatışmalar ve kişisel ihtilaflar yaşarız. Bu tür olayların iş hayatımız, çalışma performansımız, özel hayatımız ve sosyal ilişkilerimiz üzerinde olumlu ya da olumsuz etkileri olması kaçınılmazdır.

Bu bağlamda; iş ortamlarında yaşanan anlaşmazlıkların nedenlerini belirlemek ve bu durumlarla yapıcı bir şekilde baş etme yollarını öğrenebilmek için zengin bir bilgi birikiminin oluşturulması şarttır. Aşağıdaki anket bu bilgi birikimini oluşturabilme amacıyla hazırlanmış **akademik** bir çalışmanın ürünüdür.

Bu anket yoluyla elde edilecek bilgiler kişilerin iş memnuniyeti, çalışma performansı, iletişim becerileri ve motivasyonlarını arttırmaya yardımcı olacaktır. Benzer şekilde şirketlerin insan kaynakları yönetimini, vizyonunu, örgütsel bütünlüğünü ve verimliliğini iyileştirmeye ve geliştirmeye yönelik bilimsel çaba ve çalışmalara yön verecektir. **Dolayısıyla bu anketi doldurarak bilime ve akademik gelişime yapacağınız katkılar için şimdiden teşekkür ederiz.**

Anketi dolduracak kişilerin kimlik bilgileri istenmemektedir. Bu çalışmanın bilimsel değeri açısından, vereceğiniz anonim cevapların gerçeği yansıtması, doğru ve samimi olması önemle rica olunur.

Katkılarınız için tekrar teşekkür ederim.

Saygılarımla,

Ayşegül ERUZUN

Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı

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2004-04-01

Section 2. The Survey Body

1. Bölüm: Anlaşmazlık Sürecinin Tanımlanması

Bu bölümde yer alan sorular **sizin işyeriniz içerisinde birebir yaşadığınız** bir uyuşmazlık, anlaşmazlık, çatışma ya da ihtilaf sürecini tanımlayabilmek için hazırlanmıştır.

Öncelikle lütfen yakın zaman içerisinde **işyerinizdeki mesai arkadaşlarınız, işvereniniz, amiriniz veya çalışanlarınızdan herhangi biriyle** içine düştüğünüz karşılıklı bir anlaşmazlık ya da ihtilaf durumunu düşününüz.

1. Lütfen yaşadığımız bu anlaşmazlık sürecini özel isim vermeden kısaca anlatınız.

2. Anlaşmazlığa düştüğünüz kişinin yaşı ile ilgili olarak aşağıdakilerden hangisi doğrudur ?

- Benden küçük
 Hemen hemen aynı yaştayız
 Benden büyük

3. Anlaşmazlığa düştüğünüz kişinin cinsiyetini belirtiniz.

- Kadın
 Erkek

4. Bu olay yaşandıđı sırada işyerindeki pozisyonunuzu / mevkiinizi düşünerek anlaşmazlıđa düştüğünüz kişiyi tanımlayınız.

- Benim üstüm / amirim konumunda
- Benim altım / çalışanıım konumunda
- Benimle aynı konumda
- Diđer (lütfen açıklayınız.....)

5. Lütfen yaşadığımız bu anlaşmazlığı düşünerek aşağıdaki ifadelere ne ölçüde katıldığınızı belirtiniz. Bunun için her ifadenin yanında yer alan ölçek üzerinde size en uygun gelen kutuya tıklayınız. [Verilen ölçekte; 1 (bir) o ifadeye hiç katılmadığınızı belirtirken, 5 (beş) o ifadeye tamamen katıldığınızı gösterecektir. 1'den 5'e kadar artan puanlar ise o ifadeye katılma derecenizin arttığını göstermektedir.]

Yukarıda örnek verdiğim anlaşmazlık yaşandı çünkü karşımdaki kişiyle;

		Hiç Katılmıyorum			Tamamen Katılıyorum	
		1	2	3	4	5
5.1	Bir işin içeriği hakkında fikir ayrılıkları yaşıyorduk.					
5.2	Bir işin kapsamının ne olduğuna dair görüş ayrılıkları yaşıyorduk.					
5.3	İş tanımlarımız gereği ikimizin de gerçekleştirmek zorunda olduğu hedefler birbiriyle çatışıyordu.					
5.4	Bir işin nasıl / ne şekilde yapılması gerektiğine dair görüş ayrılıkları yaşıyorduk.					
5.5	Kimin ne iş yapması gerektiğine dair görüş ayrılıkları yaşıyorduk.					
5.6	İşyerindeki ortak kaynakların (bütçe, ekipman, insan vb.) paylaşımı üzerinde fikir ayrılıkları yaşıyorduk.					

Bu kişiyle aranızda söz konusu olan anlaşmazlık neden yaşandı?

		Hiç Katılmıyorum			Tamamen Katılıyorum	
		1	2	3	4	5
5.7	Bu kişiyle birbirimize karşı sergilediğimiz kişisel tavırlar yüzünden					
5.8	Sosyal içerikli olaylara dair tutumlarımız ve/veya siyasi tercihlerimiz farklı olduğu için					
5.9	Kişisel değerlerimiz ve inançlarımız birbirinden farklı olduğu için					
5.10	Kişiliklerimiz birbirinden farklı olduğu için					
5.11	Mizah anlayışımız birbirinden farklı olduğu için					

Yaşadığınız bu uyuşmazlık süreci içerisinde neler hissettiniz ?

		Hiç		Tamamen		
		Katılmıyorum		Katılıyorum		
		1	2	3	4	5
5.12	Karşımdaki kişiye sınırlendim.					
5.13	Karşımdaki kişiyle aramızda gerginlik olduğunu hissettim.					
5.14	Sinirlerim gerildi.					
5.15	Kişisel sürtüşmeler yaşadık					
5.16	Karşımdaki kişiden hoşlanmadığımı hissettim.					
5.17	Karşımdaki kişiden rahatsız oluyordum.					
5.18	Aramızda düşmanca bir hava hissettim.					
5.19	Karşımdaki kişiye güvenmiyordum.					
5.20	Karşımdaki kişiden korkuyordum.					

6. Sizin bu anlaşmazlık sürecindeki davranışlarınızı tanımlayabilmek amacıyla aşağıda bir dizi cümle verilmiştir. Lütfen, bu ifadelerin her birine ne ölçüde katıldığınızı belirtiniz. Bunu yapmak için ifadelerin yanında yer alan ölçek üzerinde size en uygun gelen kutuya tıklayınız.[Verilen ölçekte; 1 (bir) o ifadeye hiç katılmadığınızı belirtirken, 5 (beş) o ifadeye tamamen katıldığınızı gösterecektir. 1’den 5’e kadar artan puanlar ise o ifadeye katılma derecenizin arttığını göstermektedir.]

Bu anlaşmazlık esnasında;

Hiç
Katılmıyorum

Tamamen
Katılıyorum

		1	2	3	4	5
6.1	Her ikimizce kabul edilebilecek bir çözüm bulabilmek için sorunu karşımdaki kişiyle birlikte inceledim.					
6.2	Bir uzlaşma sağlanması için karşımdaki kişi ile pazarlık ettim.					
6.3	Tatsızlık çıkmasını önleyebilmek için karşımdaki kişi ile olan anlaşmazlığı ortaya çıkarmadım.					
6.4	Problemi birlikte çözebilmek için söz konusu kişi ile açık bir şekilde bilgi alışverişinde bulundum.					
6.5	Söz konusu kişiyle ters düşmekten kaçınıp, anlaşmazlığa düşmemeye çalıştım.					
6.6	İkimizin de kabul edeceği bir karara varmak için bu kişiyle işbirliği yaptım.					
6.7	Karşımdaki kişiyle birlikte sorunun doğru anlaşılabilmesi için çalıştım.					
6.8	Karşımdaki kişinin isteklerini yerine getirdim.					
6.9	Karşımdaki kişiyle aramızdaki anlaşmazlıkların açıkça konuşulmasından kaçındım.					
6.10	Söz konusu tarafa tavizler verdim.					
6.11	Bu kişi ile anlaşmazlığı konu edecek bir karşılaşmadan kaçındım.					
6.12	Karşımdaki kişiyle birlikte her ikimizin de beklentilerini karşılayacak bir çözüm için çalıştım.					
6.13	Karşımdaki kişi ile, karşılıklı tatsız sözler sarf edilmesinden kaçındım.					
6.14	Kendi fikirlerimin kabulü için nüfuzumu kullandım.					
6.15	Bir uzlaşma sağlanması için karşılıklı tavizler önerdim.					
6.16	Karşımdaki kişinin önerilerine uydum.					
6.17	İstedğim bir karara varılması için otoritemi kullandım.					
6.18	Birlikte bir karara varabilmek için düşüncelerimi karşımdaki kişinin düşünceleri ile birleştirmeye çalıştım.					
6.19	Karşımdaki kişinin isteklerine razı oldum.					
6.20	Sorunun en iyi şekilde çözümlenebilmesi için her ikimizin de isteklerinin açıkça ortaya konmasına çalıştım.					
6.21	İstedğim bir karara varılması için uzmanlığımdan yararlandım.					
6.22	Kendi görüşlerimin kabulü için kararlı davrandım.					
6.23	Karşımdaki kişinin beklentilerine uymaya çalıştım.					
6.24	Mücadeleyi kazanmak için otoritemi kullandım.					
6.25	Bir gerilimi önlemek için orta yol bulmaya çalıştım.					
6.26	Karşımdaki kişinin ihtiyaçlarını karşılamaya çalıştım.					
6.27	Çıkmazların çözümü için bir orta yol bulmaya çalıştım.					
6.28	Zor bir duruma düşmemek için söz konusu kişiyle olan anlaşmazlık konusunda herhangi bir girişimde bulunmamayı tercih ettim.					

2.Bölüm: Genel Bilgiler

7. Doğum Yılıınız:

1	9		
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8. Cinsiyetiniz:

<input type="checkbox"/>	Erkek
<input type="checkbox"/>	Kadın

9. Uyuşunuz:

<input type="checkbox"/>	T.C.
<input type="checkbox"/>	Diğer

10. Öğrenim Düzeyiniz:

<input type="checkbox"/>	İlkokul mezunu
<input type="checkbox"/>	Ortaokul mezunu
<input type="checkbox"/>	Lise mezunu
<input type="checkbox"/>	Ön lisans (2 yıllık üniversite) mezunu
<input type="checkbox"/>	Lisans (4 yıllık üniversite) mezunu
<input type="checkbox"/>	Yüksek Lisans veya daha üstü

11. Yukarıda örnek verdiğiniz anlaşmazlığı yaşadığınız işyeri için hangisi doğrudu?

<input type="checkbox"/>	Halen aynı işyerinde çalışmaktayım.
<input type="checkbox"/>	Şu anda başka bir yerde çalışmaktayım.
<input type="checkbox"/>	Şu anda hiçbir yerde çalışmıyorum.

12. Bu anlaşmazlığı yaşadığınız sırada hangi şehirde çalışmaktaydınız ?

<input type="checkbox"/>	İstanbul
<input type="checkbox"/>	Ankara
<input type="checkbox"/>	İzmir
<input type="checkbox"/>	Diğer (lütfen belirtiniz.....)

13. **Bu olayı yaşadığınız işyerini** tanımlamak için aşağıdakilerden hangisi uygundur ?

- Kar amaçlı özel şirket
- Kar amacı gütmeyen özel kurum / kuruluş (vakıf, dernek, sivil toplum örgütü vs.)
- Kamu kurumu / Devlet Dairesi

14. **Bu olayı yaşadığınız işyerini** tanımlamak için aşağıdakilerden hangisi uygundur ?

- %100 Yabancı Sermayeli Yatırım
- Yabancı-Yerli Ortaklık
- %100 Yerli Sermayeli Yatırım
- Bilmiyorum

15. **Bu olayı yaşadığınız işyeri** hangi sektörde faaliyet göstermektedir ?

- Bankacılık / Finans / Yatırım / Mali Denetim.
- Bilişim / İnternet / Telekomünikasyon
- Dayanıklı Tüketim Malları
- Eğitim / Danışmanlık / İnsan Kaynakları Hizmetleri
- Eğlence / Fuar ve Organizasyon
- Gayrimenkul
- Hızlı Tüketim Malları / Mağazacılık
- Hukuk
- İlaç ve Kimya Sanayi
- İnşaat
- Medya / Basın Yayın / Reklam
- Otomotiv
- Sağlık / Tıp
- Sigortacılık / Reasürans
- Taşımacılık / Ulaştırma / Lojistik / Kurye
- Tekstil
- Turizm / Otelcilik
- Diğer (lütfen belirtiniz.....)

16. **Örnek verdiğiniz anlaşmazlık esnasında** söz konusu işyerinde kaç yıldır çalışmaktaydınız ?

- 1 yıldan az
 1-3 yıl
 3-5 yıl
 5-10 yıl
 10 yıldan fazla

17. **Örnek verdiğiniz anlaşmazlık esnasında** o işyerindeki pozisyonunuzu belirtiniz.

İşyeri Sahibi / Ortağı

Maaşlı Kadrolu Eleman (lütfen aşağıdaki şıklardan birini seçiniz)

Tam Zamanlı (Full-Time)

Yarı Zamanlı (Part-Time)

Maaşlı Kadrosuz Eleman (lütfen aşağıdaki şıklardan birini seçiniz)

Stajyer

Dönemlik / Proje Bazlı / Geçici Eleman

Yarı Zamanlı (Part-Time)

Diğer (lütfen belirtiniz)

Gönüllü (Maaşsız Çalışan)

Diğer (lütfen belirtiniz.....)

18. **Örnek verdiğiniz anlaşmazlık esnasında** hangi departmanda / bölümde çalışmaktaydınız?

.....

19. **Örnek verdiğiniz anlaşmazlık esnasında** işyerinizdeki unvanınızı belirtiniz.

<input type="checkbox"/>	Üst Düzey Yönetici
<input type="checkbox"/>	Orta düzey yönetici
<input type="checkbox"/>	Uzman
<input type="checkbox"/>	Uzman Yardımcısı
<input type="checkbox"/>	Vasıfsız Eleman / İşçi
<input type="checkbox"/>	Diğer (lütfen belirtiniz.....)

20. Bu olayı yaşadığınız işyerine girmeden önce başka yerlerde de çalıştınız mı?

<input type="checkbox"/>	Evet
<input type="checkbox"/>	Hayır

21. Hayatınız boyunca toplam kaç sene çalıştınız ?

.....

22. Hayatınız boyunca toplam kaç yerde çalıştınız ?

.....

Section 3. Recommendations Page

Katılımınız için çok teşekkür ederiz.

Lütfen bu anketi yakınlarınıza göndererek, onların da doldurmalarını sağlayınız.

Anketle ilgili önerileriniz:

Section 4. Thank You Page

Katılımınız için çok teşekkür ederiz.

Lütfen bu anketi yakınlarınıza göndererek, onların da doldurmalarını sağlayınız.

APPENDIX B. INVITATION E-MAILS
B.1 Invitation for Individual Contacts

Turkish Version

Sayın İlgili,

Bu e-mail size Sabancı Üniversitesi, Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı tarafından gönderilmiştir.

Aşağıdaki link sizi ‘Örgütlerde Yaşanan Uyuşmazlıkları Tanımlamak’ üzere hazırlanmış bir ankete yönlendirecektir. <http://www.ayseguleruzun.gen.tr>

Bu anket **akademik** bir çalışmanın ürünüdür ve anketi doldurmak için **kimlik bilgileri istenmemektedir**. Katılımınız sonucu elde edilecek bilgiler bir yüksek lisans tezi için bilimsel amaçlı olarak kullanılacak ve hiçbir şekilde üçüncü şahıslarla paylaşılmayacaktır.

Bu anketi doldurarak ve yakın çevrenize iletip doldurmalarını sağlayarak bilime ve akademik gelişime yapacağınız katkılar için şimdiden teşekkür ederim.

Saygılarımla,

Ayşegül ERUZUN

Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı
Sabancı Üniversitesi, İstanbul

2004-04-01

Anket için: <http://www.ayseguleruzun.gen.tr>

Daha fazla bilgi için e-mail: aysegule@su.sabanciuniv.edu

Bölümümüzle ilgili bilgi için: <http://www.sabanciuniv.edu/fass/conflict>

English Translation

Mr. / Mrs.

This e-mail is sent to you by the Masters Program for Conflict Analysis and Resolution in Sabanci University.

The following link will direct you to a survey on “Identifying Workplace Conflicts”.
<http://www.ayseguleruzun.gen.tr>

This survey is an **academic** study and is based on respondents’ anonymous participations. Data collected through this survey will be used in a masters’ thesis study and will not be shared with third parties.

I would like to thank you in advance for your contributions by participating in this study and by forwarding it to your personal contacts to enable their participation.

Kind Regards,

Aysegul ERUZUN

Masters Program for Conflict Analysis and Resolution

Sabanci University, Istanbul

2004-04-01

Survey web-page: <http://www.ayseguleruzun.gen.tr>

For more information about the survey: aysegule@su.sabanciuniv.edu

For more information about the masters program:

<http://www.sabanciuniv.edu/fass/conflict>

B.2 Invitation for Organizational Contacts

Turkish Version

Sayın İlgili,

Bu e-mail size Sabancı Üniversitesi, Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı tarafından gönderilmiştir.

Aşağıdaki link sizi ‘Örgütlerde Yaşanan Uyuşmazlıkları Tanımlamak’ üzere hazırlanmış bir ankete yönlendirecektir.

<http://www.ayseguleruzun.gen.tr>

Bu anket **akademik** bir çalışmanın ürünüdür ve anketi dolduran kişilerden kimlik bilgileri istenmemektedir. Bu anket yoluyla elde edilecek bilgiler kişilerin iş memnuniyeti, çalışma performansı, iletişim becerileri ve motivasyonlarını arttırmaya yardımcı olacaktır. Benzer şekilde şirketlerin insan kaynakları yönetimini, vizyonunu, örgütsel bütünlüğünü ve verimliliğini iyileştirmeye ve geliştirmeye yönelik bilimsel çaba ve çalışmalara yön verecektir.

Şirketiniz içerisinde bu anketin doldurulmasını teşvik ederek bilime ve akademik gelişime yapacağınız katkılar için şimdiden teşekkür ederiz.

Saygılarımla,

Ayşegül ERUZUN

Uyuşmazlık Analizi ve Çözümleri Yüksek Lisans Programı

Sabancı Üniversitesi, İstanbul

2004-04-01

Anket için: <http://www.ayseguleruzun.gen.tr>

Daha fazla bilgi için e-mail: aysegule@su.sabanciuniv.edu

Bölümümüzle ilgili bilgi için: <http://www.sabanciuniv.edu/fass/conflict>

English Translation

Mr. / Mrs.

This e-mail is sent to you by the Masters Program for Conflict Analysis and Resolution in Sabanci University.

The following link will direct you to a survey on “Identifying Workplace Conflicts”.
<http://www.ayseguleruzun.gen.tr>

This survey is an **academic** study and is based on respondents’ anonymous participations. Data collected through this survey, will be used for improving and increasing individuals’ job satisfaction, performance, communication skills and motivations. The findings will also guide and contribute to the efforts and the academic literature on improving human resources management, organizational vision, organizational unity, and overall efficiency.

We would like to thank you in advance for your contributions to academic and scientific improvement by encouraging participation to this survey within your organization.

Kind Regards,

Aysegul ERUZUN

Masters Program for Conflict Analysis and Resolution

Sabanci University, Istanbul

2004-04-01

Survey web-page: <http://www.ayseguleruzun.gen.tr>

For more information about the survey: aysegule@su.sabanciuniv.edu

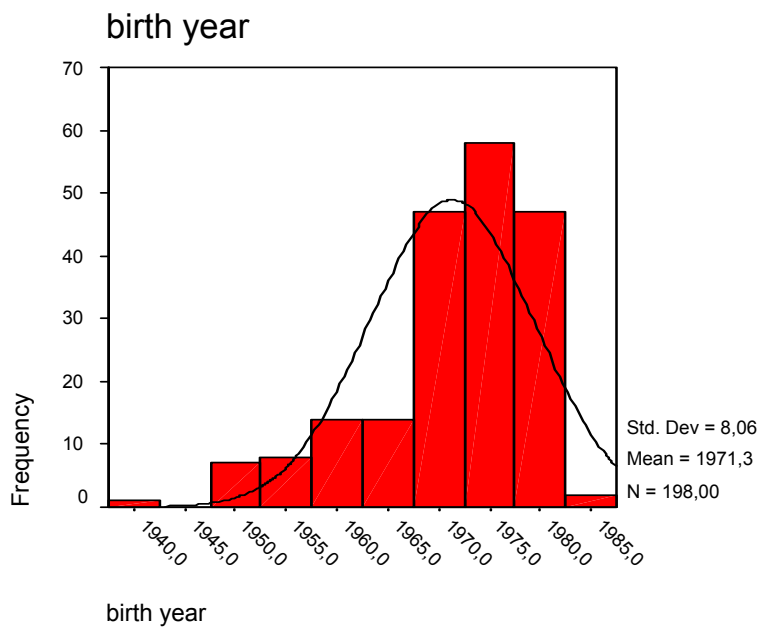
For more information about the masters program:

<http://www.sabanciuniv.edu/fass/conflict>

APPENDIX C. DESCRIPTIVE STATISTICS

1. Respondents' birth year

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
birth year	198	1941	1984	1971,29	8,060	64,967
Valid N (listwise)	198					



2. Respondents' sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	108	53,5	54,3	54,3
	female	91	45,0	45,7	100,0
	Total	199	98,5	100,0	
Missing	missing	3	1,5		
Total		202	100,0		

3. Respondents' nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkish	197	97,5	99,0	99,0
	other	2	1,0	1,0	100,0
	Total	199	98,5	100,0	
Missing	missing	3	1,5		
Total		202	100,0		

4. Respondents' educational status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high school grad.	10	5,0	5,0	5,0
	2 yrs graduate	15	7,4	7,5	12,5
	4 yrs graduate	121	59,9	60,5	73,0
	> graduate	54	26,7	27,0	100,0
	Total	200	99,0	100,0	
Missing	Missing	2	1,0		
Total		202	100,0		

5. Respondents' current status of employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed (in the same org)	163	80,7	81,9	81,9
	Employed (in another org)	21	10,4	10,6	92,5
	Unemployed	15	7,4	7,5	100,0
	Total	199	98,5	100,0	
Missing	Missing	3	1,5		
Total		202	100,0		

6. City in which the conflict was experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Istanbul	159	78,7	79,5	79,5
	Ankara	17	8,4	8,5	88,0
	Izmir	4	2,0	2,0	90,0
	Other	20	9,9	10,0	100,0
	Total	200	99,0	100,0	
Missing	missing	2	1,0		
Total		202	100,0		

7. Profit orientation of the organization in which the conflict was experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	private for-profit	174	86,1	87,4	87,4
	private non-profit	7	3,5	3,5	91,0
	state-owned	18	8,9	9,0	100,0
	Total	199	98,5	100,0	
Missing	missing	2	1,0		
	System	1	,5		
	Total	3	1,5		
Total		202	100,0		

8. Organizational sources of investment at the time of the conflict experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	%100 foreign investment	26	12,9	13,0	13,0
	Foreign & local partnership	30	14,9	15,0	28,0
	%100 local investment	135	66,8	67,5	95,5
	Don't know	9	4,5	4,5	100,0
	Total	200	99,0	100,0	
Missing	missing	2	1,0		
Total		202	100,0		

9. Sector of the organization in which the conflict was experienced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bank /Fin / Inv / Audit	18	8,9	9,0	9,0
	IT/ Internet / telecom	11	5,4	5,5	14,6
	Durable Cons.Goods	4	2,0	2,0	16,6
	Edu. / Couns. / HR	22	10,9	11,1	27,6
	Real Estate	2	1,0	1,0	28,6
	FMCG / Retail / Whol.	18	8,9	9,0	37,7
	Law	7	3,5	3,5	41,2
	Medical & Chemical	3	1,5	1,5	42,7
	Construction	15	7,4	7,5	50,3
	Media / Advert	24	11,9	12,1	62,3
	Automotive	7	3,5	3,5	65,8
	Health	4	2,0	2,0	67,8
	Insurance / Reassur.	7	3,5	3,5	71,4
	Transp. / Log. / Cour.	3	1,5	1,5	72,9
	Textile	16	7,9	8,0	80,9
	Tourism	3	1,5	1,5	82,4
	Other	35	17,3	17,6	100,0
Total	199	98,5	100,0		
Missing	missing	2	1,0		
	System	1	,5		
	Total	3	1,5		
Total		202	100,0		

10. Respondents' organizational status at the time of the conflict experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Owner / Partner	22	10,9	11,0	11,0
	Permanent (Paid) Staff	166	82,3	83,0	94,0
	Temporary (Paid) Personnel	9	4,45	4,50	98,5
	Volunteer (Unpaid)	2	1,0	1,0	99,5
	Other	1	,5	,5	100,0
	Total	200	99,0	100,0	
	Missing	missing	2	1,0	
Total		202	100,0		

11. Respondents' organizational position at the time of the conflict experience

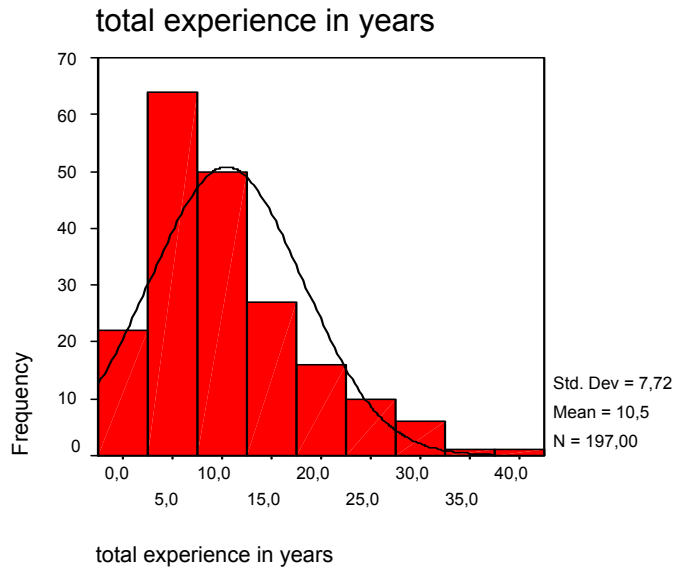
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Upper Level Manager	29	14,4	15,9	15,9
	Mid Level Manager	51	25,2	28,0	44,0
	Specialist	40	19,8	22,0	65,9
	Assistant Specialist	21	10,4	11,5	77,5
	Staff	5	2,5	2,7	80,2
	Other	36	17,8	19,8	100,0
	Total	182	90,1	100,0	
Missing	Missing	20	9,9		
Total		202	100,0		

12. Respondents' prior working experience at the time of the conflict experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	163	80,7	83,6	83,6
	No	32	15,8	16,4	100,0
	Total	195	96,5	100,0	
Missing	Missing	7	3,5		
Total		202	100,0		

13. Respondents' lifetime working experience (in years)

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
total experience (years)	197	1	40	10,45	7,719	59,586
Valid N (listwise)	197					



14. Respondents' lifetime working experience (number of organizations employed)

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
total experience (no. of orgs. empl)	195	1	16	3,85	2,523	6,364
Valid N (listwise)	195					



15. Respondents' total experience (years) in the organization where the conflict was endured

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 1 year	55	27,2	27,8	27,8
	1-3 years	64	31,7	32,3	60,1
	3-5 years	28	13,9	14,1	74,2
	5-10 years	30	14,9	15,2	89,4
	>10 years	21	10,4	10,6	100,0
	Total	198	98,0	100,0	
Missing	missing	4	2,0		
Total		202	100,0		

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