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Principals' Intervention Strategies in  
subordinates' conflicts  
Islamic University – Gaza (IUG) Case Study

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# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى: {إِنَّمَا كَانَ قَوْلَ الْمُؤْمِنِينَ إِذَا دُعُوا إِلَى اللَّهِ  
وَرَسُولِهِ لِيَحْكُمَ بَيْنَهُمْ أَنْ يَقُولُوا سَمِعْنَا وَأَطَعْنَا وَأُولَئِكَ هُمُ  
الْمُفْلِحُونَ} (النور: 51)

## **Dedication**

**To those whose kindness, patience and support were the candles that enlightened my way towards success; my Father and Mother.**

**To my beloved wife who saved no efforts in encouraging and supporting me during my journey toward success, and to her extended family.**

**To my brothers who spiritually supported me.**

**To my friends who urged me to fulfill the dissertation.**

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## الملخص

تهدف الدراسة لأبحث الإستراتيجيات المستخدمة من قبل الرؤساء عند التدخل في حل الصراع بين المرؤوسين، وذلك من وجهة نظر المرؤوسين، كذلك دراسة العوامل المؤثرة في اختيار نوع الإستراتيجية في الجامعة الإسلامية -حالة دراسية-. حيث أظهرت الدراسات أن المجتمع الفلسطيني يتمتع بدور بارز من قبل الطرف الثالث في حل الصراع.

اعتمدت الدراسة على المنهج الوصفي التحليلي وأسلوب الدراسة الميدانية، فقد تم استخدام استبانة خاصة، وتم تصميم اجابات اداة الدراسة بأسلوب (1-10) لتبيان إلى أي درجة تطبق الإستراتيجيات المذكورة. وتم استخدام أسلوب العينة العشوائية الطبقية، وتم توزيع أداة الدراسة على (350) من المعنيين العاملين في الجامعة الإسلامية- بغزة الذين يمثلون مجتمع الدراسة البالغ عددها (1023) من العاملين، حيث تم تحليل الاستبيانات المسترجعة عددها (230) باستخدام برنامج التحليل الإحصائي (SPSS).

أظهرت الدراسة بعد التحليل ان الرؤساء يستخدموا ستة استراتيجيات في حل الصراع: وهي الوساطة المباشرة، والتحكيم، والتحفيز، وتخفيض الصراع من خلال اعادة الهيكلة، وتعليم اطراف الصراع، والجاهة (الوساطة الغير مباشرة). وتم استخدام تحليل الانحدار لمعرفة الاستراتيجية المستخدمة. إن ارتفاع درجة الإنسجام داخل الجامعة أثر على اختيار استراتيجية الوساطة، أو استراتيجية التعليم. حيث كلما كانت درجة التفويض أعلى في الجامعة أدى ذلك لإختيار استراتيجية الوساطة أو اعادة الهيكلة أو التعليم، أو الجاهة. أما التأخر في التدخل لحل الصراع أثر على استخدام استراتيجية اعادة الهيكلة أو التحفيز، أو التحكيم. وبخصوص الصراعات التي تحدث نتيجة لأسباب مادية فلها تأثير على استخدام استراتيجية الوساطة المباشرة، أو التحفيز، أو التحكيم. وهذا عكس الإستراتيجيات المستخدمة في الصراعات الناتجة عن أسباب شخصية حيث أن استراتيجية الوساطة واعداد الهيكلة والتعليم لم تتأثر، واستراتيجية الجاهة والتحفيز تأثرت بهذا النوع من الصراعات. أما مدى تأثير الصراع فقد كان واضحاً أنه كلما كان أثر الصراع على المؤسسة اتجه المسؤول لإختيار استراتيجية التحفيز.

ومن التوصيات التي خرجت بها الدراسة هو ضرورة تنظيم دروات تدريبية ترشد وتوجه الرؤساء عن الإستخدام الأفضل لكل استراتيجية للتدخل في أي صراع. يوصي الباحث بدراسة أكثر تعمقاً لبعض المتغيرات مثل موضوع الصراع واثره على اختيار الإستراتيجية حيث أن نتائج الدراسة كانت مختلفة عن دراسات محلية وأقليمية. كذلك أوصى الباحث بإعادة الدراسة من وجهة نظر الرؤساء لتحديد إن كان هناك اختلاف في فهم الإستراتيجية المستخدمة.

## Abstract

**Purpose** – The purpose of this research is to investigate strategies used by principals when intervening in subordinates' conflicts and the factors affecting choice of strategy in Palestinian institutes, where heavy emphasis is placed on intermediaries in managing conflicts.

**Design/methodology/approach** – This study relied mainly on both analytical descriptive methods, Data were collected by means of a special (1-10) scaled questionnaire. This questionnaire was designed and distributed to (350) employees of a convenience sample of (1023) employees, however, (230) questionnaires out of (350) were retrieved; All of them were valid for usage, then the questionnaires were processed and analyzed by using SPSS software application.

**Findings** –results showed that managers utilize as many as six strategies: mediation, inquisitorial (similar to arbitration), motivational tactics, conflict reduction through restructuring, educating the parties, and JAHA (Indirect Reconciliation). The conditions under which these strategies are used were analyzed by regression. Harmony emphasis in the organization led to increased use of mediation. However, Educational strategy is also affected with the harmony level in the university. Restructuring, education, and JAHA strategies are affected by the high level of delegation. High Impact of conflict resulted in increased use of the motivational strategy. Substantive (as opposed to Personal) conflicts led to mediation, motivation, inquisitorial, and JAHA strategies. Personal (as opposed to Substantive) conflicts led to motivation, inquisitorial, and JAHA strategies. The subordinates clarify that. Motivational tactics were used more when the conflict had high impact at the workplace, had escalated or threatened to get out of control and with substantive or personal conflict. JAHA is used with personal conflict issue with high level of delegation. Inquisitorial strategy is used with both personal and substantive conflict issue and when the conflict had escalated or threatened to get out of control.

**Recommendation:** the research recommends holding training courses for the principals to increase the efficiency in choosing the appropriate strategy for each type of conflict. Moreover, the researcher recommends restudying the intervention strategies of principals from the subordinates' point of view. The findings have research implications for future studies and for training of principals for conflict intervention in collectivistic cultures.

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**Chapter One:**  
**Study Framework**

## 1.1 Preface

Handling of organizational conflicts often involves managers as third parties. The conflict management literature, which has predominantly focused on the styles of the conflicting parties themselves, has changed and started to pay increased attention to the managers' third party role. Researchers in this field have used knowledge of conflict intervention in the legal setting to develop models for organizational conflicts (Lewicki and Sheppard, 1985, Rogers B. 2006). Different models have appeared and emerged for describing the behavior of managers during intervention, and it can be called also intervention models (Karambaya and Brett, 1898; Kolb, 1986; Pinkley et al., 1995). Moreover, factors that affect the choice of various strategies of intervention have also received an attention (Lewicki and Sheppard, 1985; Elangovan, 1995a, 1998; Pinkley et al., 1995).

It is generally assumed that third-party help may facilitate dispute resolution between parties (Conlon & Meyer, 2004; see also Kressel & Pruitt, 1989). Recent research also suggests that it may buffer long-term negative effects of workplace conflict, such as emotional exhaustion, absenteeism and turnover intentions (Giebels & Janssen, no date, in press).

Rahim says Interpersonal conflict is a pervasive communication as well as an organizational phenomenon. It needs little definition but demands a great deal of attention. Interpersonal conflict in an academic organization is inevitable because an academic organization gets things done through people. Every human relationship contains elements of conflict, disagreement and opposing interest. Conflict is defined as an "interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities" (Rahim, 1992) (Rahim, 2010, P1).

According to Wilmot and Hocker (2001), individuals' ability to manage conflict successfully depends on their skills to estimate the effectiveness of different conflict management strategies.

However, Qahatane and Yousif (2001) recommend speculating more in the relation between organizational conflict and other factors. El-Ababna (1996) also, recommends in-depth studying to know the techniques of the Universities' principals when intervening in conflict management.

Third parties in conflict have been researched, first, in Western Culture and now in non-Western cultures, as well. Various studies showed that conflicting parties in more collectivistic cultures and organizations therein, rely even more heavily on third parties

(Lederach, 1991; Wall and Blum, 1991; Kozan and Ergin, 1999). This is due to the importance placed on harmony in these cultures, as Leung (1987) and Wall and Blum (1991) have argued. In this context, third parties play the important function of preserving face for the conflicting parties during dispute resolution (Ting-Toomey et al., 1991). While third parties are an integral and crucial part of conflict management in most non-Western societies, field studies of factors affecting the strategies chosen by managers as third parties have been scant. Yet, a better understanding of intervention strategies used and their predictors should prove valuable in training of principals in this important role.

However, universities and other high academic institutions play a leading role in the society as they are the center of innovative management and progressive technology, in the society. The researcher sought to identify the discussed problem encountering the staff at the high education institutes.

This research was set up to consider the major intervention strategies and conflict management style among the principal staffs in the Islamic University, Gaza. The researcher considered the methods utilized by departments' heads in conflict management, in order to offer recommendations that could benefit in dealing with the organizational conflict in universities. More specifically, researcher tries to investigate what influence principals and heads' interventions' strategies, such as, the topic of conflict, the impact on the workplace, the conflict stage at which intervention took place, the emphasis placed on harmony at the workplace, and degree of delegation of authority to subordinates.

## **1.2 Research Problem:**

The responsibility of members, who has administrative responsibilities, is to increase and arouse the motivation of staff, in order to achieve the institution goals. However, achieving goals effectively needs strong relationships and coordinates between the members.

Referring to the introduction it is important to study the organizational conflict in the Islamic University of Gaza, because of its strong effects on the performance of the organization. Moreover, the Academic institutes depend strongly on the human being on its progress and development. Furthermore, universities play a key role in serving citizens; hence conflict may affect the whole society, if universities do not do their duty well.

In the light of the above, the research problem can be summarized as: **“What are the strategies that the principal staff that have administrative responsibilities use; when intervening in subordinates' conflicts”**.



### **1.3 Objectives of the research:**

The purpose of this research is:

1. To describe the conflict management strategies
2. To investigate strategies used by Principals when intervening in subordinates' conflicts.
3. To explore the factors affecting choice of strategy in the Islamic University of Gaza, where heavy emphasis is placed on the head of departments, as a third party, in managing conflicts.
4. To help in preparing training models for managers about conflict intervention in collectivistic cultures.

### **.1.4 The Hypothesis**

The Hypothesizes of the study are as follows:

#### **The First Hypothesis:**

“There is significant correlation between the impact of conflict and the usage of third party intervention strategy (mediation, restructuring, educational, motivational, inquisitorial, JAHA) to resolve the conflict at significance level ( $\alpha=0.05$ ).

#### **Second Hypothesis**

There is significant correlation between the extent of conflict to be substantive and the usage of third party intervention strategy (mediation, restructuring, educational, motivational, inquisitorial, JAHA) to resolve the conflict at significance level ( $\alpha=0.05$ ).

#### **Third Hypothesis**

“There is significant correlation between the extent of conflict to be personal and the usage of third party intervention strategy (mediation, restructuring, educational, motivational, inquisitorial, JAHA) to resolve the conflict at significance level ( $\alpha=0.05$ ).

#### **Fifth Hypotheses**

“There is significant correlation between the harmonious relationship in the university and the usage of third party intervention strategy (mediation, restructuring, educational, motivational, inquisitorial, JAHA) to resolve the conflict at significance level ( $\alpha=0.05$ ).

#### **Sixth Hypotheses**

“There is significant correlation between the level of delegation in the university and the usage of third party intervention strategy (mediation, restructuring, educational, motivational, inquisitorial, JAHA) to resolve the conflict at significance level ( $\alpha=0.05$ ).

## **1.5 Research variables:**

Variable of this research are divided into two types of variables, the first deals with conflict characteristics and the second one deals with Organizational factors as shown in (Figure 1.1). -The numbers in the figure correspond to the hypotheses of the study, which follow.

### **1. Independent variables:**

- a. The impact of conflict on the functioning of the organization.
- b. The issue conflict is personal.
- c. The issue conflict is substantive.
- d. The conflict stage, whether intervening in the beginning of the conflict or not.
- e. The harmony emphasize in the organization.
- f. The delegation of authority.

### **2. Dependent variable:**

- a. Managerial intervention strategy
  - i. Mediation.
  - ii. Inquisitorial. “arbitration”
  - iii. Motivational.
  - iv. Restructuring.
  - v. Educating.
  - vi. JAHA. (Reconciliation), “Indirect Mediation”

## **1.6 The Importance of this study:**

1. To researcher knowledge, this study is the first to be conducted in Gaza Strip, to investigate the third party intervention strategies.
2. Organization conflict has a strong effect on the staff behavior, which leads to shape positive of negative attitudes. (ahmed, 1998,p170).
3. This study tries to help the principals of universities by designing the needed training programs.
4. This study tries to help in designing a model for intervention strategies.

## **1.7. Research Structure**

**Chapter one:** An Introduction.

**Chapter two:** Theoretical Literature.

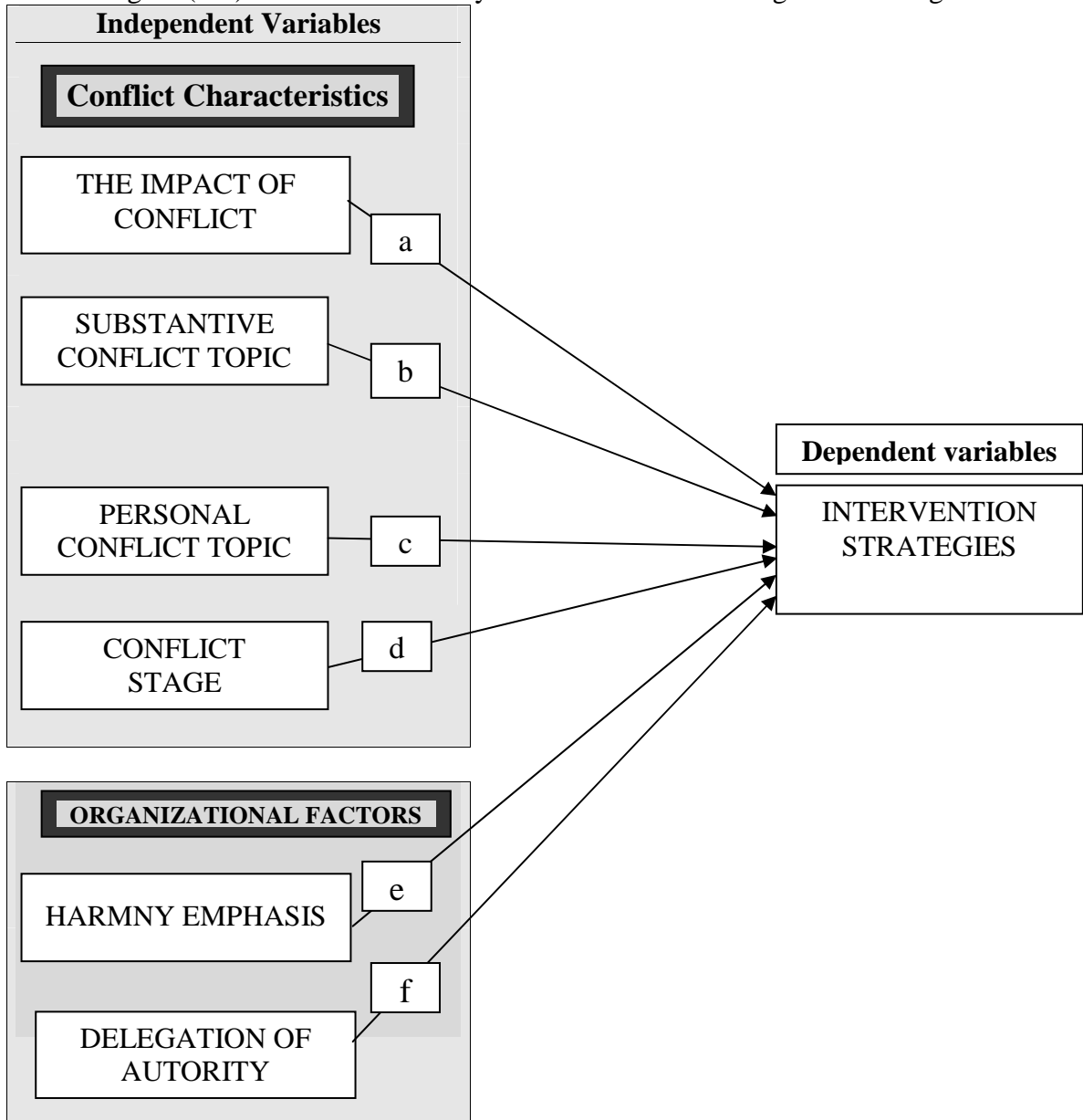
**Chapter third:** Previous Studies

**Chapter fourth:** Research Methodology

**Chapter Fifth:** Empirical Framework Hypothesis Testing & Discussion

**Chapter sixth:** Findings and Recommendations

Figure (1-1) Variable which may affect the conflict management strategies



Source: Modified from Kozan (2008)

**Chapter two**  
**Organizational Conflict Management**

## **Preface:**

This chapter will review three fields of organizational conflict. The chapter will start, first, with a discussion about the definition of conflict and conflict management. Second, this chapter will cover the concept and the nature of conflict. Third, this chapter will review third party intervention strategies in conflict management. Last, it will discuss the setting of Palestinian society.

## **2.1 Introduction:**

Organizations are constantly changing in order to improve their competitive position, but this does not, of course, mean that organizations are learning to manage conflict more effectively. Meanwhile Rahim says “managers and administrators attempt not so much to deal with conflict functionally to find ways of reducing, avoiding, or terminating it”. It appears that this state of affairs has remained unchanged. As a result, valuable resources are wasted as employees engage in dysfunctional conflict and miss the opportunity of utilizing functional conflict to improve their effectiveness.

Conflict is inevitable among humans. When two or more social entities (i.e., individuals, groups, organizations, and nations) come in contact with one another in attaining their objectives, their relationships may become incompatible or inconsistent. Relationship among such entities may become inconsistent when two or more of them desire a similar resource that is in short supply; when they have partially exclusive behavioral preferences regarding their joint action; or when they have different attitudes, values, beliefs, and skills. Bruce says *"you tell me that when you get angry and lose control you may say some things you don't mean, and that by tomorrow you will have forgotten all about it. But the workers tell me they hurt for a long time"* (Richard Bruce, consultant.2003).

“Conflict was studied by the historian, the novelist, the philosopher, and the theologian, and [has] been treated systematically by authors in all of the biological and social sciences. Conflicts between nations, political parties, and ideologies have been examined by the political scientist; conflicts in the market place have been examined by the economist; group conflicts of various kinds –familial, racial, religious, and social class- have been investigated by the sociologist; and the struggle for survival by species of differing genetic endowments has been studied by the biologist. (Huczynski & Buchanan, 2001, p768).

Angelica shows that middle and top managers “have a lively and growing interest in learning more about both the preventions and management of conflict” (Angelica, 2004, p. 118). Some of the findings of this study are:

1. The chief executive officers, vice presidents, and middle managers spend about (18) percent, (21) percent, and (26) percent of their time, respectively, in dealing with conflict.

2. The respondents felt that their ability to manage conflict has become more important over the past (10) years.
3. They rated conflict management as equal to or slightly higher in importance than the topics taught in AMA programs (which include planning, communications, motivation, and decision making).

However, this chapter provides a detailed literature about four sections related to the subject of current research.

The first section provides a background description of the organization, nature, concept and classification of conflict.

The second section provides an overview of the current issues related to styles used in handling interpersonal conflict. However, this section will also cover the integrative and distributive dimension style of handling conflict.

The third section will provide an overview on the third party intervention strategies in subordinates' conflicts.

The fourth section provides a background about the cultural context, in which this study will be held.

## **2.2 DEFINING CONFLICT**

The term “conflict” has no single clear meaning (Greenberg & Baron, 2004, p 486). This due to the different disciplines that interest in studying conflict. The term "CONFLICT" is derived from a Latin word, which means: clash, collision, fight, strife, battle, struggle, dispute, and quarrel. Conflict can be defined "an open clash between two opposing groups (or individuals), or "An incompatibility between two or more opinions, principles, or interests", or A "condition in which a person experiences a clash of opposing wishes or needs" (Oxford dictionary website, 2010).

### **2.2.1 ORGANIZATIONAL CNFLICT**

Conflict is certainly one of the major organizational phenomena. It has been observed by Baron (2000) that “organizational conflict is an important topic for both managers and for scientists interested in understanding the nature of organizational behavior and organizational processes” (p. 198). In a study held in (1981) about the most frequently mentioned topics in Organizational behavior, conflict was the fifth one.

However, in the organization area, Rahim (2001, p 17) consider conflict as a breakdown in the standard mechanisms of decision making, so that an individual or group experiences difficulty in selecting an alternative. But Rahim (2001, p 17) considers this definition narrow conceptualization of conflict and is not very useful for research purposes. On the broad side, Tedeschi et al. (1973, p 232) defined conflict as “an interactive state in which the behaviors or goals of one actor are to some degree incompatible with the behaviors or goals of some other actor or actors”, it is understood from their exposition that “actor” refers to any social entity,

from the individual to the corporate body itself. Thompson defined conflict as “it is the perception of differences of interests among people” (Thompson, 1998, p.4). Another definition of conflict would be "Conflict is a process which begins when one party perceives that another party has negatively affected, or is about to negatively affected something the other party care about" (Huczynski & Buchanan, 2001, p770). However, Baron (1990) concluded that although definitions are not identical, they overlap with respect to the following elements:

1. Conflict includes opposing interests between individuals or groups in a zero-sum situation;
2. Such opposed interests must be recognized for conflict to exist;
3. Conflict involves beliefs, by each side, that the other will thwart (or has already thwarted) its interests;
4. Conflict is a process; it develops out of existing relationships between individual or groups and reflects their past interactions and the contexts in which these took place; and
5. Actions by one or both sides do, in fact, produce thwarting of others' goals (p. 199).

However, Conflict can be defined as *an interactive process manifested in incompatibility, disagreement, or dissonance between social entities (i.e., individual, group, organization, etc.)*. Calling conflict an interactive state does not preclude the possibilities of intra-individual conflict, for it is known that a person often interacts with himself or herself. Obviously, one also interacts with others.

### **2.2.2 Sources of Conflict**

Organizational conflict appears in a variety of forms and has varying causes. These can generally be separated into several categories. (Jacob 2003) identifies three sources of conflict. These are:

1. Structural conflict (conflict arising out of the need to manage the interdependence between different organizational sub-units).
2. Role conflict (conflict arising from sets of prescribed behavior) and,
3. Resources conflict (conflict stemming from interest groups competing for organizational resources).

(Robbins, 2002) identifies three sources of organizational conflict and indicates that an understanding of the source of a conflict improves the probability of effective conflict management. The main factors which serve as sources of conflict are identified as;

1. Communicational (conflicts arising from misunderstandings etc.),
2. structural (conflicts related to organizational roles), and
3. Personal (conflicts stemming from individual differences).

Methods of conflict management which are appropriate in one case may not necessarily be appropriate when applied to a conflict generated from another source. However, later the sources of conflict will be studied more under the types of conflict heading.

Rahim (2001, p.19) summarizes the causes of Conflict, he says conflict occurs when one or (two) social entity (ies):

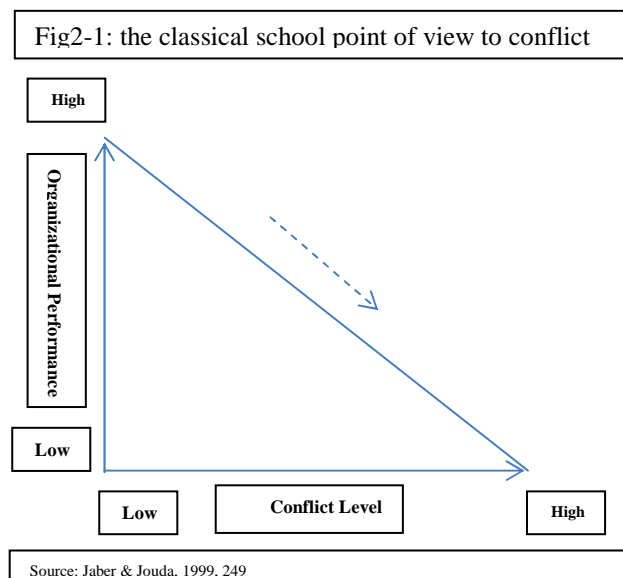
1. Is required to engage in an activity that is incongruent with his or her needs or interests;
2. Holds behavioral preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences;
3. Wants some mutually desirable resource that is short supply, such that the wants of all involved parties may not be satisfied fully;
4. Possesses attitudes, values, skills, and goals that are salient in directing one's behavioral but that are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s);
5. Has partially exclusive behavioral preferences regarding joint actions; and
6. Is interdependent in the performance of functions or activities.

### 2.3 Schools of Organizational Conflict

A number of schools have studied organizational conflict from more than angles, such as, the classical "traditional" school, which consider the conflict as a negative phenomenon; the neo classical "behavioral" school, which consider conflict as a natural phenomenon; and the modern school, which consider it as a need, these schools are clarified as follows;

#### 2.3.1 The Classical View of Organizational Conflict

The classical organization theorists such as (Fayol 1916; Gulick & Urwich, 1947; Weber, 1947) and others did not seem to appreciate different impacts that conflict can have on organizations (Rahim, p8, 2001). They implicitly assumed that conflict was detrimental to organizational efficiency and therefore should be minimized in organizations. They prescribed organization structures – rules and procedures, hierarchy, channel of command, and so on- so that organization members would be unlikely to engage in conflict. This approach to managing organizations was base on the assumption that harmony, cooperation, and the absence of conflict were appropriate for achieving organizational effectiveness.





The researcher agrees with this theory, that conflict can harm the organization, but in the same time the researcher believes that conflict should be studied, and focused. Also, a good interaction between employees should be encouraged to figure and diagnose conflict in order to decrease its bad effect and increase the good effect.

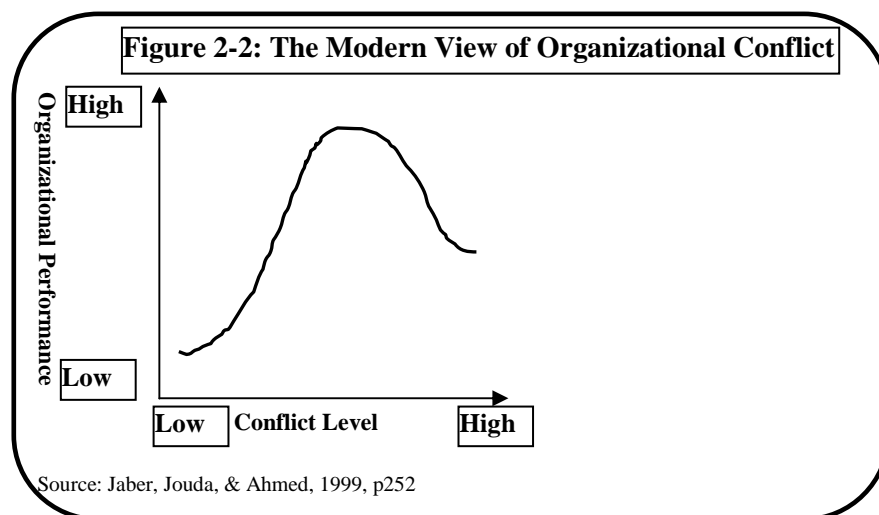
### 2.3.2 The Neo-Classical view of Organizational Conflict

On the other hand, some change has occurred in the perception of Organizational conflict. Hence previous studies led to the human relations movement, also emphasized the need for minimization or elimination of conflict for increasing organizational effectiveness (El Moghrabi, 1999, p310) (Baritz, 1960, p. 203).

Thus, Rahim (2001, p10) says “It can be observed that the classical organization theorists, viewed conflict as undesirable, detrimental to the organization. Ideally it should not exist. The prescription was simple. Eliminate it. The Neo-classicists did not, however, explicitly state that conflict should be eliminated from organizations. They, of course, implicitly assumed that conflict was not desirable for an organization and should be minimized. This approach of organization and management dominated the literature during the first half of this century (Hamoud, 2002).

### 2.3.3 The Modern View of Organizational Conflict

Litterer (1966, p. 178) argued that the preceding view of classical organization theorists is similar to the view of others on the handling of tension within people. A fundamental position of many who analyzed individual behavior was that individuals were motivated by a desire for tension reduction. The prescription in both therapy and organization design therefore was to take steps or make arrangements which would reduce tensions within individuals.



White (1967, p25) makes a strong shift about the functions of organizational conflict as shown in (Fig. 2-1). Harmony is an undesirable goal for the functioning of an organization. The objective should not be to build a harmonious organization, but to build an organization capable of recognizing the problems it faces and developing ways of solving these problems. As a result, it does not necessarily signify the organizational weakness as implied by the classical organization theorists or human relations.

The following table (table: 2-1) shows some of the crucial differences between the management schools toward Conflict:

Table 2-1: A Comparison between the Schools of Organizational Conflict.

| <b>Item</b>                 | <b>The Classical</b> | <b>The Neo-Classical</b> | <b>The Modern</b>     |
|-----------------------------|----------------------|--------------------------|-----------------------|
| Nature of conflict          | Odd                  | Natural                  | Necessary             |
| Causes                      | Personal factors     | Organizational factors   | Attitudinal factors   |
| Characteristics of conflict | Harmful              | Harmful\useful           | Useful\harmful        |
| Conflict parties            | Trouble makers       | Everyone may face it     | Everyone will face it |
| Results                     | Destructive          | Competitive              | Developer             |
| Reaction                    | Deny                 | Admit                    | Sometime Encouraged   |
| Dealing                     | Avoiding             | Treatment                | Make use of it        |
| Administration Role         | bureatic authority   | Understanding            | cooperation           |

**Source:** El Autibee, tarek iben mousa, "organizational conflicts, a survey research , Naif Universiyt, SA, 2006, p16"

#### **2.4 Levels of Organizational Conflict:**

According to the preceding it is believed that, Organizational conflict as it stands now is considered legitimate and inevitable and a positive indicator of effective organizational management. It is now recognized that conflict within certain limits is Essential to productivity. Conflict can be functional to the extent to which it results in the creative solutions to problems or the effective attainment of subsystem or organizational objectives that otherwise would not have been possible. Little or no conflict in organization may lead to stagnation, poor decisions, and ineffectiveness.

On the other hand, if organizational conflict left uncontrolled, may have dysfunctional outcomes. Therefore, the central theme is that too little conflict may encourage stagnancy, mediocrity, and groupthink, but too much conflict may lead to organizational disintegration. The preceding discussion leas to the conclusion that, too little or too much conflict are both dysfunctional for an organization's effectiveness. A moderate amount of conflict, handled in a constructive manner, is

essential for attaining and maintaining an optimum level of organizational effectiveness (Bonoma & Rahim, 1979).

El Moghrabe (1995, p310) says that the administration should interfere in conflict, when both of the following cases happen:

- A) If the organizational conflict exceed the limited or desired level of conflict. So the administration should interfere to decrease conflict to the optimum level.
- B) If the organizational conflict decreased to the limited or desired level of conflict. So the administration should interfere to increase conflict to the optimum level.

However, the organizational conflict has three categorize:

- 1- Desired conflict degree.
- 2- Upper desired conflict degree.
- 3- Lower desired conflict degree.

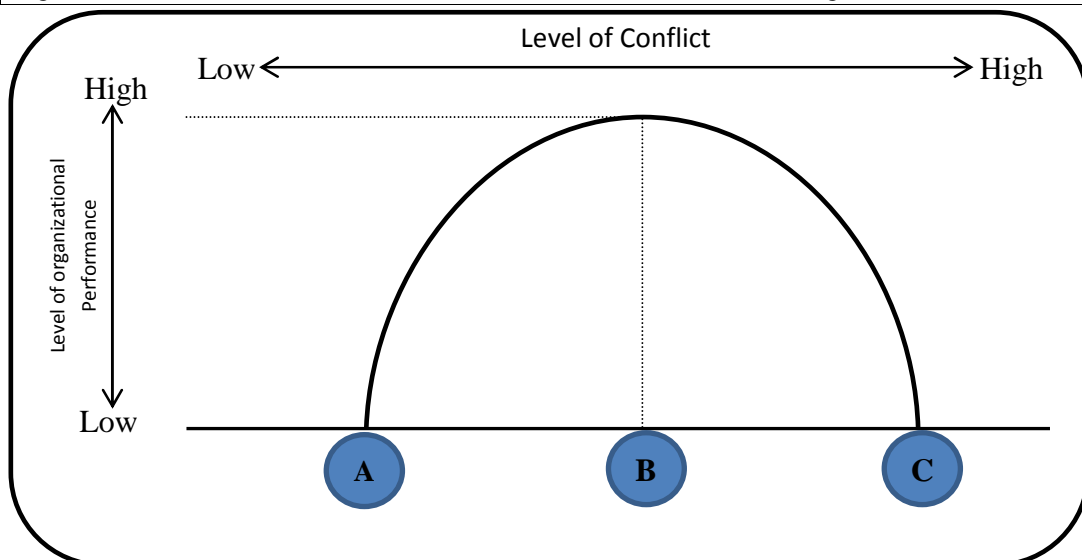
The desired conflict degree is called the Optimum Conflict degree. The following table (2-2) shows the three levels of Organizational Conflict.

| Attitude | Degree of conflict | Outcomes | Characteristics  | Effective ness |
|----------|--------------------|----------|--|----------------|
| A        | High\ Low          | Harmful  | Indifferent, freezing, no innovation                         | Low            |
| B        | Optimum            | Useful   | Active, self-assessment, adaptation, positive.               | High           |
| C        | High               | Harmful  | Randomness, no cooperation, contradiction, poor coordination | Low            |

**Source:** El Autibee, terek iben mousa, "organizational conflicts, a survey research , Naif Universiyt, SA, 2006, p16"

Figure (2-2) shows an explanation about the relationship between the level of conflict and the level of organizational performance. Depiction shows the division on levels A, B, and C, each shows the effects of conflict can be on organization.

Figure 2-3: The Relation between the Level of Conflict and the Level of Organization Performance.



**Source:** Buchanan D. and Huczynski A. (2001), "Organizational Behavior: An Introductory Text", 3rd Ed., Prentice Hall, London

Level A shows the low level of conflict in organization which results in low level of organizational performance. By encouraging conflict in level A we land at the optimum level of conflict, where there is a high level of organizational performance and the medium level of conflict. This level of conflict is marked as B in the figure (2-3). If conflicts continue to escalate, we arrive at the third level, in which the level of performance decreases and is marked by C in the (fig. 2-2)

The organization should always strive towards the optimal level of conflict, because only reasonable conflicts have positive effects on organization. On the contrary (without conflict or if the level of conflict is too high) conflicts will result in negative consequences for the organization, as well as for an individual as the party in the conflict.

## **2.5 The Outcomes of Conflicts:**

Two opposing viewpoints on the outcome of conflict were presented. A synthesis of these viewpoints regarding the usefulness of conflict is necessary. A realistic view of the conflict view is that it has productive as well as destructive potentials. Rahim (2001, p7) summarizes these two different points of view in his book "managing conflict in organizations, the functional and dysfunctional outcomes of conflict in organization" are as follows:

### **2.5.1 Advantages of conflict**

- Conflict may stimulate innovation, creativity, and growth.
- Organizational decision making may be improved.
- Alternative solutions to a problem may be found.
- Conflict may lead to synergistic solutions to common problems.
- Individual and group performance may be enhanced.
- Individuals and groups may be forced to search for new approaches.
- Individuals and groups may be required to articulate and clarify their positions.

### **2.5.2 Disadvantages of conflict**

- Conflict may cause job stress, burnout, and dissatisfaction.
- Communications between individuals and groups may be reduced.
- A climate of distrust and suspicion can be developed.
- Relationships may be damaged.
- Job performance may be reduced.
- Resistance to change can increase.
- Organizational commitment and loyalty may be affected.

However, the preceding points suggest that organizational conflict has both positive and negative consequences. If social system is to benefit from conflict, the negative effects of conflict must be reduced and positive effects must be enhanced.

However, although of the proceeding discussion shows that conflict has advantages and disadvantages, Stanley says "dissent in organization is not always tolerated and is rarely encouraged" (Marion, 2005, p.13). A study shows that managers of for-profit organizations consider conflict in decision making to be

unpleasant, and high conflict decisions are associated with low quality (Schwenk, 1990). However, the study also shows that although the managers of not-for-profit organization consider conflict to be unpleasant, they believe that high-conflict decisions are positively associated with high quality. One possible explanation of the perception of this relationship between conflict and quality is that the managers of not-for-profit organizations are required to deal with decisions in which the needs of various groups and individuals are to be satisfied (Rahim, 2010, p14).

As a result, the proceeding says that the managers of for-profit and not-for-profit organizations may respond to conflict situation differently. So that, the implication of this study will probably lead to determine if academic principals of for-not-profit organization are in particular need of training in conflict management.

## **2.6 CLASSIFYING CONFLICT**

Conflict may be classified on many bases, such as, formal and informal conflict, the degree of conflict, the causes and sources of conflict, the basis of organizational levels, and the direction of conflict...etc. However, this research divided the conflict to:

First, the basis of its first sources and causes. Second, its Organization, third, planning, fourth, direction, fifth, effects and outcomes, Sixth, conflict is divided on the basis of organizational levels (individual, group, etc.).

### **2.6.1 First: Antecedent Conditions of Conflict**

The classification of conflict is often made on the basis of the antecedent conditions that lead to conflict. Researchers declare that conflict may originate from a number of sources, such as tasks, values, goals, and so on. Rahim (2010) says; it is appropriate to classify conflict on the basis of these sources. Following is a brief description of this classification.

#### **1.Affective Conflict**

Pelled et al. defined it as “a condition in which group members have interpersonal clashes characterized by anger, frustration, and other negative feelings” (1999. p. 2).

#### **2.Substantive Conflict**

Jehn characterized this type of conflict as “disagreements among group members’ ideas and opinions about the task being performed, such as disagreement regarding an organization’s current strategic position or determining the correct data to include in a report” (1997, p. 288). Moreover, conflict may arouse as a result of deferent realizing to some facts or the goals of the institute (Idrees & Elmarsa, 2004).

#### **3.Conflict of Interest**

This is defined as an inconsistency between two parties in their preferences for the allocation of a scarce resource (Rahim, 2001, p21. The contention of

managers A and B for the same vice president's job exemplifies a conflict of interest.

#### **4. Conflict of Values**

This occurs when two social entities differ in their values or ideologies on certain issues. This also called ideological conflict (Rahim, 2001, p 21; Druckman, Broome, & Korper, 1988). Conflict between pro-life and pro-choice groups in connection with abortion is another example of conflict of values.

#### **5. Goal Conflict**

This occurs when a preferred outcome or an end-state of two social entities is inconsistent (Rahim, 2001, p 22; El Emaian, 2004, PP368-369). The understanding of manager A and B that only one of their preferred job design programs can be implemented for their division is an example of goal conflict.

#### **6. Realistic versus Nonrealistic Conflict**

The former refers to compatibilities that have rational content. Nonrealistic conflict occurs as a result of a party's need for releasing tension and expressing hostility, ignorance, or error. (Rahim, 2001, p. 22)

Realistic and nonrealistic conflicts are similar to the man's, intrinsic and extrinsic conflicts. They also correspond with real and induced conflict (Ross, 1989, p. 139; Refaie & Basunee, 2004).

#### **7. Institutionalized versus Non institutionalized Conflict**

The former is characterized by situations in which actor's explicit rules, and display predictable behavior, and their relationship has continuity, as in the case of line-staff conflict or labor-management negotiations. Most racial conflict is non institutionalized where these three conditions are nonexistent (Rahim, 2001, p. 23).

#### **8. Retributive conflict**

This conflict is characterized by a situation where the conflicting entities feel need for a drawn-out conflict to punish the opponent (Saaty, 1990, p. 49). Examples of retributive conflict are Northern Ireland and Palestinian with Israeli occupation, and the cold war (Rahim, 2001, p 24).

#### **9. Misattributed conflict**

This release to the incorrect assignment of causes (behaviors, parties, or issues) to conflict (Maher, 2000).

#### **10. Displaced conflict**

This type of conflict occurs when the conflicting parties either direct their frustration or hostilities to social entities that are not involved in conflict or argue over secondary issues (Deutsch, 1977).

## **2.6.2 Second: conflict planning**

Rue & Byars (1989, p248) classify conflict to:

- 1- Strategic conflict, which is built to strength the relation. In which will be a clear goal to reach, and any one tries to stop reaching this goal, will be considered an enemy.
- 2- Unplanned conflict: This happened spontaneously.

## **2.6.3 Third: Conflict Effects**

Conflict is divided according to the outcome, as mentioned earlier Rahim (2001) said that conflict can have:

- 1- Positive Outcome.
- 2- Negative outcome

However, this research will concentrate on the following classification of conflict; first the impact of conflict on the functioning of the organization, second, personality related conflicts, third, the time of intervention, fourth, the emphasis on harmony in the organization, and last, the delegation of authority

## **2.6.4 Fourth: Levels of conflict**

Organizational conflict may be classified as intra-organizational (i.e., conflict within an organization) or inter-organizational (i.e., conflict between two or more organizations). Intra-organizational conflict may also be classified on the basis of levels (individual, group, etc.) at which it occurs. On this basis intra-organizational conflict may be classified as intrapersonal, interpersonal, intra group, and inter group (Johnson, & Scolly, 2001, p 49). These four types of conflict may be described as follows:

### **1. Intrapersonal Conflict**

This type of conflict is known as intra individual or intra psychic conflict. It occurs when an organizational member is required to perform certain tasks and roles that do not mach his expertise, interests, etc...(Rahim, 2001)

### **2. Interpersonal Conflict**

This is known as dyadic conflict. It refers to conflict between two or more organizational members of the same of different hierarchical levels or units (eljondy, 1998).

### **3. Intra group Conflict**

This is known as intradepartmental conflict. It refers to conflict among members of a group or between two or more subgroups within a group in connection with its goals, tasks, procedures, and so on, (Rahim, 2001, p24).

#### 4. Inter group conflict

This is also known as interdepartmental conflict. It refers to conflict between two or more units or groups within an organization. Conflicts between line and staff, production and marketing, are examples of this type of conflict (Blak and Moutan, 2001,).

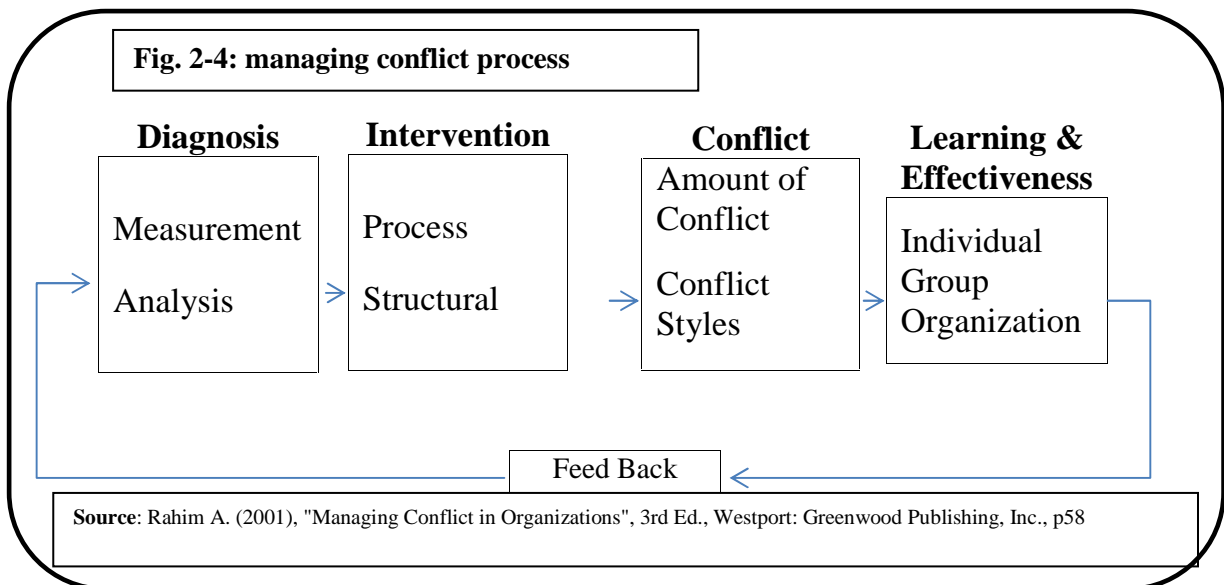
#### 2.7 Conflict Management process

The management of organizational conflict involves the diagnosis of, and intervention in, conflict. Diagnosis provides the basis for intervention. This process is shown in Figure (2-4).

##### 2.7.1 Diagnosis

The first step in the problem-solving process is problem recognition, which involves problem sensing and problem formulation. Many contemporary organizations has developed solutions to numerous problems, but neglected to investigate and develop the process of problem recognition. As a result, very often interventions are recommended without proper understanding of the nature of the problem(s). This can lead to ineffective outcomes (Rahim, 2010, p 58).

Identification or diagnosis of the problems of conflict in an organization must precede any intervention designed to manage the conflict (Brown, 1979). We need to know (1) whether an organization has too little, moderate, or too much affective, process and substantive conflicts and (2) whether the organizational members are appropriately selecting and using the five styles of handling conflict to deal with different situations.





### **2.7.2 Intervention**

A report by Rahim (2004) says, a proper diagnosis should indicate whether there is any need for intervention and the type of intervention required. An intervention may be needed if there is too much affective and process conflicts, or too little or too much substantive conflict, and/or the organizational members are not handling their conflict effectively

### **2.7.3 Organizational Learning and Effectiveness.**

Conflict management strategies should be designed to enhance organizational learning (Luthans et al., 1995). It is expected that organizational learning will lead to long-term effectiveness. In order to attain this objective, conflict management strategies should be designed to enhance critical and innovative thinking to learn the process of diagnosis and intervention in the right problems.

To Conclude, The management of organizational conflict involves the diagnosis of intervention in conflict. A proper diagnosis should include the measures of the amount of conflict, the styles of handling interpersonal conflict, sources of conflict, and learning and effectiveness. It should also indicate the relationships of the amount of conflict and conflict-handling styles to their sources and learning and effectiveness (Rahim, 2004).

## **2.8 STYLES OF HANDLING INTERPERSONAL CONFLICT**

Many studies believe that conflict cannot be completely vanished (Eljondy, 1998), the following model figure (2-3) prove that conflict management doesn't seek to vanish the results and causes of conflict but seeks to study and process the conflict to determine its causes, this from one hand and from the other hand, to use the appropriate model of managing conflict.

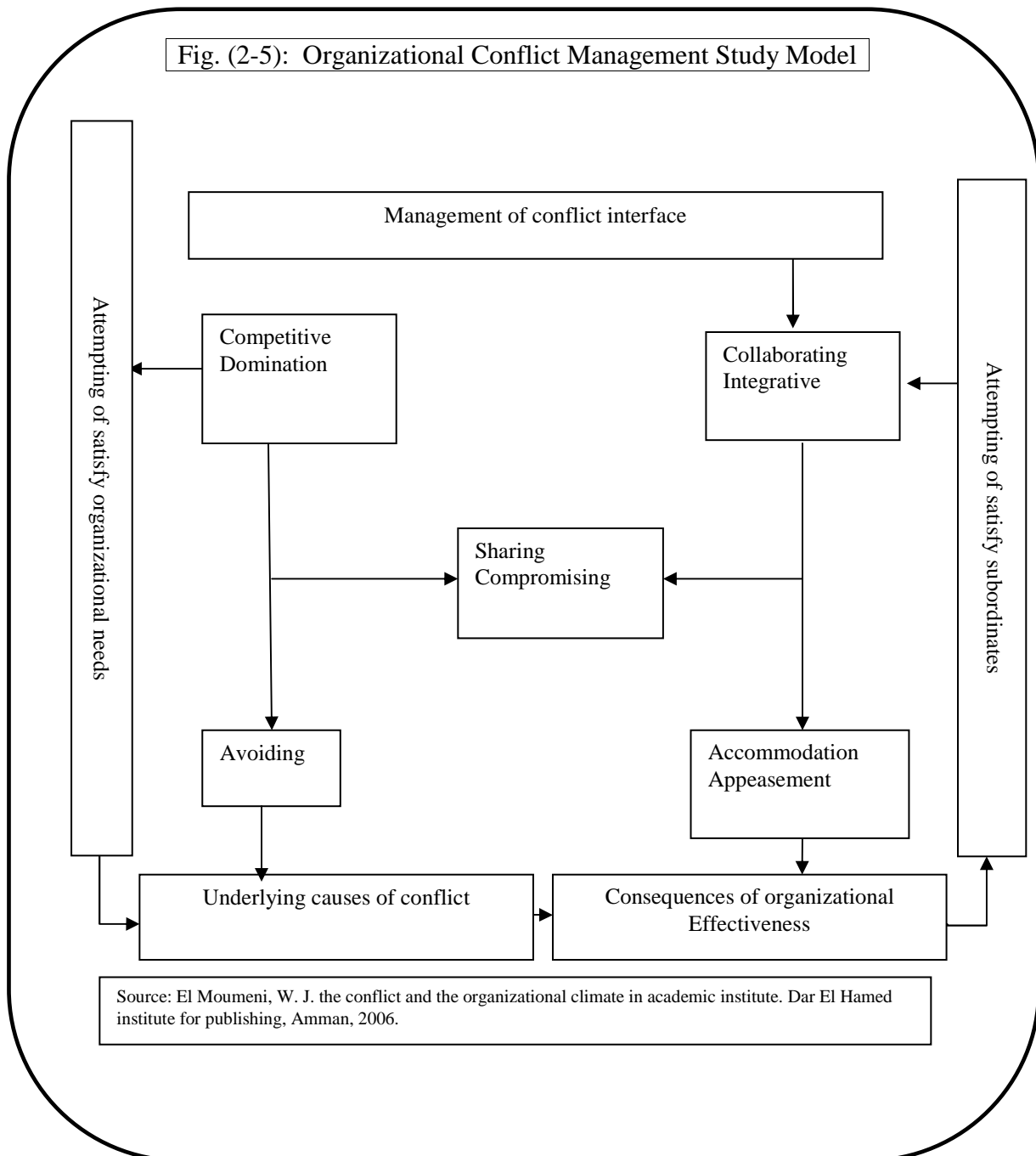
However, this study concentrate on the interpersonal conflict, hence this research discuss, how principals are intervening in their subordinate conflict and what are the strategies that is used by them.

Interpersonal conflict can be handled with various styles of behavior. Rahim says, four models of the styles of handling interpersonal conflict in organization have some similarities and differences (Rahim, 2001, p24). These styles are listed and described in table (2-3).

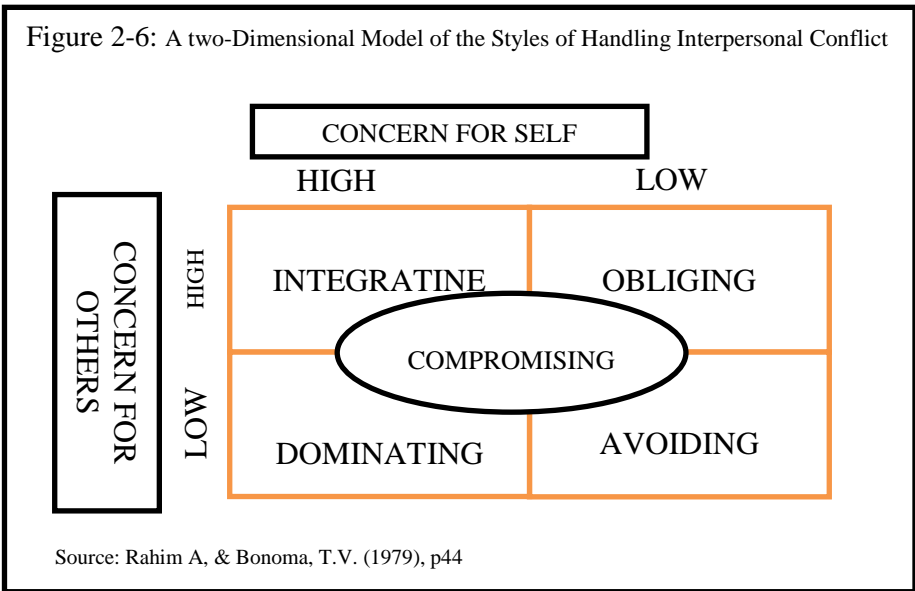
However, interpersonal conflicts handling styles differed from the age to age. Deutch (1949) suggest the simple cooperative-competitive model, after that model of three styles, then model of four styles and last model of five styles, as explain in table (2-3).

However, Rahim and Bonoma (1979) differentiated the styles of handling interpersonal conflict on two basic dimensions: concern for self and concern for others. The first dimension explains the degree (high or low) to which a person

attempts to satisfy his or her own concern. The second dimension explains the degree (high or low) to which a person wants to satisfy the concern of others. It should be pointed out that, these dimensions portray the motivational orientations of a given individual during conflict. Combination of the two dimensions results in five specific styles of handling interpersonal conflict, as shown in Figure (2-5). (Rahim & Bonoma, 1979, p.1327). The styles of handling interpersonal conflict are described in figure (2-5).



| Table 2-3: Styles of Handling Interpersonal Conflict: Models of 2-5 styles |                      |                   |            |                               |              |
|--|----------------------|-------------------|------------|-------------------------------|--------------|
| Model  | Styles               |                   |            |                               |              |
|  | I                    | II                | III        | IV                            | V            |
| <b>Two Styles</b>  |                      |                   |            |                               |              |
| Deutsch (1990)   | Cooperation          | —                 | —          | Competition                   | —            |
| Knudson, Sommers, & Golding (1980)   | Engagement           | —                 | Avoidance  | —                             | —            |
| <b>Three Styles</b>  |                      |                   |            |                               |              |
| Putnam & Wilson (1982)   | Solution Orientation | Non-Confrontation | —          | Control                       | —            |
| Lawrence & Lorsch (1967a)  | Confrontation        | Smoothing         | —          | Forcing                       | —            |
| Billingham & Sack (1987)   | Reasoning            | —                 | —          | Verbal Aggression<br>Violence | —            |
| Rands, Levinger, & Mellinger (1981)  | —                    | —                 | Avoid      | Attack                        | Compromise   |
| <b>Four Style</b>  |                      |                   |            |                               |              |
| Pruitt (1983)  | Problem Solving      | Yielding          | Inaction   | Contending                    | —            |
| Kurdek (1994)  | Problem Solving      | Compliance        | Withdrawal | Engagement                    | —            |
| <b>Five Styles</b>   |                      |                   |            |                               |              |
| Follett (1940)   | Integration          | Suppression       | Avoidance  | Domination                    | Compromise   |
| Blake & Mouton (1964)  | Confrontation        | Smoothing         | Avoiding   | Forcing                       | Compromise   |
| Thomas (1976)  | Collaborating        | Accommodating     | Avoiding   | Competing                     | Compromising |
| Rahim (1983a)  | Integrating          | Obliging          | Avoiding   | Dominating                    | Compromising |



- **2.8.1 Integrating Style**

This style indicates high concern for self and others. This style is also known as problem solving. It involves collaboration between the parties (i.e., openness, exchange of information, and examination of differences to reach a solution acceptable to both parties). Gray (1989, p5) describes this as collaborating “a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible”.

This strategy does not suppose that one part will lose and the other will win (Zaied, 1995, p531). This strategy is called winning strategy "win-win philosophy" (El Moasher, 2005, p44). This strategy requires collecting the largest number of data and facts which shows the wanted change (El Joundy, 1998, p211).

- **2.8.2 Obliging Style**

This style indicates low concern for self and high concern for others. This is also known as accommodating. This style is associated to satisfy the concern of the other party. There is an element of self-sacrifice in this style (Rahim, 2001, p.29). An obliging person neglects his or her own concern to satisfy the concern of the other party. Such an individual is like “conflict absorber” that is, a “person whose reaction to a perceived hostile act on the part of another has low hostility or even positive friendliness” (Bouldign, 1962. p. 171).

- **2.8.3 Dominating Style**

This style indicates high concern for self and low concern for others. This is also known as competing. Sometimes a dominating person wants to win at any cost. A dominating supervisor is likely to use his or her position power to impose his or her will on the subordinates and command their obedience (Rahim, 2001, p29) (El Khashalee, 2004, P7). The main hypothesis of this style is (win, lose) philosophy (El-louh, 2008, P57).

It's worth to say that, Johns thing that it this strategy is used, one party will waive against obtaining something else. So the goal in this case is to determine the criteria of exchange between the two parties, which may help in conflict management (Johns, 1987, PP. 443-448).

- **2.8.4 Avoiding Style**

This style indicates low concern for self and others. This is known as suppression. It has been associated with withdrawal, buck-passing, sidestepping, or “see no evil, hear no evil, speak no evil” situations. It may take the form of postponing an issue until a better time or simply withdrawing from a threatening situation. This person may refuse to acknowledge in public that there is a conflict that should be dealt with. This style is called (Lose-Lose) (Rahim, 2001, p 30).

Both (bader, 1992, p376) and (Asker, 1988, p35) agreed that, although principals believe that ignorance to conflict may contribute in solving conflict inside the organization. On the other hand, (Dubose and pringle, 1989,p10) show that avoiding style may have positive outcomes, especially in those cases that subordinates needs enough time to think and study the causes of the conflict.

- **2.8.5 Compromising Style**

This style indicates intermediate concern for self and others. It involves give and take or sharing whereby both parties give up something to make a mutually acceptable decision. It may mean splitting the difference, exchanging concession, or seeking a quick, middle-ground position.

However, each of the five styles of handling interpersonal conflict may be appropriate depending on the situation as shown in table (2-4). In general, integrating, and to some extent, compromising styles can be used effectively in dealing with conflict involving strategic or complex issues. The remaining styles can be used effectively in deal with conflicts involving tactical, day-to-day, or routine problems (Rahim, 2001, p30). The selection and use of each style can be considered as a win-win style provided that it is used to enhance individual, group, and organizational effectiveness.

Rahim (1981) and other researchers put additional insights by reclassifying the five styles of handling interpersonal conflict according to the terminologies. Integrating style can be reclassified to a positive-sum or nonzero-sum (win-win) style, compromising to a mixed (no-win/no-lose) style, and obliging, dominating, and avoiding to zero-sum or negative-sum (lose-win, win-lose, and lose- lose) styles.

| Table 2-4: <b>Styles of Handling Interpersonal Conflict and the Situations Where They Are Appropriate or Inappropriate</b> |  |  |
|--|--|--|
| Conflict style   | Situations where appropriate   | Situations where inappropriate   |
| <b>Integrating</b>   | <ol style="list-style-type: none"> <li>1. Issues are complex.</li> <li>2. Synthesis of ideas is needed to come up with better solutions.</li> <li>3. Commitment is needed from other Parties for successful implementation.</li> <li>4. Time is available for problem solving.</li> <li>5. One party alone cannot solve the problem.</li> <li>6. 6. Resources possessed by different parties are needed to solve their common problems.</li> </ol> | <ol style="list-style-type: none"> <li>1. Task or problem is simple.</li> <li>2. Immediate decision is required.</li> <li>3. Other parties are unconcerned about outcome.</li> <li>4. Other parties do not have problem-solving skills.</li> </ol>                                 |
| <b>Obliging</b>  | <ol style="list-style-type: none"> <li>1. You believe that you may be wrong</li> <li>2. Issue is more important to the other party</li> <li>3. You are willing to give up something in exchange for something from the other party in the future.</li> <li>4. Exchange for something from the other party in the future.</li> <li>5. You are dealing from a position of weakness.</li> <li>6. 5. Preserving relationship is important</li> </ol>   | <ol style="list-style-type: none"> <li>1. Issue is important to you.</li> <li>2. You believe that you are right.</li> <li>3. The other party is wrong or unethical</li> </ol>  |
| <b>Dominating</b>  | <ol style="list-style-type: none"> <li>1. Issue is trivial.</li> <li>2. Speedy decision is needed</li> <li>3. Unpopular course of action is implemented..</li> <li>4. Necessary to overcome assertive subordinates.</li> <li>5. Unfavorable decision by the other party may be costly to you.</li> <li>6. Subordinates lack expertise to make technical decisions.</li> <li>7. Issue is important to you.</li> </ol>                               | <ol style="list-style-type: none"> <li>1. Issue is complex.</li> <li>2. Issue is not important to you.</li> <li>3. Both parties are equally powerful</li> <li>4. Decision does not have to be made quickly.</li> <li>5. Subordinates possess high degree of competence.</li> </ol> |
| <b>Avoiding</b>  | <ol style="list-style-type: none"> <li>1. Issue is trivial.</li> <li>2. Potential dysfunctional effect of confronting the other party outweighs benefits of resolution.</li> <li>3. Cooling off period is needed.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Issue is important to you.</li> <li>2. It is your responsibility to make decision</li> <li>3. Parties are unwilling to defer, issue must be resolved.</li> <li>4. Prompt attention is needed.</li> </ol>                                 |
| <b>Compromising</b>  | <ol style="list-style-type: none"> <li>1. Goals of parties are mutually exclusive.</li> <li>2. Parties are equally powerful.</li> <li>3. Consensus cannot be reached.</li> <li>4. Integrating or dominating style approach.is not successful.</li> <li>5. Temporary solution to a complex problem is needed.</li> </ol>  | <ol style="list-style-type: none"> <li>1. One party is more powerful.</li> <li>2. Problem is complex enough needing problem-solving</li> </ol>   |

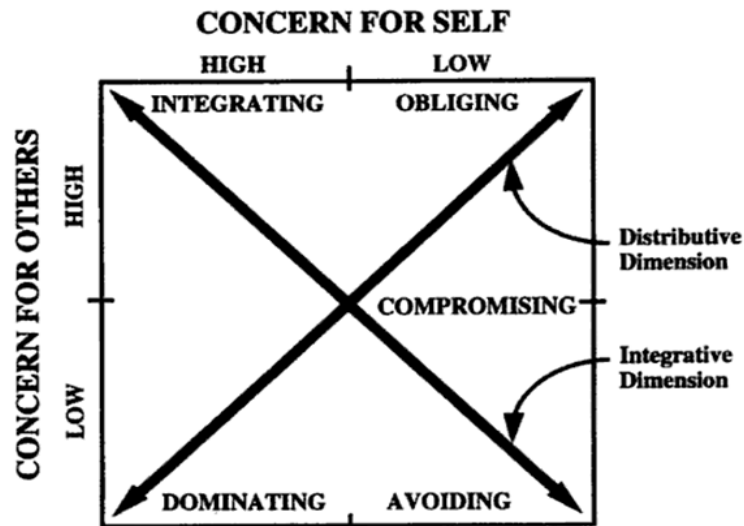
Source: Rahim, *The International Journal of Conflict Management*, Vol. 13, No. 3, 2002

## 2.9 Integrative and Distributive Dimensions

The proceeding classify the style of handling conflict to five stages, however, others organize styles of handling of conflict in to the integrative and distributive dimensions. It has been suggested by Thomas (1976) that further insights into five styles of handling interpersonal conflict may be obtained by organizing them according to the integrative and distributive dimensions of labor-management bargaining. The two dimensions are represented by the heavy lines in the diagonals of Figure (2-5).

Figure 2-5

**Integrative and Distributive Dimensions of the Styles of Handling Interpersonal Conflict**



Source: Rahim A. (2001), "Managing Conflict in Organizations", 3rd Ed., Westport: Greenwood Publishing, Inc.

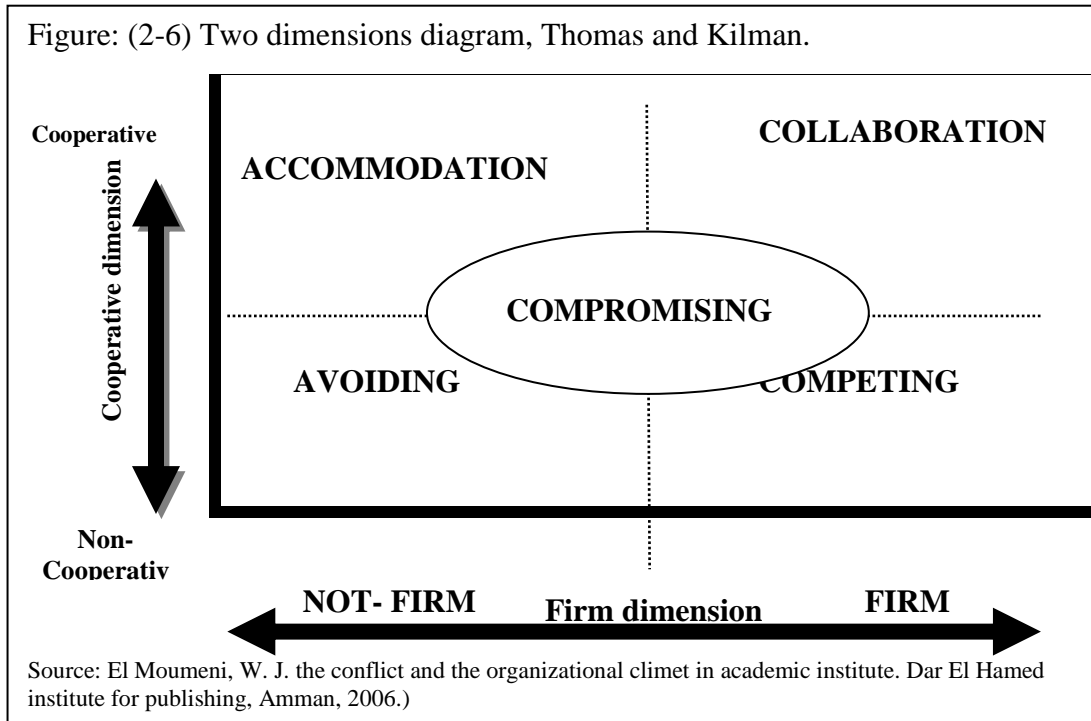
The integrative dimension (integrating-avoiding) represents the extent (high or low) of satisfaction of concerns received by self and others. The distributive dimension (dominating-obliging) represents the ratio of the satisfaction of concerns received by self and others. In the integrative dimension, the integrating style attempts to increase the satisfaction of the concerns of both parties by finding unique solutions to the problems acceptable to them. The avoiding style leads to the reduction of satisfaction of the concerns of both parties as a result of their failure to confront and solve their problems. In the distributive dimension, whereas the dominating style attempts to obtain high satisfaction of concerns for self (and provide low satisfaction of concerns for others), the obliging style attempts to obtain low satisfaction of concerns for self (and provide high satisfaction of concerns for others).

Moreover, Mary Paker (1988) followed other techniques in conflict management as follows:

- Dominating one part on the other.
- Negotiation to find a compromising solution.
- Integrating in order to reach a middle solution, which satisfies both parties.

Thomas & Kilmann also used another two-dimension diagram for cooperating and the other expressing firming. Cooperating dimension determines the degree that one tries to satisfy the needs of the other party. But the other dimension determines the degree that one tries to satisfy his needs and wishes. However, these

two dimensions also leads to five techniques in conflict management, as shown in the following figure (figure; 2.6) (El- Emyan, 2004).



The proceedings deal with the organizational conflict in general, but the purpose of this research is to investigate strategies used by manager when intervening in subordinates' conflicts, and factors affecting the choice of strategy in Palestinian organizations, IUG as a case study, where a heavy emphasis is placed on intermediaries in managing conflicts.

Hence, the conflict management literature has started to pay increased attention to the managers' third party role. Different models have emerged for describing the behavior of managers during intervention (pinkly et al, 2005)

### 2.10 Third party Intervention Strategies in Subordinates' Conflict.

The terms "third party" and "intermediary" are both used to refer to a person or team of people who become involved in a conflict to help the disputing parties manage or resolve it. Third parties might act as consultants, helping one side or both sides analyze the conflict and plan an effective response. Alternatively, they might act as facilitators, arranging meetings, setting agendas, and guiding productive discussions. Facilitators will also usually record what was said, and may write up a short report summarizing the discussions and any agreements that were reached.

Third parties in conflict have been researched in non-Western cultures, as well. Various studies showed that conflicting parties in more collectivistic cultures, and organizations therein, rely even more heavily on third parties (Kozan and Ergin, 1999). This is due to the importance placed on harmony in these cultures, as Wall and Blum (1991) have argued. In this context, third parties play the important function of preserving face for the conflicting parties during dispute resolution (Ting-Toomey et al., 1991). While third parties are an integral and crucial part of



conflict management in most non-Western societies, field studies of factors affecting the strategies chosen by managers as third parties have been scant. Yet, a better understanding of intervention strategies used and their predictors should prove valuable in training of managers in this important role.

### **2.10.1 Theoretical background**

The initial models of third party intervention by managers in western culture were derived from the legal setting. However, the context within which managerial interventions take place led to additional strategies to be identified. Furthermore, consideration had to be given to strategies that are likely to emerge in other cultures (Wall and Blum, 1991). Although predominantly based on Western literature, the ensuing set of strategies has been extended to other cultures through theoretical development and empirical test for construct validity (Elangowan, 1995).

Four intervention strategies were identified by Sheppard, namely, adjudicative, inquisitorial, mediational, and motivational. In the adjudicative strategy, resembling judges in US courts, the third party has control over the final decision, but the disputants have control over the process, i.e. the presentation and interpretation of evidence (Kozan, 2008). A third party using the inquisitorial strategy would have process control as well as decision control. The mediational strategy would leave decision control to the disputants, and while they may also have the final say on process, the mediator influences process as well. In the fourth strategy, motivational, the manager uses rewards or threats to move the disputants toward a resolution (Thibaut and Walker's, 1975) (Ross and Conlon, 2000).

Karambayya and Brett also identified an additional strategy, labeled as procedural marshal. A manager using this strategy would give information on the dispute third party handling procedures to be followed, enforce these procedures, and prevent the parties from interrupting each other (Kozan and others, 2008).

In developing his model, Elangovan included: (a) a set of conflict intervention strategies, (b) a description of situational features that have an impact on the effectiveness of conflict intervention procedures, (c) a set of decision rules to determine the most appropriate conflict intervention strategy, and (d) a decision tree to assist in strategy selection. Not only are these components highly similar to those of Vroom and Yetton's model, they also closely match Sheppard's (1984) recommendation that a model of third - party intervention include: (a) a comprehensive set of conflict intervention procedures, (b) a set of criteria or outcomes for evaluating conflict intervention procedures, and (c) a description of situational features that have an impact on the effectiveness of conflict intervention procedures. (Irving, P Gregory, Meyer, John P, 2007)

In his model, Elangovan (1995) used a typology of conflict intervention strategies based on one originally developed by Thibaut and Walker (1975) and later expanded upon by Sheppard (1983, 1984). According to these authors, conflict intervention strategies vary on the extent to which the third - party controls the dispute resolution process and the dispute outcome. More recently, Pinkley, Brittain, Neale, and Northcraft(f.1) (1995) used multidimensional scaling analysis to examine typologies of third - party dispute intervention strategies. This study was one of the first empirical studies to examine this major component of Sheppard's

(1984) recommendations. There are important inconsistencies in the typology of dispute intervention strategies reported by Pinkley et al. and the typology used by Elangovan (1995) in his prescriptive model. In response to these inconsistencies, the purpose of the present study was to examine the underlying dimensions of managerial third party conflict intervention using multidimensional scaling. We also compared existing typologies of managerial third - party conflict intervention with the dimensional structure that emerged from our analyses.(Irving, 1999)

Kolb (1986), using in-depth interviews to study the roles of organizational ombudspersons, identified three third party roles. The advisor role involved primarily facilitating communication between the parties. The investigator role involved identifying the facts of the dispute and bringing them to the attention of superiors. The third role, restructuring, involved changing organizational structure, including the assignment of duties, reporting relationships, and coordination mechanisms, in order to resolve a dispute. (Canadian Journal of Behavioural Science. FindArticles.com. 29 Jul, 2011.)

A different approach to managerial third party intervention was taken by Pinkley et al. (1995). Instead of defining distinct strategies, this approach defined underlying dimensions of managerial intervention. Using multi-dimensional scaling, they identified five dimensions: attention given to stated versus underlying problem by the manager, disputant commitment forced versus encouraged, manager versus disputant decision control, manager approaches conflict versus manager avoids conflict, and dispute handled publicly versus privately (Kozan and others, 2007)

Research on community and work conflict in China has revealed another strategy that differs from the Western models. Chinese mediators, who have substantial prestige and power in Chinese community life, were found to use an assertive mediation style. Their tactics ranged through gentle persuasion, nudging, telling, and advising the parties on how to think and act. They argued for concessions and criticized the parties whom they think were at fault (Wall and Blum, 1991). Wall and Blum's description of Chinese community mediators is in agreement with Lederach's (1995) description of mediators in non-Western cultures as insiders who are more involved and partial. For example, in family disputes in Latin America, a key role played by intermediaries is to reach the offended party on behalf of the offender (Lederach, 1995). This rather partial and intrusive approach, which will be labeled as educational, was also observed in a survey of Turkish organizations by Kozan and Ergin (1999).

Carnevale (1986) has further refined the concept of mediation in a "concern-likelihood model" with four categories: problem solving (win-win solution), compensation (use of rewards), pressing (use of threats and punishments) and inaction (letting parties settle the dispute).

Pressing also has a resemblance to the educational strategy described above because of the pressure put on the disputants by the third party. However, the educational strategy essentially rests on appeals to societal norms. Pressure can be put on intransigent disputants by reminding them of the consequences of non-

conformity and disruption of harmony in a close-knit community, without this being perceived as a veiled threat.

Elangowan's (1998) decision tree model can also be seen as a prescriptive approach. The factors that should be used in choosing a strategy included dispute importance, time pressure, nature of dispute, nature of relations between disputants, probability of commitment to a resolution, and disputant orientation. However, Elangowan also provided an empirical test of the overall model. Another prescriptive approach has been proposed by Nugent (2002), who used the importance and urgency of conflict impacts, and the ability and motivation of the disputants, as decision variables for choosing a strategy.

The focus of descriptive approaches has been explicitly on the conditions that empirically lead to the use of different strategies. Lewicki and Sheppard (1985), for example, studied the influence of variables such as time pressure, disputants' likelihood of working together in the future, and the impact of resolution on other disputes. Pinkley et al. (1995) studied the effects of conflict importance, time pressure, conflict intensity, hierarchical power of the intervener, and nature of power relationship between disputants. Despite the lead of Lewicki and Sheppard (1985), and later Pinkley et al. (1995), this line of research has not received the attention it deserves.

#### **2.10.1.1 Mediation Strategy**

An active and powerful third party role is that of mediator. Mediators not only facilitate discussions, but they usually impose a structure and process on the discussions that is designed to move the parties toward mutual understanding and win-win agreements. While many different styles of mediation are common, most mediators have the conflicting parties sit down together to explain to each other their views about the nature of the problem and how they think it might best be solved. The mediator often tries to get the disputants to focus on underlying interests (the things they really need or want) more than their initial opening positions (what they initially say they need or want). By clarifying the divergent views and reasons for those views, mediators can usually get the parties to develop a common understanding of the situation, which often yields a solution which satisfies the interests of all parties. While some mediators take a stronger role in option identification and selection than others, mediators do not have the power to impose a solution. At most, they can suggest a solution, which the disputants may or may not accept. (An interview with Reconciliation Committee, 2011)

#### **2.10.1.2 Inquisitorial Strategy**

The more powerful third party role is that of inquisitorial. An inquisitorial listens to presentations made by both sides, examines written materials and other evidence relating to a case, and then makes a determination of who is right and who is wrong, or how a conflict should be settled. Usually, the arbitrator's decision is binding and cannot be appealed. Thus, the inquisitorial is one of the most powerful type of intermediary. (An interview with Reconciliation Committee, 2011)

Inquisitorial works well when the parties simply want a settlement, and do not worry about losing control of the process or the outcome. For parties that want to maintain control, however, the other forms of intervention (mediation or facilitation) are often preferred. ( **Conflict Research Consortium**, University of Colorado, USA, no date)

### **2.10.1.3 Restructuring Strategy**

Kolb defined the restructuring by Restructurer the manager uses his/her organizational authority to change reporting relationships and responsibilities or to change the interdependence of the disputants. Also, Advisor as a manager acts as a counsellor to the disputants; the manager does not try to resolve the dispute, rather, he/she works around the dispute by arranging matters for, and "cooling out", the people involved Investigator the manager attempts to ferret out the truth about the dispute (Irving, 1999))

### **2.10.1.4 Motivational Strategy**

Motivational, the manager uses rewards or threats to move the disputants toward a resolution (Thibaut and Walker's, 1975) (Ross and Conlon, 2000). Motivational, the manager uses . rewards or threats to move the disputants toward a resolution. With the exception of the adjudicative, Sheppard's strategies were confirmed through factor analysis by Karambayya and Brett (1898) with data from a simulation exercise and by Ross and Conlon (2000) in a survey of dispute resolution professionals. Karambayya and Brett also identified an additional strategy, labeled as procedural marshal. A manager using this strategy would give information on the dispute handling procedures to be followed, enforce these procedures, and prevent the parties from interrupting each other.

### **2.10.1.5 Educational Strategy**

This rather partial and intrusive approach, which will be labeled as educational, was also observed in a survey of Turkish organizations by Kozan and Ergin (1999). However, the educational strategy essentially rests on appeals to societal norms. Pressure can be put on intransigent disputants by reminding them of the consequences of non-conformity and disruption of harmony in a close-knit community, without this being perceived as a veiled threat.

### **2.10.1.6 JAHA Strategy**

This strategy is the newest in handling conflict as a third party. This strategy is derived from the social context of Palestinian society. The a conflict appeared between two parties a well-known and respectful people intervene to remedy the conflict. The people may intervene without being called from the tow dispute parties. (an interview with Reconciliation committee, 2011).

## 2.11 The Cultural context:

The purpose of this essay is to explore and analyze non-Western modes and rituals of conflict reduction in Arab-Islamic societies. The necessity for such a study also stems from the dearth of available works relating conflict management and resolution processes to indigenous rituals of reconciliation. There is a need to fathom the deep cultural, social, and religious roots that underlie the way Arabs behave when it comes to conflict reduction and reconciliation.

Thus, this article discusses the socioeconomic, cultural, and anthropological background in which conflicts erupt and are managed in the Middle East. Issues such as the importance of patrilineal families; the question of ethnicity; the relevance of identity; the nature of tribal and clan solidarity; the key role of patron-client relationships; and the salience of norms concerning honor and shame need to be explored in their geographical and sociocultural context.

Religious beliefs and traditions are also relevant to conflict control and reduction, including the relevant resources in Islamic law and tradition? Different causes and types of conflicts (family, community, and state conflicts) need to be considered, as do indigenous techniques and procedures, such as *wasta* (patronage-mediation) and **TAHKEEM** (arbitration). The rituals of **SULH** (settlement) and **MUSALAHA** (reconciliation) are examples of Arab-Islamic culture and values and should be looked at for insight into how to approach conflict resolution in the Middle East. Finally, there is the need to consider the implications of these issues and insights for practitioners and policymakers. To what extent is an integration of Western and non-Western models of conflict reduction and reconciliation possible?

This research looked first at Western and non-Western approaches to conflict "resolution" and points to important cultural differences in approaching conflict management, including the role of the individual in society; attitudes towards conflict; styles of communication; expectations of mediators, understandings concerning "victimization" and "forgiveness," and the usefulness of governmental (and/or non-governmental) programs and institutions--such as truth commissions--for "national reconciliation."

The second section considers the geographical, sociological, and cultural influences on the Arab Middle East. It highlights the importance of relationships based on family, patriarchy and gender, kinship, and clientism, and points to the continuing underlying code of honor (and its counterpart, shame) in conflict and conflict management.

The third part considers the concept of ritual and its role in conflict "control and reduction" (as opposed to conflict "resolution") and focuses on the rituals of **SULH** and **MUSALAHA** as examples of indigenous Arab modes of settling disputes.

The final section considers the implications for policymakers and practitioners and suggests an alternative approach to national reconciliation in Palestine.

## **2.12 CONFLICT RESOLUTION: WESTERN AND NON-WESTERN APPROACHES**

Although conflict is a human universal, the nature of conflicts and the methods of resolving conflict differ from one socio-cultural context to another. For instance, in contemporary North American contexts, conflict is commonly perceived to occur between two or more individuals acting as individuals, i.e., as free agents pursuing their own interests in various domains of life. Conflict is often perceived as a symptom of the need for change. While conflict can lead to separation, hostility, civil strife, terrorism and war, it can also stimulate dialogue, fairer and more socially just solutions. It can lead to stronger relationships and peace "an Arabic proverb" (An Extract introduced by Dr. Merle Lefkoff, an experienced facilitator based in New Mexico, 2006).

The basic assumption made by Western conflict resolution theorists is that conflict can and should be fully resolved (Paul Salem, ed. *Conflict Resolution in the Arab World*, 1997). This philosophy, whereby virtually every conflict can be managed or resolved, clashes with other cultural approaches to conflict. Many conflicts, regardless of their nature, may be intractable, and can evolve through phases of escalation and confrontation as well as phases of calm and a return to the status quo ante. This is why this essay adopts the idea of conflict control and reduction to depict the processes of settlement and reconciliation in the Arab-Islamic tradition.

The third basic assumption in U.S.- based conflict resolution is that conflict usually erupts because of different interpretations regarding data, issues, values, Islamic Mediation Techniques for Middle East Conflicts interests and relationships. According to the prominent anthropologist Laura Nader says: "Conflict results from competition between at least two parties. A party may be a person, a family, a lineage, or a whole community; or it may be a class of ideas, a political organization, a tribe, or a religion. Conflict is occasioned by incompatible desires or aims and by its duration may be distinguished from strife or angry disputes arising from momentary aggravations (Laura Nader, "Conflict: Anthropological Aspects," in David L. Sills, ed. *International Encyclopedia of the Social Sciences*, Vol. 3 and 4 (New York: The MacMillan Co. and The Free Press, 1968, p. 236)."

Conflict in Western perspectives is also viewed as having a positive dimension, acting as a catharsis to redefine relationships between individuals, groups, and nations and makes it easier to find adequate settlements or possible resolutions. During the last ten years, more and more voices within the field of conflict resolution have been calling attention to the importance of acknowledgment and forgiveness in achieving lasting reconciliation among conflicting parties. Many of the world's most intractable conflicts involve age-old cycles of oppression, victimization and revenge. These conflicts, which can have dangerous and long-lasting political repercussions, are rooted in a psychological dynamic of victimization. Racism and "ethnic cleansing" are only the most dramatic

manifestations of such cycles of victimization and vengeance (The Psychodynamics of International Relations, Volume II, 1991).

One of the guiding principles of U.S.-inspired conflict management and resolution is to help individuals or groups embroiled in conflict to acknowledge one another's psychological concerns and needs so that they will be able to overcome their historic sense of victimization. Victimization is a crucial concept to grasp when dealing with protracted conflicts, whether personal or political. Overcoming feelings of victimization, which, unfortunately, are endemic to the human condition, is the most important step towards healing. Usually, acts of violence (whether inflicted on an individual or a group), are the results of deep feelings of being victimized, regardless of who is the victim or victimizer. In the case of nations and ethnic groups embroiled in conflict, acknowledgment of unhealed wounds from pain inflicted in the past facilitates the resolution of conflicts. From a Western psychological perspective, conflict usually erupts because some basic needs have not been fulfilled, such as needs for shelter, food, self-esteem, love, knowledge, and self-actualization (Abraham H. Maslow, 1987).). The non-fulfillment of these needs, exacerbated by acute feelings of victimization, inevitably leads to conflict and may eventually lead to war. A first step in the process of healing, then, is the mutual acknowledgment by all parties of their emotions, viewpoints and needs. Thus, the first and most crucial skill which conflicting parties must develop is that of actively listening to each other.

Communication skills are fundamental to conflict resolution. In many cultures, the art of listening is drowned out by arguments and the never-ending struggle to get one's point across first. The opposite of listening is not ignoring; rather, it is preparing to respond. Mediators are trained to listen carefully to all parties involved in a dispute. Active listening is a method that ensures that the whole meaning of what was said is understood (George E. Irani, 1999).

Mediation is another skill used by Western practitioners in conflict resolution. The mediator confronts two basic tasks when involved in settling a dispute. First, he or she has to encourage people to negotiate in such a way that there is an equitable outcome. Second, the mediator has to be completely neutral and place the expertise and power of decision-making in the hands of the conflicting individuals or groups themselves. In addition to mediation in conflict resolution, negotiation is another important tool in Western conflict resolution processes. "Interest-based" negotiation George E. Irani focuses on people's long-term interests, rather than on short-term perspectives, and does not encourage hard or soft types of bargaining (this is the case when one of the parties has to give in or compromise) which usually lead to unsatisfactory "positional" compromises (Roger Fisher, Second Edition New York: Penguin Books, 1991).

Following the collapse of various dictatorial regimes in Latin America and Central Europe (e.g., Chile, Argentina, Brazil, East Germany, Czechoslovakia and Poland), truth and justice commissions were formed to "police the past," i.e., to investigate the extent of human rights violations committed against civilians by the former military juntas and Communist parties in these countries. These efforts encouraged a healing process of atonement and remorse for past crimes which, in turn, helped citizens and governments alike to rebuild democratic institutions. A similar process recently began in South Africa following the dismantling of the

apartheid regime and the election of Nelson Mandela as President of the new Republic of South Africa (George E. Irani, 1999).

El Sham states shares some of the problems affecting societies in transition, though the country has not fully regained control of its sovereignty. In April 1994, as a contribution to the ongoing efforts at inter communal reconciliation in post-war Lebanon, the Lebanese American University assembled on its Byblos campus a group of government officials, NGO activists, students, and lawyers, for a three-day conference entitled "Acknowledgment, Forgiveness, and Reconciliation: Alternative Approaches to Conflict Resolution in Post-War Lebanon."(George E. Irani, 1999). The conference focused primarily on the psychological and interpersonal aspects of the Lebanese War, especially the politics of identity and the vicious circle of victimization and vengeance that fueled the long conflict.

Conference participants were initially uncomfortable with and suspicious of the theory and techniques of Western conflict resolution. Mixed feelings were expressed about the applicability of conflict resolution in the Lebanese social context. A Christian banker who was educated in the United States noted that conflict resolution theory was initially forged in labor management relations in the United States and that later it was applied to business and then to community relations and academia. He raised an important methodological question: "How can a theory which is supposed to be dealing with definite, programmed, institutionalized relationships deal with the un programmed, informal, and random relationships characteristic of social and political contexts in a totally different society?" (George E. Irani, 1999).

A Muslim academic and social activist declared that a better concept would be "conflict management" because "it is impossible completely to solve conflicts; the existence of conflicts goes together with human existence." He raised the related point that conflicts were interrelated; the resolution of one conflict was contingent upon the resolution of other conflicts. "The crisis of Lebanon and the Middle East are the best proof of what I am saying," he concluded. (George E. Irani and Laurie E. King-Irani,. *Lessons from Lebanon*, 2006)

## **2.13 THE ARAB MIDDLE EAST: THE SETTING**

Geography has an impact on the ways people interact and behave for the protection of their honor and their scarce resources. The Arab Middle East is distinguished geographically by a variety of landscapes. The Arabian Peninsula is characterized by a large desert and other arid landscapes, and a scar city of water (George E. Irani, 1999).

In the Levant (Syria, Lebanon, Palestine, Jordan), environmental conditions are more clement. Jordan and some areas of Palestine are semi-arid and poor in water while Lebanon and Syria are blessed with milder climates and numerous springs and rivers. Lebanon has a rugged mountainous terrain but also a fertile valley (the Bekaa Valley) and self-sufficiency in water (George E. Irani, 1999).

Ecological realities in the Middle East have given rise to three key modes of subsistence: nomadic, village, and urban. Although communities of pastor al nomads, village farmers, and city-dwelling merchants and artisans were historically



distinct from one another, they were nonetheless economically interdependent. Their lives and interests were always in actual or potential contact, and quite often in conflict. Although pastoral nomadism has become increasingly rare as a viable mode of subsistence, due to the advent of nation states with closed borders and the rapid, dramatic urbanization and of the region's population, nomadic peoples and their traditions have nonetheless left a very deep imprint on Middle Eastern culture, society, and politics. One anthropologist hypothesizes that the characteristic form of pastoral nomadism that developed in this semi-arid zone accounts for the strikingly similar cultural orientations found throughout the vast area of the Middle East:

"In the Near East today we find a remarkable similarity among the traditions of many people throughout a large region Islamization, the spread of a religious faith, is often offered as an explanation for this uniformity. But could Islam by itself have become so deeply rooted among the diverse peoples of such a vast area, unless it was somehow a response to a life experience which all of these people shared in common?...Extreme arid conditions resulted in independent little herding groups dispersed across the desert and steppe. This situation is reflected in the atomistic form which political alliances tended to take (Meeker, 1979, p.7.).

Sociologically, the peoples of the Middle East remain famous for their loyal attachment to their families, distinctive rituals of hospitality and conflict mediation, and effective and flexible kin-based collectivities, such as the lineage and the tribe, which until quite recently performed most of the social, economic, and political functions of communities in the absence of centralized state governments (Laurie E. King-Irani, 1999).

Family in the Middle East is dominated by the powerful role patriarchy plays in decision making. (Hisham Sharabi, 1988). The father's authority in his family is an integral part of the more general authority system. Patriarchal authority maintains not only the genealogical cohesiveness of the family but also the cohesiveness of social life. This patriarchal pattern of power is made concrete and takes shape in the primacy of the zaim (leader) of the family. The zaim controls and defends the cohesiveness of the family inside the group as well as in the relationships between the family and other families. The zaim acts as the family referee and sanctions conflicts that erupt within his family, while controlling the solidarity and support within and between family members. He acts as the family's ambassador towards outsiders. Given that every village is made up of many families, each family is headed by a zaim. The heads of each family form the assembly of the village zuama'(Fouad Ajami, Cambridge, MA: Cambridge University Press, 1981.)

A related element in understanding social and political behavior in the Middle East is kinship systems. Despite the creation of modern states following the collapse of colonial rule, the basic unit of identification for the individual is not the state, the ethnic group, or the professional association, but the family. (fouad, 1981)

Several writers on the Arab Middle East have underlined the fact that the only nation-state in the contemporary Arab Middle East is Egypt. Egypt has a homogeneous population that identifies itself first and foremost as Egyptian. The only sizeable "minority," the Copts who number around 6 million members, consider themselves as the descendants of the original population of Egypt from

pharaonic times. Their allegiance is to Egypt as both government and country (George E. Irani, 1999).

In Saudi Arabia, on the other hand, it is a family--the House of Saud—that dominates the body politic. The same applies to the various sheikdoms of the Arabian Gulf. In other countries of the Levant, namely Syria and Iraq, families from minority communities rule their respective societies.[20] Since Lebanon obtained independence in 1943, it has been ruled by a few prominent families—both Christian and Muslim--such as the Maronite Catholic Gemayel and Chamoun families, the Sunni Es-Solh and Salam families, and the Druze Jumblatt family. As a strategy for survival, the patrilineal kinship system of the Middle East has certainly proved flexible and effective over many centuries under a variety of social, economic, and political conditions. The distinctive kinship systems and practices of the Middle East are part of the region's civilizational heritage. Kinship is implicated in nearly every aspect of life and most social institutions, including religion and morality. (Abu-Nimer, 1999)

Michael Meeker, a prominent anthropologist, speculates that the cultural uniformity which we now find in the arid zone does not reflect the traditions of a people bent on violence. "On the contrary, it reflects...a moral response to the threat of political turmoil. The process of Islamization itself can be viewed in part as a moral reaction to the problems that arose from the circumstances of Near Eastern pastoral nomadism. All over the arid zone, popular traditions can be described in terms of three cultural themes: 1) agonistic rhetoric of political association, 2) humanistic religious values which center on conceptions of exemplary personal behavior, and 3) social norms of personal integrity and familial propriety which often take the form of concepts of honor. (Michael Meeker, *Literature and Violence in North Arabia*, Cambridge, MA: Cambridge University Press, 1979, p. 7).

Religion also plays a very important role in affecting the individual's life in both private and public interactions. Birthplace of the three monotheistic faiths--Judaism, Christianity and Islam--the Middle East is a part of the world where religion plays a crucial symbiotic role in the individual's and community's life. The socio-cultural and historic environment that saw the birth and spread of these three religions encouraged a close relationship between the private and public in the individual's life in the Middle East.

## **2.14 RITUALS, CONFLICT CONTROL, AND CONFLICT REDUCTION**

In Arab societies, conflict resolution techniques are learned and adopted by professional groups such as businessmen or businesswomen, bankers, engineers, etc. For the rest of the population, conflict control and reduction are handled either by state-controlled courts or by traditional means (Irani, 2009).

Arab states lack citizens in the Western meaning of individuals bound to one another and the state by an agreed-upon interlocking system of rights and duties. What we have instead are individuals belonging to communities and abiding by their rules and rituals. This does not exclude the fact that many young professionals and educated men and women are struggling to establish secular societies based on individual rights and responsibilities and state accountability (Irani, 2009).

In large Arab cities, individuals involved in conflicts are more likely than are villagers to resort to the official legal system to settle their disputes. The legal system, however, is clogged and corruption is pervasive. Moreover, the interpretation of the rule of law in sectarian-based societies or societies based on tribal modes of social interaction has a different meaning. The law is usually that of the powerful and the wealthy (politicians and clergy) or heads of village clans or Bedouin tribes (Nathan J. Brown, *The Rule of Law in the Arab World* (Cambridge: Cambridge University Press, 1997).

The rule of law also has to confront the pervasive and powerful influence of patronage and its strong emphasis on asymmetrical power relationships. For example, an individual who has committed a crime can face both the legal justice system and the tribal mode of conflict control and reduction (Interview with Reconciliation men, 2011).

This situation underlines the importance of studying closely modes of reconciliation and conflict control in an Arab-Islamic environment. The observer interested in conflict control and reduction in non-Western societies has to look into the rituals that inform individual and community behavior following a crime or any other illegal action (Interview with Reconciliation men, 2011).

## **2.15 THE RITUALS OF SULH AND MUSALAHA**

The Middle Eastern rituals of sulh (settlement) and musalaha (reconciliation) are alternative and indigenous forms of conflict control and reduction. The sulh ritual, which is an institutionalized form of conflict management and control, has its origins in tribal and village contexts. "The sulh ritual stresses the close link between the psychological and political dimensions of communal life through its recognition that injuries between individuals and groups will fester and expand if not acknowledged, repaired, forgiven and transcended (Laurie E. King-Irani, Boulder, CO: Lynne Rienner Publisher, 1999).

The ritual of SULH is today used in the rural areas of Lebanon (Nizar Hamzeh, Paul Salem, p.93-118, 1999.). In the Kingdom of Jordan the ritual of sulh is officially recognized by the Jordanian government as a legally acceptable tradition of the Bedouin tribes. In Israel, the ritual of sulh is still in use among the Palestinian citizens of Israel living in the villages. In some Middle Eastern societies, such as Lebanon, Jordan, and Palestine, rituals are used in private modes of conflict control and reduction. Private modes are processes not controlled by the state whereby customary, traditional steps are taken to restore justice. Sometimes, both private and official justice is invoked simultaneously in fostering reconciliation. One such step is the process of sulh (settlement) and musalaha (reconciliation) (M. Khadduri, 1997), p.845-846.).

According to Islamic Law (Shari'a), "the purpose of sulh is to end conflict and hostility among believers so that they may conduct their relationships in peace and amity....In Islamic law, sulh is a form of contract ('akd), legally binding on both the individual and community levels (M. Khadduri, 1997, p.845-846.).

"SULH is the best of judgments." This is how the Jordanian Bedouin tribes describe the customary process of settlement and reconciliation. The Palestinian Judge Muhammad Abu-Hassan makes a distinction between public SULH and private SULH. Public SULH is similar to a peace treaty between two countries. It usually takes place as a result of conflicts between two or more tribes which result in death and destruction affecting all the parties involved (Mohammad Abu-Hassan, 1987, p. 257-259.)

Palestinian society provides a suitable setting for studying managerial third party behavior. This territory is considered a traditional and developed society, and its traditional culture still dominates interpersonal relations. The society passed through more than one stage, first the Israeli occupation, and now the PNA period. In business organizations, while productivity has led to pressures, maintaining harmony is still of paramount concern. Managers have to balance these concerns in their interventions.

The Palestinian culture is relatively high collectivism (Hofstede, 1984). The high collectivism suggests a desire for smooth, harmonious relations in the work place. Compared to the more individualistic, competition and the aggressive pursuit of individual interests and confrontational methods are less common (Dindi et al., 1989). Even business negotiations have to be carried out in a subtle way, with parties establishing personal rapport and pursuing economic interests in a roundabout manner. Third party involvement has a long tradition in this culture, as in such realms as mothers mediating between authoritarian fathers and children, or elders playing a peacemaking role in village disputes. Managers, likewise, are an integral part of conflict resolution, as the conflicting parties find it hard to openly bargain for their interests (Kozan and Ilter, 1994).

When intervening in subordinates conflicts, managers may feel conflicting pressures to use the soft touch of a mediator or to be firm and autocratic. The softer, peace-making approach is part of the traditional conflict SULH, found in many Islamic countries, aims at suspending conflict between the adversaries and achieving reconciliation, forgiveness, and peace (Irani, 1999). The informal SULH process contrasts sharply with the formal approach of the courts that rely on arbitration. The researcher, has conducted a quick scan about the preferred means in conflict management, he has observed that disputants in Palestinian villages prefer the mediation of village elderly or the SULH committee, (which aims at resolving all issues pertaining to conflict) to the narrow and technical focus of the courts. But when SULH committee fails to reach a compromising the two or one party goes to the court.

The tendency to use a firmer approach, on the other hand, draws from the rather autocratic element in Middle East culture, as evidenced by the high power distance score. Palestinian organizations are distinguished by traditional authority relations and influence patterns, which lead to centralized decision-making, highly personalized, strong leadership, and limited delegation (Pellegrini and Scandura, 2006, El-Farra, 2000). Hence, in addition to increasing productivity concerns that may call for an intrusive intervention, these managers would also feel a need to appear in control in order to maintain their authority.

However, the researcher used the various strategies described in the literature review above to build the questionnaire items. These included items that had been translated into Arabic form previous studies (Kozan and Ilter, 1994; M. Kozan, Ergin, Varoglu, 2007; G. Irani, 2006) for the inquisitorial, motivational, meditational, and procedural marshal role items of Karambayya and Brett (1898) and the restructuring strategy described by Kolb (1986). Moreover, meditational, SULH (settlement), and MUSALAHA (reconciliation) strategies form the Cultural context of the Arab Muslim world.

### **3. Chapter Three: Previous Studies**

## **Preface:**

This chapter reviews the previous studies conducted about conflict, conflict management, and third party intervention strategies in handling conflict.

To start where the other ended, the researcher covered a number of previous studies from e-libraries, local libraries, and international libraries and journals. Many aspects in conflict and conflict management styles had been researched, and here are the significant studies which related to this research; divided into Local Studies, Regional Studies, and Global Studies.

### **3.1. Previous Local Studies**

Local researches about conflict management still rare, despite the Arab's researcher's attention increase about this subject in recent years.

#### **1. Organizational conflicts and their effects on Job Satisfaction. "A comparative study for the viewpoints of the employees in Al-Azhar University and the Islamic University of Gaza" (El Louh, 2008)**

The research aimed to define the effect of the organizational conflicts on the job satisfaction feeling, in both universities by comparing the results. It also aimed to determine the levels of the organizational conflict. It aimed to study the strategies used to deal with the organizational conflicts; moreover, it aimed to explore the effects of some demographical variables on the organizational conflicts in both Al-Azhar University and the Islamic University of Gaza.

The research concluded a number of results, the most important of which are; (1) the levels of the organizational conflicts in both Al-Azhar University and the Islamic University of Gaza are low. (2) The organizational conflict reasons are weak and rare. (3) And the sources of conflict are ordered descending according to the viewpoints of the employees in both Universities as: limitations of resources, lack of determining of competences, lack of determining responsibilities and contradiction of goals.

The organizational conflict management strategies usage is medium. And the strategies are ordered descending according to the viewpoints of the employees in both Universities as: Accommodation, collaboration, Compromising, Avoidance and Competition. There is a job satisfaction in both Universities. And the job satisfaction reasons are ordered descending according to the viewpoints of the employees in both Al-Azhar University and the Islamic University of Gaza as: satisfaction from working at the university, instruments, relationship between leadership and their subordinates, salary and fringe benefits.

The organizational conflicts have no obvious effect on job satisfaction according to the viewpoints of the employees in both Al-Azhar University and the Islamic University of Gaza.

The research recommends increasing the awareness of the employees toward the importance of the organizational conflict. Also, it recommended reinforcing the use of the cooperation strategy since the all will be winner if it is used, to enroll the

employees in the decision making, to intense the training of the employees, and recommended to make more researches on other organizational conflict fields such as, study the effect of the organizational conflict on: organizational performance, organizational loyalty, working pressures, workforce turnover rate, the internal control or the administrative planning.

## **2. "Organizational Conflict Management Intervention Strategies, in Non-governmental association, from principals point of view" (Abdel Wahed, 2008)**

This study aimed to examine the used polices in the organizational conflict management within non-governmental institutions in the Gaza strip from the managers point of view.

It studied the concept of conflict, the causes , the positive and negative effects throw the community study which consisted of nongovernmental organization in the Gaza strip working in multiple and different fields which has been selected as a representative sample of foundation, questionnaires were distributed to them .

One of the important results reached by researcher in this study as follows: Managers tend to follow styles of conflict management in varying degrees in nongovernmental institutions in Gaza strip. Managers lack awareness of the importance of conflict management and demolition is not considered reliable building tool. Managers use the Cooperative Strategy more than the other strategies.

The research recommend; the necessity of increasing the awareness of managers and deepening their understanding of the importance of organizational conflict, and learn them how to choose the most appropriate strategies depending on the facts and circumstances, which deals with them.

## **3. "Patterns of Conflict Management and its impact on Organizational Development (OD) As applied in Ministry of Health in Gaza Strip (MOH)" (Abu Asaker, 2008)**

Study aimed to identify five styles of conflict management (the pattern of domination and power, the pattern of cooperation, the compromising pattern, the avoidance pattern, the obliging pattern), the study also aimed to know the impact of these patterns on organizational development as follows, the three levels of which (individuals, work groups, organization).

The study was conducted at the MOH on a random cluster sample of the various divisions of workers in the ministry: doctors - dentists - pharmacists - nursing - technical professionals; In addition to the category of administration, which have been divided into: director - deputy director - head of division - management.

The research concluded a number of results, first, Administration uses the four styles in handling conflict, arranged in descending order as follows: (style of



domination and power, settlement pattern, the pattern of avoidance, the pattern of obliging), but the usage of these styles was low. The fifth style, cooperation was not clearly used since it was not well identified by members of the sample. The style of cooperation although it is not clear, considered to be the most effective and positive style affecting organizational development.

The Research recommends that, increasing awareness of the importance of organizational conflict, the use of the most appropriate style to deal with conflict, which in turn consolidates organizational development, and administration has to focus more on needs and wishes of staff, and concern over the humanitarian aspect in dealing with conflict and in particular to the positive influence on the level of individuals.

#### **4. Organizational Conflict Management by Administrative in the ministry of Youth and Sport in Palestine. (Weshahee, 2002)**

The research aimed to identify the reality causes of organization conflict as well as the strategies of conflict management in the organization. The research also discuss the effect of personal variables such as sex, experience, qualification, and the position on choosing the conflict management strategies.

The research discovered that accommodations, cooperation, avoiding styles are used more than, dominating and compromising styles, by administrative in Youth and Sport Ministry.

The research finds difference between the administrative due to personal variables, males use compromising, avoiding, and integrations more than women. Also, bachelor degree tend to use compromising style, masters tend to use avoiding, while General Certificate School use dominating.

#### **5. "Organizational Conflict Management as a tool in Administrative Development in the Palestinian Ministries in Gaza Strip". (Hajaj, 2000)**

The research aimed to identify the Organizational conflict inside ministries and identify the strategies of conflict management, inside Ministries in Gaza. The research focuses on the causes of conflict, the used strategies in conflict management, and the effects of using these strategies.

The research sample consisted of all director and directorate in governmental ministries in Gaza Strip. The research sample consisted of (260 director), a questionnaire was designed to collect the information.

The research concluded that, conflict decreases performance, there is a relation between the conflict and political ideology (party or movement loyalty),

such as HAMAS or FATEH movements, and there is no relation between the personal traits and conflict management style.

The research recommended, first, to train the principals and workers to manage conflict, second, to study the Conflict management from the subordinates' eyes or point of views.

### **3.2 The Regional Studies**

The researcher devotes a section for the regional studies rather Arabic studies due to the nature of the conflict in the Middle East.

#### **1. "Third party intervention strategies of managers in subordinates' conflicts in Turkey". (Kozan, Ergin, Varoglu, 2008)**

The purpose of this paper is to investigate strategies used by managers when intervening in subordinates' conflicts and the factors affecting choice of strategy in Turkish organizations, where heavy emphasis is placed on intermediaries in managing conflicts.

The Design/methodology/approach – Data were collected by means of a questionnaire from (392) employees of a convenience sample of (59) organizations, most of which were located in Ankara. The research used factor analysis and regression tools.

THE Findings showed that managers utilize as many as five strategies: mediation, inquisitorial (similar to arbitration), motivational tactics, conflict reduction through restructuring, and educating the parties. The conditions under which these strategies are used were analyzed by regression. Harmony emphasis in the organization led to increased use of mediation. However, harmony emphasis, when coupled with a low degree of delegation of authority to subordinates, resulted in increased use of the inquisitorial strategy. Harmony emphasis, when combined with substantive (as opposed to personal) conflicts and with high impact conflicts led to educating the subordinates. Motivational tactics were used more when the conflict had high impact at the workplace and had escalated or threatened to get out of control.

#### **2. "Conflict in Public Agencies and its Effect on Performance". (El Faqueh, 2006)**

The research aimed to study conflict in public organizations and its effect on performance, to recognize the types of conflict and effect on performance within public organizations and. Also, the research tries to discover the causes of conflict and decide whether conflict has positive or negative aspects of conflict and how to benefit from it.

Also, the research showed the relationship between administrative leadership, channel of communication, the nature of jobs in public organizations and their role in creating conflict.

A questionnaire was developed and 280 distributed to employees in four public organizations in Makkah Al-Mukarramah Province, namely King Abdulaziz University, Umm Al-Qura University, King Faisal Hospital, Al-Noor Hospital. Two hundred and twenty-six (226) questionnaire's forms approved for study. The most important reached results are first, conflict effect performance either positive or negative. Second, the organizations that have different financial system are more subject to conflict. The study results indicated that conflict in public organizations influenced by the style of managerial leadership, methods and types that they follow to manage conflict. The channels of communication play major role in minimizing and developing the degree of conflict. Also, from the results there is more conflict in dependent positions and those which relate to the public.

The study recommended that organizations must pay attention to conflict and allow enough time to manage it. Organizations must also develop financial systems that provide equal opportunities for employees' promotion and salary increase; train managerial leadership to be aware of the importance of conflict and of the best methods of managing it; pay attention to channels of communications in order to, ensure a continual flow of information and the removal of communication obstacles; acquaint employees with the nature of their jobs and duties; and create administrative units to manage conflict.

### **3. "Organizational conflict, an applicable study to the orientations of subordinates' towards conflict management styles in the governmental directorate in southern Jordan". (El Moasher, 2005)**

The purpose of the research is to identify the styles of conflict management in southern Jordan directorates. Conflict management strategies are (Competing, Collaboration, Avoiding, Accommodation, and Mediation). Moreover, the research tries to discover if personal traits affect the perception of conflict such as (sex, age, qualification, position, experience, marital status, place of living).

Methodology: the research used a questionnaire distributed to a random sample consisted of (50%) of the governmental directorates.

Findings: the research finds that used conflict management styles are arranged ascending as follows: Collaborative, Compromising, Competitive, Avoiding, and Accommodation.

Recommendations: the research recommend to widen researching of conflict management, deepening the concept of conflict and the suitable use of styles of intervening, especially, we all are different in choosing the suitable style.

### **4. "The Relation between Leadership style and the Strategies of Organization Conflict Management practiced by Department's Heads in Mu'tah and ALal-Bayt Universities from Teaching Staff Views Perspectives". (Harahsheh, Khlifat, 2009)**

This study aimed to investigate the relationship between department Heads' leadership style and their strategies in Organizational conflict management. The

researchers employed two questionnaires, one for leadership style and another for conflict Organizational management strategies.

The research recommended, that Heads practice delegate and democratic styles more than an autocratic style; and that they employed more accommodating strategies than avoiding and competing strategies. Also, the study showed that there are no statistically significant differences related to the university, college, gender or academic rank variables. The researchers recommend the use of these strategies to achieve the university's goals.

### **5. "Organizational Conflict in Saudi Academic Institutions: An Applied Study on King Abdul-Aziz University" (El Shareef, 1997)**

The researcher sought to identify the discussed problem encountering the teaching staff at King Abdul-Aziz University. Because of the importance of the academic institutions in the society as they are the center of innovative management and progressive technology,

Conflict is a natural phenomenon arising from the interaction between the teaching staff, and is ordained by nature of the academic work. This environment dictates competition, dialogue, divergent perspective and difference in opinion.

Consequently, the scope of the research was set to consider the major factors causing the conflict among Saudi academic staff, and their perception thereof. The researcher considered the methods utilized by departments heads in conflict management, and offered recommendations that could benefit in dealing with the organizational conflict in universities.

The researcher reached several conclusions. There are various factors, with various degrees, leads to the creation of conflict among the teaching staff. The staff perception of the conflict is viewed as positive or negative depending on the academic rank. The department's heads mostly use cooperation to manage the conflict in their organization.

### **3.3 The International studies**

#### **1. "Conflict, strategic management, and public relations" (Plowman, 2005)**

Public relations will be a viable contributor to strategic management if it has knowledge and experience in the mixed motive model of public relations to include contention, avoidance, compromise, accommodation, cooperation, being unconditionally constructive, win/win or no deal, principled, and mediated.

Secondly, membership in top management also depends on the experience and ability of the practitioner to do strategic planning and solve problems for the

organization. This assertion incorporates the long-term accumulation of expertise and a relationship with the dominant coalition built on sound judgment and trust.

### **3. "Teachers' Conflict Management Styles with Peers and Students Parents"(Cornille, Pestle, Vanwy, 1999)**

This study examines the conflict management styles that elementary school teachers use with their peers and with their students' parents. Elementary school teachers (N = 156) provided responses anonymously to Rahim Organizational Conflict Inventory II and demographic questions.

Teachers' conflict management styles were different in all five styles of conflict management from those a normative group of the business managers. No differences were found between responses of teachers in urban and nonurban schools. Teachers in urban schools are reported being more likely to use dominating styles with their students' parents than with their peers.

Based on these findings, the authors suggest continuing education for teachers to learn intentional ways of dealing with conflicts, both with peers and with students' parents.

Middle and top managers “have a lively and growing interest in learning more about both the preventions and management of conflict (the American Management association AMA, 1995)

A study sponsored by the American Management association (AMA) shows that middle and top managers “have a lively and growing interest in learning more about both the preventions and management of conflict”. Some of the findings of this study are:

4. The chief executive officers, vice presidents, and middle managers spend about (18) percent, (21) percent, and (26) percent of their time, respectively, in dealing with conflict.
5. The respondents felt that their ability to manage conflict has become more important over the past (10) years.
6. They rated conflict management as equal to or slightly higher in importance than the topics taught in AMA programs (which include planning, communications, motivation, and decision making).

### **2. "Superior-Subordinate Conflict Management Style Reported by Self and Other". (McIntyre, 1997)**

A study examined how managers' report handling conflict, in comparison with their subordinates' ratings. The model used includes two dimensions, concern for self and concern for others, with five interpersonal conflict-handling styles: Avoiding, Dominating, Compromising, Integrating, and Obliging.

Data were gathered using the Rahim Organizational Conflict Inventory II on 109 managers and 372 subordinates from East Coast companies. The study found that managers and their subordinates agree on the ranking of the conflict management strategies used by managers, ranking them in order of frequency used as Integrating, Compromising, Obliging, Dominating, and Avoiding.

Since the two most-used styles reflect social desirability, involving a moderate-to-high concern for self and others, these styles are more congruent with current organizational changes that espouse a more participative, group-based approach to managing employees and conflict. Differences were found between the managers' self-reported conflict management style and the subordinates' ratings. Managers reported being more integrating and dominating whereas their subordinates rated them as more Avoiding and less Compromising than the managers rated themselves.

The study confirmed the assertion that self-report data may yield different information than ratings by other, suggesting that these two sources of information should be considered when evaluating managers' conflict management strategies.

#### **4. "Academic deans and conflict management: The relationship between perceived styles and effectiveness of managing conflict". (Donovan, 1993)**

This study identified which of five styles of managing conflict is the predominant style of academic deans in Wisconsin colleges and universities, as perceived by the deans and a systematic sample of their subordinates. The relationship between the deans' conflict management style and their effectiveness in managing conflict was also investigated. Finally, the relationship of demographic characteristics to the deans' style of conflict management was investigated.

Fifty deans and (104) subordinates participated in the study. The questionnaire consisted of a (28-item) modified version of the Rahim Organizational Conflict Inventory-II; a single question which measured the dean's effectiveness in managing conflict; and, 15 questions soliciting demographic information. Data were collected over a three month period in a two-step process. A list of subordinates' names was supplied by the deans. A systematic sample of the subordinates provided the subjects for the second step of the survey. The SPSS-X program was used for data analysis. Correlation coefficients were computed between the styles of conflict management and the deans' effectiveness in managing conflict. Cross-tabulation of demographic characteristics yielded chi-square values.

The effect of demographic characteristics on conflict management styles was determined through analysis of variance testing. The integrating style of managing conflict was identified as the predominant style of the deans, with compromising being the second most predominant style. A high degree of correlation existed among the styles integrating, compromising and obliging, all of which had

significant positive correlations with effectiveness. The dominating style had a significant negative correlation with the variable effectiveness. Demographic characteristics had little effect on the use of the styles, although gender and length of time in present position were factors in the use of the dominating style. While the integrating style is viewed as the most effective, the deans in this study use a variety of styles to manage conflict and are perceived to manage conflict in a constructive manner.

A recommendation for future study would be to replicate the study with a larger sample of deans from more diverse areas of the country.

### **3.4 Comments on previous Studies**

After reviewing the previous studies, the following can be noticed:

- 1- Local and regional studies showed that the most common style is collaborative style, which concentrate on the social attitude. This may be due to the nature of Middle East culture.
- 2- Foreign studies also, showed that collaborative style is the most used one. Except (Cornille, Pestle, and Vanway, 1999) study where dominating is the most used style in urban.
- 3- All the studies used a questionnaire as a tool in collecting information. The researcher depends on the previous studies to build a questionnaire.
- 4- Previous studies were applied on variance sectors and clusters.

### **3.5 Distinct of this research**

But this study is different because of the following:

- 1- Considered one of the first which is applied in the Gaza Universities.
- 2- The first that discuss the relation between the used strategy and harmony emphasis, or delegation of authority.
- 3- The first that deals with third party intervention strategies, in Gaza Universities.
- 4- Discuss many attributes' effects on the used conflict strategy.
- 5- This research tapped the intervention strategies form the subordinate point of view, it is recommended to study the intervention strategy form the principal's point of view; and compare it with this research.
- 6- This research tapped a new intervention strategy which is JAHA, which is not widespread used in western. And it is recommended to study this strategy more intensively.

**Chapter Four**  
**4. Research Methodology**



## **Preface**

This chapter aims to introduce a detailed presentation of methodology, data collection and procedures which were thoroughly adopted to conduct this study.

## **4. Study methodology and data collection:**

### **4.1 Research Design**

The research aims to identify the reality of the usage of third party intervention strategies of principals in subordinates' conflicts in Palestine.

The questionnaire was used to collect the information, and it was designed like a (1-10) scale to determine what the Third party intervention strategies of principals in subordinates' conflicts in Islamic University are?

Analytical descriptive techniques were used to sustain quantitative and qualitative measurement and analysis. The researcher utilized different tools to collect primary and secondary data as follows:

#### **4.2.1 Secondary resources:**

To introduce the theoretical literature of the subject, the researcher used the following data sources:

- 1- Books and References in Arabic and English about Conflict and Conflict management.
- 2- Periodicals, Articles, Published papers and Referred previous studies in different countries which have been conducted on the same subject.
- 3- The published reports from Palestinian Statistic Center.
- 4- The E- resources such as E-libraries, E- Database, E-books, web sites, etc...

#### **4-2-2 Primary resources:**

In order to analyze the qualitative and quantitative characteristics of the phenomena, it has been depended on collecting the primary data by; first, unstructured interviews with employees, these interviews concentrated on the technics and tactics that are followed in resolving conflicts between subordinates in order to make sure that there is conflict in the university, and what is the strategies in handling it. Second, a questionnaire was set as a main tool for the study.

### **4.3 Research population:**

The study population consists of three employee's categories, **Academic, Administrative, Services**. The total number of the employees in the Islamic university is (1045) distributed as shown in table (4-1). The research excluded the university council from the population, all the university council are Academic, the

university council consists of (22) employee who consists of (deans, president, vice president). The researcher removed the Islamic University Council because he thinks that their percentage is small and would not affect the empirical study. After removing the university counsel, the population will be (1023). (The personnel department IUG, 2011).

**Table (4-1) the research population and the distributed sample**

|                       | Research population | Research sample |        |
|-----------------------|---------------------|-----------------|--------|
|                       |                     | Percentage      | Number |
| <b>Academic</b>       | 368                 | 36%             | 126    |
| <b>Administrative</b> | 438                 | 43%             | 150    |
| <b>Service</b>        | 217                 | 21%             | 74     |
| <b>Total</b>          | 1023                | 100%            | 350    |

#### 4.4 Research Sample

The study sample has been selected as a random stratified sample composed of three employees' categories: Academic, administrative and service. The distribution of the questionnaire has started after coordinating with the public relation in the Islamic University of Gaza. The distribution of questionnaire has been conducted in the first week of April 2011. The questionnaire has been collected within two to five weeks. The researcher distributed (350) questionnaires to both Gaza center and Khanunis center. Two hundred and thirty of them have been collected back; the percent of response is (%65.7). The researcher faced some difficulties in collecting back the questionnaires, especially from the Academic category. The researcher refers this, maybe, for the busy nature of this category. The service response was weak also; the researcher refers this to the illiteracy between the service employees, or may be because of not drawing attention to the scientific research. The researcher held many visiting to the university employees to recollect the questionnaires, especially for the academics.

**Table (4-2): respondent ratio**

| Category              | Percentage  | Number     |
|-----------------------|-------------|------------|
| <b>Academic</b>       | 36%         | 87         |
| <b>Administrative</b> | 47%         | 108        |
| <b>Service</b>        | 15%         | 35         |
| <b>Total</b>          | <b>100%</b> | <b>230</b> |

The researcher determined the percentage of sample to be (22.5%) from the total number of population. However, the random sample will consist of (230) respondent as shown in table (4.2).

## 4.5 Sample Characteristics

### 4.5.1 Personal Characteristics:

#### 1. Sex:

Table (4-4) shows the male and female percentage, as follows (77.2%) male and (22.8) female.

| <b>Sex</b>  | <b>Frequency</b> | <b>Percent.</b> |
|---|------------------|-----------------|
| Male  | 173              | 75.2            |
| Female  | 51               | 22.2            |
| <b>Total</b>  | <b>230</b>       | <b>100.0</b>    |
| • Six respondents (2.6%) did not respond to this question |                  |                 |

This properly shows that the IUG's male percentage is larger than female. Moreover, the low ratio of the employed women may due to the traditional oriental culture of the Palestinian society which prefers that the women work in specific professions like education; teacher in schools and health. (El Farra, 2005)

#### 2. Age categories of the sample persons:

There is (17.3%) of the sample persons less than (25) years old. The category (29-25) is (23.1%). The (30-40) category ratio is the biggest one. However, this ration is found also in the Palestinian society, on other words, the age between (30-40) represents (31.1%) in the Palestinian society. Finally (28.4%) of the sample persons are more than (40) years old.

| <b>Age</b>  | <b>Frequency</b> | <b>Percent.</b> |
|---|------------------|-----------------|
| Less 25 yr.   | 39               | 16.7            |
| -2529   | 52               | 22.6            |
| 30-40   | 70               | 30              |
| More than 40  | 64               | 27.8            |
| <b>Total</b>  | <b>230</b>       | <b>100.0</b>    |
| • Five respondents (2.2%) did not respond to this question. |                  |                 |

#### 3. Educational level

It consists of (4.9%) persons GSC (General Secondary School) and less, (20.9%) persons have Diploma (Two years after GSC), (42.2%) have bachelor degree , (15.1)

have master degree, and (16.9) persons have PHD degrees, as it is shown in Table (4-6). The researcher thinks that these results were logic since they reflect the structure of population and sample used.

| <b>Table 4-6: Educational level</b>  |                  |                 |
|--|------------------|-----------------|
| <b>Education</b>   | <b>Frequency</b> | <b>Percent.</b> |
| GSC and Less   | 11               | 4.8             |
| Diploma  | 47               | 20.4            |
| Bachelor   | 95               | 41.3            |
| Master   | 34               | 14.8            |
| PHD  | 38               | 16.5            |
| <b>Total</b>   | <b>230</b>       | <b>100.0</b>    |
| <ul style="list-style-type: none"> <li>• five respondents (2.2%) did not respond to this question</li> </ul> |                  |                 |

#### **4. Living Place**

The majority of the sample is living in Gaza; they form (51.3%). Rafah employees' form (2.2%) of the sample; khanunis employees form (8.9%); Wusta employees form (21.0%); N-Gaza employees form (16.5%) as shown in (Table 4-2 and table 5-1).

| <b>Table 4-7: Sample persons by living place</b>  |                  |                 |
|---|------------------|-----------------|
| <b>Living Place</b>   | <b>Frequency</b> | <b>Percent.</b> |
| Rafah   | 5                | 2.2             |
| Khanunis  | 20               | 8.7             |
| El Wusta  | 47               | 20.4            |
| Gaza  | 115              | 50.0            |
| N-Gaza  | 37               | 16.1            |
| <b>Total</b>  | <b>230</b>       | <b>100.0</b>    |
| <ul style="list-style-type: none"> <li>• Six respondents (2.6%) did not respond to this question</li> </ul> |                  |                 |

#### **5. Experience:**

The years of work at IUG: There is (16.3%) of the sample persons have been working in IUG for less than (3) years, (21.3%) persons have (3) to (6) years' experience, (25.3%) of them are working between (7-9) years, and (36.4%) of them are working for (10) years and more. This result shows that the majority (61.7%) of the persons have experience (7) years and more.

| Table 4-8: working experience  |            |              |
|--|------------|--------------|
| Experience   | Frequency  | Percent.     |
| Less 3 years   | 38         | 16.5         |
| 3-6  | 48         | 20.8         |
| 7-9  | 57         | 24.8         |
| 10 and more  | 79         | 34.2         |
| <b>Total</b>   | <b>230</b> | <b>100.0</b> |
| <ul style="list-style-type: none"> <li>• <b>Eight respondents (3.7%) did not respond to this question</b></li> </ul> |            |              |

### 6. The Marital Status:

The married people are (84.9%) of the sample see table (4-9), this high ratio of the married people may refer to the stable and rational income of the employees and it consistent with the high ratio of the people who are more than 30 years old and the people who work for more than five years. These conditions encourage people to get married according to the Palestinian society traditions. The respondents indicates (2.17%) no marital status

| Table 4-9: The Marital Status  |            |              |
|--|------------|--------------|
| The Marital Status   | Frequency  | Percent.     |
| Single   | 33         | 14.3         |
| Married  | 191        | 83.0         |
| Widow  | 1          | 0.4          |
| Divorced   | 0          | 0            |
| <b>Total</b>   | <b>230</b> | <b>100.0</b> |
| <ul style="list-style-type: none"> <li>• <b>Five respondents (2.17%) did not respond to this question</b></li> </ul> |            |              |

### 7. Job Classification:

The biggest sample persons are an Administrative employee which is (42%). while the ratio of Academic employees' form (21.2%) of the sample. The Service percentage is (37%) of the sample as shown in table (4-10).

Although the institute is academic, it is obvious that the number of administrative is bigger than the academic, the researcher recommend comparing between the numbers of academic and administrative with other high education institutes.

| Table 4-10: Job Classification |            |              |
|--------------------------------|------------|--------------|
| Job Classification             | Frequency  | Percent.     |
| Service                        | 86         | 0.37         |
| Administrative                 | 96         | 0.42         |
| Academic                       | 48         | 0.21         |
| <b>Total</b>                   | <b>230</b> | <b>100.0</b> |

## 8. Principals' title

The principal rank or title at IUG: There is (22.7%) of the sample persons their boss job is dean, (33.3%) of the sample persons their boss job is Head of Academic dep., (40.7%) of the sample persons their boss job is Head of administration... (See table 4-11)

| Table (4-11): The principal rank  |            |              |
|---|------------|--------------|
| Your boss job   | Frequency  | Percent.     |
| Dean  | 49         | 21.3         |
| Head of Academic dep.   | 72         | 31.3         |
| Head of admin. dep.   | 88         | 38.7         |
| Service senior  | 7          | 3.2          |
| <b>Total</b>  | <b>230</b> | <b>100.0</b> |
| <ul style="list-style-type: none"> <li>• fourteen respondents (6.07%) did not respond to this question</li> </ul> |            |              |

## 9. Principal's Qualification:

| Table (4-12): principal's Qualification   |            |              |
|---|------------|--------------|
| Your boss Qualification   | Frequency  | Percent.     |
| Less than Dip.  | 7          | 3.1          |
| Diploma   | 18         | 7.8          |
| Bachelor  | 36         | 15.7         |
| Master  | 71         | 30.7         |
| PHD   | 92         | 40.0         |
| <b>Total</b>  | <b>230</b> | <b>100.0</b> |
| <ul style="list-style-type: none"> <li>• Six respondents (2.6%) did not respond to this question</li> </ul> |            |              |

Table (4.12) shows that (72.8%) of the sample hold PHD, and master degree. The ratio of PHD and master is the highest due to the nature of the institute; it is an academic institute, and the academics usually carry administrative positions.

## 10. The principal intervening time in the conflict:

The principal intervening time in the conflict derived into three categories, first from the start which scored (47.3%) of the sample persons, second when conflict started to escalate which scored (44.7%), third Later when it became a major issue which scored (8%).

| <b>Your boss<br/>intervening time in<br/>the conflict</b> | <b>Frequency</b> | <b>Percent.</b> |
|---|------------------|-----------------|
| from the start  | 107              | 47.3            |
| when conflict started to<br>escalate                      | 101              | 44.7            |
| Later when it became a<br>major issue.                    | 18               | 8.0             |
| <b>Total</b>  | <b>230</b>       | <b>100.0</b>    |

Table (4-13) shows clearly that principal tries to intervene in conflict management from the start, the researcher thinks this is normal because the Palestinian society is collectivistic one, and carry high attention for the feelings of others, this from one hand, and from the other hand, the people in Gaza are religious, while Islam urge to solve the quarrel between any party as soon as possible.

## 4.6 Research tools

### 4.6.1 Questionnaire preparing steps

The researcher makes use of the literature review, which is in connection with this study, to design the questionnaire. Moreover, the researcher held some formal and informal interviews with key people in the Palestinian society. The researcher reached some important information about the Palestinian culture, society, and tradition in resolving conflicts. The researcher makes use of these findings in building and designing the questionnaire.

However, the questionnaire has been designed by the following procedure:

- 1- The study main prospective have been specified.
- 2- The paragraph of each prospective have been designed.
- 3- The primary questionnaire has been designed.
- 4- The questionnaire has been given to a group of referees. See appendix III.
- 5- The required modification has been done.

On the second stage, the questionnaire has been given to a pilot study. After analyzing the questionnaire of the pilot study, the researcher has done the required modification. Some items were deleted and other items were added.

Finally the questionnaire has been designed especially for this study; the questionnaire consists of three parts:

**Part One:** considers the personal characteristics of the respondents.

**Part two:** considers the nature of the conflict as follow.

1. The perceived impact of the conflict at the workplace was measured by four questions: whether its timely resolution would significantly affect:
  - (1) Organizational performance;
  - (2) Interpersonal relations among the employees at the workplace;
  - (3) The long-term relations of the conflicting parties; and
  - (4) Individual work performance of the conflicting parties.

These questions had (1-10) categories tailored to the question, depicting impact where number (10) Refers to great extent and (1) to a very little extent.

2. Stage of conflict at time of intervention was measured by a question that asked the respondent whether the superior was involved:
  1. from the start;
  2. when conflict started to escalate; or
  3. Later when it became a major issue.
3. Topic was measured by asking whether the conflict was:
  1. on a task-related technical matter;
  2. on issues of authority;
  3. on issues of promotion or leave;
  4. on personality issues; or
  5. On a personality issue guised under one of the first three issues.

The first three categories constituted substantive conflicts and the last two cover personality-related conflicts.

**Part three:** The respondents were also asked questions on the emphasis placed in the organization on harmony and the amount of authority delegated to them by their superiors. Four questions probed the emphasis placed on harmony in the workplace.

These covered:

- (1) Importance of harmonious relations among the employees;
- (2) Importance of harmonious relations between superiors and subordinates;
- (3) Organizational tolerance for work-related conflicts; and
- (4) Organizational tolerance for personality-related conflicts.

Delegation was measured by two questions. The first asked how frequently the subordinate is delegated decision making authority. The second tapped the importance of the decisions that are delegated.



#### **Part four: The interventions' strategies.**

The respondents then filled out a (35-item) questionnaire measuring the strategy used in the intervening strategy by managers. The items were derived from the various strategies described in the literature reviewed previously. These included items that had been translated into ARABIC for a previous study (Kozan, Ergin and Varoglu, 2008) and (Kozan and Ilter, 1994) for the inquisitorial, motivational, meditational, and procedural marshal role items of Karambayya and Brett (1898) and the restructuring strategy described by Kolb, 1986), moreover, Additional items were written for the present study to tap the more intrusive, educational strategy described by Wall and Blum (1991) and (Irani, 2000) for JAHA items.

However, part three has (6) field, first one tapped the direct mediation strategy; items form (17-26). Second, tapped the restructuring strategy, items form (27-30). Third, tapped the education strategy from (31-36). Fourth, tapped the motivation strategy from (37-41). Fifth, tapped the inquisitorial strategy from (42-47). Finally, tapped the reconciliation strategy (JAHA) from (48-51).

Respondents were requested to fill the questionnaire through writing a number that ranges from (1) to (10) for each answer. Respondents were provided clear instructions to fill the questionnaire and it was made clear to them that the more the answers are close to (10) the more they agree with the statement to be measured. (1) Means absolute disagreement with the statement and (10) means absolute agreement. (See appendix No. III)

Questionnaires were distributed to a stratified random sample of employees at the Islamic University – Gaza. Then the input data will be analyzed by SPSS.

#### **4.7 Validity and liability of the study tool:**

##### **4.7.1 Validity of referees:**

The initial questionnaire has been given to a group of referees to judge the validity of it, according to its content, the clarity of its items meaning, and suitability to avoid any misunderstanding and to assure its linkage with the main study aims. After a detailed feedback from the referees, the possible adaptation has been done to meet their suggestions, see appendix II.

##### **4.7.2 Pilot study:**

The measurement tool has been applied on (25) employees of The IUG as a simple random sample in order to check the usefulness and reliability of the used tool and its validity and reliability. The pilot sample has been distributed in the first week of March 2011 and collected within two weeks and has been exempted from the study sample later. However, the questionnaire has been modified according to the statistical tests.

### 4.7.3 The validity and reliability of the questionnaire

To check the validity of the scorecard, it has been accounted by two means:

#### 4.7.3.1 The validity of Internal Consistency:

The correlation between the score of each perspective and the total score of the questionnaire has been accounted, and the correlation between the score of every item and the total score of its perspective has been accounted as well, by the following law "Mahdi, 2005"

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\sum x^2 - \frac{(\sum x)^2}{n}} \sqrt{\sum y^2 - \frac{(\sum y)^2}{n}}}$$

Table (4-14) shows the correlation coefficient between every measure score in the conflict impact and the whole score of the perspective which it belongs to.

| Table (4-14): Correlation coefficients(R) between the perceived impact of the conflict at the workplace and the total score of it. |  |                     |       |
|--|--|---------------------|-------|
| N  | Paragraph  | Pearson Correlation | (Sig) |
| 1.   | Organizational performance                                   | 0.872               | 0.000 |
| 2.   | Interpersonal relations among the employees at the workplace | 0.962               | 0.000 |
| 3.   | The long-term relations of the conflicting parties           | 0.876               | 0.000 |
| 4.   | Individual work performance of the conflicting parties       | 0.910               | 0.000 |

Pearson Correlation is significant at (0.05)

It is observed that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

However, the topic of conflict is divided into two fields, first, the substantive topic of conflict, second, personal topic of conflict.

First, table (4-15) shows the correlation coefficient between every measure score in the topic of conflict to be substantive and the whole score of the perspective which it belongs to.

| Table (4-15): Correlation coefficients(R) between the extent of topic of to be substantive and the total score of it. |                                 |                            |              |
|---|---------------------------------|----------------------------|--------------|
| <b>N</b>  | <b>Paragraph</b>                | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | A task-related technical matter | 0.801                      | 0.000        |
| 2.  | Issues of authority             | 0.694                      | 0.000        |
| 3.  | Issues of promotion or leave    | 0.829                      | 0.000        |

Pearson Correlation is significant at (0.05)

It is observed that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

Table (4-16) shows the correlation coefficient between every measure score in the topic of conflict to be personal and the whole score of the perspective which it belongs to.

| Table (4-16): Correlation coefficients(R) between the extent of topic of to be substantive and the total score of it. |   |                            |              |
|---|---|----------------------------|--------------|
| <b>N</b>  | <b>Paragraph</b>  | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | personality issues  | 0.834                      | 0.000        |
| 2.  | a personality issue guised under one of the first three issues. | 0.843                      | 0.000        |

Pearson Correlation is significant at (0.05)

It is observed that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

Table (4-17) shows the correlation coefficient between every measure score in the conflict effect and the whole score of the perspective which it belongs to.

| <b>Table (4-17): Correlation coefficients(R) between the items of the organizational harmony and the total score of it.</b> |   |                            |              |
|---|---|----------------------------|--------------|
| <b>N</b>  | <b>Paragraph</b>  | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | There is harmonious relations among the employees                   | 0.471                      | 0.000        |
| 2.  | There is harmonious relations between superiors and subordinates    | 0.661                      | 0.000        |
| 3.  | There is organizational tolerance for work-related conflicts        | 0.941                      | 0.000        |
| 4.  | There is organizational tolerance for personality-related conflicts | 0.794                      | 0.000        |

Pearson Correlation is significant at (0.05)

The research shows that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

Table (4-18) shows the correlation coefficient between every measure score in the conflict effect and the whole score of the perspective which it belongs to.

| <b>Table (4-18): Correlation coefficients(R) between the items of Delegation range in the university and the total score of it.</b> |   |                            |              |
|---|---|----------------------------|--------------|
| <b>N</b>  | <b>Paragraph</b>  | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | The subordinate has decision making authority                 | 0.471                      | 0.000        |
| 2.  | The subordinate is delegated important matters and decisions. | 0.661                      | 0.000        |

Pearson Correlation is significant at (0.05)

The research shows that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

Table (4-19) shows the correlation coefficient between every measure score in the conflict effect and the whole score of the perspective which it belongs to.

The research shows that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

| <b>N</b> | <b>Paragraph</b>   | <b>Pearson Correlation</b> | <b>(Sig)</b> |
|----------|--|----------------------------|--------------|
| 1.       | The supervisor Allowed questions and rebuttals   | 0.707                      | 0.000        |
| 2.       | The supervisor Incorporated disputants ideas   | 0.807                      | 0.000        |
| 3.       | Shuttled back and forth  | 0.749                      | 0.000        |
| 4.       | Asked questions to disputants  | 0.657                      | 0.000        |
| 5.       | Asked for proposals  | 0.734                      | 0.000        |
| 6.       | Listened to disputants' views  | 0.787                      | 0.000        |
| 7.       | The supervisor urged the conflict parties to exchange point of view. To help them to resolve the conflict by themselves. | 0.827                      | 0.000        |
| 8.       | The supervisor sought to achieve the expectation and need of the conflict parties.                                       | 0.695                      | 0.000        |
| 9.       | The supervisor Made proposals.   | 0.629                      | 0.001        |
| 10.      | The supervisor urge the conflict parties to present some   | 0.745                      | 0.000        |

Pearson Correlation is significant at (0.05)

Table (4-20) shows the correlation coefficient between every measure score in Restructuring Strategies items and the whole score of the perspective which it belongs to.

| <b>N</b> | <b>Paragraph</b>  | <b>Pearson Correlation</b> | <b>(Sig)</b> |
|----------|---|----------------------------|--------------|
| 1.       | The supervisor Arranged work to minimize disputants' contact.       | 0.871                      | 0.000        |
| 2.       | The supervisor Did not assign job to those who create conflict      | 0.891                      | 0.000        |
| 3.       | The supervisor Re-assigned work to bring together compatible People | 0.862                      | 0.000        |
| 4.       | The supervisor Gave job to people who can work together             | 0.868                      | 0.000        |

Pearson Correlation is significant at (0.05)

It is observed that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

Table (4-21) shows the correlation coefficient between every measure score in the Educational Strategies and the whole score of the perspective which it belongs to.

| <b>Table (4-21): Correlation Coefficients(R) between the items of the Educational Strategies and the total score of it.</b> |   |                            |              |
|---|---|----------------------------|--------------|
| <b>N</b>  | <b>Paragraph</b>  | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | The supervisor Explained a disputant why the other was right              | <b>944</b>                 | <b>0.000</b> |
| 2.  | The supervisor Tried to educate a disputant on how to act                 | <b>859</b>                 | <b>0.000</b> |
| 3.  | The supervisor Asked disputant to show tolerance and forgiveness          | <b>873</b>                 | <b>0.000</b> |
| 4.  | The supervisor Determined negotiation procedure                           | <b>905</b>                 | <b>0.000</b> |
| 5.  | The supervisor explained the consequences of the conflict to the parties. | <b>909</b>                 | <b>0.000</b> |
| 6.  | The supervisor Advised a disputant on how to cooperate                    | <b>895</b>                 | <b>0.000</b> |

Pearson Correlation is significant at (0.05)

We observe that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

Table (4-22) shows the correlation coefficient between every measure score in the conflict effect and the whole score of the perspective which it belongs to.

| <b>Table (4-22): Correlation Coefficients(R) between the items of the Motivational Strategies and the total score of it.</b> |  |                            |              |
|--|--|----------------------------|--------------|
| <b>N</b>   | <b>Paragraph</b>   | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.   | The supervisor Threatened disputants to end conflict         | <b>.835</b>                | <b>0.000</b> |
| 2.   | The supervisor Offered disputants incentives                 | <b>.787</b>                | <b>0.003</b> |
| 3.   | The supervisor Put pressure on one or both of the disputants | <b>.743</b>                | <b>0.000</b> |
| 4.   | The supervisor used flattery to persuade a disputant         | <b>.850</b>                | <b>0.000</b> |
| 5.   | The supervisor Left feuding people out.                      | <b>.585</b>                | <b>0.000</b> |

Pearson Correlation is significant at (0.05)

The research shows that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

Table (4-23) shows the correlation coefficient between every measure score in the conflict effect and the whole score of the perspective which it belongs to.

| <b>Table (4-23): Correlation Coefficients(R) between the items of the inquisitorial Strategies and the total score of it.</b> |   |                            |              |
|---|---|----------------------------|--------------|
| <b>N</b>  | <b>Paragraph</b>  | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | The supervisor Talked separately with each                    | 0.388                      | 0.061        |
| 2.  | The supervisor Expressed his own opinions                     | 0.787                      | 0.001        |
| 3.  | The supervisor Imposed own ideas.                             | 0.743                      | 0.000        |
| 4.  | The supervisor Made the final decision.                       | 0.850                      | 0.000        |
| 5.  | The supervisor ignored the conflict party's personal desires. | 0.585                      | 0.000        |
| 6.  | The supervisor insist on his opinion to solve the conflict    | 0.388                      | 0.000        |
| 7.  | The supervisor Enforced negotiation rules.                    | 0.633                      | 0.000        |

Pearson Correlation is significant at (0.05)

We observe that there is a high and significant correlation between every perspective and the whole scorecard, except number one "*The supervisor Talked separately with each*" which is not significantly correlated with this strategy. So, the researcher decided to remove this item from the final questionnaire. The rest of the items show that the Balanced Scorecard enjoys high validity coefficient.

Table (4-24) shows the correlation coefficient between every measure score in El JAHA strategies -Indirect mediation- and the whole score of the perspective which it belongs to.

| <b>Table (4-24): Correlation coefficients(R) between the items of El JAHA strategies. "Indirect mediation" and the total score of it.</b> |  |                            |              |
|---|--|----------------------------|--------------|
| <b>N</b>  | <b>Paragraph</b>   | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | The supervisor asked one of the acceptable and respectful employees to solve the conflict. | .887                       | 0.000        |
| 2.  | The supervisor made a committee of wise people to solve the conflict.                      | .870                       | 0.000        |
| 3.  | The supervisor involved one conflicting party's family.                                    | .900                       | 0.000        |
| 4.  | The supervisor asked people from outside the university to solve the conflict.             | .737                       | 0.000        |

Pearson Correlation is significant at (0.05)

We observe that there is a high and significant correlation between every perspective and the whole scorecard, which means that the Balanced Scorecard enjoys high validity coefficient.

#### 4.7.3.2 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same levels of ranking scale (1-10) tool as shown in table (4-25).

The researcher assessed the fields' structure validity by calculating the correlation coefficients of each field of the questionnaire and the whole of questionnaire.

| <b>(Table 4-25) Structure validity of the questionnaire</b> |  |                            |              |
|---|--|----------------------------|--------------|
| <b>N</b>  | <b>Intervention Strategies</b>   | <b>Pearson Correlation</b> | <b>(Sig)</b> |
| 1.  | direct Meditational; strategy  | .737                       | 0.000        |
| 2.  | Restructuring Strategies   | .737                       | 0.000        |
| 3.  | Educational Strategies   | .851                       | 0.000        |
| 4.  | Motivational Strategies  | .721                       | 0.000        |
| 5.  | Inquisitorial strategies. The administration impose the final resolution | .692                       | 0.001        |
| 6.  | El JAHA strategies. "indirect mediation"                                 | .619                       | 0.000        |

Pearson Correlation is significant at (0.05)

#### 4.8. Reliability of the Questionnaire

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (Polit & Hunger, 1985). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (Polit & Hunger, 1985).

##### 4.8.1 Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between (0.0) and + (1.0), and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.



Table (4-26) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from (0.813) and (0.951). Therefore, the reliability scores range from (0.902) and (0.975). This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals (0.920) for the entire questionnaire and the corresponding reliability score is (0.959) which indicates an excellent reliability of the entire questionnaire. Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

**Table (4-26) Cronbach's Alpha for each field of the questionnaire and the entire questionnaire.**

| <b>N</b>     | <b>Strategy</b>  | <b>Cronbach's Alpha</b> | <b>Reliability*</b> |
|--------------|--|-------------------------|---------------------|
| 1.           | direct Meditational; strategy  | 0.951                   | 0.975               |
| 2.           | Restructuring Strategies   | 0.868                   | 0.932               |
| 3.           | Educational Strategies   | 0.883                   | 0.940               |
| 4.           | Motivational Strategies  | 0.831                   | 0.912               |
| 5.           | Inquisitorial strategies. The administration impose the final resolution | 0.889                   | 0.943               |
| 6.           | El JAHA strategies. "indirect mediation"                                 | 0.813                   | 0.902               |
| <b>Total</b> |  | <b>0.920</b>            | <b>0.959</b>        |

\* Reliability = Square root of Cronbach's Alpha

#### **4.8.2 Reliability by Split-half method:**

The conflict intervention strategy measurement tool has been applied on a pilot sample including (25) persons of the people who work in IUG, then reliability has been accounted by split-half method. In this way the whole tool measures are split into two divisions and then the measures of every perspective split into two divisions as well. The correlation between the two halves has been accounted; it equals (0.968) for the whole scorecard. After using the adjusted Spearman-Brown equation the reliability coefficient became (0.983). It means that the questionnaire has a high degree of reliability. By accounting the correlations for every perspective we find that almost similar results which means that every perspective has a high reliability degree (see table 4-27).

**Table (4-27): Reliability coefficients by using the split-half method for the perspectives of the Balanced Scorecard**

| N | Perspectives   | Pearson correlation coefficient | Reliability according to Spearman-Brown Method coefficient adjusted |
|---|--|---------------------------------|---|
| 1 | Direct Meditational; strategy  | 0.95                            | 0.973   |
| 2 | Restructuring Strategies   | 0.823                           | 0.902   |
| 3 | Educational Strategies   | 0.928                           | 0.963   |
| 4 | Motivational Strategies  | 0.662                           | 0.762   |
| 5 | Inquisitorial strategies. The administration impose the final resolution | 0.922                           | 0.945   |
| 6 | El JAHA strategies. "indirect mediation"                                 | 0.864                           | 0.918   |
|   | <b>Total</b>   | <b>0.968</b>                    | <b>0.983</b>  |

**4.9 The following statistical methods have been used:**

**1- Statistic Methods used in analyzing the validity of the questionnaire:**

- Pearson correlation coefficient: to find the validity of Internal Consistency by the correlation between every statement and its perspective.
- Terminal comparison: by comparing the Mean, Standard Deviation and T-values of the sample.

**2- Statistics Methods used in testing the reliability of the tool:**

- Alpha-Cronbach Coefficient.
- Split-half method: by computing the correlation between the two halves and using the adjusted Spearman-Brown equation to find the reliability coefficient.

**3- Statistic Methods used in describing and analyzing Data:**

- Frequencies
- Percentages
- Means
- Relative Weight

**4- The Statistic Methods which have been used in testing hypotheses:**

- One-Sample T-Test to check differences between the Mean of the responses of every perspective and the Average Mean of scale.
- Pearson Correlation: to test the relation between two variables of parametric and normally distributed data.

**Chapter five**  
**5. Analyzing and Interpreting Results**

**Preface:**

In this chapter the results of the data analysis which has been conducted on the study sample have been explained. Then the results were analyzed and discussed to determine how Palestinian principals cope with the conflict in their organizations.

**Section one:** Analyzing and discussing the perspectives of the study.

**Section tow:** Testing the study hypotheses.

**5.1 Section one; Analyzing and discussing the perspectives of the study**

Sign test is used to determine if the mean is significantly different from a hypothesized value (5.5), (The researcher used (5.5) mean value because the summation of (1-10). If the P-value (Sig.) is smaller than the level of significance,  $\alpha = (0.05)$ , then the mean is significantly different from a hypothesized value (5.5). The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value (5.5). On the other hand, if the P-value (Sig.) is greater than the level of significance,  $\alpha = (0.05)$ , then the mean is insignificantly different from a hypothesized value (5.5).

**5.1.1 The impact of conflict on the university.**

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-1).

| Table (5-1) The mean, the percentage mean, and one sample T-Test for each item of the impact of conflict |  |      |               |        |      |                   |      |
|--|--|------|---------------|--------|------|-------------------|------|
| N  | Paragraph  | Mean | Percent. Mean | T test | Sig. | Level of approval | Rank |
| 1.   | organizational performance                                   | 7.09 | 70.9          | 10.307 | .000 | Agree             | 2    |
| 2.   | interpersonal relations among the employees at the workplace | 7.28 | 72.8          | 11.760 | .000 | Agree             | 1    |
| 3.   | the long-term relations of the conflicting parties           | 6.55 | 65.5          | 6.631  | .000 | Agree             | 4    |
| 4.   | individual work performance of the conflicting parties       | 6.64 | 66.4          | 7.263  | .000 | Agree             | 3    |
| Total  |  | 6.89 | 68.9          | 10.442 | .000 | Agree             |      |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-1) revealed that all the mean values of paragraphs which related to impact of conflict are more than (5.5) and P-value less than  $\alpha = (0.05)$ , which means that conflict impact affect all the paragraphs.

The second paragraph which is interpersonal relations among the employees at the workplace, took the highest mean percent (72.8%) and sig value less than (0.05), which means that conflict affects the interpersonal relations among employees at the workplace significantly, this results agrees the Irani (1999) that the collectivistic society draws high attention to the social relationships. However, paragraph three which says conflict has an impact on the long-term relations of the conflicting parties took (65.5%), this result support paragraph number two. Paragraph number four which is conflict affects the work performance of conflicting parties took percent less that number one, this result supports the same idea. However, the performance of the employee in the university has been affected as well as the relationship between the respondents from the perspective of conflicting parties with a score located between (65.5%-72.8%).

This result insures the conflict can be destructive in the organization, and principals must draw their attention to the conflict strongly. This result comes in line with (El Outabi, 2006), which says that the impact of conflict on personal relation and performance is strong. Also, this result comes in line with the literature review in chapter two, that conflict affects the performance of the organization.

### 5.1.2 Topic of conflict

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-2).

| Table (5-2) The mean, the percentage mean, and one sample T-Test for conflict topic item |  |      |               |        |       |                   |      |
|--|--|------|---------------|--------|-------|-------------------|------|
| N  | Paragraph  | Mean | Percent. Mean | T test | Sig.  | Level of approval | Rank |
| 1.   | A task-related technical matter                                | 5.71 | 57.1          | 1.115  | 0.266 | Neutral           | 2    |
| 2.   | Issues of authority  | 5.78 | 57.8          | 1.496  | 0.136 | Neutral           | 1    |
| 3.   | Issues of promotion or leave                                   | 4.95 | 49.5          | -2.981 | 0.003 | Disagree          | 5    |
| 4.   | Personality issues   | 5.15 | 51.5          | -1.962 | 0.051 | Neutral           | 3    |
| 5.   | A personality issue guised under one of the first three issues | 5.59 | 55.9          | 0.519  | 0.604 | Neutral           | 4    |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-2) revealed that all of paragraphs (1,2,4) do not considered topics of conflict in the university, P-value more than  $\alpha = (0.05)$ , which means that most the respondents cannot significantly agree or disagree that the rest of perspectives are considered a topics of conflict. Moreover, the percent mean of these paragraphs are located between (51.5-57.8) which means that the mentioned topics are not clearly and significantly topics of conflict in the university. While paragraph No. three which says “issues of promotion or leave can be a topic of conflict has percent mean (49.5) which mean is weak, and sig less than (5.5) which means paragraph no.(3) is significantly not considered a topic of conflict in the university.

This result agrees with (El Hounitee, 1993) that substantial topics are considered weak reason for conflict, but disagree with (El Outabi, 2006) which says that substantive matters are considered topics which may lead to conflict.

### 5.1.3 Stage of conflict when the superior was intervenes.

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-3).

| Table (5-3) The mean, the percentage mean, and one sample T-Test for intervention time item |   |      |               |        |       |                   |  |
|---|---|------|---------------|--------|-------|-------------------|--|
| N   | Paragraph   | Mean | Percent. Mean | T test | Sig.  | Level of approval |  |
| 1.  | The superior was involved later when it became a major issue. | 4.90 | 49.0          | 3.443  | 0.001 | Disagree          |  |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-3) revealed that the mean values of intervening paragraph are less than (5.5) and P-value less than  $\alpha = (0.05)$ . This means that the respondent significant disagree that the superior was late when they involved in the conflict. The researcher thinks that this result is acceptable because it is in a harmony with the characteristics of the Middle East culture.

This result agrees with (Kozan, Ergin, Varoglu 2008) which says that the Middle East a culture is heavily depends on third party help in resolving differences. But disagree with (El louh, 2007) that subordinate sometimes do not intervene in simple conflicts. The researcher does not see here contradiction, because El louh study is limited to simple conflicts.

### 5.1.4 The emphasis placed in the organizational harmony

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-4).

| Table (5-4) The mean, the percentage mean, and one sample T-Test for emphasis placed in the organizational harmony item |   |       |               |        |       |                   |      |
|---|---|-------|---------------|--------|-------|-------------------|------|
| N   | Paragraph   | Mean  | Percent. Mean | T test | Sig.  | Level of approval | Rank |
| 1.  | There is harmonious relations among the employees                   | 7.34  | 73.4          | 12.017 | 0.000 | Agree             | 1    |
| 2.  | There is harmonious relations between superiors and subordinates    | 7.03  | 70.3          | 10.985 | 0.000 | Agree             | 2    |
| 3.  | There is organizational tolerance for work-related conflicts        | 6.89  | 68.9          | 10.003 | 0.000 | Agree             | 3    |
| 4.  | There is organizational tolerance for personality-related conflicts | 6.53  | 65.3          | 6.501  | 0.000 | Agree             | 4    |
| <b>Total</b>  |   | 6.945 | 69.45         | 12.051 | 0.000 | Agree             |      |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-4) revealed that all the mean values of paragraphs which related to organizational harmony are more than (5.5) and P-value less than  $\alpha = (0.05)$ , which means that the Islamic University has organization harmony.

However, respondents have significantly agrees that the organizational harmony found in the university. The field No. one “there is harmonious relations among the employees” has the highest percent mean, this result comes in line with the culture of middle east where considered high distance power society. The researcher thinks this is a strong point for the university. The second paragraph which says “there is harmonious relations between superiors and subordinates”, the researcher thinks that this is normal because the university is affected with the Islamic Culture, also, this result considered a positive point for the university. However, paragraph no. three which discusses the tolerance toward work related conflict has percent mean value (68.9) which means also that there is a positive tolerance in the university toward work related conflicts. The last paragraph no. four has a percent mean value (6.53) and p-value less than  $\alpha = (0.05)$ , which means that the university has a positive personal related conflict tolerance.

The researcher attributes this result also to the culture of the Middle East form one hand. And form the other hand that the university employees are well educated people.

### 5.1.5 Delegation range in the university

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-5).

| N            | Paragraph   | Mean        | Percent. Mean | T test       | Sig.        | Level of approval | Rank |
|--------------|---|-------------|---------------|--------------|-------------|-------------------|------|
| 1.           | The subordinate has decision making authority                 | 6.52        | 65.2          | 6.791        | .000        | Agree             | 1    |
| 2.           | The subordinate is delegated important matters and decisions. | 5.17        | 51.7          | -1.958       | .051        | Neutral           | 2    |
| <b>Total</b> |   | <b>5.85</b> | <b>58.5</b>   | <b>2.433</b> | <b>.016</b> | <b>Agree</b>      |      |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-5) revealed that the mean values of paragraph number one which is related to delegating decision making authority is more than (5.5) and P-value less than  $\alpha = (0.05)$ , which means that the Islamic University principals give their subordinates authority in making decision, this means that the university needs to develop the delegation skills. On the other hand, paragraph number two has percent mean value (51.7) and P-value (0.51) which is less than (5.5), this means that the respondents cannot ensure or deny that their superior do give them or not an authority in taking important decisions.

This result agrees with the fact that says Middle East organizations are distinguished by traditional authority relations and influence patterns, which lead to centralized decision-making, highly personalized, strong leadership, and limited delegation (Ronen, 1986; Fikret-Pasa, 2000; Pasa et al., 2001; Pellegrini and Scandura, 2006, Irani, 1999, El fara 1999).



## 5.1.6 Analyzing and discussing the intervening strategies

### VI: Meditational Strategy

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-6).

| <b>N</b>     | <b>Paragraph</b>   | <b>Mean</b> | <b>Percent. Mean</b> | <b>T test</b> | <b>Sig.</b> | <b>Level of approval</b> | <b>Rank</b> |
|--------------|--|-------------|----------------------|---------------|-------------|--------------------------|-------------|
| 1.           | The supervisor Allowed questions and rebuttals   | 6.91        | 69.1                 | 10.519        | .000        | Agree                    | 1           |
| 2.           | The supervisor Incorporated disputants ideas   | 6.64        | 66.4                 | 8.208         | .000        | Agree                    | 2           |
| 3.           | Shuttled back and forth  | 6.19        | 61.9                 | 4.357         | .000        | Agree                    | 7           |
| 4.           | Asked questions to disputants  | 6.46        | 64.6                 | 6.188         | .000        | Agree                    | 5           |
| 5.           | Asked for proposals  | 6.10        | 61.0                 | 3.828         | .000        | Agree                    | 9           |
| 6.           | Listened to disputants' views  | 6.57        | 65.7                 | 6.644         | .000        | Agree                    | 3           |
| 7.           | The supervisor urged the conflict parties to exchange point of view. To help them to resolve the conflict by themselves. | 6.26        | 62.6                 | 4.726         | .000        | Agree                    | 8           |
| 8.           | The supervisor sought to achieve the expectation and need of the conflict parties.                                       | 6.04        | 60.4                 | 3.485         | .001        | Agree                    | 10          |
| 9.           | The supervisor Made proposals.   | 6.44        | 64.4                 | 6.088         | .000        | Agree                    | 4           |
| 10.          | The supervisor urge the conflict parties to present some   | 6.36        | 63.6                 | 5.276         | .000        | Agree                    | 6           |
| <b>Total</b> |  | <b>6.40</b> | <b>64.0</b>          | <b>7.019</b>  | <b>.000</b> | <b>Agree</b>             |             |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-6) revealed that the P-value is less than (0.05) for all paragraphs which mean that all paragraphs of this field are statistically significant. However, the percent mean value for the first paragraph is (69.1) which means that subordinate agree that supervisor allowed subordinate to ask questions. This result supports the harmonious field earlier. The second paragraph percent mean value is (66.4%) which also support the first paragraph and the harmonious field. Paragraphs number

(3,4,5,6,7,8,9,10) have percent mean value between (66.4%-65.7%), which means that the respondents agree that superior used these paragraphs. However, these paragraphs need more attention from the principals to be developed.

In general, this means that the mediation strategy items have significantly used the intervention strategy in the university from the point of respondents' views. All the perspective of the mediation strategy is used in conflict management, with a score located between (60.4%-69.1%).

This result agrees with (El Outabi 2006, El Moasher 2005, Rahim 2003, Weshaher 2002) that this strategy is used in conflict management. And disagree with (El Louh; 2008) where this strategy is not significantly used in conflict management.

## VII: Restructuring Strategies

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-7).

| <b>N</b>     | <b>Paragraph</b>  | <b>Mean</b> | <b>Percent. Mean</b> | <b>T test</b> | <b>Sig.</b> | <b>Level of approval</b> | <b>Rank</b> |
|--------------|---|-------------|----------------------|---------------|-------------|--------------------------|-------------|
| 1.           | The supervisor Arranged work to minimize disputants' contact.       | 5.75        | 57.5                 | 1.559         | .120        | Neutral                  | 1           |
| 2.           | The supervisor Did not assign job to those who create conflict      | 5.52        | 55.2                 | .134          | .894        | Neutral                  | 4           |
| 3.           | The supervisor Re-assigned work to bring together compatible People | 5.66        | 56.6                 | 1.048         | .296        | Neutral                  | 3           |
| 4.           | The supervisor Gave job to people who can work together             | 5.75        | 57.5                 | 1.511         | .132        | Neutral                  | 1           |
| <b>Total</b> |   | <b>5.66</b> | <b>56.6</b>          | <b>1.133</b>  | <b>.258</b> | <b>Neutral</b>           |             |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-7) revealed that the P-value is more than (0.05) for all paragraphs which mean that the respondents did not significantly agree or disagree that this strategy is used in conflict management in the university. All the perspectives of this strategy are neutral.

This strategy needs further discussion to determine the reason why it has not been significantly used. The paragraphs (1,2,3,4) have percent mean value between (55.2%-57.2%) which means that the respondents are neutral in deciding whether their superior use these paragraphs.

The researcher attributes this result to, first, the characteristics of the Palestinian society, who is a collectivistic one. Second, the effect of Islam on the respondents urges to settle any conflict between the two parties not ignoring it.

This result agrees with (Irani, 1999) and (Kozan, 2008) that restructuring strategy is not significantly used in the Middle East.

## **VIII: Educational Strategies**

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-8).

Table (5-8) revealed that the P-value is less than (0.05) for the paragraphs (1, 2, 3, 4, 5, and 6) which means that these paragraphs are statistically significant. Paragraph number one, two, three, five, and six have percent mean value between (58.8%-62.9%) which means that respondents agree that the superior educate the subordinate how to act in conflict. Paragraph four has percent mean value less than than the other paragraph, this paragraph shows more control of intervention from the superior.

| <b>Table (5-8) mean, for each item in Educational strategy</b> |   |             |                      |               |             |                          |             |
|--|---|-------------|----------------------|---------------|-------------|--------------------------|-------------|
| <b>N</b>   | <b>Paragraph</b>  | <b>Mean</b> | <b>Percent. Mean</b> | <b>T test</b> | <b>Sig.</b> | <b>Level of approval</b> | <b>Rank</b> |
| 1.   | The supervisor Explained a disputant why the other was right              | 6.23        | 62.3                 | 4.784         | .000        | Agree                    | 3           |
| 2.   | The supervisor Tried to educate a disputant on how to act                 | 6.25        | 62.5                 | 5.121         | .000        | Agree                    | 2           |
| 3.   | The supervisor Asked disputant to show tolerance and forgiveness          | 6.18        | 61.8                 | 4.260         | .000        | Agree                    | 4           |
| 4.   | The supervisor Determined negotiation procedure                           | 5.88        | 58.8                 | 2.508         | .013        | Agree                    | 5           |
| 5.   | The supervisor explained the consequences of the conflict to the parties. | 6.25        | 62.5                 | 3.327         | .001        | Agree                    | 2           |
| 6.   | The supervisor Advised a disputant on how to cooperate                    | 6.29        | 62.9                 | 4.861         | .000        | Agree                    | 1           |
| <b>Total</b>   |   | <b>6.18</b> | <b>61.8</b>          | <b>5.078</b>  | <b>.000</b> | <b>Agree</b>             |             |

The mean is significantly different at  $\alpha = (0.05)$

In General, the Educational strategy items have significantly used the intervention strategy in the university from the point of respondents view. All the perspective of the educational strategy is used in conflict management.

However, this result agrees with (Kozan, 2008), (Kozan and Ergin, 1999) which says that the educational strategy is common in collectivistic cultures. Second, the frequency of third party involvement may be increased in the more collectivistic cultures. These researches reported that managers were involved in two-thirds of their subordinates' conflicts in Turkey.

## IX: Motivational Strategies

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table

| Table (5-9) mean, for each item in Motivational strategy |  |             |               |               |             |                   |      |  |
|--|--|-------------|---------------|---------------|-------------|-------------------|------|--|
| N  | Paragraph  | Mean        | Percent. Mean | T test        | Sig.        | Level of approval | Rank |  |
| 1.   | The supervisor Threatened disputants to end conflict         | 4.67        | 46.7          | -4.362        | .000        | Disagree          | 3    |  |
| 2.   | The supervisor Offered disputants incentives                 | 4.19        | 41.9          | -7.832        | .000        | Disagree          | 5    |  |
| 3.   | The supervisor Put pressure on one or both of the disputants | 4.94        | 49.4          | -3.263        | .001        | Disagree          | 1    |  |
| 4.   | The supervisor used flattery to persuade a disputant         | 4.84        | 48.4          | -3.778        | .000        | Disagree          | 2    |  |
| 5.   | The supervisor Left feuding people out.                      | 4.26        | 42.6          | -7.321        | .000        | Disagree          | 4    |  |
| <b>Total</b>   |  | <b>4.56</b> | <b>45.6</b>   | <b>-6.093</b> | <b>.000</b> | <b>Disagree</b>   |      |  |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-9) revealed that the P-value is less than (0.05) which means that these paragraphs are statistically significant. However, all the paragraphs have percent mean value between (32.5-55%) which mean that the respondent disagree that the superior used motivation tactics to solve the conflict.

In general, this means that the motivation strategy items have significantly not used in conflict management in the university, from the point of respondents view. All the perspective of the motivational strategy is not used in conflict management, with a score located between (41.9%-49.4%).

The researcher refers this result to the fact that, the use of rewards and punishments, which are part of the motivational strategy, is seemingly at odds with the benevolent/paternalistic style, as it projects a rather cold and calculating profile for the manager.

This result agrees with (kozan, 2008), however, Rahim (2011) clarify that (Fikret-Pasa, 2000; Pasa et al., 2001) also support this strategy that manager avoids using threats and rewards with conflict management.

**X: Inquisitorial strategies. The administration impose the final resolution**

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-10).

**Table (5–10) mean, for each item in inquisitorial strategy**

| N            | Paragraph   | Mean        | Percent. Mean | T test        | Sig.        | Level of approval | Rank |
|--------------|---|-------------|---------------|---------------|-------------|-------------------|------|
| 1.           | The supervisor Expressed his own opinions                     | 5.64        | 56.4          | .791          | .430        | Neutral           | 1    |
| 2.           | The supervisor Imposed own ideas.                             | 4.78        | 47.8          | -4.228        | .000        | Disagree          | 2    |
| 3.           | The supervisor Made the final decision.                       | 4.58        | 45.8          | -5.015        | .000        | Disagree          | 6    |
| 4.           | The supervisor ignored the conflict party's personal desires. | 4.78        | 47.8          | -4.176        | .000        | Disagree          | 2    |
| 5.           | The supervisor insist on his opinion to solve the conflict    | 4.67        | 46.7          | -4.645        | .000        | Disagree          | 4    |
| 6.           | The supervisor Enforced negotiation rules.                    | 4.67        | 46.7          | -4.553        | .000        | Disagree          | 4    |
| <b>Total</b> |   | <b>4.85</b> | <b>48.5</b>   | <b>-4.547</b> | <b>.000</b> | <b>Disagree</b>   |      |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-10) revealed that the P-value is less than (0.05) for paragraphs number two, three, four, five, and six which means that these paragraphs are statistically significant. But paragraph number one has P-value more than (0.05) which means that the respondent can agree or disagree if their superior uses this paragraph.

This means that the inquisitorial strategy items (2, 3, 4, 5, 6) have significantly not used in the conflict management in the university from the point of respondents view in general from one hand. And item (1) the respondent did not significantly agree or disagree that this term is used in conflict management in the university, with a score located between (45.8%-56.4%) from the other hand.

This study disagree partially with (Kozan, 2008), Kozan justify the use of this strategy by saying that adopting the authoritarian father role under which they have been brought up, these managers preferred the autocratic, inquisitorial style managers used the more autocratic and inquisitorial approach is used to maintain harmony in more centralized organizational settings

### **XI: EI JAHA strategies. "Indirect mediation"**

The researcher used the mean, the percentage mean, and one sample T-Test for each item in this field, where one Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the respondent perspective, and the Average Mean of scale which equals (5.5). As shown in Table (5-11).

| <b>Table (5-11) mean, for each item in EI JAHA strategy</b> |  |             |                      |               |             |                          |             |  |
|---|--|-------------|----------------------|---------------|-------------|--------------------------|-------------|--|
| <b>N</b>  | <b>Paragraph</b>   | <b>Mean</b> | <b>Percent. Mean</b> | <b>T test</b> | <b>Sig.</b> | <b>Level of approval</b> | <b>Rank</b> |  |
| 1.  | The supervisor asked one of the acceptable and respectful employees to solve the conflict. | 5.56        | 55.6                 | 0.322         | 0.748       | Neutral                  | 1           |  |
| 2.  | The supervisor made a committee of wise people to solve the conflict.                      | 4.78        | 47.8                 | -3.878        | 0.000       | Disagree                 | 2           |  |
| 3.  | The supervisor involved one conflicting party's family.                                    | 3.15        | 31.5                 | -15.123       | 0.000       | Disagree                 | 1           |  |
| 4.  | The supervisor asked people from outside the university to solve the conflict.             | 3.26        | 32.6                 | -13.531       | 0.000       | Disagree                 | 3           |  |
| <b>Total</b>  |  | <b>4.19</b> | <b>41.9</b>          | <b>-9.491</b> | <b>.000</b> |                          |             |  |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-11) revealed that the P-value is more than (0.05) for paragraphs number one which cannot be statistically significant, while paragraphs number two,

three, and four has P-value less than (0.05) which means that they are statistically significant.

This means that the inquisitorial strategy items (2, 3, 4, 5, 6) have P-value less than (0.05) which means that these paragraphs are significantly not used in the conflict management in the university from the point of respondents' views from one hand. Paragraph number three which says "the supervisor involved one conflicting party's family" is strongly disagreed from the respondent's point of view. The researcher also agrees with this result because administration usually tries to manage conflict inside the university without spreading the problem outside its campus. The researcher, also, thinks that calling someone family to manage conflict may be as an indication of the weak administration.

The results of Paragraph number four also support paragraph number three. The researcher advice the university to develop this strategy especially paragraph no. two.

| Table (5-12) summary of Intervention strategies. |      |               |        |      |                   |      |
|--|------|---------------|--------|------|-------------------|------|
| strategy   | Mean | Percent. Mean | T test | Sig. | Level of approval | Rank |
| Mediation  | 6.40 | 64.0          | 7.019  | .000 | Agree             | 1    |
| Restructuring                                    | 5.66 | 56.6          | 1.133  | .258 | Neutral           | 3    |
| Education  | 6.18 | 61.8          | 5.078  | .000 | Agree             | 2    |
| Motivation                                       | 4.56 | 45.6          | -6.093 | .000 | Disagree          | 5    |
| Inquisitorial                                    | 4.85 | 48.5          | -4.547 | .000 | Disagree          | 4    |
| Jaha   | 4.19 | 41.9          | -9.491 | .000 | Disagree          | 6    |

The mean is significantly different at  $\alpha = (0.05)$

Table (5-12) shows that the used strategies are Mediation, Education, Restructuring, Inquisitorial, Motivational, and JAHA ascending.

This result agrees with (kozan, 2008), (Irani, 1999) that mediation is the most used strategy, and the education is the second one. But disagree with (Kozan 2007) that restructuring seems not to be used by superiors. Al though the unstructured interviews, showed that JAHA strategy is used in the university, but the findings here



show that this strategy does not used in the university. The researcher relate this contradiction to the nature usage of JAHA, where it is used rarely and with key people in the university. The JAHA is affected with the politics according to the unstructured interviews.

**Section two**  
**5.2 Testing the study hypotheses**

### 5.2.1 First Hypotheses

“There is a significant correlation between the impact of conflict and the usage of third party intervention strategies to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Person correlation coefficient is used to see if there is significance relationship between the impact of the conflict and the usage of each third party interventions’ strategy.

**However, this main hypothesis departs into six sub-hypotheses.**

| <b>Table (5-13) the relation between the impact of conflict and the third party intervention strategy</b> |  |  |             |                                 |             |
|---|--|--|-------------|---------------------------------|-------------|
| <b>N</b>  | <b>Field</b>   | <b>Pearson correlation coefficient</b> | <b>Sig.</b> | <b>Interpretation</b>           | <b>Rank</b> |
| <b>1.</b>   | the impact of conflict and the usage of mediation strategy     | 0.124                                  | 0.061       | Insignificant correlated        | 4           |
| <b>2.</b>   | the impact of conflict and the usage of restructure strategy   | -0.048                                 | 0.474       | Insignificant correlated        | 3           |
| <b>3.</b>   | the impact of conflict and the usage of educational strategy   | -0.012                                 | 0.854       | Insignificant correlated        | 2           |
| <b>4.</b>   | the impact of conflict and the usage of Motivation strategy    | 0.192                                  | 0.003       | Significant positive correlated | 6           |
| <b>5.</b>   | the impact of conflict and the usage of Inquisitorial strategy | 0.008                                  | 0.906       | Insignificant correlated        | 1           |
| <b>6.</b>   | the impact of conflict and the usage of JAHA strategy          | 0.130                                  | 0.051       | Insignificant correlated        | 5           |

Pearson Correlation is significant at (0.05)

Table (5-13) reveals the correlation Pearson correlation coefficient between the independent variable (Impact of Conflict) and the dependent variable (third party intervention strategy). The research will discuss each field separately as follows.

### **5.2.1.1 Sub -Hypotheses No. 1**

“There is a significant correlation between the impact of conflict and the usage of mediation strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the impact of the conflict and the usage of mediation strategy. Then there is insignificant relationship between conflict impact and the Mediation strategy. So we can decide that the impact of conflict does not affect the usage of this strategy.

(Pearson correlation=0.124, N=229, p-value = 0.061)

### **5.2.1.2 Sub -Hypotheses No. 2**

“There is a significant correlation between the impact of conflict and the usage of restructure strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the impact of the conflict and the usage of restructure strategy. Then there is insignificant relationship between conflict effect and the restructure strategy. So we can decide that the level of conflict does not affect the usage of this strategy.

(Pearson correlation=-0.048, N=229, p-value = 0.474)

### **5.2.1.3 Sub -Hypotheses No. 3**

“There is no a significant correlation between the impact of conflict and the usage of educational strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of educational strategy. The finding clarify there is insignificant relationship between conflict effect and the educational strategy. So the research can decide that the impact of conflict does not affect the usage of this strategy.

(Pearson correlation=-0.012, N=229, p-value = 0.854)

However this finding agrees with (harem, 2003), (Karaan, 1996), (Abdel Wahed, 2008) and (Kozan, Ergin, Varoglu, 2008), the researcher attribute the agreement with this study to the culture unity, hence these research have been applied in collectivistic societies.

### **5.2.1.4 Sub -Hypotheses No. 4**

“There is no a significant correlation between the impact of conflict and the usage of Motivation strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the impact of the conflict and the usage of Motivation strategy. Then there is a significant relationship between conflict effect and the Motivation strategy. So we can decide that the impact of conflict does affect the usage of this strategy. This means that the more impact of conflict, the more usage of motivation strategy.

(Pearson correlation=0.192, N=229, p-value = 0.003)

#### **5.2.1.5 Sub -Hypotheses No. 5**

“There is no a significant correlation between the impact of conflict and the usage of Inquisitorial strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of Inquisitorial strategy. Then there is insignificant relationship between conflict effect and the Inquisitorial strategy. So we can decide that the impact of conflict does not affect the usage of this strategy.

(Pearson correlation=0.008, N=229, p-value = 0.906)

#### **5.2.1.6 Sub -Hypotheses No. 6**

“There is no a significant correlation between the impact of conflict and the usage of JAHA strategy at significance level ( $\alpha=0.05$ ).”

The Pearson correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of JAHA strategy. Then there is no significant relationship between conflict effect and the Inquisitorial JAHA. So we can decide that the impact of conflict does not affect the usage of this strategy.

(Pearson correlation=0.130, N=229, p-value = 0.051)

### **Finding and discussion:**

However this main hypothesis' results agrees with Elangowan, where in a high power distance culture, outcome control over high impact conflicts would be expected from the manager, and might also be acceptable to the conflicting subordinates (Elangowan, 1995b). icki and Sheppard (1985) found that managers controlled the outcome more during intervention when the dispute had wide-ranging impact on the resolution of other disputes

However this finding agrees with (harem, 2003), (Karaan, 1996), (El Louh, 2008), (Abdel Wahed, 2008) and (Kozan, Ergin, Varoglu, 2009), the researcher attribute the agreement with this study to the culture unity, hence these research have been applied

in collectivistic societies. This study also agrees partially with (Irani, 1999) that society use this JAHA Strategy in the society and disagree when the use of this strategy occurs inside the organization conflict.

### 5.2.2 Second Hypothesis

“There is a significant correlation between the extent of conflict to be substantive and the usage of third party intervention strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the impact of the conflict and the usage of each third party interventions’ strategy.

| <b>Table (5-14) the relation between the substantive topic of conflict and the third party intervention strategy</b> |   |                     |       |                          |
|--|---|---------------------|-------|--------------------------|
| N  | Field   | Pearson correlation | Sig.  | Interpretation           |
| 1.   | The substantive topic of conflict and the usage of mediation strategy     | 0.186               | 0.005 | Positive correlated      |
| 2.   | The substantive topic of conflict and the usage of restructure strategy   | 0.017               | 0.794 | Insignificant correlated |
| 3.   | The substantive topic of conflict and the usage of educational strategy   | 0.041               | 0.538 | Insignificant correlated |
| 4.   | The substantive topic of conflict and the usage of Motivation strategy    | 0.270               | 0.000 | Positive correlated      |
| 5.   | The substantive topic of conflict and the usage of Inquisitorial strategy | 0.224               | 0.001 | Positive correlated      |
| 6.   | The substantive topic of conflict and the usage of JAHA strategy          | 0.111               | 0.095 | Insignificant correlated |

Pearson Correlation is significant at (0.05)

Table (5.14) reveals the correlation Person correlation coefficient between the independent variable (substantive conflict issue) and the dependent variable (third party intervention strategy). The research will discuss each field separately as follows. A general discussion will be held at the end of the field.

**However, this main hypothesis departs into six sub hypotheses.**

#### **5.2.2.1 Sub -Hypotheses No. 1**

“There is a significant correlation between the extent of conflict to be substantive and the usage of Mediation strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the substantive topic of conflict and the usage of Mediation strategy. Then there is a significant relationship between the substantive topic of conflict and the Mediation strategy. So we can decide that the substantive topic of conflict does affect the usage of this strategy. This means that the more substantive is the conflict the more usage of Mediation strategy.

(Pearson correlation=0.186, N=229, p-value = 0.005)

#### **5.2.2.2 Sub -Hypotheses No. 2**

“There is no a significant correlation between the extent of conflict to be substantive and the usage of restructure strategy at significance level ( $\alpha=0.05$ ).”

The Pearson correlation coefficient is used to see if there is significance relationship between the substantive topic of conflict and the usage of restructure strategy. Then there is no significant relationship between the substantive topic of conflict and the restructure strategy. So we can decide that the substantive topic of conflict does not affect the usage of this strategy.

(Pearson correlation=0.017, N=229, p-value = 0.794)

#### **5.2.2.3 Sub -Hypotheses No. 3**

“There is a significant correlation between the extent of conflict to be substantive and the usage of educational strategy at significance level ( $\alpha=0.05$ ).”

“The Pearson correlation coefficient is used to see if there is significance relationship between the substantive topic of conflict and the usage of educational strategy. Then there is no significant relationship between the substantive topic of conflict and the educational strategy. So we can decide that the substantive topic of conflict does not affect the usage of this strategy.

(Pearson correlation=0.041, N=229, p-value = 0.538)

#### **5.2.2.4 Sub -Hypotheses No. 4**

“There is a significant correlation between the extent of conflict to be substantive and the usage of motivation strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the substantive topic of conflict and the usage of motivation

strategy. Then there is a significant relationship between the substantive topic of conflict and the motivation strategy. So we can decide that the substantive topic of conflict does affect the usage of this strategy. This means that the more substantive is the conflict the more usage of motivation strategy.  
(Pearson correlation=0.270, N=229, p-value = 0.000)

#### **5.2.2.5 Sub -Hypotheses No. 5**

“There is a significant correlation between the extent of conflict to be substantive and the usage of Inquisitorial strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the substantive topic of conflict and the usage of Inquisitorial strategy. Then there is a significant relationship between the substantive topic of conflict and the Inquisitorial strategy. So we can decide that the substantive topic of conflict does affect the usage of this strategy. This means that the more substantive is the conflict the more usage of Inquisitorial strategy.  
(Pearson correlation=0.224, N=229, p-value = 0.001)

#### **5.2.2.6 Sub -Hypotheses No. 6**

“There is a significant correlation between the extent of conflict to be substantive and the usage of JAHA strategy at significance level ( $\alpha=0.05$ ).”

The Pearson correlation coefficient is used to see if there is significance relationship between the substantive topic of conflict and the usage of JAHA strategy. Then there is no significant relationship between the substantive topic of conflict and the JAHA strategy. So we can decide that the substantive topic of conflict does not affect the usage of this strategy.  
(Pearson correlation=0.111, N=229, p-value = 0.095)

#### **Finding and discussion:**

Table (5.14) shows that the substantive conflict issues have significantly affected certain third party intervention strategies. The strongest Pearson correlation is for the motivational strategy which is (0.270), the second used strategy would be the Inquisitorial strategy which has (0.224) a person correlation. The third used strategy in substantive conflict issue is Mediation strategy which has (0.05) person correlation.

However, the research finds that the substantive conflict issues do not have significant effect on the rest strategies (Restructuring, Educational, JAHA).

These results agree with Walton's (1987) in which his writing on substantial versus personal conflict intervention, where he agrees that motivational strategy is used in substantive conflict issues. Elangovan (1998) ensure that the process of conflict management as a third party is also recall motivational strategy. However,



(Kozan, 1999) says in substantive disputes (i.e. disputes over privileges), the disputants may accept the third party acting more like a judge or to have more control in the outcome of conflict management.

However, these results also disagree with walton’s (1987), where he says that substantive issues does not call for mediation strategy. The researcher attributes this disagreement to the characteristics of the population, where it is high distance collectivistic society.

### 5.2.3 Third Hypothesis

“There is no a significant correlation between the extent of conflict to be personal and the usage of third party intervention strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

However, this main hypothesis departs into six sub hypotheses.

| <b>Table (5-15) the relation between the personal topic of conflict and the third party intervention strategy</b> |  |                            |             |                          |
|---|--|----------------------------|-------------|--------------------------|
| <b>N</b>  | <b>Field</b>   | <b>Pearson correlation</b> | <b>Sig.</b> | <b>Interpretation</b>    |
| 1.  | The personal topic of conflict and the usage of mediation strategy     | -0.014                     | 0.835       | Insignificant correlated |
| 2.  | The personal topic of conflict and the usage of restructure strategy   | -0.054                     | 0.417       | Insignificant correlated |
| 3.  | The personal topic of conflict and the usage of educational strategy   | -0.107                     | 0.108       | Insignificant correlated |
| 4.  | The personal topic of conflict and the usage of Motivation strategy    | 0.228                      | 0.000       | Positive correlated      |
| 5.  | The personal topic of conflict and the usage of Inquisitorial strategy | 0.205                      | 0.002       | Positive correlated      |
| 6.  | The personal topic of conflict and the usage of JAHA strategy          | 0.183                      | 0.006       | Positive correlated      |

Pearson Correlation is significant at (0.05)

Table (5-15) reveals the correlation Person correlation coefficient between the independent variable (personal conflict issue) and the dependent variable (third party

intervention strategy). The research will discuss each field separately as follows. A general discussion will be held at the end of the field.

#### **5.2.3.1 Sub -Hypotheses No. 1**

“There is a significant correlation between the extent of conflict to be personal and the usage of Mediation strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the personal topic of conflict and the usage of Mediation strategy. Then there is insignificant relationship between the personal topic of conflict and the Mediation strategy. So we can decide that the so we can decide that the personal topic of conflict does not affect the usage of this strategy.

(Pearson correlation=-0.014, N=229, p-value = 0.835)

#### **5.2.3.2 Sub -Hypotheses No. 2**

“There is a significant correlation between the extent of conflict to be personal and the usage of restructure strategy at significance level ( $\alpha=0.05$ ).”

The Pearson correlation coefficient is used to see if there is significance relationship between the personal topic of conflict and the usage of restructure strategy. Then there is no significant relationship between the personal topic of conflict and the restructure strategy. So we can decide that the so we can decide that the personal topic of conflict does not affect the usage of this strategy.

(Pearson correlation=-0.054, N=229, p-value = 0.417)

#### **5.2.3.3 Sub -Hypotheses No. 3**

“There is a significant correlation between the extent of conflict to be personal and the usage of educational strategy at significance level ( $\alpha=0.05$ ).”

“The Pearson correlation coefficient is used to see if there is significance relationship between the personal topic of conflict and the usage of educational strategy. Then there is no significant relationship between the personal topic of conflict and the educational strategy. So we can decide that the personal topic of conflict does not affect the usage of this strategy.

(Pearson correlation=-0.107, N=229, p-value = 0.108)

#### **5.2.3.4 Sub -Hypotheses No. 4**

“There is no a significant correlation between the extent of conflict to be personal and the usage of motivation strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the personal topic of conflict and the usage of motivation strategy. Then there is a significant relationship between the personal topic of conflict and the motivation strategy. So we can decide that the personal topic of conflict does affect the usage of this strategy. This means that the more personal is the conflict the more usage of motivation strategy.

(Pearson correlation=0.228, N=229, p-value = 0.000)

#### **5.2.3.5 Sub -Hypotheses No. 5**

“There is a significant correlation between the extent of conflict to be personal and the usage of Inquisitorial strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the personal topic of conflict and the usage of Inquisitorial strategy. Then there is a significant relationship between the personal topic of conflict and the Inquisitorial strategy. So we can decide that the personal topic of conflict does affect the usage of this strategy. This means that the more personal is the conflict the more usage of Inquisitorial strategy.

(Pearson correlation=0.205, N=229, p-value = 0.002)

#### **5.2.3.6 Sub -Hypotheses No. 6**

“There is a significant correlation between the extent of conflict to be personal and the usage of JAHA strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Pearson correlation coefficient is used to see if there is significance relationship between the personal topic of conflict and the usage of JAHA strategy. Then there is a significant relationship between the personal conflict and the JAHA strategy. So we can decide that the personal topic of conflict does affect the usage of this strategy. This means that the more personal is the conflict the more usage of JAHA strategy.

(Pearson correlation=0.183, N=229, p-value = 0.006)

### **Finding and discussion:**

In general, the personal topic issue has a significant effect on the following strategies arranged ascending. First, the personal topic issue affects the usage of Motivation strategy the Pearson correlation is (0.228) and the P-value is (0.000). Second, the personal topic issue affects the usage of Inquisitorial strategy the Pearson correlation is (0. 205) and the P-value is (0.002). Third, the personal topic issue affects the usage of JAHA strategy the Pearson correlation is (0. 183) and the P-value is (0. 006).

However, these results disagree with (Pinkley et al., 1995), (Carnevale and Conlon, 1988), (Pinkley et al., 1995) and Elangowan (1995b) partially. The disagreement occurs because all these studies said that “when a personal conflict

arises, the superior will use the mediation strategy, but this study reaches that the superior will use high outcome control strategies.

According to Rubin and Brown (1975) intangible issues that emerge from threats to self-esteem, public image, and face maintenance affect bargaining, and a major function of mediators is to enable bargainers to make a “graceful exit” in making concessions. On the basis of these arguments, we can expect personal conflicts to invite a mediational strategy, but this finding did not come in line with this study outcomes. While substantive conflict is handled by an inquisitorial or motivational strategy.

Amason and Schewiger (1997) conclude that while cognitive conflicts may give better results than no conflict at all, the latter should be preferred to affective conflicts. Minimizing the interaction between the adversaries through restructuring would be an attractive strategy for managers in collectivistic cultures where personal conflicts have a tendency to turn into feuds. The educational strategy was used more often when the conflict was perceived as having a high impact, and when conflict was on a substantive issue. This study predicted substantive conflicts to invite higher degrees of motivational and inquisitorial intervention and personal conflicts to bring forth more mediation and education, did not receive support; in fact, the motivational strategy was used more with substantive issues.

On the other hand, Kozan, Ergin, and Varoglu (2007), agrees partially also with this study partially, Kozan finds that in personal related conflict issue the superior use motivational strategy.

However, the JAHA Strategy (Indirect Mediation) has not been covered fully in previous literature. In this context, third parties play the important function of preserving face for the conflicting parties during dispute resolution (Ting-Toomey et al., 1991)

Research on community and work conflict in China (Wall and Blum, 1991) has revealed another strategy that differs from the Western models. Chinese mediators, who have substantial prestige and power in Chinese community life, were found to use an assertive mediation style. Their tactics ranged through gentle persuasion, nudging, telling, and advising the parties on how to think and act. They argued for concessions and criticized the parties whom they think were at fault.

Wall and Blum’s description of Chinese community mediators is in agreement with Lederach’s (1995) description of mediators in non-Western cultures as insiders who are more involved and partial. For example, in family disputes in Latin America, a key role played by intermediaries is to reach the offended party on behalf of the offender (Lederach, 1995). This rather partial and intrusive approach, which may be labeled as JAHA, was also observed in a survey of Turkish organizations by Kozan and Ergin (1999).

Moreover, the usage of JAHA strategy can be supported by the pervious literature in this research, where the researcher held some interviews with key

people in the society. The researcher reaches that this strategy is used to handle personal and substantive conflict issues. The researcher finds that the eldest man in the society, who has a dignity and respect from the society, usually intervene to conciliate the conflict between the disputants.

#### 5.2.4 Fourth Hypothesis

“There is a significant correlation between the intervention time and the usage of third party intervention strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

**However, this main hypothesis departs into six sub hypotheses.**

| <b>Table (5-16) the relation between the intervention time and the third party intervention strategy</b> |   |                            |             |                          |
|--|---|----------------------------|-------------|--------------------------|
| <b>N</b>   | <b>Field</b>  | <b>Pearson correlation</b> | <b>Sig.</b> | <b>Interpretation</b>    |
| <b>1.</b>  | The intervention time and the usage of mediation strategy     | 0.030                      | 0.656       | Insignificant correlated |
| <b>2.</b>  | The intervention time and the usage of restructure strategy   | 0.164                      | 0.013       | Positive correlated      |
| <b>3.</b>  | The intervention time and the usage of educational strategy   | 0.047                      | 0.483       | Insignificant correlated |
| <b>4.</b>  | The intervention time and the usage of Motivation strategy    | 0.189                      | 0.004       | Positive correlated      |
| <b>5.</b>  | The intervention time and the usage of Inquisitorial strategy | 0.292                      | 0.000       | Positive correlated      |
| <b>6.</b>  | The intervention time and the usage of JAHA strategy          | 0.130                      | 0.051       | Insignificant correlated |

Pearson Correlation is significant at (0.05)

Table (5-16) reveals the correlation Person correlation coefficient between the independent variable (intervention time) and the dependent variable (third party intervention strategy). The research will discuss each field separately as follows. A general discussion will be held at the end of the field.

#### **5.2.4.1 Sub -Hypotheses No. 1**

“There is a significant correlation between the intervention time and the usage of Mediation strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Person correlation coefficient is used to see if there is significance relationship between the intervention time and the usage of Mediation strategy. Then there is no significant relationship between conflict effect and the Inquisitorial Mediation. So we can decide that the level of conflict does not affect the usage of this strategy.

(Pearson correlation=0.030, N=229, p-value = 0.656)

#### **5.2.4.2 Sub -Hypotheses No. 2**

“There is a significant correlation between the intervention time and the usage of restructure strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the intervention time and the usage of restructure strategy. Then there is a significant relationship between the intervention time and the restructure strategy. So we can decide that the intervention time does affect the usage of this strategy. This means that more intervention delays in conflict, the more usage of restructure strategy.

(Pearson correlation=0.164, N=229, p-value = 0.013)

#### **5.2.4.3 Sub -Hypotheses No. 3**

“There is significant correlation between the intervention time and the usage of educational strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the intervention time and the usage of educational strategy. Then there is no significant relationship between conflict effect and the educational strategy. So we can decide that the intervention time does not affect the usage of this strategy.

(Pearson correlation=0.047, N=229, p-value = 0.483)

#### **5.2.4.4 Sub -Hypotheses No. 4**

“There is a significant correlation between the intervention time and the usage of Motivation strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the intervention time and the usage of Motivation strategy. Then there is a significant relationship between conflict effect and the Motivation strategy. So we can decide that the intervention time does affect the usage of this strategy. This means that more intervention delay in conflict, the more usage of motivation strategy. (Pearson correlation=0.189, N=229, p-value = 0.004)

#### **5.2.4.5 Sub -Hypotheses No. 5**

“There is a significant correlation between the intervention time and the usage of Inquisitorial strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of Inquisitorial strategy. Then there is a significant relationship between conflict effect and the Inquisitorial strategy. So we can decide that the intervention time does affect the usage of this strategy. This means that more intervention delay in conflict, the more usage of inquisitorial strategy. (Pearson correlation=0.292, N=229, p-value = 0.000)

#### **5.2.4.6 Sub -Hypotheses No. 6**

“There is a significant correlation between the intervention time and the usage of JAHA strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of JAHA strategy. Then there is no significant relationship between conflict effect and the JAHA strategy. So we can decide that the intervention time does not affect the usage of this strategy. (Pearson correlation=0.130, N=229, p-value = 0.051)

#### **Finding and discussion:**

The fourth conflict variable was related to the timing of intervention. Third party research has covered the effects of time pressure on choice of strategy. However, table (5.16) reveals that intervention time has a significant effect on three strategies. The first strategy is Inquisitorial strategy which has (0.292) Pearson correlation, and P-value sig= (0.000). This states clearly that if the superior intervene to resolve the conflict after the conflict starts to escalate he will use Inquisitorial strategy. The second strategy is Motivation strategy which has (0.189) Pearson correlation, and P-value sig= (0.000). This result comes in line with the first strategy, where both of these strategies are categorized with high control in the outcome. The third strategy is the Restructuring strategy which has (0.164) Pearson correlation, and P-value sig= (0.013), this strategy also comes in line with the previous two strategies, where all of them have high outcome control.

These findings about third parties under time pressure agrees with (Pinkley et al) research, he state that third party under time pressure were less likely to allow

disputants to make the decision (Pinkley et al., 1995) and used high outcome control strategies (Carnevale and Conlon, 1988). Rubin et al defined intervention that came after the conflict had escalated – as an increase in the intensity of the conflict as a whole (Rubin et al., 1994) – was expected to elicit more control-oriented strategies such as inquisitorial or motivational. Stage of intervention is analogous to Pinkley et al.’s (1995) “dispute intensity” variable, which was found to elicit more outcome control in managers’ interventions. Also, in support of these results is Elangowan (1995b) argument that managers use more outcome control if the disputants are not likely to arrive at an organizationally compatible settlement if given control over resolution of the dispute. Kozan (1999) also support the finding of this research, he say” In a culture that places a premium on the manager’s authority, fears of out-of-control conflicts would trigger and justify autocratic responses”.

On the other hand, this research disagree partially with (Cornille, Pestle, and Vanway, 1999) and (McIntyre, 1997). Where this study found a relation between the Restructuring strategy and the time pressure variable, but this finding did not come in line with (Cornille, Pestle, and Vanway, 1999) and (McIntyre, 1997). In the same time both of these strategies are unify in high control of outcome.

### 5.2.5 Fifth Hypotheses

“There is a significant correlation between the harmonious relationship in the university and the usage of third party intervention strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

However, this main hypothesis departs into six sub hypotheses.

| <b>Table (5-17) the relation between the harmonious relationship and the third party intervention strategy</b> |   |                     |             |                          |
|--|---|---------------------|-------------|--------------------------|
| <b>1</b>   | <b>Field</b>  | Pearson correlation | <b>Sig.</b> | <b>Interpretation</b>    |
| <b>1.</b>  | The harmonious relationship and the usage of mediation strategy     | 0.390               | 0.000       | Positive correlated      |
| <b>2.</b>  | The harmonious relationship and the usage of restructure strategy   | -0.113              | 0.087       | Insignificant correlated |
| <b>3.</b>  | The harmonious relationship and the usage of educational strategy   | 0.345               | 0.000       | Positive correlated      |
| <b>4.</b>  | The harmonious relationship and the usage of Motivation strategy    | -0.119              | 0.072       | Insignificant correlated |
| <b>5.</b>  | The harmonious relationship and the usage of Inquisitorial strategy | -0.117              | 0.078       | Insignificant correlated |
| <b>6.</b>  | The harmonious relationship and the usage of JAHA strategy          | 0.014               | 0.838       | Insignificant correlated |

Pearson Correlation is significant at (0.05)



### **5.2.5.1 Sub -Hypotheses No. 1**

“There is a significant correlation between the harmonious relationship in the university and the usage of Mediation strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

The Person correlation coefficient is used to see if there is significance relationship between the harmonious relationship and the usage of Mediation strategy. Then there is a significant relationship between harmonious relationship in the university and the Mediation strategy. So we can decide that the harmonious relationship in the university does affect the usage of this strategy. This means that the more harmonious relationship in the university, the more usage of mediation strategy. (Pearson correlation=0.390, N=229, p-value = 0.000)

### **5.2.5.2 Sub -Hypotheses No. 2**

“There is a significant correlation between the harmonious relationship in the university and the usage of restructure strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the harmonious relationship in the university and the usage of restructure strategy. Then there is no significant relationship between conflict effect the restructure strategy. So we can decide that the harmonious relationship in the university does not affect the usage of this strategy.

(Pearson correlation=-0.113, N=229, p-value = 0.087)

### **5.2.5.3 Sub -Hypotheses No. 3**

“There is no significant correlation between the harmonious relationship in the university and the usage of educational strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of educational strategy. Then there is a significant relationship between the harmonious relationship and the educational strategy. So we can decide that the harmonious relationship in the university does affect the usage of this strategy. This means that the more harmonious relationship in the university, the more usage of educational strategy.

(Pearson correlation=-0.345, N=229, p-value = 0.000)

### **5.2.5.4 Sub -Hypotheses No. 4**

“There is a significant correlation between the harmonious relationship in the university and the usage of Motivation strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is a significance relationship between the harmonious relationship in the university and the usage of

Motivation strategy. Then there is insignificant relationship between harmonious relationship in the university and the Motivation strategy. So we can decide that the harmonious relationship in the university does not affect the usage of this strategy. (Pearson correlation=-0.119, N=229, p-value = 0.072)

#### **5.2.5.5 Sub -Hypotheses No. 5**

“There is no a significant correlation between the harmonious relationship in the university and the usage of Inquisitorial strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of Inquisitorial strategy. Then there is a significant relationship between conflict effect and the Inquisitorial strategy. So we can decide that the harmonious relationship in the university does not affect the usage of this strategy.

(Pearson correlation=-0.117, N=229, p-value = 0.078)

#### **5.2.5.6 Sub -Hypotheses No. 6**

“There is a significant correlation between the harmonious relationship in the university and the usage of JAHA strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of JAHA strategy. Then there is no significant relationship between harmonious relationship and the JAHA. So we can decide that the harmonious relationship in the university does not affect the usage of this strategy.

(Pearson correlation=0.014, N=229, p-value = 0.838)

#### **Finding and discussion:**

The fifth conflict variable was related to the harmonious relationship in the organization. Third party research has covered the effects of harmonious relationship in the organization on choice of strategy. However, table (5.17) reveals that organization harmony has a significant effect on two strategies. The first strategy is Mediation strategy which has (0.390) Pearson correlation, and P-value sig= (0.000). This states clearly that if there is harmony inside the organization, the superior uses the Mediation strategy. The second strategy is the Educational strategy which has (0.345) Pearson correlation, and P-value sig= (0.000). This result comes in line with the first strategy, where both of these strategies are categorized with low control in the outcome.

However, the emphases placed on organizational harmony were chosen because it represented competing traditional and modern forces in a developing country. Concern for harmony at the workplace is generally a natural extension of interpersonal relations in a collectivistic culture. However, it varies from one

organization to another depending on economic pressures and corporate culture. A higher emphasis on harmony was expected to foster mediation. The results of this study agree with Leung (1987). Leung report that harmony concerns led to a preference for mediation or direct negotiation rather than arbitration among Honk Kong Chinese students in a simulation study. Also, Elangowan (1995b) argued that the harmony concerns in collectivistic cultures may emphasize mutual satisfaction of parties and consequently lead to more mediation or facilitation. As mentioned earlier, harmony concerns have also been proposed as the main reason for preference for mediation in the Middle East (Irani, 1999) and Turkey (Starr, 1978).

The emphasis placed on harmony was a predictor for motivational intervention strategy. This result supports previous researchers who maintained that reliance on third parties for conflict management in collectivistic cultures is driven by concerns for the maintenance of harmony in the workplace (Leung, 1987; Wall and Blum, 1991; Kozan and Ergin, 1999). Harmony concerns are better served by third party involvement because, as Ting-Toomey et al. (1991) point out, they play the important function of preserving face for the conflicting parties during dispute resolution. While direct communication may create embarrassing results for the other party, negative feeling may sometimes be more easily communicated through third parties, who may soften and present them in more acceptable terms. The parties may also avoid the stigma of appearing weak when concessions are made through intermediaries (Leung, 1987).

Moreover, Harmony concerns, was a predictor for the increased use of mediation, as would be expected from the literature (Leung, 1987; Lederach, 1995). As Leung points out, mediation is a non-binding procedure. Compared to strategies in which the third party has outcome control, mediation allows for compromise and helps disputants maintain a harmonious relationship after the dispute is settled. However, harmony concerns also played a role, in combination with other variables, in predicting the use of the educational strategy. The research will discuss the results pertaining to this strategy in turn.

Overall, the educational strategy was used less often than the mediational strategies. Yet, harmony concerns had by far the strongest effect on the use of the educational strategy. Collectivistic tendencies in a culture are the force behind both of these behaviors. The educational strategy was derived from observations of the unique mediation style found in collectivistic cultures (Wall and Blum, 1991). It embodies a heavy dose of pressuring, lecturing, and shaming an adversary. The

collectivistic concerns for restoring the relationship between feuding parties in order to maintain harmony justifies the use of such an intrusive style.

### 5.2.6 Sixth Hypotheses

“There is a significant correlation between the level of delegation in the university and the usage of third party intervention strategy to resolve the conflict at significance level ( $\alpha=0.05$ ).

However, this main hypothesis departs into six sub hypotheses.

| <b>Table (5-18) the relation between the level of delegation in the university and the third party intervention strategy</b> |   |                            |             |                          |
|--|---|----------------------------|-------------|--------------------------|
| <b>1</b>   | <b>Field</b>  | <b>Pearson correlation</b> | <b>Sig.</b> | <b>Interpretation</b>    |
| 1.   | The level of delegation in the university and the usage of mediation strategy     | 0.391                      | 0.000       | Positive correlated      |
| 2.   | The level of delegation in the university and the usage of restructure strategy   | 0.377                      | 0.000       | Insignificant correlated |
| 3.   | The level of delegation in the university and the usage of educational strategy   | 0.365                      | 0.000       | Positive correlated      |
| 4.   | The level of delegation in the university and the usage of Motivation strategy    | 0.090                      | 0.177       | Insignificant correlated |
| 5.   | The level of delegation in the university and the usage of Inquisitorial strategy | 0.083                      | 0.210       | Insignificant correlated |
| 6.   | The level of delegation in the university and the usage of JAHA strategy          | 0.212                      | 0.001       | Insignificant correlated |

#### 5.2.6.1 Sub -Hypotheses No. 1

“There is a significant correlation between the level of delegation in the university and the usage of mediation strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the effect of the conflict and the usage of mediation strategy.

Then there is no significant relationship between conflict effect and the Mediation strategy. So we can decide that the level of delegation in the university does affect the usage of this strategy. This means that more level of delegation, the more usage of mediation strategy.

(Pearson correlation=0.391, N=229, p-value = 0.000)

#### **5.2.6.2 Sub -Hypotheses No. 2**

“There is no a significant correlation between the level of delegation in the university and the usage of restructure strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the level of delegation and the usage of restructure strategy. Then there is a significant relationship between conflict effect and the restructure strategy. So we can decide that the level of delegation in the university does affect the usage of this strategy. This means that more effect of conflict, the more usage of restructure strategy.

(Pearson correlation=0.377, N=229, p-value = 0.000)

#### **5.2.6.3 Sub -Hypotheses No. 3**

“There is no a significant correlation between the level of delegation in the university and the usage of educational strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the level of delegation and the usage of educational strategy. Then there is a significant relationship between the level of delegation in the university and the educational strategy. So we can decide that the level of delegation in the university does affect the usage of this strategy. This means that more level of delegation, the more usage of educational strategy.

(Pearson correlation=0.365, N=229, p-value = 0.000)

#### **5.2.6.4 Sub -Hypotheses No. 4**

“There is no a significant correlation between the level of delegation in the university and the usage of Motivation strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the level of delegation and the usage of Motivation strategy. Then there is no significant relationship between the level of delegation and the Motivation strategy. So we can decide that the level of delegation in the university does not affect the usage of this strategy.

(Pearson correlation=0.090, N=229, p-value = 0.177)

#### **5.2.6.5 Sub -Hypotheses No. 5**

“There is no a significant correlation between the level of delegation in the university and the usage of Inquisitorial strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between level of delegation and the usage of Inquisitorial strategy. Then there is no significant relationship between the level of delegation in the university and the Inquisitorial strategy. So we can decide that the level of delegation in the university does not affect the usage of this strategy.

(Pearson correlation=0.083, N=229, p-value = 0.210)

#### **5.2.6.6 Sub -Hypotheses No. 6**

“There is no a significant correlation between the level of delegation in the university and the usage of JAHA strategy at significance level ( $\alpha=0.05$ ).”

The Person correlation coefficient is used to see if there is significance relationship between the level of delegation and the usage of JAHA strategy. Then there is no significant relationship between the level of delegation in the university and the JAHA. So we can decide that the level of delegation in the university does affect the usage of this strategy. This means that more level of delegation, the more usage of JAHA strategy.

(Pearson correlation=0.212, N=229, p-value = 0.001)

#### **Finding and discussion:**

The sixth conflict variable was related to the level of delegation in the university. Third party research has covered the effects of the level of delegation in organizations, on the choice of strategy. However, table (5.18) reveals that the level of delegation has a significant effect on four strategies. The first strategy is Mediation strategy which has (0.391) Pearson correlation, and P-value sig= (0.000). This variable has the largest effect on this strategy. This states clearly that the more delegation inside the organization is, the superior uses the Mediation strategy. The second strategy is the restructuring strategy which has (0.377) Pearson correlation, and P-value sig= (0.000). The third strategy is educational strategy which has (0.365) Pearson correlation, and P-value sig= (0.000). The fourth strategy is JAHA strategy which has (0.212) Pearson correlation, and P-value sig= (0.001).

These findings agree with Kipnis and Schmidt (1983), they says the relative power of participants affects the choice of influence strategy used. Walton (1987) argued that lower power of the third party over the disputants has the advantage of decreasing the disputants' sense of risk in confronting the issues candidly. Pinkley et al. (1995) found that individuals with higher hierarchical power did not force commitment. They interpret this finding in terms of more delegation found at higher levels of an organization. In the present study, superior who delegate authority were expected to leave more outcome control to the disputants. Increased delegation will be associated with more mediation or JAHA strategy; it may also call for frequent use of the educational strategy. On the other hand, centralized decision-making will naturally be associated with more autocratic handling of subordinates' conflicts.

On the other hand, using Restructuring Strategy did not come in line with these studies; the researcher attributes this to the characteristics of the sample.

The following table (5.19) summarizes the results, the use of mediation increased with higher emphasis on organizational harmony, the level of delegation, and the substantive conflict. The educational strategy is affected by organizational harmony and the level of delegation. Managers reverted to restructuring more when time of intervening to resolve conflicts was at later stage, and in organizations emphasizing delegation. The motivational strategy was affected more often for high impact conflicts, when intervention was at later stages of the conflict, substantive and personal conflict. The inquisitorial strategy was used more frequently, if the topic of conflict is personal or substantive, and when intervening time is later in the workplace. Finally, JAHAAH is used when the topic of conflict is personal; also it is affected by the delegation level in the university.

The overall picture that emerges from the study shows managers as relying on a variety of intervention strategies. This is a culture that heavily depends on third party help in resolving differences. Yet, this has not led to any particular method, such as autocratic intervention given the high power distance culture, to dominate managers' third party roles. Rather, the strategies used ranged from mediation in one extreme, through education that intended to change disputants' behavior, through restructuring that separated the conflicting parties, to the more forceful motivational or inquisitorial strategies that provided more outcome control to the manager at the other extreme. The choice depended on factors pertaining to the nature and dynamics of the dispute as well as to organizational factors.

Managers utilize as many as six strategies: which are Mediation, inquisitorial (similar to arbitration), motivational tactics, conflict reduction through restructuring, educating the parties, and Reconciliation "JAHAAH" strategy. Each strategy is analyzed and discussed to discover the factors that affect the usage of each one.

**Table (5.19) summary of Person correlation coefficient and P-value for all the variables**

| 1  | independent variable       | the impact of conflict         |       | the substantive topic of conflict |       | the personal topic of conflict |       | the intervention time          |       | the harmonious relationship    |       | the level of delegation        |       |
|----|----------------------------|--------------------------------|-------|-----------------------------------|-------|--------------------------------|-------|--------------------------------|-------|--------------------------------|-------|--------------------------------|-------|
|    | (dependent) Strategy       | Person correlation coefficient | Sig.  | Person correlation coefficient    | Sig.  | Person correlation coefficient | Sig.  | Person correlation coefficient | Sig.  | Person correlation coefficient | Sig.  | Person correlation coefficient | Sig.  |
| 1. | the mediation strategy     | 0.061                          | 0.124 | 0.186                             | 0.005 | -0.014                         | 0.835 | 0.030                          | 0.656 | 0.390                          | 0.000 | 0.391                          | 0.000 |
| 2. | the restructuring strategy | -0.048                         | 0.474 | 0.017                             | 0.794 | -0.054                         | 0.417 | 0.164                          | 0.013 | -0.113                         | 0.087 | 0.377                          | 0.000 |
| 3. | the educational strategy   | -0.012                         | 0.854 | 0.041                             | 0.538 | -0.107                         | 0.108 | 0.047                          | 0.483 | 0.345                          | 0.000 | 0.365                          | 0.000 |
| 4. | the Motivation strategy    | 0.192                          | 0.003 | 0.270                             | 0.000 | 0.228                          | 0.000 | 0.189                          | 0.004 | -0.119                         | 0.072 | 0.090                          | 0.177 |
| 5. | the Inquisitorial strategy | 0.008                          | 0.906 | 0.224                             | 0.001 | 0.205                          | 0.002 | 0.292                          | 0.000 | -0.117                         | 0.078 | 0.083                          | 0.210 |
| 6. | the JAHA strategy          | 0.130                          | 0.051 | 0.111                             | 0.095 | 0.183                          | 0.006 | 0.130                          | 0.051 | 0.014                          | 0.838 | 0.212                          | 0.001 |



## **Chapter six**

### **6. Conclusions and recommendations**

**Preface:**

After presenting and discussing the findings of the research, this chapter discusses the key findings and recommendations that the researcher suggests to enhance and promote the strengths and effectiveness of the business continuity and disaster recovery plans.

This chapter will discuss the following two main issues:

1. Conclusion
2. Recommendations
3. Future Work

**6.1. Conclusion**

In this chapter, the research question is going to be answered and its related issues are going to be discussed. Other aspects will be elucidated which could be derived from the analysis of research results and they may have special importance.

In light of the findings that were presented in the fifth chapter, one can say that the Islamic university has Organizational conflict. This conflict has an effect on the university as has been shown in the analyzing the study perspective, see table (6.1). The conflict affects the organizational performance and interpersonal relations. The conflict topic has not been significantly determined whether it is a substantive reason or a personal reason. But the respondents disagree to consider the promotion issue a conflict topic. Moreover, the research shows that superior was not late when he involved resolving the conflict.

Concerning the organizational harmony, the research shows that the university enjoys a harmonious relationship the percent mean (%69.45). The research thinks that this percent should be developed. On the other hand, the delegation is also not strong in the university; the percent mean is (%58.5). The researcher attributes this low delegation to the classic and traditional management style.

The research shows that the mediation strategy has the largest percent means which is (%64.0). This means that this strategy is the most used one from the subordinates' point of view. The researcher attributes this to the characteristics of the Palestinian society. The second strategy is the Educational strategy; it has a (%61.8)

percent mean. Both of these strategies have a low control of the outcome. The third used strategy is Restructuring strategy; it has (%56.6) percent mean. The fourth intervene strategy is the Inquisitorial Strategy; it has (48.5) percent mean. The fifth intervene strategy is the Motivational strategy; it has (%45.6) percent mean. The sixth and last intervene strategy is the JAHA strategy; it has (%41.9). JAHA strategy has the smallest percent mean. JAHA strategy is neglected.

All the interventions strategies have a small mean percent value; this result may be attributed to the neglectant interest from the administration toward the intervention strategies.

However, this arrangement of the usage of the intervention strategies shows that, first, the most used strategies are those that have low control in the outcome of the conflict, second, the least used strategies those that have high control of the outcome of the conflict intervention. The researcher thinks that, this is acceptable due to the culture of the Palestinian society.

The emphasis placed on harmony has an indicator for mediation and educational strategies. The educational strategy was used less often than the mediational strategies. Yet, the level of delegation had by far the strongest effect on the use of the educational strategy after harmony concerns. Collectivistic tendencies in a culture are the force behind both of these behaviors. The JAHA strategy was derived from observations of the unique mediation style found in collectivistic cultures. It embodies a heavy dose of pressuring, lecturing, and sometimes shaming an adversary. The collectivistic concerns for restoring the relationship between feuding parties in order to maintain harmony justifies the use of such an intrusive style. In other words, harmonies, the level of delegation and substantive issues have a significant effect on the usage of Mediation strategy.

Restructuring emerged as a de-coupling strategy used when the time of intervention is late. One would also expect restructuring to be used in subordinates' personality related conflicts, from which a manager may deliberately stay away. In these situations restructuring would help to remove the conflict without actually addressing the issue. In the present study no relation appeared between personality conflicts and restructuring. However, this failed to reach the significance level of

(0.05). Also it is predicted to use Restructuring in high impact conflict. Future research may focus on the effects of personality versus substantive conflicts using additional control variables. A manager intervening in subordinates' conflicts may take into consideration whether they are cooperating or competing. It is plausible that restructuring is used for personality conflicts, but this study reaches that restructuring is used for substantive conflict. The researcher recommends more researching on this topic.

The study generally clarify that the managers used motivational tactics, which involved rewards and threats to the disputants. Motivation was the most used strategy, but its use increased with high impact conflicts that were escalating. Its use did not increase with emphasis on harmony. Instead managers used the educational approach to maintain harmony in organizational settings. Palestinian principals' benevolent/paternalistic styles seem to be at play here. Adopting the authoritarian father role under which they have been brought up, these principals preferred the educational style to motivational tactics. The use of rewards and punishments, which are part of the motivational strategy, is seemingly at odds with the benevolent/paternalistic style.

The new intrusive strategy JAHA, which is used as a conflict resolving tool in Islamic Arab Culture is used with conflict that appear as a result of personal issues, and in the same time it is hardly used in other fields, except the level of delegation. Although the researcher came in touch with this strategy through interviews with key people in the university, these people admit that sometimes the university does ask some people outside the university hierarchy to intervene in the conflict. The researcher attributes this to the dependence of the university to third parties, such as, political movements. However, it is not acceptable to call someone from outside your surround to enter your business; even it is not acceptable to spread the internal conflict out. The researcher thinks that this strategy is used because the university is a part of the society and because of political reasons. But the researcher believe that using this strategy a lot will lead to a danger Organizational problem, future research may discuss this strategy and its effectiveness.

**Table 6.1 Summary of findings**

| Intervention strategy | When used  |
|-----------------------|--|
| Mediation             | High concern for organizational harmony + substantive conflict issue + the level of delegation                 |
| Education             | High concern for harmony + high impact conflict + substantive conflict issue + high delegation to subordinates |
| Restructuring         | High concern for harmony + high impact conflict  |
| Motivation            | High impact conflict + intervening in escalated conflict + personal and substantive conflict.                  |
| Inquisitorial         | High concern for harmony + intervening in late time + personal and substantive issues of conflict.             |
| JAHA                  | the topic of conflict is personal + high delegation to subordinates  |

Source: the researcher

## 6.2 Recommendations

In light of the aforementioned results the researcher recommends the following, wishing from the Palestinian academic institutes to take them into account and put them into action.

1. A practical implication of the study would be to encourage intervention training for principals in this and other cultures that rely on third parties for managing conflicts.
2. This researcher advice to train principals how to diagnose conflict and choose the best strategy to resolve it.
3. This researcher advice the principals to know what is the best time in intervening to resolve a conflict.
4. This researcher strongly recommends studying the other fields of organizational conflict, and investigates the relation between them and the intervention strategies.
5. This researcher recommends training and developing the basics of delegation for the principals.
6. This researcher recommends deepening the awareness of organizational conflict, and its strategies. Also, showing them the appropriate usage of each strategy.

- a. This researcher recommends to decrease the usage of inquisitorial and motivation strategies, due to the culture.
7. This researcher recommends making use of mediation strategy as much as possible.
8. This researcher shows the importance of training the principals how to use conflict strategies.

### **6.3 Implications of the study**

A practical implication of the study would be to encourage intervention training for principals in this and other cultures that rely on third parties for managing conflicts. Third party training is needed in cultures with high power distance and uncertainty avoidance as well as collectivism, where principals' intervention in disputes is frequent and expected. Training may cover identifying dispute situations that need intervention, choice among different intervention strategies, and follow-up on implementation and disputants' relations.

### **6.4 Future Work**

Researchers are advised to apply further researches in Palestine by studying the following:

1. The third party intervention strategy in subordinate conflict from the principal's point of view.
2. The effect of job satisfaction of the organization conflict management.
3. The effect of organizational conflict on job performance.
4. The effect of organizational conflict on job loyalty.
5. The effect of organizational conflict on the work stress.
6. The effect of organizational conflict on work turns over.
7. Researchers are advised to apply this field of research on others sectors such as: governmental ministries, and Non-profit institutes.
8. The effect of the latest employment on the organizational conflict in Gaza strip.
9. The effect of the political parties on the organizational conflict.

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## **Appendix (I)**

### **The Questionnaire in English**

**The Islamic University-Gaza  
Faculty of Commerce  
MBA program**



**A questionnaire to recognize  
"Third party intervention strategies in subordinates' conflict"  
Islamic University-Gaza; A case study.**

**Dear Sir or Madam**

This questionnaire aims to recognize the above mentioned Subject. Your cooperation is appreciated and will support the scientific research and development in Palestine.

The information will be confidential and to be used just for scientific purposes.

**The researcher**

**Al Moutasem Billah S. El Halabi**

## Part one: Personal Information

1. **Gender**       Male       Female
2. **Age (year)**       Less 25 yr.       25-29       30-39       More than 40
3. **Scientific qualification**       GSC and Less       Diploma       Bachelor       Master       PHD
4. **Living Place**       Rafa       Khanunis       El Wusta       Gaza       N-Gaza
5. **Experience**       Less 3 years       3-6       7-9       10 and more
6. **The Marital Status**       Single       Married       Widow       Divorced
7. **Job Class**       Service       Administrative       Academic
8. **Work place**       Faculty       Directorate       Center
9. **Your boss job**       Dean       Head of Academic dep.       Head of admin. dep.       Service senior
10. **Your boss major** \_\_\_\_\_
11. **Your boss Qualification**       Less than Dip.       Dip       Bachelor       Master       PHD
12. **Your boss intervene in the conflict**  
**From the beginning**       from the start       when conflict started to escalate       Later when it became a major issue.

Kindly put the appropriate degree for each phrase, where the more the degree close to (10) means you are strongly agree; and vice versa. (Place the No. from 1-10)

| #  | Item   | Degree (1-10) |
|--|--|---------------|
| <b>Second: The perceived impact of the conflict at the workplace;</b><br>The conflict affected the |  |               |
| 1.   | organizational performance   |               |
| 2.   | interpersonal relations among the employees at the workplace   |               |
| 3.   | the long-term relations of the conflicting parties   |               |
| 4.   | individual work performance of the conflicting parties   |               |
| <b>Third: Topic of conflict was about</b>  |  |               |
| 5.   | a task-related technical matter  |               |
| 6.   | issues of authority  |               |
| 7.   | issues of promotion or leave   |               |
| 8.   | personality issues   |               |
| 9.   | A personality issue guised under one of the first three issues.  |               |
| <b>Fourth: Stage of conflict when the superior was intervenes.</b>                                 |  |               |
| 10.  | The superior was involved later when it became a major issue.  |               |
| <b>Fifth: the emphasis placed in the organizational on harmony</b>                                 |  |               |
| 11.  | There is harmonious relations among the employees  |               |
| 12.  | There is harmonious relations between superiors and subordinates   |               |
| 13.  | There is organizational tolerance for work-related conflicts   |               |
| 14.  | There is organizational tolerance for personality-related conflicts  |               |
| <b>Sixth: Delegation range in the university</b>   |  |               |
| 15.  | The subordinate has decision making authority  |               |
| 16.  | The subordinate is delegated important matters and decisions.  |               |
| <b>Seventh: intervention strategies.</b>   |  |               |
| <b>A) direct Meditational; strategy</b>  |  |               |
| 17.  | The supervisor Allowed questions and rebuttals   |               |
| 18.  | The supervisor Incorporated disputants ideas   |               |
| 19.  | Shuttled back and forth  |               |
| 20.  | Asked questions to disputants  |               |
| 21.  | Asked for proposals  |               |
| 22.  | Listened to disputants' views  |               |
| 23.  | The supervisor urged the conflict parties to exchange point of view. To help them to resolve the conflict by themselves. |               |
| 24.  | The supervisor sought to achieve the expectation and need of the conflict parties.                                       |               |
| 25.  | The supervisor Made proposals.   |               |
| 26.  | The supervisor urge the conflict parties to present some   |               |
| <b>B) Restructuring Strategies</b>   |  |               |
| 27.  | The supervisor Arranged work to minimize disputants' contact.  |               |
| 28.  | The supervisor Did not assign job to those who create conflict   |               |
| 29.  | The supervisor Re-assigned work to bring together compatible People  |               |



|  |  |  |
|--|--|--|
| 30.  | The supervisor Gave job to people who can work together                                    |  |
| <b>C) Educational Strategies</b>   |  |  |
| 31.  | The supervisor Explained a disputant why the other was right                               |  |
| 32.  | The supervisor Tried to educate a disputant on how to act                                  |  |
| 33.  | The supervisor Asked disputant to show tolerance and forgiveness                           |  |
| 34.  | The supervisor Determined negotiation procedure  |  |
| 35.  | The supervisor explained the consequences of the conflict to the parties.                  |  |
| 36.  | The supervisor Advised a disputant on how to cooperate                                     |  |
| <b>D) Motivational Strategies</b>  |  |  |
| 37.  | The supervisor Threatened disputants to end conflict                                       |  |
| 38.  | The supervisor Offered disputants incentives   |  |
| 39.  | The supervisor Put pressure on one or both of the disputants                               |  |
| 40.  | The supervisor used flattery to persuade a disputant                                       |  |
| 41.  | The supervisor Left feuding people out.  |  |
| <b>E) Inquisitorial strategies. The administration impose the final resolution</b> |  |  |
| 42.  | The supervisor Expressed his own opinions  |  |
| 43.  | The supervisor Imposed own ideas.  |  |
| 44.  | The supervisor Made the final decision.  |  |
| 45.  | The supervisor ignored the conflict party's personal desires.                              |  |
| 46.  | The supervisor insist on his opinion to solve the conflict                                 |  |
| 47.  | The supervisor Enforced negotiation rules.   |  |
| <b>F) El JAHA strategies. "indirect mediation"</b>                                 |  |  |
| 48.  | The supervisor asked one of the acceptable and respectful employees to solve the conflict. |  |
| 49.  | The supervisor made a committee of wise people to solve the conflict.                      |  |
| 50.  | The supervisor involved one conflicting party's family.                                    |  |
| 51.  | The supervisor asked people from outside the university to solve the conflict.             |  |

## Appendix (II)

### The questionnaire in Arabic

بسم الله الرحمن الرحيم

الاستبانة النهائية



الجامعة الإسلامية - غزة

الدراسات العليا

كلية التجارة

قسم إدارة الأعمال

الأخ الفاضل/..... حفظه الله،،،

السلام عليكم ورحمة الله وبركاته...

الموضوع: تعبئة استبانته.

يقوم الباحث بدراسة بعنوان "استراتيجيات تدخل المسؤول المباشر لحل النزاع بين المرؤوسين كطرف ثالث" وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في إدارة الأعمال بالجامعة الإسلامية، وفي هذا السياق ومن أجل إنجاز هذه الدراسة هناك حاجة إلى بيانات متعلقة بالموضوع، وللحصول على هذه البيانات أعد الباحث الاستبانة المبينة أدناه للتعرف على استراتيجيات تدخل المسؤول المباشر لحل النزاع بين المرؤوسين كطرف ثالث، لتطبيقها على العاملين في الجامعة الإسلامية بغزة كمصدر أساسي للحصول على هذه البيانات والمعلومات، ونحن كلنا ثقة من أن تعاملكم بدقة وموضوعية مع الأسئلة المختلفة المكونة للاستبانة ستساعد في الوصول إلى نتائج مهمة تفيد في إنجاز وإنجاح الدراسة، آخذين بعين الاعتبار أن هذه البيانات والمعلومات لن تستخدم إلا لأغراض البحث العلمي فقط.

شاكرين لكم حسن تعاونكم،،،

وتقبلوا فائق الاحترام والتقدير،،،

الباحث/ المعتمض بالله سليمان الحلبي

## أولاً: البيانات الشخصية:

1. الجنس:  ذكر  أنثى
2. العمر:  أقل من 25 سنة  25-أقل من 30  30-أقل من 40  40 فأكثر
3. المؤهل العلمي:  ثانوية عامة فأقل  دبلوم  بكالوريوس  ماجستير  دكتوراه
4. مكان السكن  لبح  خانيونس  الوسطى  غ  شمال غ
5. سنوات الخبرة  أقل من 3 سنوات  3-أقل من 7  7-أقل من 10  10 فأكثر
6. الحالة الإجتماعية  [ع  متزوج  أرمل  مطلق
7. الفئة الوظيفية  خدمات   أكاديمي
8. مكان العمل في الجامعة  كلية  دائرة  مركز
9. مسمى مسئولك  عميد  رئيس قسم أكاديمي  رئيس قسم إداري  مشرف خدمات المباشر
10. تخصص مسئولك المباشر (توجيهي، هندسة، شريعة، تربية) (مثال: \_\_\_\_\_)
11. المؤهل العلمي  أقل من دبلوم  دبلوم  بكالوريوس  ماجستير  دكتوراه  
لمسئولك المباشر

## : لقد تدخل المسئول لحل الصراع 12

- من بداية ظهور الصراع.  عندما بدأ الصراع  عندما أصبح الصراع قضية عامة.  
 يتصاعد.

برجاء وضع الدرجة المناسبة لكل عبارة حيث كلما اقتربت الدرجة من (10) دل على موافقتك  
العالية على ما ورد في العبارة والعكس صحيح (ضع رقم من 1-10 مقابل السؤال)

| الدرجة<br>(10-1)                               | البند  | م |
|--|--|---|
| <b>ثانياً: تأثير الصراع على المؤسسة</b>        |  |   |
|  | 1. أثر الصراع على أداء المؤسسة.                                    |   |
|  | 2. أثر الصراع على العلاقات الشخصية بين طرفي الصراع في مكان العمل.  |   |
|  | 3. أثر الصراع على العلاقات طويلة الأمد بين طرفي الصراع.            |   |
|  | 4. أثر الصراع على أداء اطراف الصراع.                               |   |
| <b>ثالثاً: سبب "موضوع" الصراع</b>              |  |   |
|  | 5. نشأ الصراع بسبب مسألة تقنية أو فنية تخص العمل.                  |   |
|  | 6. نشأ الصراع بسبب تنازع على السلطات والصلاحيات.                   |   |
|  | 7. نشأ الصراع بسبب تنازع على الترقيات أو الإجازات.                 |   |
|  | 8. نشأ الصراع بسبب أمور شخصية.                                     |   |
|  | 9. نشأ الصراع بسبب أمور شخصية متخفية تحت أمور فنية تخص العمل.      |   |
| <b>رابعاً: وقت التدخل لحل الصراع</b>           |  |   |
|  | 10. تدخل المدير بعد مرور وقت طويل على بداية الصراع.                |   |
| <b>خامساً: مدى الانسجام بين موظفي المؤسسة:</b> |  |   |
|  | 11. يوجد انسجام في العلاقات بين الموظفين.                          |   |
|  | 12. يوجد انسجام في العلاقات بين الرؤساء والمرؤوسين.                |   |
|  | 13. يوجد تسامح في المؤسسة بخصوص الصراعات المتعلقة بالعمل.          |   |
|  | 14. يوجد تسامح في المؤسسة بخصوص الصراعات المتعلقة بالأمور الشخصية. |   |
| <b>سادساً: مدى التفويض داخل المؤسسة:</b>       |  |   |
|  | 15. يفوض الرئيس للموظفين العيين العديد من الصلاحيات.               |   |
|  | 16. يفوض الرئيس للمؤوسين صلاحية اتخاذ قرارات مهمة وحساسة.          |   |

|   |  |
|---|--|
| <b>سابعاً: استراتيجيات التدخل لحل الصراع.</b>     |  |
| <b>أ) استراتيجية الوساطة المباشرة لحل الصراع.</b> |  |
| 17.   | سمح المسؤول بطرح الأسئلة والإستفسار من [ ] في الصراع.                                    |
| 18.   | [ ] شارك المسؤول الأفكار مع أطراف الصراع.  |
| 19.   | تحرك المسؤول ذهاباً وإياباً بين أطراف الصراع بنفسه دون وساطة من احد.                     |
| 20.   | [ ] المسؤول أسئلة على أطراف النزاع لمعرفة أسباب الصراع.                                  |
| 21.   | [ ] المسؤول من المتنازعين تقديم عروض واقتراحات لحل الصراع.                               |
| 22.   | [ ] استمع المسؤول لوجهات نظر المتنازعين.   |
| 23.   | شجع المسؤول أطراف الص[ ] على تبادل وجهات النظر فيما بينهم بهدف إيجاد حل للمشكلة بأنفسهم. |
| 24.   | سعى المسؤول لتحقيق توقعات واحتياجات أطراف الصراع على حد س[ ].                            |
| 25.   | عرض المسؤول حلول لإنهاء الصراع.  |
| 26.   | حث المسؤول جميع أطراف الصراع على تقديم بعض التنازلات للوصول إلى تسوية للصراع.            |
| <b>ب) استراتيجية إعادة الهيكلية:</b>              |  |
| 27.   | نظم ورتب المسؤول الأعمال لخد [ ] الإحتكاك بين أطراف الصراع.                              |
| 28.   | [ ] يحدد المسؤول أعمالاً مشتركة للمتخاصمين.  |
| 29.   | أعاد المسؤول تعيين الأعمال للمرؤوسين المتوافقين مع بعضهم البعض.                          |
| 30.   | عين المسؤول وظائف للمرؤوسين الذين يستطيعوا العمل معاً.                                   |
| <b>ج) استراتيجية التعليم</b>                      |  |
| 31.   | شرح المسؤول لأحد طرفي النزاع لماذا كان [ ] [ ] الآخر محق.                                |
| 32.   | حاول المسؤول تفهيم أحد طرفي الصراع ما هو التصرف الصحيح.                                  |
| 33.   | [ ] المسؤول من [ ] أحد طرفي الصراع [ ] يسمح الطرف الآخر بالإعتذار له.                    |
| 34.   | وضح المسؤول خطوات واجراءات التفاوض بين طرفي الصراع.                                      |
| 35.   | شرح وبين المسؤول تبعات المأزق والمشكلة لأطراف الصراع.                                    |
| 36.   | [ ] المسؤول النصيحة إلى [ ] [ ] الصراع حول كيفية التعاون فيما بينهم.                     |
| <b>د) استراتيجية التحفيز "الترغيب والترهيب"</b>   |  |
| 37.   | [ ] المسؤول المتخصصين لإنهاء الصراع.   |
| 38.   | [ ] المسؤول حوافز لأحد [ ] [ ] لحل الصراع.   |
| 39.   | ضغط المسؤول على كل أو أحد [ ] [ ] لإنهاء الصراع.   |
| 40.   | استخدم المسؤول المداينة والتملق في عباراته لإقناع أحد [ ] [ ] لإنهاء الصراع.             |

|   |   |
|---|---|
|   | 41. تغافل المسؤول عن الأطراف المتنازعة.   |
| <b>هـ) استراتيجية التحكيم "فرض الحل المقترح من قبل الإدارة"</b> |   |
|   | 42. عبر المسؤول عـ آرائه الخاصة لحل الصراع.                                       |
|   | 43. فـ فـ المسؤول أفكاره الخاصة، فـ يسمح بمناقشتها.                               |
|   | 44. فـ فـ المسؤول فـ النهائي بالقوة.  |
|   | 45. تجاهل المسؤول لـ رغبات الشخصية لطرفي الصراع.                                  |
|   | 46. تمسك المسؤول بموقفه ورأيه الذي قدمه لحل الصراع.                               |
|   | 47. اعتمد المسؤول على السلطة في فـ فـ قوانين وقواعد التفاوض والحل.                |
| <b>و) استراتيجية الجاهة</b>                                     |   |
|   | 48. لا فـ المسؤول من أحد كبار الموظفين المقبولين لأطراف الصراع التدخل لحل الصراع. |
|   | 49. شكل المسؤول لجنة حكماء من الموظفين للتدخل في حل الصراع.                       |
|   | 50. لا فـ المسؤول من أهل وأسرة أحد طرفي النزاع التدخل في حل الصراع.               |
|   | 51. استعا فـ المسؤول بوسطاء من خارج المؤسسة (ليسوا من الأقارب) لحل الصراع.        |

## **Appendix (III)**

### **Intervention Strategies and their Sources**

Blake & Mouton (1964)

Suppression (forcing, autocratic) 9, 1 when two or more subordinates get into open conflict with one another, the manager suppresses it by dealing firmly with those concerned; conflict is interpreted to mean that people are not acting in a rational manner.

Smoothing (accommodating, obliging) 1, 9 conflict is smoothed over by talking people out of it or glossing over it; disputants are cajoled into agreement by looking at how good things are, relative to how bad they might be - accentuating the positive and eliminating the negative; "let's get together on those things that we can agree on and not fight one another on those matters that do not seem to be resolvable"

Ignoring (inaction, avoiding, withdrawal) 1, 1 if a disagreeable situation is ignored, in time it will likely disappear

Compromising (splitting, separation) 5, 5 the manager talks to the disputants one on one to understand the problem, then tries to find some middle ground to which they can both agree; finally, the manager gives each one, separately, his/her decision

Separation 5, 5 move people in conflict so that they are not in direct contact with one another; this could mean separating them physically, transferring one or the other, or reorganizing the functions of the disputing parties

Confronting (integration, collaboration) 9, 9 the manager gets the conflict out on the table where it can be examined and evaluated by all who are a party to it; the reasons for the conflict can be examined and assessed; the conditions for the resolution can be discussed by those who are involved; the manager meets with the subordinates to talk through areas of friction that prevent them from working well together

Lewicki & Sheppard (1985)

Adversarial the manager listens to the two parties present their respective cases; after hearing the two sides, the manager makes a decision about how to solve the problem

Inquisitorial the manager maintains active, direct control over the presentation of information about the conflict; the manager may call in others to get their views of the conflict and may appoint someone to investigate the situation; once the information is in, the manager determines the outcome

Mediation the manager does not decide the outcome of the conflict; instead, he/she attempts to facilitate the interaction of the disputants in order to help them come to their own solutions to the conflict

Providing Impetus the manager neither decides the outcome nor helps the disputants in the process of reaching their own solution; instead, he/she provides a strong incentive for the parties to go solve their own problem

Vroom & Yetton (1973)

AI the manager decides on a resolution to the dispute based on information available to him/her at the time

AII the manager obtains the necessary information from the disputants, then decides on the outcome

CI the manager discusses the dispute with the subordinates individually, obtaining their ideas and positions; then the manager makes the decision

CII the manager discusses the dispute together with both of the subordinates, obtaining their ideas; then, the manager makes a decision that may or may not reflect the subordinates' concerns

GII the manager discusses the dispute with the subordinates; together they generate and evaluate solutions and the manager helps the disputants to attain agreement on their own; the manager does not try to influence the disputants to adopt his/her solution and is willing to accept any solution that has the support of both disputants

DI the manager delegates responsibility for solving the problem to the disputants, providing them with any relevant information that he/she possesses; the manager may or may not request the disputants to inform him/her of the outcome

Fisher (1972; 1983; Fisher & Keashly, 1988)

Third Party Consultation the manager focuses on the basic relationship between the parties, their communication, feelings, attitudes, and perceptions of each other and of the conflict

Prein (1987)

Consulting the manager is helping, supportive, and nondirective; the orientation is toward improving the conditions and the way in which the parties deal with each other by directing the procedures by which the parties interact with one another

Kolb (1986)

Restructurer the manager uses his/her organizational authority to change reporting relationships and responsibilities or to change the interdependence of the disputants. Also, the role of Advisor as a manager acts as a counselor to the disputants; the



manager does not try to resolve the dispute, rather, he/she works around the dispute by arranging matters for, and "cooling out", the people involved.

Carnevale (1986)

Integration the manager seeks out information about the dispute and the interests of the disputants; the manager emphasizes a solution that provides some benefits to both disputing parties

Press the manager restricts the range of outcome alternatives by attaching costs to alternatives that are not agreeable to one or the other of the disputants; these costs may take the form of warnings, threats, punishments, or curtailed benefits to get disputants to drop their demands for alternatives that are unacceptable to the other party

Compensation the manager suggests additional agreement possibilities that may benefit both disputing parties by giving something desirable to one of the disputants in exchange for an agreement or a concession of some kind

Inaction the manager lets the disputants handle the controversy by themselves; the manager may pretend not to notice that the dispute exists or gives reasons for staying out of the dispute

## Appendix (IV)

### Referees who judged the reliability of the questionnaire

| # | Name                        | Position   |
|---|-----------------------------|--|
| 1 | Dr. Rushdy Abed Elatef Wady | Associate Professor - commerce Faculty- Islamic university                           |
| 2 | Dr. Sami A. Abu-Al-Ross     | Assistant Professor- commerce Faculty- Islamic university                            |
| 3 | Dr. Yousuf A. Baher         | Assistant Professor- commerce Faculty- Islamic university                            |
| 4 | Dr. Akram I. Samour         | Assistant Professor- commerce Faculty- Islamic university                            |
| 5 | Dr. Samir Safi              | Assistant Professor mathematics and statistics- commerce Faculty- Islamic university |
| 6 | Eng. Fadi Abu Shrekh        | Master of Mathematics, Community College   |
| 7 | Dr. Wael Thabet             | Assistant Professor- Al Azhar University   |
| 8 | Dr. Nehaya El Telbnee       | Assistant Professor- Al Azhar University   |