



**ST. MARY UNIVERSITY SCHOOL OF
GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION**

**ASSESSMENT OF CONFLICT MANAGEMENT PRACTICE: IN THE CASE OF
BEKER GENERAL BUSINESS PLC**

By

Bilal Jemal

July, 2021

Addis Ababa, Ethiopia

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A THESIS SUBMITTED TO ST MARY UNIVERSITY SCHOOL OF GRADUATE IN
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Statement of Certification

This is to certify that the thesis prepared by Bilal Jemal, entitled: assessment of conflict management practice: in case of beker general business plc and submitted in partial fulfillment of the requirements for Masters of Business Administration complies with the regulations of the university and meets the accepted standard concerning originality and quality.

Advisor: Mesfin Tesfaye (Ph.D.)

Date: _____

Signature: _____

Declaration

I declare that this thesis is my original work. It has not been presented for a degree in any university and that all sources of materials used for this thesis have been duly acknowledged.

Name: Bilal Jemal

Date: _____

Signature: _____

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Abstract

The general objective of this study was to assess the conflict management practice of bekere general business plcl. a qualitative method was employed to achieve the research objective. A sample of is 157 employees. A questionnaire was administered. Data were analyzed by using frequency, percentage; mean, qualitative analysis. The result of these studies indicates that the company uses a moderate level of integrating style than other styles. The employee response on the company there was functional conflict than dysfunctional conflict. The company uses to the prevention of conflict management by moderate level prevention in the use of providing stable, well-structured tasks and Avoiding win-lose situations. While there was a low level of practice in the use of emphasizing organization-wide goals and effectiveness and facilitating intergroup communication. The organization more use for the prevention of conflict management by avoiding the win-lose situation and providing stable, well-structured tasks.

Keyword: - conflict, conflict management, prevention of conflict management

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Conflict is a natural and inevitable phenomenon in human society. The theme of conflict has attracted the attention of the human mind from time immemorial. Over the years, the issue of conflict has been treated by authors in all of the social sciences. But it received different degrees of emphasis from social scientists during various periods of history (Rahim, 2001). According to Schellenberg (1996), most of the contributions to the study of social conflict came from philosophy and sociology, while a few contributions came from other disciplines, such as biological science.

In recent years, there have been renewed interest and significant changes in the study of conflict in social and organizational contexts. According to Thompson (1998), the formation of the "International Association of Conflict Management" to encourage research, teaching, and training and development on organizational conflict and the publication of the "International Journal of Management" confirms this renewed interest. Furthermore, in the recent past, several universities across the globe have shown great interest in teaching and research on social and organizational conflicts (Rahim, 2001).

Despite the long acquaintance with and the growing interest of people towards conflict, scholars of social and organizational conflict did not come up with a single and clear definition for the term conflict. There is a variety of definitions provided by different authors at different times. For example, Bisno (1988) described conflict as a process of social interaction involving a struggle over claims to resources, power, status, beliefs, and other preferences and desires. Another definition would be the one presented by Thompson (1998). According to Thompson conflict is a perception of differences of interests among people. Similarly, Pondy (1967) described the organizational conflict as a dynamic process underlying organizational behavior.

Sociologists and philosophers have been studying social conflict for years. However, the study of conflict about organizational contexts has been a recent phenomenon. Taylor

(1911) as cited in Rahim (2001) was the pioneer to associate conflict with organizations. In the recent past, there has been a growing interest in the study of conflict in organizations. Currently, conflict in organizations is being considered one of the most important factors that influence organizational performance. For instance, Pondy (1967) stresses that organizational theories designed to address problems of organizational efficiency need to accept conflict as one of the major organizational phenomena. He argued that each problem in an organization is closely related to conflicts within the organization. Hocker and Wilmot (1991) also noted that organizational conflict is an important factor in the study of organizational behavior, development, and process.

According to David J. Cherrington(1989) conflicts are classified as either functional or dysfunctional. Functional conflict is a confrontation between groups that enhances and benefits the organization's performance. Those conflicts which refer to a confrontation or interaction between groups that harm the organization or hinder the achievement of organizational goals are dysfunctional. To this end, the managers of the organization are supposed to avoid those dysfunctional and motivate the functional ones.

Because of the unavoidable nature of conflicts in all institutions, there is therefore the need for institutions to learn to deal with them effectively to minimize their negative impact and maximize their positive impact on institutions (Almost, 2006). The incompatibilities which lead to the conflict could bring about both negative and positive outcomes. However, the positive or negative impact of conflict on the individual and institution would depend on how it is managed. Managing conflict may require the adaptation of certain practices known as conflict management practices.

Conflict management practices have become one of the major areas of concern to many human resource managers over time. They are simply the activities or remedies put in place to manage disagreements and incompatibilities in institutions to maintain peace, stability and also achieve greater output (Kantek and Gezer, 2009).

From the perspective of conflicts, organizations of developing countries are no different from those found in developed nations. Of course, they may require much more learning and investigation to exploit organizational conflicts functionally. One important question may arise at this point. Are there some organizations in developing countries that are more worth

the effort of research activities than others? Developing countries are characterized by their low level of human resource development. On the other hand, human resource development plays the most important role in the building of a nation, while educational institutions are primarily charged with the duty of human development works. In his publication "State and The University in Ethiopia under Three Regimes", Balsvik (2007) suggests that the development of human resources is important for interpretation and understanding of reality, for discussion and thinking, and leadership training to find peaceful solutions based on local conditions. Furthermore, Balsvik (2007) states that universities are beacons of modernization and nation-building, producing competent professionals to meet the development needs of nations.

1.2. Statement of the problem

As an organization, it has a group of individuals who have different interests and unique characteristics shaped by culture, social and biological background under the same goal and objectives of the organization. This situation with other conflicting factors puts interaction among individuals and groups within the organization in danger and consequently, it affects an organization's overall personality, performance, and productivity.

Robert and James (2001) also examined „Conflict Across Organizational Boundaries“ specifically the nexus between managed care organizations and health care providers using boundary-spanning theory as a framework. The result of the study revealed that organizational power affects behavioral responses whereas status differences and negative interactions affect emotions. Mosha, (2006) Studies focusing on conflicts show that working with peoples in organizations involves dealing with many different kinds of problems.

Albert (2005) averred that there are productive and destructive conflicts. According to him, "A conflict is said to be positive when it is constructively discussed by the parties and amicable terms for the settlement reached". Constructively managed conflict induces a positive performance while poorly managed conflict heats the environment to bring about 'dislocation of the entire group and polarization, reduced productivity on job performance, psychological and physical injury, emotional distress and inability to sleep, interference with problem activities, escalation of differences into antagonistic position and malice and increased hostility. Through conflict management, a cooperative atmosphere is created for

promoting opportunities and movement directed towards non-violent, reconciliation, or basic clashing interest.

These two dimensions were later combined into five distinct styles of handling interpersonal conflict. These five styles were integrating, obliging, dominating, avoiding, and compromising (Rahim and Bonoma,1979).

Conflict management also plays the role of enhancing organizational learning, according to Rahim (2002). It helps employees and managers to obtain a deeper understanding of problems and apportion the appropriate measures to deal with them effectively. For example, the conflict management process allows managers to learn new things such as the new causes of conflicts, the nature of conflicts, and the appropriate remedies to deal with them. Organizational learning comprises of acquisition and distribution as well as preservation of information for future use.

Because, if the organization fails to apply an appropriate style or mechanism of conflict management to solve the conflicts, the employees of an organization will be less committed to their responsibilities, there will be also an increasing rate of turnover, low level of worker's job satisfaction. This in turn creates some gap in quality service provision and the overall effectiveness of the organization (Mulatu, 2007).

The studies reviewed above focused on conflict management styles (Mulatu, 2007; Berhanu 2014) and factors of conflict (Gonie, 1998; Gebretensay, 2002), while Fekru (1993) tried to assess types of conflict and styles of conflict management. None of these studies assessed conflict management strategies separately from conflict management styles.

Before describing the research gap intended to be filled by this research, it seems necessary to refer to two conflict situations, one at a global and the other at a national level. At a global level, it has been stated that organizational conflict is still an area that needs further investigation for managers are still tending to reduce or terminate conflicts instead of exploiting them as an opportunity whenever possible (Rahim, 2001). This situation by itself is a gap that invites researchers. At a national level, the case of an Ethiopian manager is no different from its global counterparts, and thus organizational conflict is an issue to be studied. Without referring to this common global research gap regarding the conflict in

organizations, the researcher of this study feels that there are a limited number of researches on organizational conflict, particularly on conflicts in educational institution both at a national and regional level or at local levels. So this study has been designed to fill this research gap.

1.3. Research questions

- What is the prevention of conflict management in beker?
- What is the outcome of conflict in beker?
- Which conflict management styles have practice in beker?
- What is the strength and weakness has beker in conflict management practice?

1.4. Objective of the study

1.3.1. General objective

The general objective of the study was Assessing the conflict management practice of bekere general business plc.

1.3.2. Specific objective

- To identify the prevention of conflict management in beker
- To identify the outcome of conflict in beker.
- To identify conflict management styles of beker
- To identify the strength and weakness has beker in conflict management practice

1.5. Significance of the study

This research is believed to will have had the following significances for parties who have a direct or indirect interest in it; It will give feedback to the organization about the practice they have, prevention of conflict, the strength and weakness of the organization .The output from the research can help the organization to take some remedial actions or corrective measures on the conflict management practice. This research can serve as a potential reference for those individuals who want to conduct further studies on the same or related areas. It enables

the researcher to acquire basic experiences regarding several issues in areas of conflict management and related aspects.

1.6. Limitation of the study

While conducting this thesis paper the researcher faced different constraints. Some respondents did not return the questionnaire. The insufficiency of time that is provided to conduct this research is also one potential limitation of the study. Finally, because of COVID-19, it is hard to collect more data.

1.7. Scope of the study

- **Geographical**

This research was conducted on Beker General Business Plc. Beker General Businesses both factory and company, the factory is located in Alemgena they produced tin can used for paint manufacture and the company located in Lideta they import pharmacy products. With a specific area of conflict management.

- **Conceptual**

This study was focused on the conflicts that the organization's permanent employees face. To this end, the required information was gathered only from the workers of the organization (not from other parties like students, and other customers in the community) for the manageability of the study. Moreover, since the study will give due attention to the conflict management aspect, it is believed that information from permanent employees of the organization is valuable because they participate in conflict management. This study is also confined itself to the area of conflict management only. So, several organizational matters beyond this area were not incorporated for sake of specificity.

- **Methodology**

The approach used in this study was qualitative approach. With regard to the primary sources and secondary source. In order to achieve the objective of the study well designed structured

questionnaire was distributed among the study respondents selected on purposive sampling basis.

1.8. Organization of the study

This research report will have five major chapters. The first chapter will be an introductory chapter which consists of the Background of the study, the background of the organization, statement of the problem, objectives of the study, significance of the study, the scope of the study, limitation of the study, the research methodology, and organization of the study. A review of the related literature will be given in the second chapter. The research methodology will be in the third chapter. The Analysis and presentation of the data collected from respondents will constitute the four chapters. The last chapter will be the summary, conclusion, and recommendation.

1.9. Definition of Key Terms

Conflict: is an interactive state manifested in incompatibility, disagreement, or difference within or between social entities.

Conflict Management: is a way in which principals or others take an active role and intervene in the conflict episode in secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1. Theoretical review

2.1.1. Conflict defined

Conflict management has been defined differently by different authors. However, there is a common idea that runs through all the definitions given by these authors. Some of the diverse definitions of conflict management given by different authors have been stated below:

Rahim (2002) defined conflict management as ".....the process of maximizing the positive aspect of conflict while minimizing the negative aspect of conflict in order to enhance learning and improve organizational effectiveness." The author also considered good communication and problem solving as vital tools in managing conflicts.

Conflict management was also defined by Burton (1998) as "the process of identifying the main causes of tension in relationships being it interpersonal or intra-personal and dealing with them....." This definition implied that, effective management of conflict required the identification of the main causes of the problem.

According to Swanstom and Weissmann (2005), "..... conflict management is seen as a requirement that is needed to initiate preventive measures to conflicts." The author further added that managing conflict required putting down appropriate measures to prevent the problem from reoccurring.

Girard and Koch (1996) viewed conflict management as ".....the act of putting in place measures to prevent a person from becoming ineffective....." These authors further explained that anytime there is conflict, the person involved is considered ineffective.

2.1.2. The views on Conflict

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

Harmony is normal and conflict is abnormal.

- Conflicts and disagreements are the same phenomena.
- Conflict is pathological.
- Conflict should be reduced or avoided, never escalated.
- Conflict can be the result of clashes of personality.
- Emotions are different from genuine conflict.

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

- Conflict is natural.
- Conflict is good and necessary.
- Most conflicts are based on real differences.

Conflict is viewed as natural due to life’s uncertainty. Conflict is good and necessary because conflict can stimulate innovative thinking when it is managed in the right way. Lacking conflict, thoughts and actions are performed because they are habitual. Conflict allows an examination of the necessity of these thoughts and actions. The third assumption points out that people find it easier to live with unresolved misunderstanding than facing the fact that fundamental differences do exist, they demand recognition and appropriate management (Deetz& Stevenson, 1986).

In 1977 another pair of researchers expressed the view that conflict is positive. Corwin and Edelfelt (1977) believe that conflict is acceptable due to the following factors: Firstly, conflict is “inherent in the fact that authority is problematic” and secondly, “conflict is promoted by inconsistent goals, success criteria, and heterogeneity of the clientele”. These researchers argue that conflict “can improve organizations by forcing change and compromise. It challenges assumptions and creates discomfort with existing practices” (Fleetwood, 1987). Conflicts are an integral part of a human’s life in all aspects. One can’t avoid conflicts in families, at work or even when watching the news on television. Historically, the following views on conflict are identified:

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

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

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

The interactionists interpret conflict in a totally different way from traditionalists and people with a contemporary view. According to interactionists, conflict can be identified as either dysfunctional or functional. Conflict is a part of people's lives and a natural phenomenon in all organizations. A low level of conflict will not be harmful for daily operations but will help to create smooth functioning by better understanding of the existing issues. Conflict at the desired level can inspire creativity when handling the issue and resolving conflict. Thus conflict can be positive in work environments, but whenever a critical or major conflict occurs, it should be resolved as the undesired level of conflict can be harmful and dysfunctional for the company (Leung, 2010).

Using discussed earlier views on conflict, the actions of the manager can be decided by comparing the actual level of conflict (a) and desired levels of conflict (d). When referring to the traditional view, the desired level of conflict is always zero. If $(a) = 0$ it means do nothing, but if > 0 it should be resolved. The contemporary and interactionist views differ in a desired level of conflict; it could be equal to or above zero in the contemporary view and is always above zero in the interactionist view. If the desired level of conflict is above zero, then there are three possible options depending on whether $(a) > (d)$ or $(a) < (d)$.

2.1.3. The types of Conflict

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

Interpersonal conflict - conflict that can take an interpersonal form. The sources of this conflict may be personal dislikes or personality differences (Gareth & Jennifer, 2008). A California State University Sacramento report notes that people respond in different ways to disagreements, with personal feelings, attitudes and goals contributing to the conflict. The manager usually wants his employees to settle their differences without his personal intervention, but sometimes he needs to step in (Green, 2012).

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

The scenarios like these are very common in workplaces. The incivility of people can end in violence creating an interpersonal conflict (Kinicki&Kreitner, 2008).

Intragroup conflict - is the conflict within an internal group, team or department. This type of conflict involves more than one person within a group (Gareth & Jennifer, 2008). The harmony within departments of the company is essential. It helps to maintain productivity and workplace morale, among other things. When two or more people do not get along together, that personal conflict can affect everyone around them. Intragroup conflict may be connected with ethnic, religious or gender prejudice, and also various personality differences. Depending on how strong the conflict is, a manager may need outside help to resolve the issues. At this stage, it could be useful for a manager to have a trusted or otherwise objective third party who has experience in conflict management and settling disputes.

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

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

Inter-organizational conflict most often can be resolved through mediation and acknowledging cultural differences (Morgan, 2012). Several possible ways exist for resolving each type of conflict. A manager needs to identify the orientation of the conflict he/she is dealing with have before coming up with a resolution strategy.

2.1.4. Conflict Management Styles

A lot of studies have been conducted in this area of conflict management. However, scholars have not been able to identify the one best style for managing conflict. These scholars maintained that the appropriateness of any given style depends on factors such as the situation and the nature of the conflict. Also, they considered a conflict management style as appropriate for a particular situation if only it was able to provide effective solution to the problem. Rahim (2002), who is a renowned scholar in the field of conflict management, further acknowledged that, there is no one best approaches to managing conflict.

However, Likert and Likert (1976) suggested the problem solving style or the integrating style of managing conflict as the most appropriate in most situations. Many authors have come out with some diverse styles and mechanisms for managing conflicts. Among these authors was Follett (1940) who came up with three distinct ways of handling interpersonal conflicts; domination, compromise and integration. She also identified avoidance and suppression as other ways of dealing with conflicts in organizations. Blake and Mouton (1964) also proposed a conflict management model consisting of five distinct conflict management styles. These included forcing, withdrawing, smoothing, compromising and problem solving. This conceptual scheme of conflict management by Blake and Mouton (1964) was later remolded by Thomas (1976) into five different styles based on "concern for others and concern for one's own self". Concern for one's own self placed more emphasis on

satisfying the interest of one's own self at the expense of others' interest. While concern for others placed more emphasis on satisfying the interest of other people at the expense of one's own self. He called the concern for others, "cooperativeness" and the concern for one's own self, "assertiveness".

Further studies conducted by other scholars such as VandeVliert and Kabanoff (1990) supported the two dimensions proposed by Rahim and Bonoma (1979). These two dimensions were later combined into five distinct styles of handling interpersonal conflict. These five styles were integrating, obliging, dominating, avoiding and compromising. The Dual Model of Rahim is shown below.

Integrating Style

The integrating style of managing conflict placed more emphasis on high concern for both self and others (high assertiveness and high cooperativeness). This style also used problem solving through diagnosis of the problem and then finding of appropriate interventions for the right problems. Rahim (2002) acknowledged that the use of this style involved important variables such as, openness and information exchange, obtaining alternatives and the examination of differences to reach an effective solution which was acceptable to both parties. Here, the parties were expected to open up and exchange ideas, because this style involved exchange of ideas between the parties.

According to De Church and Marks (2002), this style was commonly used when the problem in question was a complex one. A complex problem as explained by the above author was one that required synthesis of ideas in order to come out with an appropriate solution. Studies conducted, discovered integrating style as more appropriate if integration of activities in different subsystems within an institution was required. This style easily integrated groups within the institution to ensure effective coordination. Most researchers including were of the view that problem solving which were also known as integrating style by Rahim (2002) was more appropriate when it came to dealing with social conflicts. Issues which were strategic in nature also yield positive results when integrating style was used.

Obliging Style

Almost (2006), this style is where a person is more concerned about the interest of others rather than his/her own interest (high cooperativeness and low assertiveness). In this style, the party believes he/she may be wrong and thinks that the other party is rather right. This usually puts the party at the weaker position. This style is most applicable where one party gives something of value to the other party in exchange of something in future when he/she needs help. This style is usually used when the issue in question is of great importance to the other party and the party also wants to preserve the relationship. Here, because the party is interested in preserving the relationship and the issue is also of more importance to the other party, the party then offers something of value to the other party in hope of getting help in future (Brooks, 2009).

Dominating Style

This is where a party is more concerned about his/her own interest and neglects the interest of others (high assertiveness and low cooperativeness). This style is associated with being competitive. A dominating person according to Back and Back (1994) has the objective of wanting to win so he/she would do anything possible to achieve his/her objectives by so doing, neglecting the interest of others. Some scholars have argued that this style was selfish in nature. Unlike obliging where the issue is of much importance to the other party, here the issue is of importance to the party so he/she would do whatever it takes to win. In situations where quick decisions are to be made and the people involved are unskilled, the manager could adapt this style. However, subordinates who are skilled may see their superiors as being autocratic. This style was also considered appropriate where the issues involved are less complex. It is not appropriate to use this style in situations where both parties are powerful.

Avoiding Style

This is where the party has low concern for both self and others too (low assertiveness and low cooperativeness). A manager who uses this style always fails to meet his needs and that of others too. Here the party thinks it is not worth confronting the other party. In situations where the issue is important to one party and there is responsibility on the party to make decisions, this style may not be useful. This style requires patience on the part of the two

parties. This style is non-confrontational in nature and it is used for minor issues. Avoiding is always associated with negative conflicts (De Dreu, 1997). This is true because the real cause of the problem may not be tackled and the issues may pile up.

Compromising Style

This is where there is an intermediate between concern for self and others (moderate assertiveness and moderate cooperativeness). This is a kind of "give and take" and here, both parties give something in order to get something in return. The goals of the two parties should be mutually exclusive for this style to be effective. Protracted conflicts could be handled effectively using this style. However, according to Rahim (2002), this style is not suitable for handling complex problems that require problem solving. But some managers still use it and they end up getting the wrong results. This style also, may not be appropriate in situations where one party is more powerful than the other. This style is most appropriate where integrating or dominating style cannot be used. Managing conflicts in general come along with some challenges that institutions face and the institutions should learn to deal with these challenges effectively (Brooks, 2009).

2.1.5. Strategies for Preventing Conflict

On the more positive side, there are many things managers can do to reduce or actually solve dysfunctional conflict when it occurs. This fall into two categories: actions directed at conflict prevention and actions directed at conflict reduction. We shall start by examining conflict prevention techniques, because preventing conflict is often easier than reducing it once it begins. These include:

Emphasizing organization-wide goals and effectiveness. Focusing on organization-wide goals and objectives should prevent goal conflict. If larger goals are emphasized, employees are more likely to see the big picture and work together to achieve corporate goals.

Providing stable, well-structured tasks. When work activities are clearly defined, understood, and accepted by employees, conflict should be less likely to occur. Conflict is most likely to occur when task uncertainty is high; specifying or structuring jobs minimizes ambiguity.

Facilitating intergroup communication. Misperception of the abilities, goals, and motivations of others often leads to conflict, so efforts to increase the dialogue among groups and to share information should help eliminate conflict. As groups come to know more about one another, suspicions often diminish, and greater intergroup teamwork becomes possible.

Avoiding win-lose situations. If win-lose situations are avoided, less potential for conflict exists. When resources are scarce, management can seek some form of resource sharing to achieve organizational effectiveness. Moreover, rewards can be given for contributions to overall corporate objectives; this will foster a climate in which groups seek solutions acceptable to all.

(<https://opentextbc.ca/organizationalbehavioropenstax/chapter/resolving-conflict-in-organizations/>)

2.1.6. Outcome of conflict

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

Functional conflict

Supports the goals of the organization and improves its performance. Functional conflict may actually encourage greater work effort and help task performance. One of the main benefits of constructive conflict is that it gives its members a chance to identify the problems and see the opportunities. Also it can inspire to new ideas, learning, and growth among individuals. When individuals engage in constructive conflict, they can learn more about themselves and others. In addition, it can help to improve relationships among members, because when two sides work on resolving a disagreement together, they feel that they have mutually accomplished something. Such orientation to conflict can mostly be found in US in interpersonal communication texts (Kinicki & Kreitner, 2008).

The first assumption means that although conflict is a complicated process, it can strengthen relationships. If the conflict is managed correctly, it will lead to stronger, healthier and more satisfying relationship. In this case conflict also increases cohesiveness of groups. With

reference to the second and third assumptions the main idea is to recognize conflict as soon as possible and work through it in a productive way (Martin & Nakayama, 2007).

According to Robbins (2001), functional conflict supports the goals of the group and improves its performance. He tries to relate functional conflict with task and process conflict. Task conflict relates to the content and goal of the work and process conflict relates to how the work gets done. To be productive process conflict must be kept low and also a low to moderate level of task conflict demonstrate consistent positive effect on group performance because it stimulates discussion of ideas that help group perform better.

Dysfunctional conflict

Such form of conflict usually hinders organizational performance and leads to decreased productivity. This conflict orientation is characterized by competing individual interests overriding the business's overall interests. Managers withhold information from one another. Employees sabotage others' work, either intentionally or through subtle, conflict-motivated disinterest in teamwork (Kinicki & Kreitner, 2008).

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

Try to state dysfunctional conflict are unhealthy, destructive disagreement between two or more people. The danger it has is that it focuses on conflict itself and parties involved rather than focusing on the work to be done. For recognizing the key origin of dysfunctional conflict is often emotional or behavioral (Nelson and James, 2000).

Different scholars define conflict in different way but all of them agree that conflict is inevitable, then it can be managed to get a positive result. Therefore, to manage a conflict one must first be able to identify the type and causes of conflict and select methods that will reduce or resolve the conflict.

2.1.7. The Conflict process

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

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

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

- 1) Communications
- 2) Structure
- 3) Personal Variables

- 1) Communication. The term communication consists of different words connotations and jargon. Insufficient exchange of information and noise in communication channel can be the reasons for conflict. Thus, either too much or too little communication can be the foundation for conflict.
- 2) Structure. The term structure includes such variables as size, degree of specialization in the tasks assigned to group members, jurisdictional clarity, member-goal compatibility, leadership styles, reward systems and the degree of dependence between groups. Most of all specialization and size stimulate conflict. If a group is large, there is greater possibility that activities will be more specialized, thus there are more chances that could lead to conflict. In addition, a high turnover and young members can formulate the basis for a new conflict.
- 3) Personal Variables. Personal variables include an individual value system that each person has. Certain personality types, such as authoritarian and dogmatic, can create a conflict. There is also another variable in the study of social conflict - difference in value systems. Value differences can explain diverse issues such as prejudice disagreements over one's contribution to the group and rewards one deserves.

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

Stage III: Intentions. Intentions mean decisions to act in a given way. Intentions can be described as intervening between people's perception and emotions and their overt behavior.

With the help of two dimensions - cooperativeness (the degree of willingness of one party to satisfy the other party's interests and assertiveness (the degree to which one party wants to satisfy its own interests) five conflict handling intentions were identified.

- 1) Competing (assertive and uncooperative): When one person wants to satisfy his or her own interests despite of the impact on the other parties involved in the conflict, this person is competing.
- 2) Collaborating (assertive and cooperative).The situation in which the parties of the conflict desire to satisfy fully the concerns of all the parties. In collaborating the parties try to solve the problem by clarifying differences rather than by accommodating various points of view. For instance, a win-win solution when both parties can reach their goals.
- 3) Avoiding (unassertive and uncooperative). Occurs when the person learns about a conflict but decides to withdraw from conflict process. An example can be ignoring a conflict and avoiding people with whom a person disagrees.
- 4) Accommodating (unassertive and cooperative). In order to maintain relationship one party is ready to place another party's interests above its own interests.
- 5) Compromising (midrange on both assertiveness and cooperativeness). The situation when each party is willing to give up something. In this case there is no winner or loser. Parties accept the solution where interests of both of them are satisfied.

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

Stage IV: Behaviour. In this step a conflict becomes visible, thus people usually tend to focus on this stage. During this phase conflicting parties make statements, actions and reactions. These conflict behaviours are applied by the parties to implement their intentions. There may

be some miscalculations or an unskilled enactment at this point, which is why overt behaviors may differ from original intentions. The stage IV is a dynamic process of interaction. Figure 4 illustrates a way of visualizing conflict behaviour. All conflicts are found along this continuum. The lowest level of continuum represents conflicts with highly controlled forms of intention that have indirect character. Then conflict moves upward along the continuum until they become highly destructive. As a rule, functional conflicts can be identified on the lower range of the continuum Stage V: Outcomes. Each conflict has its consequences. There are two kinds of outcomes: functional and dysfunctional. Functional outcomes result in an improvement in the group's performance, dysfunctional usually hinder group performance. Conflict is constructive when its influence is positive. It improves and stimulates creativity and innovations, encourages interest and curiosity, thus it improves the quality of decisions and the effectiveness of a group. Functional conflict is very helpful for groupthink as it challenges the status quo and therefore can influence on the creation of new ideas.

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

For instance, New York's well known law firm "Shea & Gould" was closed because its 80 partners couldn't get along. As one of the legal consultants familiar with this situation said: "This was a firm that had basic and principled differences among partners that were basically irreconcilable". During the final meeting with the firm's partners the same consultant pointed: "You don't have an economic problem. You have a personality problem. You hate each other." This example illustrates how dysfunctional conflict can destroy an organization (P.Robbins, 2005).

It is important to identify the nature of the conflict as it will help in the resolution of the current conflict and can prevent the appearance of similar conflicts again.

2.1.8. Factors that influence Conflict Management

Effective conflict management involves making vital changes at the macro-level within the organization so that affective conflict could greatly be minimized while increasing

substantive conflict. Essential dynamisms in certain areas like leadership, culture and the organization's structural design influence conflict management in organizations.

Leadership and Management Style

The style of leadership could influence conflict management. Some institutions may have leaders with particular leadership styles that may motivate or demotivate conflict management in the institution. Basically, leaders may be either transformational or transitional. According to Deutsch and Coleman (200), transformational leaders tend to be more charismatic and they can use this quality to influence effective conflict management. In the same way, in organizations where leaders are transitional leaders, conflict management may also be influenced because of the lack of vital qualities on the part of the leaders in managing conflicts. Basically, no leadership style is considered good or bad.

According to Vroom and Yetton's (1973) decision theory and House's (1971) path-goal theory of leadership, there is no one best style for dealing with different issues but it all depends on the situation. According to the decision theory by Vroom, all the styles of leadership could be appropriate at any point in time depending on the nature of the problem and the situation. Therefore, the appropriateness of any leadership style would depend on the situation. Whenever there is a mismatch between the leadership style and the conflict situation, effective conflict management may not be achieved.

Organizational Culture

Effective conflict management is largely influenced positively by an organizational culture that encourages openness and risk taking and also sharing of useful information; a kind of learning where carrot is given instead of a stick to enhance voluntary learning through positive reinforcement (Schein, 1993). On the other hand, in situations where the kind of culture discourages employees from challenging the status quo, employees may not fully cooperate in the conflict management process and they would keep their opinions to themselves. In such cultures, employees are not able to bring on board their opinions and suggestions during decision making in the organization leading to a large pool of untapped ideas.

The culture of reinforcement could also be used effectively by managers to motivate conflict management behaviors in their respective organizations. This form of reinforcement could be used to achieve effective performance and creativity as well as improving long-term performance through rewards. Abrams (2009) affirmed the above statement when he commented that, in organizations where desired behaviors were encouraged through rewards, expected outcomes were easily achieved. Managers are therefore encouraged to acknowledge these reinforcement mechanisms and their influence on conflict management in their organizations.

Organizational Structure

Organizations may have structures which may be hierarchical or flat in nature. No one structure could be said to be good or bad but its appropriateness would depend on the situation. According to Rahim (2002), the structure of an organization includes the hierarchy, procedures, reward systems and many others. In certain situations, alteration of the structure of the organization may positively or negatively influence the conflict management practices in the organization. The author also suggested that the appropriateness of any structure would depend on the organizational environment. According to him, the structure could either be mechanistic which is also called bureaucratic or organic which is also called organismic. Researchers like Lawrence and Lorsch (1967) came up with the findings that, mechanistic structures were more convenient for departments which responded to stable environments. On the other hand, organic structures were more suitable for departments which were responsible for unstable environments. It could be deduced that the more the congruence between the structure and environment, the more effective the management of conflict would be. Organizations may alter their structures based on certain factors.

Organizational Policies and Procedures

The organizational policies have a great influence on the conflict management practices of organizations. Some policies in the organization may influence the practices positively or negatively. Some of the policies that positively influence conflict management include policies that are flexible enough and allow employees to participate effectively in the conflict management process. Organizational policies that may influence conflict management

negatively include strict rules that do not allow employees to express themselves and actively participate in the conflict management process (Euwema ., 2007).

Time and Venue

Conflict management may be influenced by the time and venue chosen. VanSant (2003) commented that if the venue is not suitable for dealing with conflict, the expected outcome may not be achieved. The author further recommended a serene environment and a time when all tempers are down as appropriate in order to achieve a positive response from both parties and generally achieve a successful outcome. Trying to deal with the problem immediately the problem occurs may worsen the situation .

2.1.9. Challenges in Managing Conflicts

Conflict management in spite of its importance, still has some challenges. These challenges cut across from the individual level to the organizational level. One of the major challenges of conflict management is that, some of the conflict management styles usually turn out to be time consuming and this may cost the institution so much. In choosing the appropriate style for a particular conflict situation, a time consuming approach may be required and much of productive time would have to be forfeited in order to effectively employ a particular conflict management style. De Drue (1997) also showed consistency with this argument on conflict management style. Also, managers may get carried away by the conflict management process such that, they may not realize it is eating into normal working hours.

According to Mitroff and Featheringham (1974), one of the challenges that could be encountered in managing conflict is the occurrence of some form of errors. One of such errors is the probability of solving a wrong problem. The authors further commented that, this error usually occurred when there is lack of proper diagnosis of the problem and where there is inadequate understanding of the nature and cause of the conflict leading to the application of the wrong intervention to the problem.

Another challenge that could be encountered is lack of cooperation on the part of the two parties involved in the conflict. When either of the parties or both parties are reluctant to take active part in the conflict management process, the success of the entire style may not be achieved. One of the parties or both parties may refuse to take part in the conflict

management process when they probably feel so hurt about the problem. According to French and Bell (1999), for a conflict management practice to succeed, the parties involved should be willing to take active part in the entire conflict management process. Back and Back (1994) were also consistent with the statement made by French and Bell (1999).

According to Cronin and Weingart (2007), conflict between or among people is associated with emotions. When the person handling the conflict does not have the professional skills needed to deal with the problem, he/she may end up worsening the situation. Conflict cannot just be managed by anybody. There are some technicalities required in managing conflicts. Choosing the appropriate conflict management style could be very challenging as suggested by Euwema (2007). But managers still need to jump this heddle and manage the problem. When a wrong approach to handling a particular problem is adopted, the end results could be disastrous (Brooks, 2009). It takes a professional to identify and choose the appropriate conflict management style to solve the right problem.

Another challenge in handling conflict has to do with the two dimensions of conflicts, namely; affective and substantive conflict. According to De Drue (1997), affective conflict which is also known as relationship conflict deals with incompatibilities relating to interpersonal relationships while substantive conflict also known as task conflict deals with incompatibilities associated with group members. Substantive conflict was considered as good conflict while affective conflict was considered as bad conflict (De Church and Marks, 2002). Rahim (2002) in his studies drew a conclusion that, there was a positive correlation between the two dimensions of conflict and this is considered as a challenge.

2.1.10. Approaches to Conflict Management

Conflict arises from varied sources and inevitable in organizational settings. This necessitates application of appropriate techniques to manage it effectively. Several approaches have been suggested, particularly in behavioral science and in general, in management literature, to resolve conflicts. Robbins and Webber (1989:308) presented the approaches to conflict management as stated below:

Dominance

The easiest technique to resolve a conflict is to eliminate the other party together. This technique can be exercised by individuals, coalitions and majorities. Individual dominance involves application of fighting or physical strength in a way that the other party is damaged without causing injury to self. Frequently, in such situations, the loser party withdraws from the conflict and attempts to compete with less formidable rivals.

Thus, a manager may use dominance technique to eliminate rival parties by dismissing them. However, this technique is useful only if the problem is people-oriented rather than organization-oriented. Moreover, coalitions of two or more individuals can be used to generate extra support and facilitate decisions. The coalition dominance resolves conflict by consolidating power around a central figure, enabling him to force the opponent to give up the fight. (Robbins et al, (2004:205)

Avoidance

Conflict can also be reduced by avoiding it altogether. This involves efforts on the part of the conflicting parties either to withdraw or disguise the inconsistency. By withdrawing, one party enables the other to 'win', that is, becoming the sole occupant of the goal. Moreover, conflict can also be managed by redefining the goals through mutual withdrawal and establishing other non-over-lapping goals. Sometimes, subordinates withhold or suppress unpleasant information to avoid conflict with their superiors. This technique merely facilitates the avoidance of conflict rather than its resolution. (Robbins et al, (2004:206)

Smoothing

In this technique, differences between parties are disguised while similarities are highlighted. It enables the conflicting parties to realize that they are not very much apart from each other. This shared viewpoint enhances the possibility of working together towards a commonly held goal.

Compromise

This technique forms a commonly used method to benefit all the parties in a conflict in one way or the other. Either the 'goal object' is divided among the competing parties or one party provides something else to the other in exchange for the desired outcome.

This method may involve offers and counter-offers, and proves effective in arriving at a mutually satisfying solution, where the competing parties are of nearly equal strength. It is influenced heavily by the relative strength of the parties. This technique merely provides a temporally solution and conflict may recur with the emergence of suppressed demands.

Hierarchical Decision-Making

In addition to compromise, appeal for hierarchical decision-making can be made by the parties in conflict. Sometimes, an appeal to change, such as tossing a coin-can be made to resolve conflict by compelling the loser party to withdraw from the situation. An appeal to positional authority or authoritative command can also be used to resolve conflict. Thus, a common superior can be requested to use his authority to resolve conflict through a proper decision.

Problem-Solving

This technique seeks to resolve conflicts through face-to-face confrontation and embodies measures to accomplish the common interests of the parties in conflict. The conflicting parties are required to come together to resolve the problem instead of accommodating each other's divergent viewpoints.

Bargaining

Unlike in dominance, here both parties recognize their mutual dependence and work together satisfactorily to resolve the conflict rather than eliminating the other side. On the other hand Marry Ann (2004:208) explained approaches to conflict management in a way by:

Emphasizing Super Ordinate Goals

One way to minimize conflict is by focusing everyone on super-ordinate goals. Super ordinate goals are common objectives held by conflicting parties that are more important than the departmental or individual goals in which the conflict is based. Focusing attention on super-ordinate goals is particularly useful where conflict is caused by goal incompatibility and differentiation.

Reducing Differentiation

Super-ordinate goals offset differentiation by establishing a common frame of reference, but they don't actually remove any of the underlying diversity that people bring to the relationship. To reduce differentiation, one must alter or remove the conditions that create these differences in the first place. It could be for example by having everyone to wear the same work clothes.

Improving Communication and Understanding

Communication is critical to effective conflict management. By improving the opportunity, ability, and motivation to share information, the parties develop less extreme perceptions of each other than if they rely on stereotypes and emotions. Direct communication provides a better understanding of the other party's work environment and resource limitations. It's also important to introduce dialogue meetings, in which the disputing parties discuss their differences.

Reducing Task Interdependence

Another way to minimize dysfunctional conflict is to reduce the level of interdependence between the parties.

Increasing Resources

An obvious way to reduce conflict due to resource scarcity is to increase the amount of resources available. Corporate decision makers might quickly dismiss this solution because of the costs involved. However, they need to carefully compare these costs with the costs of dysfunctional conflict arising out of resource scarcity.

2.1.11. Roles of Conflict Management in Institutional Growth

Every institution in the nation needs to grow so that the entire nation could benefit from it. Conflict management plays an important role in enhancing institutional growth. Conflict management enhances organizational effectiveness (Rahim, 2002). When conflicts occur in organizations, they slow down the activities of the organization and could lead to unproductivity if not properly managed. When the needed attention is given to every conflict in the institution, no matter how unimportant they may be, proper diagnosis could be made and appropriate interventions could be employed so that higher performance could be achieved. According to Maccoby and Studder (1998), in situations where the conflict type was destructive rather than constructive, the appropriate conflict management strategy should be employed if not, organizational effectiveness may not be achieved. In the same way, if the conflict is constructive and the appropriate conflict management mechanism is not employed, organizational effectiveness may lack.

According to Roloff (1987), conflict management helps to improve and strengthen the bond between employees and management. He was of the view that, when conflicts are properly managed, employees could learn to appreciate their individual differences and work cordially for the betterment of the organization. Through conflict management, peace and stability could also be achieved.

Rahim (2002) also suggested that, for organizations to manage conflicts ethically, organizations should institutionalize some key positions. These positions are the customer advocate, employee advocate, supplier advocate, environmental and stockholders advocates. proper attention should be given to these advocates in order to achieve an ethically managed institution. This at the long-run would help in the growth of the institution.

2.2. Empirical literatures

Conflict is one of the important aspects of organizational life. Schermerhorry (1996) reported that managers spend up 20% of their time in dealing with conflict or its aftermath. Researchers have given special attention to conflicts that occur between managers and employees. Such conflicts should be managed properly; otherwise they can undermine labor relations and productivity of organizations (Tjosvold and Chia 1998). The study by Mayer

(2004) confirmed that cooperative styles generally, result in beneficial outcomes in the workplace, whereas uncooperative styles produce negative outcomes.

Weider-Hatfield and Hatfield (1996) and Thomas and Kilman (1974) investigated the relationship of conflict management styles of manager with various outcomes of employees and concluded that conflict management styles are directly related with job satisfaction, satisfaction with supervision, supervisor employee relationships, long term cooperation and attitudinal and behavioral compliance.

Styles of leaders seem to depend largely on cultural traditions of societies. The beneficial outcome of cooperative conflict management style in improving work attitude of employees is an accepted fact in the western culture and in conflict management literature. For instance the leadership style in the east particularly in China is heavily influenced by cultural traditions which are based on father son relationship. These traditions may allow leaders to maintain strong authority over employees whereas employees are obliged to obey. Since china has a large power distance culture that predisposes people to take the inequality between the leaders and the followers for granted, it is likely that followers be tolerant of uncooperative conflict management styles and may not confront with their managers in conflict situations (House, 2004). Therefore, the proportion that uncooperative conflict management style is directly related with negative subordinate attitudinal outcomes may not be supported.

Based on factor analysis of items Putnam and Wilson (1982) developed an instrument on organizational communication conflict and provided empirical evidence that there are three styles of handling interpersonal conflict: obliging, integrating and dominating. Lawrence and Lorsch (1967a) selected 25 traditional proverbs to measure 5 modes of conflict resolution, but their factor analysis identified only three: forcing, smoothing and confrontation. Rahim (2001) argues that both the Putnam and the Lawrence models are not meaningful since these analyses were not based on past theories and researches. Moreover, Rahim argues that multiple factor analysis must have been computed with different sets of items in different samples in order for the analysis to be meaningful.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research approach

Based on the type of data used there are types of the research approach. Research is a way to explore and understand the meaning that individuals or groups attribute to a social or human problem. Qualitative studies are seeking descriptive data through a holistic viewpoint and examine several variables, but only in a small population. In qualitative research data are usually collected in participant's setting and the data analysis process builds inductively from details to general topics, and a researcher makes interpretations of the meaning of data (Croswell 2009). Therefore the researcher applied a quantitative approach in conducting the study.

3.2. Research design

A research design is a blue print for collection, measurement and analysis of data. It links the data to be collected to the research question in the study (Kathari 2004). It is a research plan and procedure that extend decisions from general assumptions to detailed methods of data collection and analysis. The choice of research design is also based on the nature of the research problem or issue being addressed, the personal experiences of researchers, and the masses of the study (Croswell 2009).

In order to determine the conflict management practice of Beker general business PLC, the study used a descriptive type of research design was employed. The descriptive research design is used to describe the characteristics of factors and for this the questionnaire as the main part of a survey design uses to collect data from the population.

3.3. Target population and sampling

3.1.2. Target population

A population refers to the aggregate of all cases that conform to some designated set of specifications it is the entire set of relevant units of analysis or data. For this study,

According to the information from the beke general business group plc the target population of this study was 157 employees.

3.1.3. Sampling size and technique

According to the information from the beke general business group plc. The total number of the employee was 157. The researcher was chosen to study the entire population because the size of the population that has the particular set of characteristics that we are interested in is typically very small and it will manage.

3.4. Data sources

To get all the necessary data on the area under which the research is conducted, both the primary and secondary sources of data were used. Primary sources data from the primary source were collected by using a questionnaire through survey method. Secondary sources Several Books, Internet sources, and materials which are prepared by an organization like organizational manuals, brochures, and annual reports were used to collect the necessary information.

3.5. Data collection

The researcher used a questionnaire to collect the necessary data. The questionnaire was for the employee. The questionnaire was for the variable of conflict and conflict management.

Procedure of data collection

After a letter of support was obtained from St Mary University, the company director was asked for permission. Permission was obtained to research a condition that would not affect the working processes. The questionnaire was developed. Then, the instrument was translated into the Amharic language for clarity and intention of obtaining relevant data from the respondent. Then the researcher arranged place and time with the directors to get the respondents to make them aware of the purpose of the study and to distribute the questionnaires. Before the data collected the participants were asked their informed consent to participate freely and, during data collection they were informed as the data was kept

confidential and not to write their names which are related to their privacy, so every individual's response could be anonymous and confidential

3.6. Data analysis and presentation

For the analysis of the primary data, descriptive and inferential statistical analysis technique was employed. With regards to the descriptive analysis percentages, means, standard deviations and frequencies were calculated by using SPSS version 20.

The mean score comparison technique was commonly used to analyze and compare levels of quantitative measures (Zaidotal and Bagheri, 2009). This study also applied this technique. According to Zaidotal and Bagheri (2009), mean score values are classified into three ranges.

Table 1: Mean score comparison basis for five point Likert scale instrument

| Mean score | Description |
|------------|-------------|
| < 3.39 | Low |
| 3.40-3.79 | Moderate |
| > 3.80 | High |

Source : Zaidotal and Bagheri, 2009).

3.7. Reliability and validity of a tool

To check the reliability of the tool and the total amount of time that was taken for completion, In order to test the internal consistency of variables in the research instrument Cronbach alpha coefficient was calculated. Cronbach-alpha is widely used in educational research when instrument for gathering data have items that are scored on a range of values, i.e. different items have different scoring points or attitude scales in which the item responses are in continuum (Oluwatayo, 2012). The reliability coefficient for the questionnaire is 0.82. This coefficient was calculated for all items under each variable and the results showed an acceptable level of reliability.

Validity is whether our assumptions, inferences or propositions are valid. This involves the degree to which we calculate what we are expected to do and, more precisely, our calculation accuracy (John et al, 2010). In this study, content validity was determined by consulting the advisor. The research advisor looked at every question in the questionnaire. Recommendations (to continue with the instrument with some correction) from the experts were taken into consideration to improve the instruments.

3.8. Ethical Consideration

To make the research process professional, ethical considerations were made. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaire and subjects' confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's responses during data presentations, analysis and interpretations. Furthermore, all the materials used for this research have been acknowledged.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

As it is mentioned in the methodology part, the collected data is analyzed in quantitative and qualitative methods of data analysis. Data that was collected by questionnaires analyzed using a quantitative method of data analysis and using the qualitative method of data analysis.

4.1. Results of the Study

In this section, the data that is found from the employee are analyzed. This is from questionnaires which are distributed to the sample of 157 employees found on bekere general business plc. Out of 157 questionnaires distributed to employees of the organization, only 151 of them are returned. So In this chapter, the information gathered from the respondents is analyzed.

Part I:-Background information

Table 2 profile of respondents from Administrative staff

| | Sex | | | Age | | | | | | |
|------------|------|--------|-------|-------|-------|-------|-------|-------|-----------|-------|
| | Male | Female | Total | 18-22 | 23-27 | 28-32 | 33-39 | 40-46 | 47- above | Total |
| Number | 103 | 48 | 151 | 19 | 43 | 40 | 22 | 18 | 9 | 151 |
| Percentage | 68.2 | 31.8 | 100 | 12.6 | 28.5 | 26.5 | 14.6 | 11.9 | 5.9 | 100 |

According to the information given in the above table, 103 (68.2%) of the respondents are male and 48 (31.8%) of them are female. Regarding the age distribution of the respondents, 19(12.6%) of the respondents lies between 18-22, 43 (28%) of them are aged between 23-27, 40(26.5%) of them are between 28-32,22(14.6%) of them are aged between 33-39, 18 (11.9%) of them are aged between 40-46 and the rest 9(5.9%) are aged above 47.

Table 3 Educational and marital status

| | Education status | | | | | | | |
|------------|------------------------|------------------|-------------|---------|----------|----------|-----|-------|
| | Below 12 th | 12 th | Certificate | Diploma | BA (BSC) | MA (MSc) | PhD | Total |
| number | 19 | 20 | 18 | 22 | 54 | 13 | 5 | 151 |
| percentage | 12.6 | 13.2 | 11.9 | 14.6 | 35.8 | 8.6 | 3.3 | 100 |

Regarding the respondents educational status, 19(12.6%) of them are below grade 12,20(13.2%) of them are grade 12 complete, 18(11.9%) of them are certificate holders, 22(14.6%) of them are diploma holders, 54(35.8%) of the respondent are BA (BSC) holders, 13 (8.6%) of the respondent are MA (MSC) holders and the rest 5(3.3%) of the respondents are PhD holders. From this information, we can easily observe the fact that most of the workers in an organization have good educational status.

It is definite that the educational status of the given individual has a great thing to do with the efficiency and effectiveness of what he/she performs. So the fact that Most of the administrative staff of the organization holds good academic status can contribute a lot towards the effectiveness of the organization.

Table 4 Years of experience of respondents from administrative staff

| Experience (in years) | Number | Percentage (%) |
|-----------------------|--------|----------------|
| 4-below | 22 | 14.6 |
| 5-9 | 48 | 31.8 |
| 10-14 | 58 | 38.4 |
| 15-21 | 15 | 9.9 |
| 22-28 | 8 | 5.3 |
| Above 29 years | 0 | 0 |
| Total | 151 | 100 |

According to the information given above, 22 (14.6%) of the respondents have 4-below years of experience, 48(31.8%) of them have experience of 5-9 years in the organization, 58(38.4%) of them have experience of 10-14 years, 15(9.9%) of them have an experience of 15-21 years and the rest 8(5.3%) of the respondent has an experience of 22-28 years.

PART II Organizational conflict and conflict management practices

1. Conflict Management Styles

Conflict management style was measured by five independent sub-dimensions of interpersonal conflict-handling styles: integrating, obliging, dominating, avoiding, and compromising. The instrument used self-report of respondents for measuring the styles of handling of interpersonal conflicts of respondents with their peers, superiors, and subordinates. The styles of handling conflicts were measured with statements that were to be filled out on a 5 point Likert scale. 1= strongly disagree, 2=Disagree, 3= Neutral, 4= Agree and 5= strongly agree .The extent of use of a particular style was represented by mean scores of responses.

Integrating Style

This style has been measured by four statements. The results show in the table.

Table 5:- employee response regarding integrating style.

| S. No | Statements | SD | | A | | N | | D | | SD | | M |
|-------|--------------------------------------------------------------------------------------------------------------|----|------|----|------|----|------|----|------|----|-----|-------------|
| | | f | P% | f | P% | f | P% | f | P% | f | P% | |
| 1.1 | Integrating Style | | | | | | | | | | | |
| 1.1.1 | I try to investigate an issue with my supervisor to find a solution acceptable to us. | 39 | 25.8 | 51 | 33.8 | 30 | 19.9 | 21 | 13.9 | 10 | 6.6 | 3.58 |
| 1.1.2 | I try to integrate my ideas with those of my supervisor to come up with a decision jointly. | 36 | 23.8 | 54 | 35.8 | 38 | 25.1 | 19 | 12.6 | 4 | 2.6 | 3.65 |
| 1.1.3 | I exchange accurate information with my supervisor to solve a problem together. | 38 | 25.1 | 61 | 40.3 | 31 | 20.5 | 14 | 9.3 | 7 | 4.6 | 3.72 |
| 1.1.4 | I try to bring all our concerns out in the open so that the Issues can be resolved in the best possible way. | 43 | 28.5 | 58 | 38.4 | 33 | 21.9 | 12 | 7.9 | 5 | 3.3 | 3.8 |
| | Grand mean | | | | | | | | | | | 3.68 |

According to the above table question number 1.1.1, the mean result 3.58 shows that the employees can highly investigate an issue with their supervisor to find a solution.

From question number 1.1.2, the mean value which is 3.65 shows that the employees can highly integrate their ideas to their supervisor to come up with a decision jointly.

From question number 1.1.3, the mean value shows that that 3.72. This is interpreted as employees have good information exchange with their supervisor.

From question number 1.1.4, the result of the mean value shows that 3.68. This is interpreted as employees share what things they concern about openly.

It was observed that the grand mean score of the employee greater than 3.40. It could be induced that integrating style of conflict management was used by moderate level.

Obliging Style

This style has been measured by three statements. The results show in the table.

Table 6:- employee response regarding obliging style.

| | Statements | SD | | A | | N | | D | | SD | | M |
|-------|--------------------------------------------------------|----|------|----|------|----|------|----|------|----|------|------|
| | | f | P% | f | P% | f | P% | f | P% | f | P% | |
| 1.2 | Obliging Style | | | | | | | | | | | |
| 1.2.1 | I generally try to satisfy the needs of my supervisor. | 18 | 11.9 | 28 | 18.5 | 56 | 39.1 | 31 | 20.5 | 18 | 11.9 | 2.98 |
| 1.2.2 | I give in to the wishes of my supervisor. | 19 | 12.6 | 24 | 15.9 | 63 | 41.7 | 29 | 19.2 | 16 | 10.6 | 3.0 |
| 1.2.3 | I try to satisfy the expectations of my supervisor. | 22 | 14.6 | 19 | 12.6 | 58 | 38.4 | 33 | 21.9 | 19 | 12.6 | 2.94 |
| | Grand mean | | | | | | | | | | | 2.97 |

From to the above table question number 1.2.1, the mean result 2.98 shows that the employees have a low level of satisfying the need of their supervisor.

From question number 1.2.2, the mean value which is 3.0 shows that the employees have a low level of giving to the wishes of their supervisor.

From question number 1.2.3, the mean value shows that that 2.94. This is interpreted as employees have a low level of satisfying the expectation of their supervisor.

Based on the self-reports on obliging the grand mean scores of the employee less than 3.39. These mean respondents used a low level of an obliging conflict management style

Dominating Style

This style has been measured by three statements. The results show in the table.

Table 7:- employee response regarding dominating style.

| | Statements | SD | | A | | N | | D | | SD | | M |
|-------|-------------------------------------------------------|----|------|----|------|----|------|----|------|----|------|------|
| | | F | P% | F | P% | F | P% | F | P% | F | P% | |
| 1.3 | Dominating Style | | | | | | | | | | | |
| 1.3.1 | I use my influence to get my ideas accepted. | 18 | 11.9 | 28 | 18.5 | 42 | 27.8 | 42 | 27.8 | 21 | 13.9 | 2.86 |
| 1.3.2 | I use my expertise to make a decision in my favor. | 19 | 12.6 | 27 | 17.9 | 46 | 30.5 | 40 | 26.5 | 17 | 11.3 | 2.88 |
| 1.3.3 | I am generally firm in pursuing my side of the issue. | 20 | 13.2 | 30 | 19.9 | 40 | 26.5 | 36 | 25.5 | 25 | 16.6 | 2.89 |
| | Grand mean | | | | | | | | | | | 2.87 |

According to the above table question number 1.3.1, the mean result 2.86 shows that the employees have a low level to use influence to get their ideas accepted.

From question number 1.3.2, the mean value which is 2.88 shows that the employees have a low level to use their expertise to decide in their favor.

From question number 1.3.3, the mean value shows that that 2.94. This is interpreted as employees have a low level of generally firm in pursuing their side of the issue.

The grand mean score for the use of dominating style was less than 3.39. This means the use of dominating style in conflict situations was a low level.

Avoiding Style

This style has been measured by three statements. The result is shown in the table.

Table 8:- employee response regarding avoiding style.

| | Statements | SD | | A | | N | | D | | SD | | M |
|-------|---------------------------------------------------------------------------------------------|----|------|----|------|----|------|----|------|----|-----|-------------|
| | | F | P% | F | P% | F | P% | F | P% | F | P% | |
| 1.4 | Avoiding Style | | | | | | | | | | | |
| 1.4.1 | I usually avoid open discussion of my differences with my supervisor. | 18 | 11.9 | 38 | 25.2 | 57 | 37.7 | 28 | 18.5 | 10 | 6.6 | 3.17 |
| 1.4.2 | I try to stay away from disagreement with my supervisor. | 22 | 14.8 | 35 | 23.2 | 55 | 36.4 | 27 | 17.9 | 12 | 7.9 | 3.18 |
| 1.4.3 | I try to keep my disagreement with my supervisor to myself in order to avoid hard feelings. | 27 | 17.9 | 38 | 25.2 | 51 | 33.8 | 25 | 16.6 | 10 | 6.6 | 3.31 |
| | Grand mean | | | | | | | | | | | 3.22 |

According to the above table question number 1.4.1, the mean result 3.17 shows that the employees have a low level of avoiding open discussion of their difference with their supervisor.

From question number 1.4.2, the mean value which is 3.18 shows that the employees have a low level of staying away from disagreement with their supervisor.

From question number 1.4.3, the mean value shows that that 3.31. This is interpreted as employees have a low level of keeping their disagreement with their supervisor to themselves to avoid hard feelings.

The grand mean scores in the use of avoiding style were less than 3.39. This means the respondent used a low level of avoiding style in conflict situations.

Compromising Style

This style has been measured by three statements. The results show in the table.

Table 9:- employee response regarding compromising style.

| | Statements | SD | | A | | N | | D | | SD | | M |
|-------|---------------------------------------------------------------------|----|------|----|------|----|------|----|------|----|------|-------------|
| | | F | P% | F | P% | F | P% | F | P% | F | P% | |
| 1.5 | Compromising Style | | | | | | | | | | | |
| 1.5.1 | I usually oppose a middle ground for breaking deadlocks. | 25 | 16.6 | 25 | 16.6 | 30 | 19.9 | 41 | 27.1 | 30 | 19.9 | 2.82 |
| 1.5.2 | I negotiate with my supervisor so that a compromise can be reached. | 24 | 15.8 | 25 | 16.6 | 31 | 20.5 | 43 | 28.5 | 28 | 18.5 | 2.82 |
| 1.5.3 | I use "give and take" so that a compromise can be made. | 25 | 16.6 | 25 | 16.6 | 31 | 20.5 | 41 | 27.1 | 29 | 12.2 | 2.84 |
| | Grand mean | | | | | | | | | | | 2.82 |

According to the above table question number 1.5.1, the mean result 2.82 shows that the employees have a low level to use as opposed to a middle ground for breaking deadlocks.

From question number 1.5.2, the mean value which is 2.82 shows that the employees have a low level of negotiation with their supervisor.

From question number 1.5.3, the mean value shows that that 2.84. This is interpreted as employees have a low level to use "give and take".

The grand mean scores in the use of compromising style were less than 3.39. This means the respondent used a low level of Compromising Style in conflict situations.

Table 10: Overall mean score of conflict management styles

Table 10: Overall mean score of conflict management styles

| Conflict Management Styles | Mean Score | Description |
|----------------------------|------------|----------------|
| Integrating Style | 3.68 | Moderate level |
| Obliging Style | 2.97 | Low Level |
| Dominating Style | 2.87 | Low Level |
| Avoiding Style | 3.22 | Low Level |
| Compromising Style | 2.82 | Low Level |

In Table 1.6 above of comparing the prevalence of the conflict management styles adopted in the organization, it was observed that there was a moderate level practice in the use of

integrating style 3.68 because it is between 3.40-3.79 while there was a low level of practice in the use of obliging 2.68 and dominating style 2.87, avoiding style 3.22 and compromising style 2.82 because all are less than 3.39.

The more prevalent conflict management style was integrating while compromising was the least. In managing organizational conflict the moderate level of prevalence of integrating style was a practice to be encouraged. Nevertheless, like integrating style the style of compromising should also be developed to enhance organizational performance (Rahim, 2001). On the other hand obliging, dominating, avoiding, and compromising styles which were being practiced at a low-level Bekere general business plc were styles to be encouraged. Obliging and dominating styles undermine organizational performance (Kurder, 1994).

2. Prevention for conflict management

Table 11:- employee response regarding prevention of conflict management

Table 11:- employee response regarding prevention of conflict management

| S.No | Statements | SD | | A | | N | | D | | SD | | M |
|------|--------------------------------------------------------|----|------|----|------|----|------|----|------|----|------|------|
| | | F | P% | F | P% | F | P% | F | P% | F | P% | |
| 1 | Emphasizing organization-wide goals and effectiveness. | 33 | 28.5 | 48 | 31.8 | 30 | 19.9 | 22 | 14.5 | 18 | 11.9 | 3.37 |
| 2 | Providing stable, well-structured tasks | 29 | 19.2 | 53 | 35.1 | 34 | 22.5 | 26 | 17.2 | 9 | 6 | 3.44 |
| 3 | Facilitating intergroup communication | 18 | 11.9 | 44 | 29.1 | 58 | 38.4 | 24 | 15.9 | 7 | 4.6 | 3.27 |
| 4 | Avoiding win-lose situations | 39 | 25.8 | 49 | 32.5 | 32 | 21.2 | 28 | 18.5 | 3 | 2 | 3.61 |
| | Grand mean | | | | | | | | | | | 3.42 |

According to the above table question number 1, the mean result of 3.37 shows a low level of emphasizing organization-wide goals and effectiveness.

From question number 2, the mean value which is 3.44 shows a moderate level of providing stable, well-organized structural tasks.

From question number 3, the mean value which is 3.27 shows a low level of facilitating intergroup communication.

From question number 4, the mean value which is 3.61 shows a moderate level of avoiding win and lose situation.

In Table 2 above of comparing the prevention of conflict management in the organization, it was observed that there was moderate level prevention in the use of Providing stable, well-structured tasks 3.44 and Avoiding win-lose situations 3.61. While there was a low level of practice in the use of emphasizing organization-wide goals and effectiveness 3.37 and facilitating intergroup communication 3.27. The organization more use for the prevention of conflict management by avoiding the win-lose situation and providing stable, well-structured tasks.

The grand mean scores in the use of prevention of conflict management were between 3.40-3.79. This means the company used a moderate level of prevention of conflict management.

3. Functional or dysfunctional

Conflict outcomes

The outcomes of any conflict can be functional or dysfunctional. A given conflict outcome is functional if it results in some beneficial outcomes for the organization. The conflict is dysfunctional if it brings some harmful outcomes which may hamper the overall organizational efficiency and effectiveness. Essentially, the conflict has no direct relationship to positive or negative outcomes. The positive results of conflict result from the use of appropriate conflict management skills and the negative results of conflict come from the use of inappropriate conflict management skills (Barki&Hartwick, 2001).

To this end, the respondents are solicited about the outcomes of conflicts that are encountered by the organization accordingly, 88(58.3%) of them said that the conflict's outcome was

functional, 39(25.8%) of them replied as it was dysfunctional and 24(15.9) of them replied as it was both functional and dysfunctional. This information is depicted in Table 3.1 below.

Table 12 - Conflict outcomes

| No | What are the outcomes of conflict encountered by the organization? | Number | Percentage % |
|-------|--------------------------------------------------------------------|--------|--------------|
| 1 | Functional | 88 | 58.3 |
| 2 | Dysfunctional | 39 | 25.8 |
| 3 | Both | 24 | 15.9 |
| Total | | 151 | 100 |

The next question asked the respondents about the possible functional outcomes of the conflict. There are large numbers of functional outcomes of conflict. The typical ones are the promotion of organizational vitality, motivation of change, increased commitment, and it can lead to new ideas and innovation. Accordingly, all 88 of the respondents replied as all of these can be cited as a functional outcome of the conflict in the organization.

The other question requested the respondents to identify dysfunctional outcomes of conflict. The dysfunctional outcomes of conflict incorporate Employee turnover, customer dissatisfaction, distorted group cooperation, increased job dissatisfaction, resource wastage, diversion of energy from work, creation of negative climate and it also results in inefficiency. Accordingly, almost all of the respondents replied as if all of these can be taken as potential dysfunctional conflict outcomes in an organization. Especially, employee turnover and increased job dissatisfaction become the major headache of the organization.

4. Strength and weakness of the organization

Regarding their responses to the question "What is the strength of the organization on conflict management practice?" the .majority of the respondent said the employees do get a second chance to solve differences and the top manager can communicate with the low manager effectively. Some other respondents say that the organization employee shares their idea with confidence because of the top managers are open.

Regarding their responses to the question "What are the weakness of the organization on conflict management practice?", majority of the respondent says there is a family, friendship racism because of these they cannot try to solve rather they can attach on others, other responded say that the organization doesn't create teamwork spirit on the employee,

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main objective of this study was to assess the conflict management practice of bekere general business plc. The study was conducted in beker general business p;c. The participants of this study were an employee of beker . The researcher selected 157 employees for the sample. The questionnaire was administered to 157 employees they return only 151 employees.

Then after the main data were collected from 151 employee respondents, analysis and interpretation of the data had been taken place by applying the under-listed statistical techniques. To identify the prevention of conflict management in beker.To identify the functional or dysfunctional conflict. To identify conflict management practices have been adapted in beker. Identifying the strength and weaknesses has beker in conflict management practice.

The target company systems were characterized by the use of a moderate level of integrating style, a low level of obliging, dominating, compromising, and avoiding styles. It was confirmed that the integrating style conflict management strategy was more exercised than negotiation.

The findings of this study revealed the prevention of conflict management in the organization, it was observed that there was moderate level prevention in the use of Providing stable, well-structured tasks 3.44 and Avoiding win-lose situations 3.61. While there was a low level of practice in the use of emphasizing organization-wide goals and effectiveness 3.37 and facilitating intergroup communication 3.27.The organization more use for the prevention of conflict management by avoiding the win-lose situation and providing stable, well-structured tasks.

The respondents of reported 88(58.3%) of them said that the conflict's outcome was functional, 39(25.8%) of them replied as it was dysfunctional and 24(15.9) of them replied as it was both functional and dysfunctional.

The company has strength in conflict management they give a second chance to solve differences and they can be communicated with low managers effectively. The organization employee shares their idea with confidence because of the top managers are open.

The company have weakness on the conflict management they have a family, friendship racism because of these they cannot try to solve rather they can attach on others, the organization doesn't create teamwork spirit on the employee,

5.2. Conclusion

The main findings of the study, as listed according to the research objectives, are as follows:

- Most of the organization lies between the ages of 23-27.
- A large part of the institution's staff members holds higher educational status.
- The years of experience of, most of the institution's employee ranges between 10-14years.
- In Bekere general business plc integrating style was practiced more frequently, next to this avoiding style, obliging style, dominating style, and compromising style was least exercised were used frequently.
- Most conflicts in the organization have functional outcomes.
- In Bekere general business plc prevention of conflict management was practice frequently by providing stable, well-structured tasks and Avoiding win-lose situations. Next to this emphasizing organization-wide goals and effectiveness and also facilitating intergroup communication.
- The organization have some strength and weakness on the practice of conflict management

5.3. Recommendation

- If the organization don't have training program for the employee they should give training to develop skills in using or setting up alternative instructional goals, communication skill, and team working
- The use of a high level of integrating style of conflict management to be encouraged. Moreover, a moderate or a high level of compromising style was also necessary.

Therefore, the low level of compromising style confirmed by the study seems to be improved to a high level.

- On the prevention of conflict management, the company can be facilitating intergroup communication on the employee and them emphasizing organization-wide goals and effectiveness.
- The organization should look they employees equally.

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APPENDIX

ST. MARY UNIVERSITY SCHOOL OF

GRADUATE STUDIES

MASTER OF BUSINESS ADMINISTRATION

Dear respondents,

Attached here with is a questionnaire to collect data that will be used for the pursuance of a master thesis research on the topic “**ASSESSMENT OF CONFLICT MANAGEMENT PRACTICE: IN CASE OF BEKER GENERAL BUSINESS PLC**” as partial requirement for the fulfillment of MBA. Its purpose is purely academic and hence no part of your information would be disclosed to anyone else or can be used for businesses other than academic purpose. To realize the objective, your response to the items in this questionnaire is very important. I therefore request your kind cooperation to that end.

Thank you in advance!!!

Note:

- Don't write your name
- The information you give in this questionnaire will be used only for these research

If there is inconvenience and any issue which needs clarification regarding the questioner, you can contact me via the following address.

Phone no. 0930643429

E-mail, Bilaljema148@gmail.com

PART I

Background information

Please put a tick () mark on the space provided

1. Age:

1.1. 18- 22

1.3. 28 – 32

1.5. 40 – 46

1.2. 23–27

1.4. 33 – 39

1.6. 47 and above

2. Gender:

2.1. Male

2.2. Female

3. Education

3.1. MA and above

3.3. Diploma

3.5. 12th complete

3.2. First Degree

3.4. Certificate

3.6. Below grade 12

4. Work experience

4.1. 4 years and below

4.3. 10 – 14 years

4.5. 22 – 28 years

4.2. 5 – 9 years

4.4. 15 – 21 years

4.6. 29 and above

PART II

Organizational conflict and conflict management practices

Instructions: Please indicate how much you agree with each of the following statements by using Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree. Work as quickly as you can, do not stop to think too deeply about any one question, but mark down your first thought. Please answer all of the questions.

1. Conflict Management Styles

| S. No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|--------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| 1.1 | Integrating Style | | | | | |
| 1.1.1 | I try to investigate an issue with my supervisor to find a solution acceptable to us. | | | | | |
| 1.1.2 | I try to integrate my ideas with those of my supervisor to come up with a decision jointly. | | | | | |
| 1.1.3 | I exchange accurate information with my supervisor to solve a problem together. | | | | | |
| 1.1.4 | I try to bring all our concerns out in the open so that the Issues can be resolved in the best possible way. | | | | | |
| 1.2 | Obliging Style | | | | | |
| 1.2.1 | I generally try to satisfy the needs of my supervisor. | | | | | |
| 1.2.2 | I give in to the wishes of my supervisor. | | | | | |
| 1.2.3 | I try to satisfy the expectations of my supervisor. | | | | | |
| 1.3 | Dominating Style | | | | | |
| 1.3.1 | I use my influence to get my ideas accepted. | | | | | |
| 1.3.2 | I use my expertise to make a decision in my favor. | | | | | |
| 1.3.3 | I am generally firm in pursuing my side of the issue. | | | | | |
| 1.4 | Avoiding Style | | | | | |
| 1.4.1 | I usually avoid open discussion of my differences with my supervisor. | | | | | |
| 1.4.2 | I try to stay away from disagreement with my supervisor. | | | | | |
| 1.4.3 | I try to keep my disagreement with my supervisor to myself in order to avoid hard feelings. | | | | | |
| 1.5 | Compromising Style | | | | | |
| 1.5.1 | I usually oppose a middle ground for breaking deadlocks. | | | | | |
| 1.5.2 | I negotiate with my supervisor so that a compromise can be reached. | | | | | |
| 1.5.3 | I use “give and take” so that a compromise can be made. | | | | | |

2. Prevention for conflict management

| S. No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|---------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| 1 | <i>Emphasizing organization-wide goals and effectiveness.</i> | | | | | |
| 2 | Providing stable, well-structured tasks | | | | | |
| 3 | Facilitating intergroup communication | | | | | |
| 4 | Avoiding win-lose situations | | | | | |

5. other _____

3. Functional or dysfunctional

1. What are out comes of the conflicts encountered by your organization?

Functional Dysfunctional Both

2. If the outcomes are functional which of the following are the consequences?

It promoted organizational vitality It increased efficiency
 It motivated change It increased commitment
 It leads to new ideas & innovations

Others (please specify) _____

3. Which of the following dysfunctional outcomes of conflict happen in your institution?

Employee turn over customer dissatisfactory
 Distorted group cooperation Increased job dissatisfaction
 Resource wastage Diversion of energy from work
 Creates negative climate In efficiency

Others (pleas specify) _____

4. Strength and weakness of the organization

1. What are the strength of the organization on conflict management practice

2. What are the weakness of the organization on conflict management practice
