

T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İŞLETME ANABİLİM DALI
ÖRGÜTSEL DAVRANIŞ BİLİM DALI

**INCREASING FUNCTIONAL CONFLICT MANAGEMENT
CAPACITY: THE ROLE OF A CUSTOMIZED TRAINING
PROGRAM FOR PUBLIC R&D EMPLOYEES**

Doktora Tezi

HASAN KARABAKKAL

İstanbul, 2020

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Danışman: Prof. Dr. Ayşe Alev TORUN

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

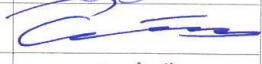
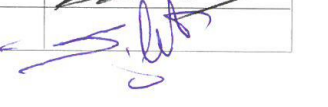
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Bilim Dalı DOKTORA öğrencisi HASAN KARABAKKAL'ın INCREASING
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ABSTRACT

INCREASING FUNCTIONAL CONFLICT MANAGEMENT CAPACITY: THE ROLE OF A CUSTOMIZED TRAINING PROGRAM FOR PUBLIC R&D EMPLOYEES

This study was a quasi-experimental research, which aimed to understand the training needs of public Research & Development employees for effective conflict management, to develop customized conflict management training, and to exhibit the effects of receiving the customized training program and its persistency trend in comparison to receiving an alternative program as well as receiving no training.

The study consisted of three phases: training development, training application, and training evaluation. The training development phase involved the examination of the prominent causes of conflicts and the opinions of R&D employees on effective conflict management skills. Qualitative data were gathered from 14 employees, 4 project managers, 3 professional trainers, and 2 academicians and analyzed by the MAXQDA program. The findings were employed in the development of a quantitative data collection tool and the tool was applied to 133 R & D employees (46 females and 87 males) by an online survey.

The quantitative data were analyzed with SPSS 22 program and the findings were utilized in the development of the customized training program.

Ninety six R&D employees were recruited by the convenience sampling method and grouped into three study groups; Experimental Group (13 females, 17 males), Control Group I (25 females, 8 males), and Control Group II (12 females, 21 males). During the training application phase, the experimental and control group members were provided with customized and non-customized training programs, respectively. This phase also involved the pre, post, and follow-up training measurements of the study groups. In the training evaluation phase, by using a mixed ANOVA method, the effects of the customized training program were investigated in comparison to receiving alternative training as well as no training.

The results showed that receiving conflict management training (customized and non-customized) was effective in increasing functional conflict management skills. The scores of these groups were significantly higher than those of the group which received no training. Although the differences in the scores of the Experimental Group and Control Group I did not differ significantly in the follow-up training measurements, for Control Group II (received no training), conflict management scores were significantly lower.

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TEZ ÖZETİ

İŞLEVSEL ÇATIŞMA YÖNETİMİ KAPASİTESİNİN ARTTIRILMASI: KAMU AR-GE ÇALIŞANLARI İÇİN ÖZELLEŞTİRİLMİŞ BİR EĞİTİM PROGRAMININ ROLÜ

Bu çalışma; kamu Ar-Ge çalışanlarının etkili çatışma yönetimi konusundaki eğitim ihtiyaçlarını anlamayı, onlar için özelleştirilmiş bir eğitim programı geliştirmeyi ve bu programa katılmanın etkileri ile kalıcılık eğilimi gibi sonuçları, alternatif bir eğitim programı almanın etkilerinin yanı sıra eğitim programı almamanın etkileriyle kıyaslayarak ortaya koymayı amaçlayan yarı deneysel bir araştırmadır.

Çalışma; eğitim programı geliştirme, uygulama ve değerlendirme olmak üzere üç aşamadan meydana gelmiştir. Eğitim programı geliştirme aşaması, çatışmaların önde gelen nedenlerinin ve Ar-Ge çalışanlarının etkili çatışma yönetimi becerileri konusundaki görüşlerinin incelenmesini içermiştir. Katılımcılardan (14 çalışan, 4 proje yöneticisi, 3 profesyonel eğitmen ve 2 akademisyen) nitel veriler toplanmış ve MAXQDA programı ile analiz edilmiştir. Bulgular nicel veri toplama aracının geliştirilmesinde kullanılmış ve anket

çevrimiçi yolla 133 Ar-Ge çalışanına (46 kadın, 87 erkek) uygulanmıştır. Toplanan nicel veriler SPSS 22 programında analiz edilmiş ve bulgular, özelleştirilmiş eğitim programının geliştirilmesinde kullanılmıştır.

Doksan altı Ar-Ge çalışanına kolay ulaşılabilen örnekleme yöntemiyle erişilmiş ve katılımcılar üç çalışma grubuna ayrılmıştır: Deney Grubu (13 kadın, 17 erkek), Kontrol Grubu I (25 kadın, 8 erkek) ve Kontrol Grubu II (12 kadın, 21 erkek). Eğitim programının uygulama aşamasında deney ve kontrol grubu üyelerine sırasıyla özelleştirilmiş ve özelleştirilmemiş eğitim programları uygulanmıştır. Bu aşama çalışma gruplarının ön, son ve takip ölçümlerini de içermiştir. Eğitim programı değerlendirilmesi aşamasında ise özelleştirilmiş eğitim programının etkileri, alternatif bir eğitim programının etkilerinin yanı sıra eğitim programı almamanın etkileriyle de kıyaslanıp, Karışık Desenli Varyans Analizi (Mixed ANOVA) yöntemi kullanılarak SPSS 22 programı ile incelenmiştir.

Sonuçlar, özelleştirilmiş ya da özelleştirilmemiş çatışma yönetimi eğitim programına katılmanın, hiçbir eğitim programına katılmamaya oranla, işlevsel çatışma yönetimi becerilerini arttırmada anlamlı biçimde etkili olduğunu göstermiştir. Takip ölçümlerinde her ne kadar Deney Grubu ve Kontrol Grubu I'in işlevsel çatışma yönetimi puanları anlamlı bir biçimde farklılık göstermese de, Kontrol Grubu II için (eğitim programına katılmamıştır) çatışma yönetimi puanları anlamlı derecede daha düşük olmuştur.

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ABBREVIATION LIST

ABC	Affection, Behavior, and Cognition
ANOVA	Analysis of Variance
BA/BSc	Bachelor of Arts / Bachelor of Science
Cont.	Continued
<i>e.g.</i>	exempli gratia
<i>etc.</i>	et cetera
HR	Human Resources
<i>i.e.</i>	id est
MA/MSc	Master of Arts / Master of Science
MAXQDA	Statistics Software for Qualitative Research
Ph.D.	Doctor of Philosophy
R&D	Research & Development
ROCI	Rahim Organizational Conflict Inventory
RQ	Research Question
SPSS	Statistical Package for the Social Sciences
T1	Pre-Training Measurement / Pre-Test
T2	Post-Training Measurement / Post-Test
T3	Follow-Up Training Measurement / Follow-Up Test
TÜSSİDE	Turkish Management Sciences Institute

1. INTRODUCTION

Conflict is a complex and inevitable phenomenon in human and organizational lives. It is important to note that conflicts usually stem from the differences in thoughts, values, and feelings between individuals, which may provoke feelings of stress (Marquis & Huston, 2000). If people link conflicts with negative outcomes, anxiety is more likely to be induced and they may become offended. On the other hand, if conflicts are understood positively, cooperation and constructive changes can be observed (Coleman & Deutsch, 2000).

Conflict can be functional or dysfunctional for organizations depending on how it is managed. If managed effectively, functional conflicts may help to achieve organizational goals. It can also be valuable to an organization as it promotes innovative and creative problem solving, develops genuine harmony between individuals, and clarifies issues for the benefit of the members and the organization (Schermerhorn, Hunt, & Osbornet, 2000), in a way that can improve trust among employees and facilitate team performance in organizations (Hempel, Zhang, & Tjosvold, 2009). Managing conflict effectively can also strengthen employees' psychological capital (Oore, Leiter, & LeBlanc, 2015), as well as decrease bullying behaviors in organizations (Baillien, Neyens, De Witte, & De Cuyper, 2009).

On the other hand, if conflicts are managed poorly, they may have unfavorable influences on productivity and job performance (Meyer, 2004) and on organizational commitment (Thomas, Bliese, & Jex, 2005). For instance, in the absence of functional handling of conflicts, confrontational remarks and accusations are more likely to be observed in interpersonal relationships (Hocker & Wilmot, 1998). It is also important to note that ignoring the conflict or withdrawing from conflicted situations can lead to negative emotions and increase the chance of conflict escalations in organizations (Dijkstra, De Dreu, Evers, & Van Dierendonck, 2009). Therefore, being unable to manage conflict properly does not support the fulfillment of organizational goals, and may lead to a hostile

work environment (Trudel & Reio, 2011). It may also play a role in increasing the occurrence of prospective conflicts, facilitating the absenteeism of employees (Giebels & Janssen, 2005), and lowering levels of trust among members (Choi & Cho, 2011).

Although it is important, employees may not have training and experience sufficient for functional conflict management in different circumstances. Or, their present conflict management repertoire may not be suitable for coping with conflict situations. If employees work in research and development (R&D) organizations, which are highly demanding, they are more likely to feel stressful due to an intensive mental workload.

Even though the conflict areas experienced by R&D employees cannot be removed from the organizations, it is possible to lessen their undesirable influences with the effective management of conflict. Here, customized training programs may play an important role in handling organizational conflict at an early stage. However, it can be argued that conflict training evaluation is a challenging issue for most organizations, due to the need for the random assignment of employees to training groups, the lack of needs assessment for the programs in line with the organizations' strategic plans, or the lack of their follow-ups.

All in all, this study aims to get insight into the unique needs of R&D employees for overcoming conflicts effectively, to develop a customized training program to help them enhance their functional conflict management capacities in the workplace, and to evaluate the effects of the training program.

2. LITERATURE REVIEW

2.1. UNDERSTANDING CONFLICT

Conflict comes from the Latin word '*conflictus*', meaning 'clash', which denotes the clashes of different perspectives, interests, goals, and behaviors (Mele, 2011). Conceptually, it has been cited in the literature as opposition, incompatibility of goals, disagreements on expectations and opposing opinions, differences in perceptions, and changes in the interpretations of facts (Afzal 2009; Ayoko, Härtel & Callan, 2002; Opatha, 2015; Rahim, 2001; Robbins & Judge, 2013). Thus, conflict as a concept can include, but is not limited to following definition: "the interaction of interdependent people who perceive opposition of goals, aims, and values, and who see the other party as potentially interfering with the realization of these goals" (Putnam & Poole, 1987).

The perception of whether conflict produces favorable or unfavorable effects on individual and organizational processes and performances has been a controversial issue. Robbins & Judge (2013) investigated the divergent thoughts about conflict and asserted three different views: traditional view, interactionist view, and conflict management view. They indicated that the traditional view was the early approach, which attributed negative meanings and implications to conflict. So, dysfunctional outcomes are associated with conflicts such as poor communication and lack of trust among the individuals and diminished performance in organizations. The second view was the interactionist view, which posited positive connotations of conflict for a workgroup to perform effectively. It was argued that some amount of conflict plays a useful role for teams to have cohesion, self-criticism, and creativity. At this point, the interactionist view distinguished functional and dysfunctional conflicts in terms of their consequences, meaning that not all the conflicts are advantageous. They indicated that if the conflict facilitates the fulfillment of the goals and improves the performance, then they called it a functional conflict. On the other hand, if the conflict hinders the obtainment of objectives, disturbing the harmony and impairs the performance, then they described it as a dysfunctional conflict. The third view

was the managed conflict view which focuses on the management of conflict context, not only after the conflict occurs but also before the behavioral stage of conflict takes place. According to this view, a preventive-developmental approach to the management of conflict and its open discussion can help to minimize the undesirable consequences of conflict (Robbins & Judge, 2013).

Conflict is a process that involves conflict issues and antecedent conditions, conflict experiences, conflict management, and conflict outcome stages. The first stage is conflict issues/antecedent conditions. The conflict issues can contain such resources as time, money and power; opposing needs, ideas, interests, and values (Thomas, 1992). Organizational structure can also be an issue in the emergence of conflict through ambiguity in roles and responsibilities, incompetent leadership styles, and vague reward systems (Robbins & Judge, 2013). The antecedent conditions of conflict may provoke perceived and felt conflict experiences, wherein the former parties become perceptually aware of the dissonance of conflict in the mind and then become emotionally involved later. According to Isen, Labroo and Durlach (2004), the parties interpret conflict issues in their minds and decide what the conflict means for them. This stage is important in the conflict process because at this stage, the parties determine their intention for conflict and take up their conflict management strategies in the next stage. The parties may select either cooperative or competitive conflict management strategies based on their repertoires. The management of the conflict gives rise to some dysfunctional conflict outcomes, in the last stage, such as dissatisfaction and poor morale (Iverson & Zatzick, 2011), psychological strain (Guerra, Martinez, Munduate, & Medina, 2005), and emotional exhaustion (Giebels & Janssen, 2005); or such functional outcomes as the encouragement of new approaches, ideas, and innovation/change, or an increase in loyalty and performance (Baron, 1991).

As a result, conflict can be considered a double-edged sword that brings about favorable and unfavorable consequences on the individual, team, and organizational levels based on how it is perceived, felt, handled, and managed (Ayoko, Callan, & Härtel, 2008).

2.2. THE REASONS FOR CONFLICT

Research has shown that there are many different reasons for conflicts such as scarcity of time and money, incompatibility in values, goals, and beliefs, inadequate communication, and ambiguity in roles and responsibilities (Aswathappa & Ready, 2009; Cheong & Kim, 2017; De Dreu & Gelfand, 2008). Other research discussed the relationship between perceptual biases and conflict (Baron, 1991), collective team member alignment, goal interdependency and conflict (Schaeffner et al., 2015), the complexity and interdependency in organizational life (Jehn, 1995), and increased interaction and dependence among employees (Gladstein, 1984). There are also some studies that investigated the role of emotional arousal and emotional overloading in the emergence of conflict (Bodtker & Katz Jameson, 2001; Gayle & Preiss, 1998; Jehn & Bendersky, 2003; Jehn, 1997; Nair, 2008).

When considering various studies on the issue, the reasons for conflict can be classified into two main categories; organizational factors and individual factors. At this point, Opatha's (2015) grouping exemplifies this categorization in such a way that organizational causes of conflict might involve competition for scarce resources, goal differences among employees, role differences or responsibility ambiguities, employee's dependency on each other in terms of tasks, and overspecialization in an organization. As for the individual causes of conflicts, they comprise different competency levels among employees, inadequate communication skills or unwillingness to communicate, opposing personalities and values, perceived inequality and unfairness, divergent perceptions on the same issue, and incivility (Opatha, 2015).

2.2.1. Perceptual Biases and Conflict

People's expectancies, feelings, and behaviors can be impressed by their beliefs or by their causal explanations of two things, namely their attributions. However, people may tend to be biased and their attributions may not reveal the reality accurately.

Attribution biases were firstly discussed by Heider (1958). He indicated that people tend to explain other's actions concerning dispositional elements, but are inclined to ignore external and situational elements. He noted that especially under ambiguous situations, people are more likely to make attributions based on their wishes and needs, in order to sustain their positive self-concepts (Heider, 1958). Attribution theory also looks for explanations for why the same events are interpreted by different people in different ways and the elements which contribute attribution biases. For instance, when people attribute the cause of a given behavior or outcome of other people, they are inclined to overemphasize the role of dispositional factors, but lessen the effect of situational factors, which is called fundamental attribution error (Ross, 1977). But people are more likely to experience adverse feelings and helplessness if they attribute their failures and disappointments to their inner insufficiencies. So they are then anticipated to attribute their successes to personal factors, usually assigning credit to themselves for achievements. And they are anticipated to attribute their failures to external factors, commonly rejecting to take responsibility for failures (Larson, 1977). This perceptual error is called self-serving bias and it serves as a means of self-esteem maintenance and ego protection. People are more likely to refer to self-serving bias if they feel an increased self-threat (Campbell & Sedikides, 1999). In addition to attribution biases, stereotypical thinking can also have an influence on the processing of new information and its understanding by transferring the attention to stereotype-consistent responses and taking it away from stereotype-inconsistent information (Bodenhausen, 1988).

Attributions and conflicts may have common aspects such as involving ambiguous situations, unexpected behaviors of others, and incompatible important goals and motives. According to Baron (1991), attributional biases may bring about conflicts among individuals and increase the adverse effects of conflict. It is suggested that cognitive interpretation of a situation constitutes what emotions people may experience, which in turn, impacts the way they understand and manage conflict. (Bodtker & Katz Jameson, 2001). For instance, De Dreu & Weingart (2003) indicated that in the process of misattribution, criticism, and task-related controversies may elicit task conflicts into the

relationship conflicts and may eventually be understood as personal attacks. Therefore, people may come up with undesirable emotions or attitudes towards each other (De Dreu & Weingart, 2003). At this point, Simons and Peterson (2000) emphasized the role of trustworthy relationships in reducing the chance of misattribution in task-related conflicts. When people have a perception of cooperative goal interdependence, it can prevent cognitive misattributions and inappropriate emotional and behavioral reactions in the course of task-related conflicts (Simons & Peterson, 2000).

2.2.2. Teamwork Elements and Conflict

Organizational objectives and business operations entail collective work processes and encourage the employees to work with colleagues cooperatively and collaboratively. However, perceived incompatibilities in opinions, demands, and desires might come into existence through the interaction among the members. If there is a sense of team viability among the members (Balkundi & Harrison, 2006) and if open communication (Tekleab, Quigley, & Tesluk, 2009), as well as emergent states such as trust (Ayoko, 2016) and cohesion (Molleman 2005), are present in the interpersonal relationships, it can be argued that they can decrease the chance of conflict in the workplace or diminish the likelihood of dysfunctional conflicts.

According to Balkundi and Harrison (2006), team viability refers to team members' willingness and commitment to stay as a part of a team and to preserve their satisfaction and behavioral intentions to work together. They claimed that team viability plays an important role in the team's proper and constant functioning (Balkundi & Harrison, 2006). It can be claimed that inadequate teamwork can induce task-related or relationship-related conflicts in organizations.

There is also a relationship between team emergent states and conflict in organizations. Team emergent states, introduced as a concept by Marks, Mathieu, and Zaccaro (2001) involve such properties as trust, respect, and cohesion among members. Kirkman, Rosen, Tesluk, and Gibson (2004) indicated that group outcomes are directly

affected by team emergent states. In support of their argument, for instance, Curseu (2006) claimed that development of strong interpersonal ties among the group members are promoted by their senses of trust, which in turn, lessens the need for watching and checking behaviors and cognitions, as well as reduces the possibility of conflicts in workplace (Curseu, 2006). Tekleab, Quigley, and Tesluk (2009) studied cognition-based and affect-based trust and their connections with conflicts experienced within work teams. They claimed that team members' perceived reliance on their capabilities underlined the content of cognition-based trust, while their perceived trust to each other depending on the quality of their relationships constitutes an affect-based trust. Their research showed that task-based discrepancies are more likely to be perceived as personal attacks in the absence of affect-based trust. Thus, this may bring about biased information processing or withholding of critical information among the team members, which in turn, may lead to a conflictual atmosphere (Tekleab et al., 2009).

It can be argued that interdependent task fulfillment necessitates intensive interaction in organizations and cooperative business culture and effective communication among the team members. In other words, team members may need to depend on one another to complete their tasks successfully (Jehn, 1995; Van de Ven, Delbecq and Koenig, 1976). This can be realized, and facilitated, through employees' capabilities of working cooperatively and communicating attentively.

People can perceive their goals and those of others to be attained either cooperatively or competitively (Deutsch, 2006, 1973). In this regard, it was proposed that working cooperatively encompasses employees' motivation to work together and their deliberate effort for accomplishing goals (Wagner, 1995), which can preclude the possibility of the occurrence of conflict.

On the other hand, communication has been discussed as one of the components of conflict situations (Easterbrook et al., 1993). Several studies underlined the causal role of poor or inadequate communication skills and unwillingness to communicate inadequate

communication in the emergence of conflicts (De Dreu & Gelfand, 2008; Opatha, 2015). At this point, Jehn (1997) pointed out that open communication norms in groups on task-based issues may allow team members to freely debate problems without feeling personally attacked or threatened. Similarly, it was revealed in a study that open communication enables team members to solve disagreements and improve the sense of team cohesion (Tekleab et al., 2009). Therefore, it can be deduced that the lack of open communication may increase mistrust and lead to conflicts among group members in organizations. Otherwise, dysfunctional conflicts can become prevalent.

2.2.3. The Role of Emotions in Conflict

Affective experiences were investigated by Barsade (2002) within three categories: dispositional affect, emotions, and moods. The dispositional effect was considered to be prevailing and it could be associated with temperamental aspects. Emotions were characterized as intense but short-term affective responses of individuals to specific stimuli, whereas mood was described as a weak but long-lasting state of mind (Fisher, 2000).

Research shows that emotions are some of the indispensable components of conflicts (Ayoko et al., 2008; Bodtker & Katz Jameson, 2001; Brown & Brooks, 2002; Thomas, 1992) so that if emotions are not activated, people may not experience conflicts (Jones, 2000; Pondy, 1967). At this point, the identification of the overwhelming emotional states might be useful for understanding and managing the disputants' conflict orientations (Bodtker & Katz Jameson, 2001). However, emotions can be physiologically reflected or cognitively appraised in a way that the former entails physical experience of emotions such as an increase in a heartbeat or blood pressure; the latter involves attributional tendencies on a particular situation (Nair, 2008).

It can be argued that people's subjective interpretations of situations may constitute a source for the type of emotional responses. Emotional responses, especially the nasty emotions such as anger, envy, and jealousy (Lazarus & Lazarus, 1994) are more likely to be expressed extensively if the professional competences are attacked (Campbell & Muncer,

1987). These situations might result in emotional overloads of employees which, in turn, hinders their effective thinking strategies (Jones & Bodtker, 2001), their approaches to open communication about disagreements (Syna Desivilya & Yagil, 2005), and such positive emergent states as trust, respect, and cohesion (Mannix & Jehn, 2004). On the contrary, if the employees' emotional states are prevailingly positive, they can develop cooperation, communication, and goodwill among one other (Jehn & Bendersky, 2003), which relatively may prevent the conflict formations. At this point it is revealed that if there is a perception of sincere apology among employees, this can diminish their undesirable affective reaction (Hubbard, Hendrickson, Fehrenbach, & Sur, 2013). And, if there is an empathic work atmosphere in organizations, they can understand both their and others' emotions successfully (Ayoko et al., 2008). All in all, emotional loadings or inappropriate regulations of emotions may give rise to conflicts in organizations either explicitly or implicitly.

2.3. CONFLICT TYPES

2.3.1. Individual, Group, and Organizational Level Conflicts

Conflicts in organizations can be classified into three categories concerning conflicts that occur in individual, group, and organizational levels. According to Rahim (2001), individual-level conflicts encompass intra-individual and inter-individual conflict in which the former refers to conflict within the person herself/himself and the latter denotes the conflict between individuals.

Intrapersonal conflict can be associated with the following scenarios: If an individual thinks that she or he cannot control work conditions or change a situation, she or he may become frustrated and aggressive. Also, the same person may experience incongruence with organizational goals and her/his aims or encounter with ambiguous roles and responsibilities, which may, in turn, result in dissatisfaction (Rahim, 2001).

On the other hand, if the conflict takes place between two or more individuals with respect to perceptual differences, disagreements on goals and objectives, incompatibilities in roles and responsibilities, as well as if there is environmental stress in an organization, then this conflict can be characterized as interpersonal conflict (Whetten & Cameron, 1991).

Conflict can also occur in group levels, where the group members may come across with disagreements on handling a problem situation, incompatibilities in coping strategies or they may exhibit opposing personality aspects. This is called intra-group conflict and the antecedents of this type of conflict seem similar to those of interpersonal conflict. Whereas, if the conflict occurs between two or more groups within the organization concerning the lack of mutual decision making, perceptual differences in tasks, then this can be called intergroup conflict. Furthermore, if organizations are dependent on each other and if they experience conflicts, such conflicts are considered as inter-organizational conflicts (Rahim, 2001).

2.3.2. Relationship, Task, and Process Conflicts

Jehn (1995) made a pioneer study on the benefits and disadvantages of intragroup conflicts and classified them into two main categories; relationship conflict and task conflict. Afterward, Jehn and Mannix (2001) investigated the relationships among conflict types, conflict management strategies and team outcomes, where they further classified conflicts as process conflicts. Relationship conflicts are associated with disagreements among group members regarding such interpersonal issues as personality differences and divergent values, and emotional issues (Jehn & Bendersky, 2003). Interpersonal incompatibilities, tension, and annoyance within the group members and perceived threat to someone's personal identity can be the causes of relationship conflict, as well (Jehn, 1995; Pelled, 1995).

2.3.2.1. Relationship Conflict

Research shows that perceived threats to one's self-image or self-identity are more likely to trigger relationship conflict (Lazarus, 1993), since they may stimulate a stress reaction which involves fight or flight responses, narrowed reasoning, and defensiveness (Carnevale & Probst, 1998). Thus, relationship conflicts might eventually result in communication with negative discourse, lack of trust, and a sense of anger and frustration (Jehn & Mannix, 2001).

It was also argued that the cognitive processing abilities of group members and the quality of the ideas received from other members can interfere with relationship conflict (Jehn & Bendersky, 2003). At this point, their increased stress and anxiety levels (Jehn & Mannix, 2001), and inadequate coordination and communication amongst themselves play an essential role (Jehn & Bendersky, 2003). Also, Jehn (1995) found that relationship conflicts can also bring about a waste of time due to the inefficient utilization of effort to win the debate, which should be used to work on task-related issues.

In addition to the unfavorable effects of relationship conflicts on cognitive domains, there are unfavorable effects on the goodwill and mutual understanding within group members (Deutsch, 1969). Jehn and Bendersky (2003) found in their study that relationship conflict may influence the group members' morale harmfully and lead to dissatisfaction with conflict in an organization, which may, in turn, diminish the form of consensus on the implementation of a group decision. Ayoko (2016) investigated workplace conflict and willingness to cooperate concerning apology and forgiveness. She indicated that there is a negative relationship between relationship conflict, forgiveness and willingness to cooperate within the workgroups (Ayoko, 2016).

Research has also pointed out the impairing role of relationship conflicts in reducing public and private workers' job satisfaction and affective well-being (Guerra et al., 2005). Similarly, De With, Jehn, and Scheepers (2013) investigated the damaging effect of relationship conflict and concluded that group members' epistemic motivation, which

they defined as a willingness to make an effort to accomplish a comprehensive and precise understanding of the task, is more likely to be decreased by the incidence of relationship conflicts.

It has also been argued that since relationship conflicts diminish collaborative problem solving within the group, they might result in underperformance of the group (De Dreu, 2006). Finally, De Dreu and Weingart (2003) conducted meta-analysis research on the relationships among relationship conflict, team performance, and team member satisfaction. They concluded that relationship conflicts may negatively influence the group members' intentions to remain in the group and their organizational citizenship behaviors. They also found that relationship conflicts may bring about poor team performance and members' blaming each other (De Dreu & Weingart, 2003).

2.3.2.2. Task Conflict

Task conflict can be defined as the disagreements in terms of the content of a task being performed (Jehn, 1995), which can be illustrated as the dissimilarities of perceptions on the distribution of resources, procedures, and judgments (De Dreu & Weingart, 2003).

When team members challenge an accustomed procedure or if they question the interpretation of commonly accepted methods, some of the members can perceive this disrespectfully (Fiske & Taylor, 1991). This is usually the case when there is a negative assessment of other members' abilities because it can be interpreted as personal attacks instead of work-related discussions (De Clercq & Belausteguigoitia, 2017) and brings about perceptions of injustice (Jehn, Greer, Levine, & Szulanski, 2008). It can also be claimed that if disruptive language and aggressive attitude go along with task-related conflict, it is more likely to turn into negative feelings (De Clercq & Belausteguigoitia, 2017) and to damage the trustful relationships within the group. At this point, research shows that in the absence of affect-based trust, the employees may perceive the task-based disagreements unfavorably, which in turn end up with biased information processing, withholding interdependent information, or reduced decision quality (Tekleab, Quigley, & Tesluk,

2009). Jimmieson, Tucker, and Campbell (2017) found that task-related conflicts may result in such poor health outcomes as psychological strain (Dijkstra, Beersma, & Cornelissen, 2012) and emotional exhaustion (Giebels & Janssen, 2005).

Research has shown that task conflict can play a beneficial role in organizations under certain conditions. For example, Amason (1996) found that due to promoting diverse views or integrating the devil's advocacy role, task conflict can improve decision making quality and creative ideas. Regarding to its beneficial effect on decision making quality, it was also argued that task conflict can contribute to better decision making in organizations by means of promoting better cognitive understanding of the issues being addressed (Peterson & Behfar, 2003; Simons & Peterson, 2000) and by careful assessment of alternatives (Baron, 1984). Research also indicates that, owing to its facilitating role in critical evaluation, task conflict has a potential to improve the learning and development of novel perspectives (De Dreu & West, 2001) as well as to diminish groupthink in organizations which give rise to dysfunctional decision-making (Janis, 1982) and collective problem-solving capacity. Task conflict can produce positive results in organizations, especially if the sense of trust is prevalent in the atmosphere of the organization (Simons & Peterson, 2000) and if team members approach the task conflict collaboratively (De Church & Marks, 2001).

There are some counterarguments in the literature on whether the task conflict is beneficial or detrimental for organizations. For instance, De Dreu and Weingart (2003) indicated that even a moderate level of task conflict might not be good for performance because the positive effects can quickly be erased with the concentration on the conflict or the hindrance of information processing. Jehn et al. (2008) suggest that specific conditions under which task conflict may produce beneficial results need to be investigated.

2.3.2.3. *Process Conflict*

Process conflict in organizations is well-conceptualized by the comprehensive study of Jehn (1997). According to the author, it is related to the disagreements among team

members during the completion of tasks and she considers how the teams are to be constituted and how workloads are to be distributed efficiently. She indicated that employees may attribute unfavorable or personal meanings to task delegations and activity assignments, or perceive unfairness. Thus, the process can produce some disputes and the interaction among the team members may suffer (Jehn, 1997).

Greer, Jehn and Mannix (2008) found that process conflict can transform into other conflict forms if they are not responded to functionally in initial periods because process conflicts have more enduring effects on team members' interactions and this can last for the rest of the group's existence. At this point, Jehn and Bendersky (2003) argued that the consequences of process conflict are more detrimental and more complicated than other forms of organizational conflicts. They discussed in their study that process conflict can destroy employees' morale, their commitment to the organization, their performance, and their enthusiasm for fulfilling the team's objectives (Jehn & Bendersky, 2003). Similarly, there is also some research showing how process conflict can prevent productive discussions about the tasks and their implementation (Jehn et al., 2008).

It is important to note that building a strong group identity in groups can play a preventive role against the negative effects of process conflict because the group identity can promote shared characteristics instead of discriminative ones (Doucet et al., 2009). In this respect, increasing conflict resolution efficacy perceptions of group members and promoting open conflict norms can moderate the undesirable outcomes of process conflict (Jehn et al., 2008).

2.3.3. Co-occurrence of Task & Relationship Conflicts

Relationship conflict and task conflict may go hand in hand with each other in terms of their formation and consequences in organizations. During the presence of the relationship conflict, the employees can aggressively interpret task-related arguments due to taking disagreements personally. In the course of the task conflict, people might embrace their preferences so that they may be less likely to use arguments provided by other group

members (De Wit et al., 2013). On the other hand, task conflict may also trigger counterproductive cognitions and relationship conflict through biased information processing and employing a rigid language (Simons & Peterson, 2000). Since people are inclined to develop a sense of ownership of their viewpoints, they are more likely to become defensive when they experience a task conflict. As a result, their mindset may turn into a non-cooperative fashion (De Dreu & Van Knippenberg, 2005) and this may harm the quality of decision making and the bonds among the group members in the process of fulfilling the common goals.

2.4. CONFLICT ESCALATION

Conflict escalation was characterized by Pruitt and Rubin (1986) as conflicts that involve more effects on more people for a long time that induce strong reactions which become more demanding to be managed effectively. Pruitt, Parker, and Mikolic (1997) argued that conflict escalation contains a physical and verbal base. They claimed that the former was associated with dysfunctional emotional responses such as blame, frustration, and irritation; and the latter was related to a negative perception of the disputant's personality.

It can be argued that a comprehensive explanation of the underlying mechanisms of conflict escalation was made by Jehn, Rispens, Jonsen, and Greer (2013). They proposed three mechanisms of conflict escalation; 'coalition formation', 'emotional contagion' and 'members' defense of own and team interests'. To begin with, they claimed that team members may tend to make or support conflict based coalition formation if they have previous or close relationships with other members who are involved in the initial conflict. In line with this argument, they also indicated that the team members might be surrounded by conflictual actions through adverse emotions. Thus, the conflicts may involve those members who are initially uninvolved in conflictual stimulations. Jehn et al. (2013) also asserted that if a conflict has the potential to threaten individual interests or team outcomes, it might lead the members to come together and get involved in the conflict.

To sum up, it can be claimed that conflict escalation can be characterized by the scope of people involved in a conflict, the magnitude of the conflict's negative effects, and its difficulty to be managed functionally.

2.5. RESULTS OF CONFLICT

Conflict in organizations can bring about both negative and positive consequences for individuals and groups. In terms of negative results; it can hinder an employee's goal-directed behavior and produce adverse feelings such as anxiety, fear, and blame (Bruk-Lee & Spector, 2012). Stereotypical thinking might be fostered by the negative effects of the conflict as it intensifies (Wyer, 1988). In this respect, conflict in organizations may interfere with constructive communication, diminish cooperation among group members, and lead to the decline of an organization's competitiveness (Baron, 1991). Conflict can also be an impeding factor for employees' satisfaction with group membership and with performing the job. Thus, it can diminish trust among members, their respect for one another, and team cohesion (Jehn, et al., 2008).

Even though conflict seems to distract employees' attention and waste their time, it can also play a challenging role in promoting effective problem-solving strategies. When employees experience conflict, they may handle the conflict by taking several perspectives into account. Therefore, they might be encouraged to come up with divergent opinions and critical evaluations, which in turn may support the improvement of decision quality in organizations (Jehn & Bendersky, 2003).

2.6. MANAGING CONFLICT

It can be argued that understanding the nature of conflicts, their reasons, and their categories may play an essential role in understanding the scope of managing the conflicts in organizations and the strategies to be utilized.

2.6.1. Conflict Management Strategies

There were five different conflict management strategies suggested by Rahim (2001) which are integrating (collaborating or problem-solving), dominating (competing or forcing), obliging (accommodating), avoiding, and compromising.

Integrating strategy is associated with problem-solving and eagerness to find mutually acceptable solutions by cooperating with the other person in disagreement. This strategy attaches importance to acting openly and sharing information with each other (Rahim, 2001) and is regarded to be the most constructive of conflict management strategies, which may positively affect employees' job performance (Rahim, 1985).

Another strategy is dominating, which can be defined by a win-lose orientation and taking control of the interaction. Here, it can be argued that people who use dominating strategy may prioritize their needs and try to fulfill them in spite of others' needs and wishes (Rahim, 2001). This conflict style can also be characterized by confrontational explanations and accusations (Hocker & Wilmot, 1998), which may bring about the decrease of organizational goal attainment and unfriendly work atmosphere (Trudel & Reio, 2011).

Obliging is another conflict management strategy and attaches high importance to others' needs and objectives while showing low concern for one's own needs goals (Rahim, 2001). People with obliging conflict style may act reluctantly to express their wishes and consider alternative ways to handle with conflict situations (Kuhn & Poole, 2000).

Avoiding is another strategy and can be characterized by having low concerns for both one's goals and others' goals. Here, ignoring the conflict situation or withdrawing from opposing opinions (Rahim, 2001) can be observed frequently. People who resort to avoiding strategy may usually alter the discussion subject into a different issue or make unrelated evaluations (Hocker & Wilmot, 1998). In addition, unfavorable emotions and the

escalation of conflicts can be the consequences of avoiding conflict strategy (Dijkstra et al., 2009).

Last conflict management strategy is compromising which is characterized by waiving some important needs or goals for the sake of finding a middle ground in conflict situations. Thus, this strategy involves a give-and-take approach (Rahim, 2001).

People's cultures, values, experiences and ideas have effects on their perceptions, attitudes and behaviors. Therefore, this body of knowledge may have impact on the ways how they approach the conflict situations and come up with conflict management strategies (Healey, 1995). For instance if the sense of mistrust among the individuals is a prevalent cultural aspect, people may show low respect to others' needs and commonly prefer to dominating or avoiding conflict management styles (Kaushal & Kwantes, 2006). However, if the attitude of being nice to other people is widespread in a society, this may bring about high concern for others and increase the tendency to resort to integrating or obliging conflict-handling styles. Especially, if being high self-monitor attitude is common, people may adopt to changing situations and they may more likely to display integrating or compromising conflict management strategies (Kaushal & Kwantes, 2006).

On the other hand, sacrificing your own opinions and exhibiting conformity to your group's opinion can be observed in collectivist cultures frequently. Here, people may attach an importance to preserve the group harmony and refrain from violating the norms, for they may lead to the loss of status. Thus, it can be argued that employees from collectivist cultures are more prone to display compromising conflict management strategies (Kim & Markus, 1999).

Hofstede, Hofstede, and Minkov (2010) claimed that social inequality may increase people's dependency with authority figures and result in large-power distance in cultures. However, they argued that social equality contribute to the increase of interdependency in the management of interpersonal relationships. Therefore, they concluded that obeying to powerful people and showing obliging or avoiding conflict management styles can be

observed commonly in large-power distance cultures. Similarly, Cameron and Quinn (2006) also claimed that strong organizational structure and standardized rules and procedures are more emphasized in those cultures and people may prefer to conform to the groups' decisions and they may favor obliging or compromising conflict management styles.

Furthermore, researchers examined the role of high and low context cultures on conflict management strategies. In high context cultures, where communication is principally implied and based on the persons' status, the avoiding style of conflict management is used frequently. But in low context cultures, where communication is mainly formed through explicit rules, dominating or obliging conflict management styles are utilized by people more often (Morris et al., 1998).

Additionally people's attitudes, beliefs, and behaviors can be shaped and guided by their values, too (Tevrüz, Turgut, & Çinko, 2010), and the values may act as standards in choosing a behavior or evaluating other people's thoughts and behaviors (Schwartz, 1999). For instance, Kozan (2002) made a research in Turkish culture and investigated the role of basic human values in conflict management strategies besides to the identification of subcultures. Kozan found out that avoiding conflict management strategy was preferred mostly by people from the traditional subculture, and dominating conflict management style was preferred mostly by people in power-seekers subculture. But the compromising conflict management strategy was generally graded in the egalitarian subculture (Kozan, 2002).

There is also a relationship between organizational justice and the selection of conflict management style. It was found in a study that the employees are more disposed to state their disagreements if they perceive that the organizational justice is high in their workplace (Kerwin, Jordan & Turner, 2015). Similarly, it was found in a study that integrative conflict management strategies are more common among the employees if they believe that their supervisor treat them objectively. But they are less motivated to show

cooperative conflict management strategies if they perceive that their supervisor is not fair (Rahim, Manger & Shapiro, 2000).

2.7. THE ROLE OF TRAINING IN INCREASING CONFLICT MANAGEMENT CAPACITY

Training and development activities can be investing instruments of the companies towards the betterment of organizational performance and employee motivation. For instance, it was found in a study that training provided the organization with such opportunities as effectiveness and employee & customer satisfaction (Wang, Dou, & Li, 2002). Similarly, it was stated that providing the employees with appropriate training chances gave rise to a growth in efficiency and solidarity among the group members (Dyson, 2002). It was found that training could nurture employees' emotional attachments and involvement in the organization, too (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002).

The favorable and unfavorable consequences of conflict management shed light on the importance of capacity building on proper understanding and effective management of conflicts in organizations. However, employees may not have the adequate skills and practice that can help them to understand and manage conflict management functionally in different circumstances. Or else, their present conflict management repertoire may not be suitable for coping with conflict situations. It can be argued that especially if the employees work in research and development (R&D) organizations, which are highly demanding, they might be more likely to feel stressful due to an intensive mental workload. In this regard, even though the conflicts cannot be detached from the organizations, their undesirable effects can be diminished through effective conflict management training.

Research has shown the role of training in increasing conflict management capacity. For example, in a health sector research, nurse managers attended to 12 hours training on conflict management and after the training their communication improved (Brinkert, 2011). Besides, O'Neill and McLarnon (2018) found in their study that training programs present

unusual viewpoints and perspectives, which in turn contribute to the cooperative conflict management practices among the employees. Nevertheless, they concluded that if employees had not been given training which provided peer learning environments, they would show closed-minded and suspicious attitudes and dysfunctional conflict management styles (O'Neill & McLarnon, 2018). Moreover; Jimmieson, Tucker, and Campbell (2017) pointed out in their study that types of training which were composed of self-control development techniques in the workplace led to a lessening of interpersonal conflict escalation, but an increase in maintaining effort at organizational tasks (Jimmieson, Tucker, & Campbell, 2017). Furthermore; Özkalp, Sungur, and Özdemir (2009) suggested that functional conflict can be managed by employees' flexibility and adaptability and their willingness to manage conflict which could arguably be possible by capacity building training on the dynamics of understanding and managing conflict in organizations.

2.7.1. The Importance of Understanding Training Needs

Early identification of conflict and identification of the components of effective training are very important in overcoming organizational conflict (Aydın, 2015; Başak, 2010; Sucuoğlu, 2015). At this point, a needs analyses can form a sound framework for the quality of the training. Needs assessment can be defined as "a process of collecting information about an expressed or implied organizational need that could be met by conducted training" (Barbazette, 2006, p.5).

According to Barbazette (2006), needs assessment looks for the answers of such questions as 'Why is training conducted?', 'Who is involved in the training?', 'How can the performance deficiency be fixed?', 'What is the best way to perform?', and 'When will the training take place?'. However, due to the random assignment of employees to training, the lack of determination about the focus and scope of the training programs or the lack of training follow-up, needs assessment can become a challenging issue for the organizations.

At this point, making both organizational and employee analyses can provide a comprehensive basis for the needs assessment. For instance, in terms of corporate analysis,

understanding the objectives of the institution and the dynamics of organizational culture can help us to get insight into the scope of the analysis. In terms of employee analysis, understanding the job definitions of training participants, understanding their expectations from the work (such as salary, professional satisfaction, and personal development), expectations from their colleagues, and understanding the motivating and demotivating elements in the organization can help in the clarification of essential planning details. Then, consolidating the requirements and demands concerning organizational aims and executive expectations can assist in the crystallization of the analysis. All in all, the results of the assessment can provide a structure for the determination of the training objectives to be attained. And these objectives may set ground for the construction of the training program as well as for the criteria of training utility assessment (Goldstein, 1993; McGehee & Thayer, 1961).

3. STATEMENT OF PURPOSE, RESEARCH QUESTIONS & HYPOTHESIS

Research points out that the conflict is an integral part of business life, and it can bring about both favorable and unfavorable consequences depending on how it is managed. If conflicts are managed effectively, they may help to achieve organizational goals, promote creative problem solving, and develop harmony among the individuals (Schermerhorn et al., 2000). But if they are managed ineffectively, they may hinder productivity and job performance (Meyer, 2004), decrease employees' organizational commitment (Thomas et al., 2005), and lead to a hostile work environment (Trudel & Reio, 2011). At this point, research undertakes training and development activities as an investment instrument for organizations and indicates their functional role in increasing individuals' conflict management capacities (Brinkert, 2011; Dyson, 2002; Jimmieson et al., 2017; O'Neill & McLarnon, 2018; Özkalp et al., 2009). It can be argued that the employees' current awareness and skills in functional conflict management may not be appropriate and sufficient to cope with conflict situations. In addition to this, if the employees especially work in research and development (R&D) organizations, which are highly demanding mentally, they may suffer more from inadequate or inappropriate

conflict management capacities. Even though conflicts may not be removed from the organizations, it is possible to diminish their adverse influences with effective management of conflict. Here, customized training programs may play a key role in dealing with organizational conflict situations at an initial phase.

This study aimed to develop a customized conflict management training program to increase R&D employees' functional conflict management repertoires. Within the scope of the study, the researcher intended to exhibit the effects of receiving a customized training program and its persistency trend in comparison to receiving an alternative program and also in comparison to receiving no training. In this respect, 96 R&D employees were recruited by a convenience sampling method and gathered in three study groups: Experimental Group (13 females and 17 males received a customized training), Control Group I (25 females and 8 males received a non-customized training), and Control Group II (12 females and 21 males received no training). Considering all these arguments, the research questions (RQ) and the hypothesis of the study are stated as follows:

RQ 1:

Are there any differences in the pre-training, post-training, and follow-up training functional conflict management scores of the study groups based on their gender?

RQ 2:

Are there any effects of the study groups' educational levels on their pre-training, post-training, and follow-up training functional conflict management scores?

RQ 3:

Are there any correlations between the study groups' tenure in the current workplace and their pre-training, post-training, and follow-up training functional conflict management scores?

RQ 4:

Is there any difference in perceived training satisfaction levels between the Experimental Group and Control Group I members?

Hypothesis:

For public sector R&D employees, receiving customized conflict management training is more effective in increasing the level of the functional conflict management skills than receiving no training (a), and receiving non-customized conflict management training (b). And this effect will be sustained in the follow-up measurements to be conducted three weeks following the completion of the training sessions (c).

4. METHOD

This section includes information about the study groups, the training programs implemented during the study, the instruments utilized, the procedure and design of the study, and the data analysis.

4.1. STUDY GROUPS

In this research, there were three study groups which consisted of, in total, 96 employees working for a public R&D institute. A convenience sampling method was employed for the recruitment of each study group. To generate the study participants, an announcement was made to employees in which they were offered a voluntary conflict management training program free of charge if they agreed to fill three questionnaires (T1, pre-test; T2, post-test; and T3, follow-up test) throughout the study. Volunteers who had received any training on this subject in the last two years were excluded from the study groups.

105 voluntary participants completed a survey (pre-test) before the training. Those who filled in the pre-training questionnaire, depending on their availability, were assigned to one of the three study groups, not knowing which of them would be the Experimental Group. Out of the 105 participants who completed the pre-test; four from the Experimental Group, two from Control Group I, and three from Control Group II were excluded from the study either because they did not attend the training or because they did not complete the follow-up tests (post-measurement). In the final sample, the study groups included a total of 96 employees.

The first study group was Control Group I ($n = 33$ employees). The participants in this group received a conflict management training program developed by a Turkish professor well-known in the conflict management field. For Control Group I, female participants made up 75.76 % (25 employees), the mean age was 40.33 years, and the mean year of experience was 16.17. Male participants in the group made up 24.24 % (8

employees), the mean age was 37.44, and the mean year of experience was 15.33. The majority of Control Group I was highly educated (8.33 % of females had a BA/BSc, 12.50 % of them had an MA/MSc, and 16.67 % of them had Ph.D./Postdoc degrees). As for males, 22.22 % of them completed a BA/BSc, 44.44 % of them had an MA/MSc, and 33.34 % of them had Ph.D./Postdoc degrees). The distribution of Control Group I's gender, age, tenure, and educational level can be seen in Table 1.

The second study group was the Experimental Group ($n = 30$ employees), in which participants received a customized conflict management training program developed by the researcher under the supervision of the dissertation committee. For the Experimental Group; female participants made up 43.33% (13 employees), the mean age was 32.31 years, and the mean year of experience was 8.85. Male participants of this group made up % 56.67 (17 employees), the mean age was 34.53, and the mean year of experience was 9.65. The majority of the Experimental Group was highly educated (46.15 % of females had a BA/BSc, 15.38 % of them had an MA/MSc, and 38.46 % of them had Ph.D./Postdoc degrees. As for males, 17.65 % of them completed a BA/BSc, 23.53 % of them had an MA/MSc, and 58.82 % of them had Ph.D./Postdoc degrees). The distribution of the Experimental Group's gender, age, tenure, and educational level can be seen in Table 1.

The third study group was Control Group II ($n = 33$ employees), where participants received no training about the subject until after they had completed all three questionnaires. For Control Group II; female participants made up 36.36 % (12 employees), the mean age was 35.58 years, and the mean year of experience was 9.25. Male participants in the group made up 63.64 % (21 employees), the mean age was 33.43, and the mean year of experience was 6.81. The majority of Control Group II was highly educated (33.33 % of females had a BA/BSc, 50 % of them had an MA/MSc, and 16.67 % of them had Ph.D./Postdoc degrees). As for males, 28.57 % of them completed a BA/BSc, 47.62 % of them had an MA/MSc, and 23.81 % of them had Ph.D./Postdoc degrees. The distribution of Control Group II's gender, age, tenure, and educational level can be seen in Table 1.

In summary, for all three study groups; a total of 96 volunteers participated. The mean age was 35.6, the mean year of experience was 11.1. In terms of education, 23.96% completed a BA/BSc, 30.21% had an MA/MSc, and 45.83% had Ph.D./Postdoc degrees. Across all three groups, female participants made up 52.08% (50 employees), the mean age was 36.07 years, and the mean year of experience was 11.42. Male participants made up 47.92% (46 employees), the mean age was 35.13, and the mean year of experience was 10.60. The majority of the study group members were highly educated (24 % of females had completed a BA/BSc, 24% had an MA/MSc, and 52% had Ph.D./Postdoc degrees). As for males, 23.91% of them completed a BA/BSc, 36.96% of them had a MA/MSc, and 39.13% of them had Ph.D./Postdoc degrees. The distribution of Study Groups' gender, age, tenure, and educational level can be seen in Table 1.

Table 1
The Distribution of Gender, Age, Tenure, & Educational Level in All Groups

STUDY GROUPS	GENDER			AGE			TENURE			EDUCATIONAL LEVEL (%)		
	F/M	N	%	Min	Max	X	Min	Max	X	BA/BSc (%)	MA/MSc (%)	PhD or Postdoc (%)
Control Group 1	Female	25	75.76%	30	57	40.33	2	30	16.17	8.33%	12.50%	16.67%
	Male	8	24.24%	26	46	37.44	5	36	15.33	22.22%	44.44%	33.33%
Total		33	100%	26	57	38.89	2	36	15.75	12.12%	21.21%	66.67%
Experimental Group	Female	13	43.33%	23	45	32.31	1	27	8.85	46.15%	15.38%	38.46%
	Male	17	56.67%	25	44	34.53	2	22	9.65	17.65%	23.53%	58.82%
Total		30	100%	23	45	33.42	1	27	9.25	30.00%	20.00%	50.00%
Control Group 2	Female	12	36.36%	25	48	35.58	2	22	9.25	33.33%	50.00%	16.67%
	Male	21	63.64%	25	47	33.43	1	22	6.81	28.57%	47.62%	23.81%
Total		33	100%	25	48	34.51	1	22	8.03	30.30%	48.48%	21.21%
All Study Groups	Female	50	52.08%	23	57	36.07	1	30	11.42	24.00%	24.00%	52.00%
	Male	46	47.92%	25	47	35.13	1	36	10.60	23.91%	36.96%	39.13%
OVERALL TOTAL		96	100%	23	57	35.60	1	36	11.01	23.96%	30.21%	45.83%
<i>Note: Age and tenure in the current job were calculated in years.</i>												

4.2. INSTRUMENTS

Five instruments were employed in the study:

1. Semi-Structured Interview Forms
2. Factors that Trigger Conflict Situations Consolidation Form
3. Effective Conflict Management Skills Consolidation Form
4. Case Integrated Organizational Conflict Inventory
5. Training Evaluation Form

Semi-Structured Interview Form

The Semi-Structured Interview Forms included three questions about the factors that trigger conflict in the workplace, the participants' perceived effective conflict management skills, and their expectations from a conflict training program. The interview forms were designed by the researcher for employees, project managers/managers, academicians, and professional trainers. Before the interviews, the interview questions were piloted to make sure that the questions were clear and understandable. Based on the pilot feedback, the form was finalized by the researcher under the supervision of the dissertation committee. The interviews were conducted by the researcher (See Appendix 1).

Factors that Trigger Conflict Situations Consolidation Form

The Factors that Trigger Conflict Situations Consolidation Form involved 25 questions about some factors that may cause relationship, task, or process conflicts. The form was designed to quantify and consolidate the reasons for prominent conflict in the eyes of potential study group members. Content and frequency analyses of the semi-structured interviews were utilized for the construction of the form. In light of the interview results of 23 respondents (14 employees, 4 managers, 2 academicians, and 3 professional trainers), the researcher developed a 4-point Likert-type measurement tool on 'Factors That Trigger Conflict Situations' ranging from (1) strongly disagree to (4) absolutely agree. The frequency distributions of the content analysis results utilized in the development of this

form were created in the MAXQDA program. The outcomes are presented in Tables 2-5 to facilitate the interpretation of the results.

Table 2
Factors that Trigger Conflict Situations – Analysis of Employees’ Opinions

Code System	Employees	SUM
• Acting in an effort to please others	•	2
• Attributing different meanings to the subjects of the conflicts	•	4
• Different ways of doing business among employees	•	5
• Difficulties in control and effective transfer of emotions	•	7
• Employees’ insufficient information about the business processes	•	2
• Employees’ lack of passion for doing their job	•	1
• Getting info about dispute-related issues from the wrong sources	•	1
• Gossip	•	3
• Jealousy among employees	•	8
• Lack of awareness in personal/professional responsibility	•	6
• Lack of knowledge / experience in conflict management	•	7
• Lack of proper relationship management with people	•	4
• Lack of strong team spirit	•	5
• Managers’ over-expectation about work-related issues	•	2
• Task interdependency	•	2
• The pressure to finish the task in a short time	•	4
• Unethical behaviors at workplace	•	3
• Unfair practices of division of labor / division of tasks	•	6
• Using an accusatory language during communication	•	7
Σ SUM	79	79

Note: The opinions of 14 employees were analyzed.

Table 3
Factors that Trigger Conflict Situations – Analysis of Project Managers’ Opinions

Code System	Project Managers	SUM
• Different ways of doing business among employees	•	2
• Difficulties in control and effective transfer of emotions	●	4
• Employees’ insufficient information about the business processes	•	2
• Employees’ lack of passion for doing their job	●	3
• Jealousy among employees	●	3
• Lack of awareness in personal/professional responsibility	•	1
• Lack of interpersonal trust	●	3
• Lack of strong team spirit	●	3
• Unethical behaviors at workplace	•	1
• Using an accusatory language during communication	●	3
Σ SUM	25	25

Note: The opinions of 4 project managers were analyzed.

Table 4
Factors that Trigger Conflict Situations – Analysis of Academicians’ Opinions

Code System	Academicians	SUM
• Different ways of doing business among employees	●	2
• Difficulties in control and effective transfer of emotions	●	2
• Employees’ insufficient information about the business processes	•	1
• Employees’ lack of passion for doing their job	•	1
• Expecting friends to become the supporting parties in conflict	•	1
• Keeping/not sharing important information in teamwork	•	1
• Lack of clear job descriptions of employees	•	1
• Lack of knowledge / experience in conflict management	●	2
• Lack of proper relationship management with people	•	1
• Lack of sense of trust at workplace	●	2
• Task interdependency	•	1
• Unfair practices in division of labor / division of tasks	●	2
• Using an accusatory language during communication	●	2
Σ SUM	19	19

Note: The opinions of 2 academicians were analyzed.

Table 5
Factors that Trigger Conflict Situations – Analysis of Trainers’ Opinions

Code System	Professional Trainers	SUM
• Attributing different meanings to the subjects of the conflicts	●	2
• Difficulties in control and effective transfer of emotions	●	2
• Inability to analyze the events triggering the conflicts	●	1
• Jealousy among employees	●	3
• Lack of knowledge / experience in conflict management	●	2
• Lack of sense of trust at workplace	●	1
• Lack of strong team spirit	●	1
• Listening errors/inattentive listening	●	1
• People’s lack of showing empathy	●	1
• Relation of human value with title and status	●	3
• The effects of assumptions on guiding people’s decisions	●	2
• Using an accusatory language during communication	●	1
Σ SUM	20	20

Note: The opinions of 3 professional trainers were analyzed.

The dissertation committee supervised the process and The Factors that Trigger Conflict Situations Consolidation Form was applied using an online survey system (See Appendix 2).

Effective Conflict Management Skills Consolidation Form

The Effective Conflict Management Skills Consolidation Form involved 20 questions about required effective conflict management skills on the bases of perception, emotion, and communication.

The form was designed to quantify and prioritize potential study group members' perceptions of the essential conflict management competences. In light of the interview results of 23 respondents (14 employees, 4 managers, 2 academicians, and 3 professional trainers), the researcher developed a 4-point Likert-type measurement tool ranging from (1) not at all important to (4) very important. The frequency distributions of the content analysis results employed in the development of this form were created in the MAXQDA

program. The outcomes were presented in Tables 6-9 to facilitate the interpretation of analysis results.

Table 6
Effective Conflict Management Skills - Analysis of Employees' Opinions

Code System	Employees	SUM
• Attentive listening/listening to understand needs and concerns		8
• Being competent at proper self-expression		6
• Focusing on working to find common needs, goals and interests		4
• Grounding the relationships in the job on a professional basis		3
• Not being single-minded / open to self-criticism		3
• Not expecting to be understood/expressing needs/wishes directly		1
• Not getting stuck in the problems experienced in the past		2
• Perceiving the conflict management not as a personal victory		3
• Understanding and managing emotions during conflict		5
• Understanding and managing the conflict situation and context		10
• Welcoming and accepting differences		2
 SUM	47	47

Note: The opinions of 14 employees were analyzed.

Table 7
Effective Conflict Management Skills - Analysis of Project Managers' Opinions

Code System	Project Manager	SUM
• Attentive listening/listening to understand needs and concerns		4
• Avoidance of words and actions to escalate conflict		1
• Being competent at proper self-expression		2
• Clarifying the job descriptions of employees		1
• Focusing on working to find common needs, goals and interests		1
• Not being single-minded/open to self-criticism		4
• Perceiving the conflict management not as a personal victory		2
• Understanding and managing emotions during conflict		2
• Understanding and managing the conflict situation and context		3
 SUM	20	20

Note: The opinions of 4 project managers were analyzed.

Table 8
Effective Conflict Management Skills - Analysis of Academicians' Opinions

Code System	Academicians	SUM
• Attentive listening/listening to understand needs and concerns		2
• Being competent at proper self-expression		2
• Effective time management		1
• Focusing on working to find common needs, goals and interests		2
• Grounding the relationships in the job on a professional basis		2
• Interpersonal relationship management skills		1
• Perceiving the conflict management not as a personal victory		2
• Understanding the root causes of conflicts appropriately		2
• Voluntariness and willingness to show effort to resolve conflict		1
• Welcoming and accepting differences		2
 SUM	17	17

Note: The opinions of 2 academicians were analyzed.

Table 9
Effective Conflict Management Skills - Analysis of Trainers' Opinions

Code System	Professional Trainers	SUM
• Attentive listening/ listening to understand needs and concerns		1
• Breaking faulty assumptions in handling the conflict situation		1
• Focusing on working to find common needs, goals and interests		2
• Knowing the addressees and understanding their needs		2
• Not being single-minded / open to self-criticism		1
• Not expecting to be understood/expressing needs/wishes directly		2
• Self-awareness		3
• Staying here and now, and managing the current situation		2
• Understanding and managing emotions during conflict		3
• Understanding the root causes of conflicts appropriately		2
• Voluntariness and willingness to show effort to resolve conflict		3
 SUM	22	22

Note: The opinions of 3 professional trainers were analyzed.

The Effective Conflict Management Skills Consolidation Form was developed by the researcher under the supervision of the dissertation committee (See Appendix 3).

Case Integrated Organizational Conflict Inventory

The functional conflict management styles of the participants were measured by utilizing Rahim's Organizational Conflict Inventory-II (ROCI-II) (Rahim, 1983). The original scale was composed of 28 items, which measured five types of conflict management strategies; integrating (7 items), obliging (6 items), dominating (5 items), avoiding (6 items), and compromising (4 items). The instrument was self-report based and the scales were 5-point Likert-type, ranging from (1) strongly disagree to (5) absolutely agree. Satisfactory test-retest and internal consistency reliabilities, and convergent, and discriminant validities for the style subscales were found by Rahim's studies regarding the ROCI-II inventory (Rahim, 1983a; Rahim, 1983b).

The original inventory was translated into Turkish by Kozan and Ergin (1999), as well as employed by the same researchers. The translated ROCI –II inventory has been utilized in several Turkish research studies where conflict management styles were measured with high-reliability results (Alakavuklar, 2007; Eruzun, 2004; Gümüşeli, 1994; Özkalp, Sungur and Özdemir, 2009).

In his research, to measure the participants' conflict management scores, Alakavuklar (2007) integrated a specific scenario to the inventory. The scenario included a conflict situation in an academic environment and included an ethical dilemma on who will be the first author of the co-authored new book. Just like Alakavuklar's study (2007), in this research, ROCI-II items were integrated into specific conflict scenarios (employee-to-employee and employee-to-project manager conflicts) that may occur in the public sector R&D workplace context. To develop conflict scenarios, the researcher interviewed 14 employees who had characteristics similar to the intended sample demographics of the study. The interviewees were asked to describe which kinds of conflict situations they usually encountered in their workplace and about conflicts that frequently occurred among

employees. Interviewees reported their opinions on conflict actors (either employee-to-employee or employee-to-project manager) and the sources of conflict situations. The frequency distributions of the content analysis results utilized in the development of the conflict scenarios were created in the MAXQDA program. The outcomes were presented in Tables 10 and 11 to facilitate the interpretation of analysis results (see Table 10 & Table 11).

Table 10
Conflict Actors & the Sources of Conflict – Employee-to-Employee

Code System	Employee to Employee Conflicts	SUM
• Clashes in demanding scarce facilities and resources	5	5
• Conflicts in setting vocation schedules	7	7
• Different ways of doing business among the employees	8	8
• Lack of clear job descriptions of employees	4	4
• Listening errors/not listening for understanding needs&concerns	9	9
• Using an accusatory language during communication	5	5
Σ SUM	38	38

Note: The opinions of 14 employees were analyzed.

Table 11
Conflict Actors & the Sources of Conflict – Employee-to-Project Manager

Code System	Employee to Project Manager Conflicts	SUM
• Controversy in letting the employees transfer to other units	3	3
• Employees' perceived work-life imbalances	2	2
• Incompatibilities with the priorities of prof. development	3	3
• Perceived hindrance to further prof development opportunities	5	5
• Unexpected increases in employee workloads	4	4
• Unforeseen & unplanned changes in the work schedules	5	5
Σ SUM	22	22

Note: The opinions of 14 employees were analyzed.

The researcher developed three 'employee-to-employee conflict scenarios' and three 'employee-to-project manager conflict scenarios' under the supervision of the dissertation committee. Then, the expert judgment method was utilized for the scenarios to be evaluated concerning emotional similarity and similarity in the difficulty of cases. The cases'

emotional resemblances were analyzed by a psychologist and faculty member of a psychology department. The evaluations of the conflict scenarios regarding the case difficulty were made by a professional trainer and a faculty member specialized in organizational conflict. On the bases of the experts' judgments, the necessary revisions were made by the researcher. Thus, the scenarios were reconsidered, the gender roles were dismissed from the cases and Turkish unisex names were employed. Then, the conflict scenarios were applied to 10 employees in the same institute campus, who had characteristics similar to the sample demographics of the study to make sure that the scenarios and the items were clear and understandable. The researcher implemented the inventory to volunteer participants and asked each of them to read the conflict scenarios and the items loudly and give feedback about their readability and their apprehensibility. The feedback of the participants was shared with the dissertation committee and the necessary revisions were carried out under their supervision. In the end, one employee-to-employee conflict scenario and one employee-to-project manager conflict scenario were integrated into ROCI II and the items of the inventory were enumerated cumulatively. In other words, the conflict management inventory employed in this study involved 56 items (28 items for employee-to-employee conflict integrated version and 28 items for employee-to-project manager conflict integrated version). But each conflict scenario was different for pre-training, post-training, and follow-up training measurements (See Appendix 4 for English & Turkish versions of the conflict case integrated ROCI-II inventory).

Since this study used a quasi-experimental method and the sample size was not high enough ($N=96$), confirmatory factor analysis could not be performed for the conflict case integrated version of the inventory. Instead, reliability analysis was conducted by considering the items suggested by the researchers who conducted the validity and reliability study of the scale (Alakavuklar, 2007; Kozan & Ergin, 1999) and satisfactory results were obtained. Table 12 shows the items used in the calculation of the ROCI-II dimension scores and the Cronbach Alpha values for the pre-training (T1), post-training (T2), and follow-up training (T3) measurements.

Table 12
Items Used in the Calculation of ROCI II Dimension Scores & Cronbach α Values for T1, T2, and T3

DIMENSION		ITEMS USED	TOTAL # of ITEMS	DELETED ITEM # (if any)	CRONBACH α VALUES
Integrating	Pre_integrating	1,6, 11,16, 21,25, 28, 29,34, 39, 49, 53, 56	13	44	.88
	Post_integrating	1,6, 11,21,25, 28, 29,34, 39,44, 49, 53, 56	13	16	.84
	Follow-up_integrating	1,6, 11,21,25, 28, 29,34, 39,44, 49, 53, 56	13	16	.92
Obliging	Pre_obliging	4, 9, 14, 19, 24,27, 32,37, 42,47, 52,55	12	0	.85
	Post_obliging	4, 9, 14, 19, 24,27, 32,37, 42,47, 52,55	12	0	.85
	Follow-up_obliging	4, 9, 14, 19, 24,27, 32,37, 42,47, 52,55	12	0	.86
Avoiding	Pre_avoiding	2, 12, 17, 22, 26, 30, 35, 40, 45, 50, 54	11	7	.84
	Post_avoiding	2, 12, 17, 22, 26, 30, 35, 40, 45, 50, 54	11	7	.78
	Follow-up_avoiding	2, 7, 12, 17, 22, 26, 30,40, 45, 50, 54	11	35	.83
Dominating	Pre_dominating	3,8, 13,18, 23, 31,36, 41,46, 51	10	0	.80
	Post_dominating	3,8, 13,18, 23, 31,36, 41,46, 51	10	0	.80
	Follow-up_dominating	3,8, 13,18, 23,36, 41,46, 51	9	31	.82

Functional conflict management styles of the participants were measured by utilizing Rahim's Organizational Conflict Inventory-II (ROCI-II) and his dual-concern model which combined problem-solving and bargaining strategies for handling interpersonal conflict (Rahim, 2010). He indicated that a functional strategy stands for the individuals' greater use of the integrating and lesser use of the avoiding styles plus their greater use of the obliging and lesser use of the dominating styles. On the other hand, he reported that a dysfunctional strategy refers to the individuals' greater use of the avoiding and lesser use of the integrating styles, plus their greater use of the dominating and lesser use of the obliging styles (Rahim, 2010).

At this point; the participants' scores of integrating, dominating, obliging, and avoiding dimensions of ROCI-II were calculated (See Table 12 for items used in the calculation of the ROCI II dimensions). By following the directions of Rahim's (2010) dual-concern model; each participant's functional conflict management score was measured both for employee-to-employee conflict case integrated version and employee-to-project manager conflict case integrated version; then the equally-weighted average of the two scores were taken. This operation was applied similarly for pre-training (T1), post-training (T2), and follow-up training (T3) measurements, meaning that each participant had three functional conflict management scores at the end of the study.

Training Evaluation Form

The training evaluation form involved questions about how satisfied the participants were with the trainer's training practice quality, the training program, and the training room conditions. The form was developed by the researcher under the supervision of the dissertation committee.

The training evaluation form was in paper-and-pencil format and a 4-point Likert-type responses ranging from (1) strongly disagree to (4) absolutely agree. The form was applied at the end of both the Experimental and Control Group training programs (See Appendix 5).

4.3. PROCEDURE AND TRAINING DESIGN

The procedures of the study were composed of the following six steps;

1. Semi-structured interviews to understand the current situation
2. Content and frequency analyses of the interviews, developments of conflict triggering factors and effective conflict management skills forms, and their applications
3. Grounding the structure of the customized training program for the Experimental Group
4. Determination of the trainer and the training program for Control Group I
5. Determination of the trainer of the customized training program for the Experimental Group
6. Determination of the study groups, obtaining application permits, and data collection

At the beginning, the researcher made semi-structured interviews to understand the potential study groups' perceived factors that usually trigger conflict at work, their descriptions of effective conflict management skills, and their expectations from a conflict management training program. The interview questions were supervised by the academic advisors and applied to 14 employees, 4 managers, 2 academicians, and 3 professional trainers (See Appendix 1). Interviews were conducted in a comfortable environment and transcribed and confirmed by the owners. All the interviewees were voluntary and the interviewed employees were not included in any of the study groups.

Interview transcriptions were uploaded to MAXQDA 12 (VERBI Software, 2016). The qualitative data were coded with a line-by-line analysis approach where each word, phrase, and sentence was taken into consideration (Patton, 2014). Open, axial, and selective coding techniques were employed in the coding process. During the interpretation of the data, inductive descriptive analysis and content analysis were utilized in line with the purpose of the research (Demir & Bütüner, 2014; Marshall & Rossman, 2011; Miles & Huberman, 1994). Then, the systematic unity of meaning was achieved upon the emerged themes, and the process was completed.

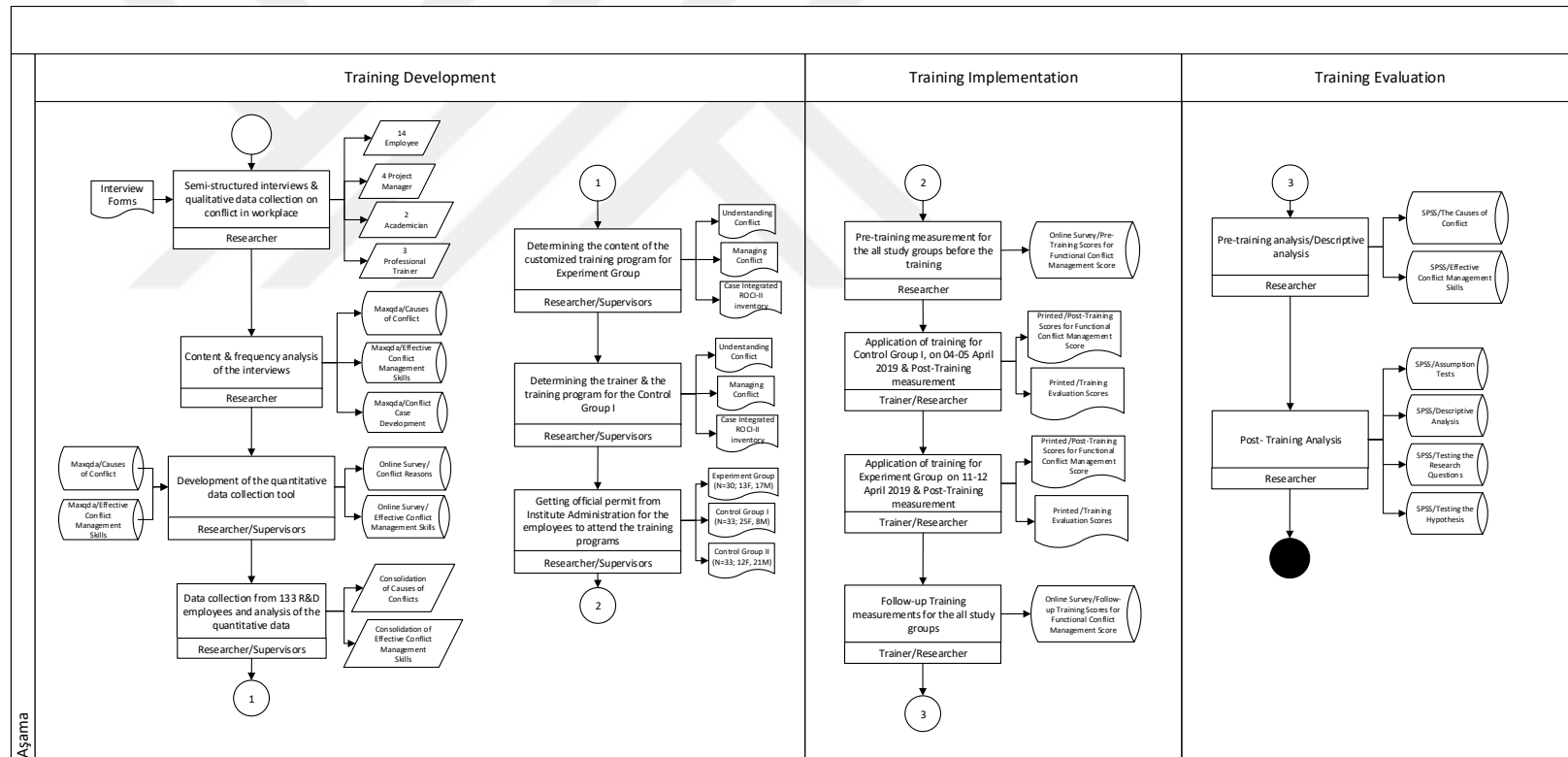


Figure 1: Overview of the Study Procedures

Content and frequency analyses of the interviews were utilized in the development of the conflict triggering and effective conflict management skills forms. Both measurement tools were filled out by 133 participants through an online survey system and the analyses shed light on grounding the structure of the customized training program for the Experimental Group (See Table 13 for the items of conflict triggering factors and Table 14 for the items of effective conflict management skills form).

Table 13
Items of Conflict Triggering Factors Form

Item #	Conflict Triggering Factors	X	S
1	Using an accusatory language during communication	3,50	0,64
2	Listening errors, inattentive listening	3,41	0,69
3	Jealousy among the employees	3,41	0,69
4	Lack of clear job descriptions of the employees	3,38	0,73
5	Lack of interpersonal trust	3,38	0,69
6	Employees' lacks of showing empathy	3,36	0,67
7	Difficulties in the control and effective transfer of emotions	3,32	0,67
8	Lack of strong team spirit	3,32	0,70
9	Associating the human value with title and status	3,31	0,74
10	Unfair practices of division of labor / division of tasks	3,28	0,69
11	Attributing different meaning to the subject of the conflict	3,27	0,61
12	Inability to analyze the events that trigger the conflicts	3,26	0,62
13	Different ways of doing business among the employees	3,24	0,70
14	Lack of proper relationship management with people	3,23	0,58
15	Lack of knowledge and experience in conflict management	3,18	0,72
16	Lack of awareness in personal and professional responsibility	3,18	0,67
17	Getting information about dispute-related issues from the wrong resources	3,16	0,72
18	Employees' insufficient information about the business processes	3,14	0,73
19	The effects of assumptions on guiding people's decisions	3,11	0,69
20	Keeping/not sharing important information in teamwork	3,09	0,78
21	Employees' lack of passion for doing their job	3,02	0,82
22	Task interdependency	3,02	0,71
23	The pressure to finish the task in a short time	2,95	0,89
24	Managers' over expectations about the work-related issues	2,83	0,73
25	Acting in an effort to please others	2,73	0,76

N= 133, min score was 1 point, max score was 4 points.

Table 14
Items of Effective Conflict Management Skills Form

Item #	Effective Conflict Management Skills	X	S
1	Being open to communication	3,57	0,53
2	Empathy (first try to understand, then wait to be understood)	3,54	0,58
3	Attentive listening, listening to understand the needs and concerns of the other party	3,50	0,57
4	Avoidance of words and actions possible to escalate conflict	3,48	0,68
5	Perceiving the conflict management not as a personal victory	3,46	0,71
6	Staying away from the gossip, not talking someone's behind	3,46	0,70
7	Voluntariness and willingness to show efforts to resolve conflict	3,40	0,65
8	Not being singled-minded, open to self-criticism	3,35	0,69
9	Being competent at proper self-expression	3,32	0,64
10	Understanding the causes of conflicts appropriately	3,29	0,76
11	Giving constructive and timely feedback	3,29	0,65
12	Understanding and managing the conflict situation and the context	3,29	0,67
13	Knowing the addressees and understanding their needs	3,27	0,60
14	Interpersonal relationship management skills at work	3,26	0,58
15	Understanding and managing emotions during the conflict	3,26	0,61
16	Grounding the relationships in the job on a professional basis	3,25	0,75
17	Breaking faulty assumptions in handling the conflict situation	3,20	0,69
18	Not expecting to be understood, expressing the needs and wishes directly	3,05	0,79
19	Focusing on working to find common needs, goals and interests	3,04	0,80
20	Using proper body language	2,93	0,77

N= 133, min score was 1 point, max score was 4 points.

The content of the training program for the Experimental Group was structured under the supervision of the academic advisors and incorporated two sub-themes: understanding the conflict (causes, types, obstacles, and consequences) and managing the conflict (the roles of communication skills, perceptual awareness, and emotion control/regulation).

The academic advisors gave supervision regarding the determinations of the Control Group I training program and the trainer. The training program applied to Control Group I corresponded with the structure of the customized training program. It consisted of two training days aimed at increasing awareness and understanding regarding the nature of conflict and managing it effectively. The training program incorporated workshops that were developed by the trainer and suitable for adult education. The trainer was a well-known male Turkish professor in management and organization who has considerable theoretical, research, and publication experience in the field of conflict management. He had provided conflict management training to public or private organization participants, including the target sample R&D institute for several years prior to this study. For instance, he had given a two-day long effective conflict management training to employees of the target R&D institute and, as far as the HR department of the organization reported, he earned very high satisfaction scores from the training participants. Thus, it can be claimed that he has sufficient training experience and is capable to design and provide a high-quality training program to Control Group I. His experience in the subject field and high satisfaction rates in previous training sessions were thought to minimize potential biases regarding the outcomes of the Control Group I training program.

By considering the above-mentioned qualities of the trainer for the Control Group I training program, it was indicated that the Experimental Group's training could be provided by the same trainer. Since the trainer had much theoretical, research, publication, and professional training experience on the subject, it was believed that he could comprehend the content of the customized program and deliver it to the participants as intended. In this respect, the researcher applied to the expert judgments of two adult education professors, and they propounded that the biases that would be expected to occur if the different training programs were given by different trainers could be much bigger than those if they were provided by the same trainer. They also expressed that more biases could come out if equivalent expertise, background information, and professional training experience or gender status could not be assured across different trainers. The researcher's delivery of the customized training program was expected to create bias in the study. Taking all these

conditions into account, the thesis committee advised the researcher to contact the above-named professor and ask him to contribute to the study by becoming the trainer for both the Control Group I and the Experimental Groups. The professor accepted the proposal of becoming the trainer of both training programs.

After finishing the construction of the training programs for the Experimental Group and Control Group I, the study groups were determined according to their 'voluntariness' and 'obtaining no similar training in the last two years' criteria. Necessary permissions (program application and participants' leave of absence to involve in the trainings) were granted from the Institute's Administrative and Financial Affairs Directorate.

The institute directorate sent an announcement to employees about the study and the training schedule. The training schedule was determined according to the availability of the trainer's schedule. Volunteer employees were offered conflict management training programs free of charge if they agreed to complete three questionnaires (pre- and post-measurements) throughout the study.

The training program for Control Group I took place on April 04–05, 2019 and the training program for the Experimental Group took place on April 11-12, 2019. Both training programs took place in the conference hall of the Research & Development Institute, in Gebze/Kocaeli.

The pre-training scores of each study group's participants were measured through an online survey one week before the first training program (Control Group I training) took place. The post-training scores of Control Group I and Experimental Group were measured through printed surveys at the end of the two groups' training programs within one week after the training program. Three weeks after the end of each training program, the follow-up scores of the Experimental Group and Control Group I were obtained through an online survey system. Since Control Group II was not provided with any training, the post-training, and follow-up scores were gathered by an online survey system. During the data

collection process, the researcher sent e-mails to the participants kindly reminding them to complete the surveys.

4.3.1. Application of Training Programs

4.3.1.1. Training Program for the Control Group I

The training program for Control Group I was intended to increase the participants' conflict management skills. The group consisted of 33 participants (24 females and 9 males) with a mean tenure of 10 years. The training for the Control Group was held on April 04-05, 2019.

First Session: Day 1, Morning

Welcoming and Warming Up the Participants

The first session of the training started with an ice-breaking activity to help the participants begin the training vigorously. The trainer explained the instruction of the warm-up activity, named 'Let the Partners Find Each Other'. The participants were asked to group themselves into pairs and walk around the training room, away from their partners as long as the music kept playing. When the music was interrupted, they were supposed to find their partners, hold each other's hands and squat down. The pairs who held hands and squatted down the last were eliminated from the activity. The activity continued until the last three pairs remained in the group.

After finishing the warm-up activity, the trainer shared the outline of the training program. Then, he started a discussion by asking the participants to share their ideas about the concept of 'changed world' and the transforming conditions of public administration and public services. The participants exemplified some conditions which were associated with old fashion public services such as inefficiency, budget deficits, and quality problems in service, bad reputation, wastage, unwieldiness, paperwork, and slowness. Subsequent to their sharing, the trainer touched upon the changing conditions of public services such as the need for productivity, quality, service stability, citizen satisfaction, and doing business

with ethical values. At that point, the trainer indicated that people's paradigms, needs, and priorities have been differentiated and their roles have become diversified, which have accelerated the occurrences of conflict and disagreement circumstances. He also discussed the roles of people's different statuses and perspectives, and their cultural diversities on the escalation of incompatibilities. Lastly, he linked the discussions with the importance of strengthening employees' toolboxes of capacities, including conflict management skills.





Picture 1: Warm-up Activity of Control Group Training

First Workshop and Theoretical Explanations

After the warm-up activity, the training went on with a workshop, named as 'Portioning the Inheritance from a Generous' Uncle to engage the participants in the conceptual and theoretical framework of conflict management. The workshop was about two brothers' portioning of an inheritance from their uncle. The inheritance included ten properties (3 plots, 4 fields, 2 apartments, 1 shop) worth 100 thousand dollars each. The only limitation in the portioning of the inheritance was that there could not be an equal share (50-50%). Failure to come up with an agreement was also an option, but at that time a lawsuit would be filed and the case could be long-lasting and the properties could be sold by the court below their values. Under those conditions, the participants were asked to split into pairs and carry out a disagreement negotiation process in ten minutes. After ten minutes finished, each pair presented their conflict negotiation process to the group. When group members' presentations were ended, the trainer asked the participants what they experienced throughout the case study, what kinds of difficulties they encountered, and how different other participants' management of the process were in terms of handling the conflict situation. Then, he encouraged the participants to realize other group members' differentiating perspectives on the same issue.

Second Session: Day 1, Afternoon

First Workshop and Theoretical Explanations (cont.)

After finishing the activity, the trainer built on the theoretical framework of conflict as a construct, and introduced organizational conflict. He pointed out that where there was a competition between the parties for achieving a goal, the conflict has become an ordinary issue. He also indicated the critical role of understanding conflicting parties' needs in understanding the causes of conflict. At this point, the trainer used an onion as a metaphor where the onionskin represented people's wishes during a conflict situation. But he

encouraged participants to understand what could be people's underlying needs as they revealed their wishes, and addressed the unique aspect of people's wishes vs. needs, which need to be examined in detail. During the session, the trainer covered conflict types in an organization as well. Finally, the trainer offered examples of workplace conflict (employee-to-employee and employee-to-manager conflicts) to reinforce their understanding of the theoretical part of conflict management.



Picture 2: Portioning Inheritance Workshop

First Session: Day 2, Morning

Summary of the First Day of the Training

The first session of the training's second day began with a summary of the first day's issues. The trainer reminded participants of the changing face of public services and their relationship with people's changing needs and concerns. He indicated that organizational conflict has become an indispensable part of professional life where harsh competition has made it escalate and become more complex. Then, he stressed the precarious role of understanding conflict parties' needs in managing conflict effectively.

Effective Conflict Management Process and Strategies

After the summary part, the trainer asked the participants what they thought about the process of effective conflict management. The answers were usually around a proper understanding of the causes of conflict and having competencies in conflict management. Afterward, the trainer explained the process of effective conflict management thoroughly, including analysis and redefinition of incompatibility, production of cooperative and mutual solution options, coming to an agreement on a solution, and showing willingness and determination in the management of the process.

In this session, the training involved various conflict management strategies such as accommodating, avoiding, dominating, obliging and collaborating styles. The trainer utilized Rahim's (2001) conceptualization of conflict-handling styles. At that point, acting openly and exchanging information between colleagues especially in R&D organizations was emphasized. The participants shared their experiences on the adversities of interdependent task fulfillment. They stated that the most needed skills in that process were forming a cooperative interaction and refraining from undesirable communication. One of the participants shared that he has usually made use of the avoiding strategy when faced with the possibility of conflict. The trainer asked that participant how often he has experienced confrontational remarks and accusations after resorting to avoiding strategy.

He said that he tried to ignore those kinds of responses. Then the trainer stressed some of the inevitable consequences of the avoiding strategy. For instance, he pointed out the emotional arousal and emotional overloading which may come after using that strategy. He also said that effective thinking strategies could be interfered with by emotions such as anger and jealousy as well as with emotional exhaustion, which may, in turn, lead to the escalation of the conflict and a hostile work environment. Some other participants shared their experiences on what the trainer mentioned and agreed that what he pointed out was usually what took place in their work lives.

Second Session: Day 2, Afternoon

Effective Conflict Management Strategies (cont.)

In this session, the trainer addressed the interfering roles of employees' subjective interpretations of situations, employees' ambiguous roles and responsibilities, ineffective leadership and management styles, and the lack of sound performance systems. Some of the participants gave examples from their workplaces regarding the mentioned issues and other participants shared that they had also experienced or observed similar situations in their institutes.

The training also incorporated some conflict management skills such as self-awareness and awareness of other parties (Johari Window). The trainer mentioned about open, blind, and unknown areas in Johari Window and encouraged participants to enlarge their open area and get aware of their blind spots to strengthen their communication skills. There, he stressed the role of attentive listening and receiving feedback to open the blind spot area, and reflection and paraphrasing during the communication to expand the open area.

The trainer also touched upon the importance of people's having an alternative course of action if the conflict situation could not be managed in a mutually acceptable way. He underlined the critical effects of showing the potential win-win options, realizing

the parties' points of resistance, and the potential costs of non-cooperative and the potential benefits of cooperative conflict management approaches. For instance, he told them that conflict management discussions should not start with the most important and difficult incompatibilities. Rather, he suggested, beginning with less complicated issues and come up with a solution to build communication tunnels and a feeling of confidence.

Second Workshop and Application of Effective Conflict Management Strategies

The second workshop was about managing a conflict situation between a TV production company and an actor. The participants were split into two groups, one group took the TV Production Company's side and the other group took the actor's side. Then the trainer shared the instruction of the activity. The company and the actor signed a contract on an action movie production. Before the movie shooting started, the actor went on a holiday and broke his arm and leg while he was water skiing. He informed the TV Company about his health condition three hours after his discharge from the hospital. However, in the meantime, the TV Company made a contract with a costume company for 180 thousand USD. The TV Company was upset because the actor was going to be away from the film set for two months and the movie shooting was canceled. Meanwhile, the Costume Company finished the orders and asked for payment of her bill. The TV Company did not want to pay the bill and sued the actor to get the costume money from him. The TV Company complained about the actor's not taking care of himself while the movie shooting was about to start and informing the TV Company late about his health status. According to the court decision, 180 thousand USD for the costume had to be paid by the TV Company and the actor together. One party would pay no more than 130 thousand USD. If the parties could not compromise, they were going to pay 60 thousand USD for the court fee.

After explaining the instructions, the trainer told the participants that both parties were willing to work together and to pay the lesser amount of money. The actor was a celebrity and the movie could make the TV Company a lot of money. He added that the

scope of the agreement between the TV Company and the costume company, and the amount of money to be received by the actor was not given.

The groups were given 15 minutes to come together to understand and analyze the conflict reasons from the other party's sides. Then, each group was given 10 minutes to prepare their needs and priorities before the negotiation session. Afterward, both groups came together to perform the task for 20 minutes. The task was to manage the disagreement using an integrative conflict management strategy, determine the conditions of making the payment to the costume company (180 thousand USD), determine the details of the agreement between the TV Company and the actor, keep a good relationship between them, and re-schedule the movie shooting.

At the end of the activity, each group spokesperson shared their group's work. It was observed that the parties understood the activity instruction well and came to an agreement. Then the trainer asked the participants what they experienced, and the difficulties they encountered throughout the conflict negotiation process. Some of the members stated that at the beginning, the parties were in a position of making the least payment possible. Some of the members said that they tended to favor their own group's perspective, which, in turn, brought about members' faulty assumptions about the conflict situation. The group members on the side of the actor articulated that they worked on providing sufficient information about the conflict situation and context to prevent the faulty assumption of the TV Company and invite them to show empathy. They added that after the parties understood the underlying reasons for the conflict, they become more willing to make efforts to resolve the disagreement. One of the members stated that as long as she tried to take the perspective of her counterparts, she become more open to communication and empathic listening.

When the group sharing was completed, the trainer showed one of Henry Ford's quotes on success which emphasized the significant role of understanding both other persons' and your own points of view and the ability to look at issues from both sides. He

pointed out the adverse effect of falling into the trap of approaching conflict management as a personal victory. Rather, he stressed focusing on common needs, goals, and interests. In the end, the trainer asked if participants had any questions or any comments about the subject. Then, a satisfaction survey and organizational conflict management questionnaire were filled out by the participants, and the training was completed.

4.3.1.2. Training Program for the Experimental Group

The Experimental Group training program aimed to provide the participants with the opportunity to strengthen their functional conflict management competencies in public research and development institutes. The Experimental Group consisted of 30 participants (13 females and 17 males) with a mean tenure of 16 years. The training took place on April 11-12, 2019.

First Session: Day 1, Morning

Welcoming and Warming Up the Participants

The first session of the training started with an ice-breaking activity to enable the participants to meet each other and get warmed-up for the training. The trainer asked them to think of two interesting facts about their personal qualities, experiences, or achievements. Then they were asked to make up one additional fictional personal quality, experience, or achievement. The participants were matched in pairs to tell their two-factual and one-fictional items, and they were led to find out which one is fictitious and share it with all the other group members.

After finishing the warm-up activity, the trainer showed one painting which depicted traditional work environments and encouraged the participants to express their opinions about the traditional work environment. Then, the trainer showed another painting that illustrated a future work environment and asked for their opinions on the effects of the future workplace and prospective work-life qualities on people's habits, attitudes, and relationships. Afterward, the trainer introduced the concept of 'World of VUCA' where V

refers to volatility, U refers to uncertainty, C refers to the complexity, and A refers to Ambiguity. The concept was presented by the US Army War College to describe the changing qualities of the world of the post-cold war, where the speed and scope of change had become capricious, the predictability of events had become challenging, the issues had become puzzling, and the chain of cause-and-effect had become mixed (Johansen & Euchner, 2013). After explaining the concept of World of VUCA, the professor linked aspects of VUCA into the desired specification and complex nature of human beings. For instance speed, durability, proactivity, innovativeness, courageousness, and uniqueness were portrayed as desired specifications. When talking about the complex nature of human beings; people's various values, priorities, attitudes, personalities, cognitive structures, identities, needs, and emotions were exemplified concerning power relations, political correctness, perceptual differences, different roles, life stories, and organizational structures and culture.



Picture 3: Welcoming and Warming Up Activity

First Workshop and Theoretical Explanations

After the ice-breaking activity and conceptual discussions, the training went on with an activity to theoretically explain the nature of conflict and conflict types in the workplace. The activity was a workplace conflict poster drawing, which consisted of three stages; in-group sharing, making a poster drawing about conflicts, and presenting the poster drawing to the other members. In the first steps, the participants were distributed into six subgroups and asked to discuss the reasons for workplace disagreements and incompatibilities and their likely consequences for seven minutes. In the second stage, each group was asked to create a poster with crayons on flipchart paper which reflects the debated questions. In the last stage, then, all groups explained the narratives of their drawings. The trainer then asked open-ended questions to encourage other group members to see the perspectives of other groups' members on the same issue. The groups' narratives revolved around inattentive listening, jealousy, lack of empathy, emotion control, inappropriate relationship management, not sharing important information with team members, managers' excess expectations of employees on work-related issues, unhappiness, and unproductivity at work, and lack of trust among employees.

After finishing the activity, the trainer built on the theoretical framework of conflict and organizational conflict. For instance, he covered the reasons for conflict about work-related and individual-related causes and made references to the group's workplace conflict poster discussions. Then, the trainer explained the process of how conflicts occur by pointing out a neuroscientific research model referred to by the acronym SCARF by Rock (2008). He claimed that each stimulant processed through "threat" and "reward" filters in the brain's neurons identified as Status, Certainty, Autonomy, Relatedness, and Fairness. For instance, the study indicated that humans constantly compare their positions/status to those of others, do not like uncertainties, and want to predict what will happen next. In addition, humans want to make choices/selections on the subjects that concern themselves and want to become a member of a social group. Lastly, people give importance to fairness issues such as how decisions are made or how they are treated. In presenting how conflict

processes occur, the trainer drew from the work of Jehn (1995) to explain organizational conflict types (relationship, task, and process conflicts) and their consequences. The first part of the training included a discussion on conflict escalation.



Picture 4: Workplace Conflict Poster Drawing and Display

Second Session: Day 1, Afternoon

Second Workshop and the Obstacles to Understanding the Causes of Conflict

The second session of the training incorporated three activities which were named ‘Conflict Management Puzzle’, ‘Mount Everest Game’, and ‘Big Pen Game’. The activity materials were produced by Aribas-Stahlschmidt and Stahlschmidt (2017) in cooperation with the researcher.

The Conflict Management Puzzle Game asks participants to assemble wooden puzzle pieces neatly on the game board using a wooden ring in which three ropes have been passed through. Each rope has a hook at the end. The participants were expected to stand at least two meters away from the game board and hold the ropes tautly. Through cooperation, participants are asked to hook the end of the rope onto each puzzle piece and maneuver it to its correct position on the board. The game continues until all puzzle pieces have been placed correctly. The game is designed to explore the nature and extent of workplace conflict. During the activity, the participants were encouraged to focus on their unique conflict reasons. The game also highlights the importance of attentive listening during the task, participating in the decision-making process, and respecting/obeying the group study rules.

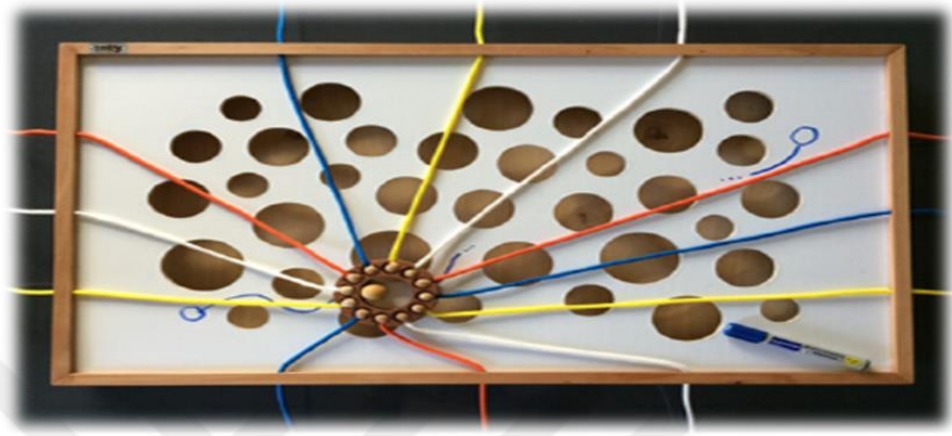
The Conflict Management Puzzle game involved two rounds. In the first round, the participants were asked to perform the duty without speaking. In the second round, that rule was abolished and members were allowed to speak with each other to make group decisions or determine their strategies. At the end of the two rounds, participants were asked to discuss what kinds of difficulties they experienced, the effects of each round on their behaviors and attitudes, any obstacles they faced determining the group strategy, etc.



Picture 5: Conflict Management Puzzle and Its Application

The Mount Everest Game was about following a route (drawn on the game board by the researcher) using the ropes passing through the ring to drop a small wooden balls into the holes along the route. Dropping the ball inside the ring into the holes on the board was forbidden. The game was designed to balance the needs and competencies of all the team members through teamwork dynamics, handle uncertainty collaboratively, and realize an interdependent task through cooperation and solidarity.

The Mount Everest Game involved two rounds. In the first round, the drawn route was an easy one and participants were asked to perform the duty without speaking. In the second round, the drawn route was a challenging one but the participants, this time, were allowed to speak with each other. At the end of the two rounds, the participants were encouraged to disclosure what they experienced and what they observed regarding the differences in participants' actions and attitudes between the two stages.



Picture 6: Mount Everest Game and Its Application

The Big Pen Game involves drawing on the lines of a geometrical figure with a big pen which is held by the participants using the ropes. This game is designed to promote a unity of purpose among the team members, to practice interdependent tasks with other members who may have dissimilar strengths and weaknesses, and to understand the roles of rules and personal work habits in the completion of a specific task.

The Big Pen Game involved two rounds. In the first round, the geometric figure was an easy one and participants were asked to perform the duty without speaking. In the second round, the figure was a challenging one, but the participants were permitted to complete the task by communicating. The participants were expected to hold the ropes tautly and not allowed to come within two meters of the game in both rounds.

At the end of the two rounds, the participants were encouraged to express their opinions and experiences on agreeing upon the unity of purpose and strategy, to describe the difficulties in performing interdependent tasks, and on how to melt the opportunities and constraints in the same pot throughout the activity.



Picture 7: Big Pen Game and Its Application

All of the group members experienced the three games consecutively and it lasted for 30 minutes to complete the activity. After the participants finished all the activities, the trainer framed the issue by asking if they have observed any obstacles related to perception. Then, he asked the participants whether they experienced any emotional or communicational barriers. Throughout the disclosure process, the trainer directed the participants' attention to the changing attitudes and emotions of participants as obstacles (i.e. inability to communicate,) and constraints (route complexity or difficult people) increase. The trainer also underlined the roles of some impeding factors in understanding the causes of conflict such as time constraints, changing responsibilities and roles, an excessive number of people in a task, and difficulties leaving one's comfort zone.

Next, the trainer touched upon the hindering roles of fundamental attribution bias and self-serving bias in perception; weaknesses in recognizing and managing both individual and interlocutor's emotions; and weaknesses of communication skills stemming from team viability, lack of team spirit, difficulty in task interdependency, communication barriers and reluctance to maintain the interpersonal relationships. At this point, the trainer emphasized reframing immediate judgments while trying to understand the context and building trust-based relationships. In addition, he discussed the content and scope of emotions, the roles of levels of hormones such as dopamine, serotonin, and noradrenalin secreted during the experience of basic emotions, the idea that people may experience different emotions in similar situations (avoidance of emotional reductionism), and being aware that the expression of emotions is unique even if they experience the same feelings in similar situations were some of the lessons learned during the training. Finally, refraining from communication barriers, getting rid of biased information processing, and seeing collaboration as an opportunity for development were some of the points covered throughout the session.

The first day of the training event ended with another activity, called 'The ABCs of Our Conflicts', intended to exhibit the frequent affections, behaviors, and cognitions of the

study group that emerge during conflict situations. The Experimental Group's Conflict ABCs were as follows:

Table 15
The ABCs of the Experimental Group during a Conflict Situation

Affections		Behaviors		Cognitions
Angry	Offended	Avoiding from the conflict environment	Negative and irrational self-talks	Questioning who is the faulty-party in the conflict situation
Demotivated	Resentful	Carrying the work relationship into a professional dimension	Preparing for how to express herself/himself appropriately	The idea to insult the other party
Desperate	Sad	Convincing to a solution that s/he believes right	Referring to management's arbitration if necessary	The idea to put the other party into her/his place
Furious	Stressful	Crying	Seeking for the other party's position in the conflict situation	Thinking of the old conflicts and envisioning them in mind
Guilty	Unconcerned	Displaying negative body language signals	Shaking of hands	Trying to detect the other party's mistakes
Insecure	Uneasy	Effort to understand and resolve the conflict	Shouting, saying bad words	Trying to understand own mistakes / self-criticism
Nervous	Wronged	Ending the communication	Waiting to see the effort of the other party to resolve the conflict	-

First Session: Day 2, Morning

Reminding the First Day of the Training

The first session of the second day of the training started with a review of the first day. The trainer summarized the nature of organizational conflict using the SCARF model by Rock (2008). Then he briefly explained conflict types, conflict reasons, and the consequences of conflict on individual and workplace bases. In discussing barriers to effective conflict management, the trainer asked leading questions regarding the activities and games carried out yesterday. The participants were also asked questions about the roles of self-serving bias and emotions in hindering functional conflict management skills. Some of the participants underlined the facilitative effect of team spirit in finishing interdependent tasks.

Third Workshop and Functional Conflict Management Skills

The third workshop assigned one participant to the role of the leader. The leader was given a verbal description of a drawn figure in private and then asked to explain verbally (without any visual instructions) to the other group members how to draw that figure. The workshop involved two stages. In the first stage, the participants were told not to interact with other group members or with the leader who described the figure. As far as they understood, they were only asked to draw the figure on one side of the piece of paper they had been given. When the leader who described the figure completed the description, the first stage was finished and the second stage started. There was no time interval between the two stages. In the second stage, group members were asked to draw one more figure described by the same leader. Before the second stage of the activity, the leader describing the figure was told not to mention that the figure in that stage was similar to the figure in the first stage and he was asked to revise his description according to the questions and feedback he received from participants. In this stage, group members were allowed to interact with the leader describing the figure and were told to use the other side of the same paper to draw the figure and complete the task on their own.

When the group members completed their drawings, the original figures given to the leader were shown to them and they were asked to compare which one of their drawings most resembled the original figure. Almost all of the participants said that the second figure was closer to the original figure. Then, group members were asked what they experienced in the activity and about how the quality of communication impacted the process. In the discussion part, participants underlined the facilitative roles of questioning, attentive listening and reflecting in understanding the subject properly. The participant who described the figure said he thought he described the figure very well and was not expecting so many questions from the other participants. In the end, the trainer emphasized the significance of making an effort to understand well and to be understood appropriately for effective communication during conflict management.

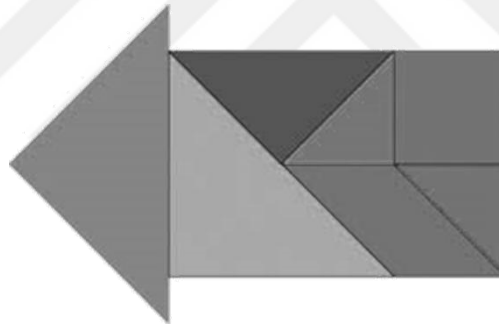


Figure 2: The Figure Described in the First Stage of the Third Activity

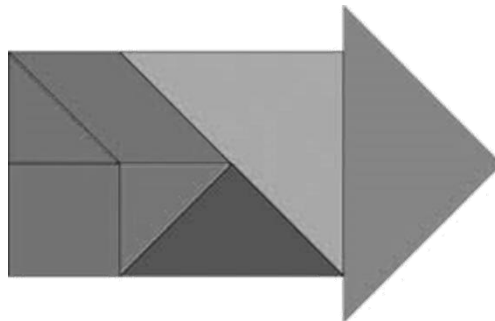


Figure 3: The Figure Described in the Second Stage of the Third Activity

After finishing the activity, the trainer provided theoretical information about the roles of communication skills, perceptual awareness, and emotional regulation on enhancing functional conflict management skills. For instance, in terms of communication skills, he touched upon attentive listening skills, respecting and acceptance, reflection, and paraphrasing in communication and understanding the context throughout the communication (Nelson-Jones, 2005). The training also incorporated common listening errors (ignoring, pretend listening, selective listening, and defensive listening, etc.), recognition of individual blind spots, and the role of Aristotle Rhetoric - Ethos, Logos, and Pathos – in persuasion (Heinrichs, 2017).

Second Session: Day 2, Afternoon

Functional Conflict Management Skills (cont.)

In this session, the trainer covered giving and receiving constructive feedback. First, he explained one of the confirmation biases, the Backfire Effect (Wood & Porter, 2019) and underlined the importance of presenting information or feedback without creating a perception of threat, because this bias may drive people to support their original views and position more strongly even if they were provided with evidence that they were wrong. The role of self-awareness concerning the Johari window (Ramani, Könings, Mann, & van der Vleuten, 2017) and common errors made during receiving and giving feedback were also covered during this session.

Moreover, the training explained the role of perceptual awareness in effective conflict management in detail with a focus on the facilitative role of being able to ask effective questions in changing the paradigms which may cause conflict to occur. There, the trainer utilized the study of Adams' (2009) 'Change Your Question and Change Your Life' and her choice map (See Appendix 6). The participants were encouraged to employ the choice maps as a guide to transform their mindsets and ask effective questions while managing uncertainties. They were provided with the elements to consider while asking questions for success such as what are my wish, options, hypothesis, responsibilities,

alternatives; besides, other person's thoughts, feelings, and wishes, any missing/avoiding points, what is to be learned from the person, situation, problem, mistake, and success (Adams, 2009).

The training also included the roles of emotion regulation and empathy in effective conflict management skills. At that point; emotional self-awareness, emotional awareness of other parties, proper emotional expression, emotional reasoning, emotional self-management, and control concepts were addressed by making use of the GENOS emotional intelligence model (Gignac, 2010).

This session concluded with an explanation of the functional conflict management process; noticing the conflict, understanding yourself, understanding the addressee, calling for cooperation, working for a common solution, and working with patience and diligence.

Forth Workshop and Conclusion

The last session of the training aimed at wrapping up what had been addressed over the two day program. In this session, the participants were split into five subgroups and asked to publish a newspaper front page on functional conflict management skills. Each group was given crayons and flipchart paper to write a headline and sub headlines on prominent issues regarding understanding and managing conflicts. The workgroups were given 15 minutes to discuss and draw their posters. Then the groups selected spokespeople to share what they meant by their drawings. According to the group presentations, the followings mottos were expressed: 'first try to understand, then wait to be understood', 'present feedback without creating a perception of threat', 'work to understand well and to be understood appropriately', 'emotional self-awareness and emotional awareness of the other party', 'world of VUCA and conflict management', 'open a clean page for conflict management', 'jealousy', 'Aristotle rhetoric', and 'speaker credibility: competence and sincerity'. After the workgroups made their presentations, the trainer asked if they had any questions about the subject. Finally, participants were asked to complete and submit the satisfaction survey and the organizational conflict management questionnaire. When they

completed the questionnaires, as a tribute to the training program, a group picture was taken and the program was finished.



Picture 8: Newspaper Front Pages of Sub-Groups on Conflict Management

4.4. DESIGN

This study was a quasi-experimental research and involved one pre-training and two post-training measurements comparing a customized conflict management training group (Experimental Group) to another conflict management training (non-customized training) group (Control Group I) and to a no-training group (Control Group II). Then, the effects of the customized training program and the non-customized training program on functional conflict management strategies were examined.

The participants' functional conflict management strategies were the dependent variables of the study. Obtaining customized conflict management training, non-customized conflict management training, and receiving no training were the independent variables of the study.

The effects of the training designed to enhance functional conflict management strategies were investigated using mixed ANOVA method.

4.5. DATA ANALYSIS

4.5.1. Pre-Training Analysis

Descriptive analyses were conducted on the data (the conflict triggering factors and effective conflict management skills) which were utilized for the development of the customized training.

4.5.2. Post-Training Analysis

Prior to conducting the main analyses, assumption tests were conducted to check for univariate normality and for outliers in the data, which were the pre-training (T1) and post-training (T2 and T3) scores of the three study groups on functional conflict management strategies. Descriptive analyses were also conducted on the study groups' functional conflict management scores concerning means, standard deviations, and minimum and maximum scores. Research questions and hypothesis testing were examined in this part as

well. For Research Question 1, independent-sample t-tests were conducted to understand whether there were differences in pre-training, post-training, and follow-up training functional conflict management scores of the study groups based on their gender. For Research Question 2, one-way ANOVA analyses were conducted to compare the effect of the study groups' educational levels on their pre-training, post-training, and follow-up training functional conflict management scores. For Research Question 3, Pearson's r correlation coefficients were computed between the study groups' tenure in the current workplace and their pre-training, post-training, and follow-up training functional conflict management scores. Then, for Research Question 4, independent sample t-tests were employed to examine the differences in perceived training satisfactions of the Experimental and Control Group I members.

Afterwards, for testing the research hypothesis, the study groups' functional conflict management scores were analyzed with IBM SPSS General Linear Modeling (GLM) repeated measures. Mixed ANOVA was conducted with the type of training (customized training for the experimental group, non-customized training for control group I, and no training for control group II) as the between-subject factor; and time (pre-training -T1-, post-training -T2-, and follow-up training -T3-) as the within-subject factor. Pairwise post hoc tests were conducted to examine the differences within groups and between groups.

5. RESULTS

5.1. PRE-TRAINING RESULTS

To support the development of the customized training program for the Experimental Group, data were collected from 133 employees on conflict triggering factors and effective conflict management skills. The participants were employees of public sector R&D institutes and recruited using a convenience sampling method. Female participants made up 34.59% (46 employees), the mean age was 32.8 years, and the mean year of experience was 6. Male participants made up 65.41% (87 employees), the mean age was 34.3, and the mean year of experience was 6.28. The majority of the participants were

highly educated. Among the female participants, 50% had BA/BSc degrees, 41.30% had MA/MSc degrees, and 8.70% had Ph.D./Postdoc degrees. Among the male participants, 37.93% had BA/BSc degrees, 44.83% had MA/MSc degrees, and 17.24% had Ph.D./Postdoc degrees (See Table 16 for the participants' min, max, and mean values for their gender, age, tenure, and educational levels). These participants were not included in the main study groups.

Table 16
Participant Min., Max., & Mean Values for Gender, Age, Tenure, & Educational Level

GENDER	AGE				TENURE				EDUCATIONAL LEVEL (%)		
	N	Min	Max	X	N	Min	Max	X	BA/BSc (%)	MA/MSc (%)	Ph.D./P.Doc* (%)
Female	46	21	55	32.8	46	1	26	6	50%	41.30%	8.70%
Male	87	24	63	34.3	87	1	35	6.28	37.93%	44.83%	17.24%
TOTAL	133	21	63	33.8	133	1	35	6.18	42.11%	43.61%	14.28%

Note: Age and Tenure were calculated in years. *P.Doc refers to post doctorate level.

Descriptive analyses were conducted on the participants' perceptions about the conflict triggering factors in their workplace. According to the results, the “Using an accusatory language during communication” item had the highest average score ($M = 3.50$ and $SD = .64$). This item was followed by “Listening errors, inattentive listening” ($M = 3.41$ and $SD = .69$) and “Jealousy among the employees” ($M = 3.41$ and $SD = .69$) items. In addition, the items “Lack of clear job descriptions of the employees” ($M = 3.38$ and $SD = .73$) and “Lack of interpersonal trust” ($M = 3.38$ and $SD = .69$), respectively had higher mean scores, too. Table 17 presents the descriptive statistics of the perceived conflict triggering factors in the workplace.

Table 17
Descriptive Analysis of Conflict Triggering Factors

Item #	Conflict Triggering Factors	M	SD
1	Using an accusatory language during communication	3.50	.64
2	Listening errors, inattentive listening	3.41	.69
3	Jealousy among the employees	3.41	.69
4	Lack of clear job descriptions of the employees	3.38	.73
5	Lack of interpersonal trust	3.38	.69
6	Employees' lack of showing empathy	3.36	.67
7	Difficulties in the control and effective transfer of emotions	3.32	.67
8	Lack of strong team spirit	3.32	.70
9	Associating the human value with title and status	3.31	.74
10	Unfair practices of division of labor / division of tasks	3.28	.69
11	Attributing different meanings to the subject of the conflict	3.27	.61
12	Inability to analyze the events that trigger the conflicts	3.26	.62
13	Different ways of doing business among the employees	3.24	.70
14	Lack of proper relationship management with people	3.23	.58
15	Lack of knowledge and experience in conflict management	3.18	.72
16	Lack of awareness in personal and professional responsibility	3.18	.67
17	Getting information about dispute-related issues from the wrong resources	3.16	.72
18	Employees' insufficient information about the business processes	3.14	.73
19	The effects of assumptions on guiding people's decisions	3.11	.69
20	Keeping/not sharing important information in teamwork	3.09	.78
21	Employees' lack of passion for doing their job	3.02	.82
22	Task interdependency	3.02	.71
23	The pressure to finish the task in a short time	2.95	.89
24	Managers' over expectations about the work-related issues	2.83	.73
25	Acting in an effort to please others	2.73	.76

Note: N= 133, min score was 1 point, max score was 4 points.

Descriptive analyses were also conducted on participants' perceptions about effective conflict management skills in their workplace. According to the results, the item “Being open to communication” had the highest average score ($M = 3.57$ and $SD = .53$). This item was followed by “Empathy (first try to understand, then wait to be understood)” ($M = 3.54$ and $SD = .58$) and “Attentive listening, listening to understand the needs and concerns of the other party” ($M = 3.50$ and $SD = .57$) items. In addition, the items “Avoidance of words and actions to escalate conflict” ($M = 3.48$ and $SD = .68$) and

“Perceiving the conflict management not as a personal victory” ($M = 3.46$ and $SD = .71$), respectively, had higher mean scores, too. Table 18 presents the descriptive statistics of the perceived effective conflict management skills in the workplace.

Table 18
Descriptive Analysis of Effective Conflict Management Skills

Item #	Effective Conflict Management Skills	M	SD
1	Being open to communication	3.57	.53
2	Empathy (first try to understand, then wait to be understood)	3.54	.58
3	Attentive listening, listening to understand the needs and concerns of the other party	3.50	.57
4	Avoidance of words and actions that can escalate the conflict	3.48	.68
5	Perceiving the conflict management not as a personal victory	3.46	.71
6	Staying away from the gossip, not talking someone's behind	3.46	.70
7	Voluntariness and willingness to show efforts to resolve the conflict	3.40	.65
8	Not being single-minded, open to self-criticism	3.35	.69
9	Being competent at proper self-expression	3.32	.64
10	Understanding the causes of conflicts appropriately	3.29	.76
11	Giving constructive and timely feedback	3.29	.65
12	Understanding and managing the conflict situation and the context	3.29	.67
13	Knowing the addressees and understanding their needs	3.27	.60
14	Interpersonal relationship management skills at work	3.26	.58
15	Understanding and managing emotions during the conflict	3.26	.61
16	Grounding the relationships in the job on a professional basis	3.25	.75
17	Breaking faulty assumptions in handling the conflict situation	3.20	.69
18	Not expecting to be understood, expressing the needs and wishes directly	3.05	.79
19	Focusing on working to find common needs, goals, and interests	3.04	.80
20	Using proper body language	2.93	.77

Note: $N = 133$, min score was 1 point, max score was 4 points.

5.2. POST-TRAINING RESULTS

Descriptive analyses were conducted on the study groups' functional conflict management scores of pre-training, post-training, and follow-up training measurements. According to the results, Control Group I's mean score for post-training measurement ($M = 2.32$ and $SD = .91$; min score = .33 and max score = 4.31) was higher than the mean score of pre-training measurement ($M = 2.03$ and $SD = 1.18$; min score = .37 and max score =

4.32). The Experimental Group's mean score for post-training measurement ($M = 2.33$ and $SD = 1.02$; min score = .39 and max score = 4.48) was also higher than the mean score of pre-training measurement ($M = 1.81$ and $SD = 1.41$; min score = -2.16 and max score = 5.56). However, the Control Group II's mean score for post-training measurement ($M = 1.21$ and $SD = .62$; min score = -.16 and max score = 2.18) was lower than the mean score of pre-training measurement ($M = 1.64$ and $SD = .50$; min score = .60 and max score = 2.60). As for the follow-up training scores of all the study groups, the mean scores for Control Group I ($M = 2.11$ and $SD = .88$; min score = .60 and max score = 4.00), Experimental Group ($M = 1.74$ and $SD = 1.02$; min score = -.37 and max score = 4.52), and Control Group II ($M = .94$ and $SD = .79$; min score = -.54 and max score = 2.58) were lower than those of post-training for all the study groups. Descriptive statistics of the study groups' functional conflict management scores can be seen in Table 19.

Table 19
Descriptive Statistics of Study Groups' Functional Conflict Management Scores

FUNCTIONAL CONFLICT MANAGEMENT SCORES	CONTROL GROUP I (n=33)				EXPERIMENTAL GROUP (n=30)				CONTROL GROUP II (n=33)			
	Min	Max	M	SD	Min	Max	M	SD	Min	Max	M	SD
Pre-Training Scores (T1)	.37	4.32	2.03	1.18	-2.16	5.56	1.81	1.41	.60	2.60	1.64	.50
Post-Training Scores (T2)	.33	4.31	2.32	.91	.39	4.48	2.33	1.02	-.16	2.18	1.21	.62
Follow-Up Training Scores (T3)	.60	4.00	2.11	.88	-.37	4.52	1.74	1.02	-.54	2.58	.94	.79

Note: Pre-training measurements took place one week before the first training program (Control Group I training). The post-training measurements of Control Group I and the Experimental Group were realized at the end of these two groups' training programs which took place with a one week interval. There was a one week interval time between the pre and post training measurements of Control Group II. Follow-up measurements of all the study groups were fulfilled three weeks after the post-training measurements.

5.2.1. Analysis of Research Questions

RQ 1: Are there any differences in the pre-training, post-training, and follow-up training functional conflict management scores of the study groups based on their gender?

Independent-sample t-tests were conducted to understand whether there were differences in the pre-training, post-training, and follow-up training functional conflict management scores of the study groups based on their gender. De Winter (2013) claimed that t-test could be utilized even with very small sample sizes. To support the argument, De Winter made a simulation study and concluded that a t-test could produce robust results even with a sample size as small as 2. It was found out that Type I error rate did not go beyond the nominal value of 5 % (De Winter, 2013, p. 7).

For Control Group I, it was found that there was no significant difference in the scores of pre-training functional conflict management between females ($M = 1.94$, $SD = 1.13$) and males ($M = 2.33$, $SD = 1.37$); $t(31) = -.82$, $p > .05$. According to the results, there was no significant difference in the scores of post-training functional conflict management between females ($M = 2.28$, $SD = 1.00$) and males ($M = 2.44$, $SD = .60$); $t(31) = -.44$, $p > .05$. It was also found that there was no significant difference in the scores of follow-up training functional conflict management between females ($M = 2.20$, $SD = .83$) and males ($M = 1.84$, $SD = 1.01$); $t(31) = 1.02$, $p > .05$.

For the Experimental Group, it was found that there was no significant difference in the scores of pre-training functional conflict management between females ($M = 2.11$, $SD = 1.70$) and males ($M = 1.57$, $SD = 1.14$); $t(28) = 1.05$, $p > .05$. According to the results, there was no significant difference in the scores of post-training functional conflict management between females ($M = 2.02$, $SD = 1.28$) and males ($M = 2.57$, $SD = .72$); $t(28) = -1.51$, $p > .05$. It was also found that there was no significant difference in the scores of follow-up training functional conflict management between females ($M = 1.38$, $SD = 1.34$) and males ($M = 2.01$, $SD = .59$); $t(28) = -1.75$, $p > .05$.

For Control Group II, it was found that there was no significant difference in the scores of pre-training functional conflict management between females ($M = 1.75$, $SD = .54$) and males ($M = 1.57$, $SD = .47$); $t(31) = .96$, $p > .05$. According to the results, there was no significant difference in the scores of post-training functional conflict management between females ($M = 1.28$, $SD = .50$) and males ($M = 1.17$, $SD = .68$); $t(31) = .52$, $p > .05$. It was also found that there was no significant difference in the scores of follow-up training functional conflict management between females ($M = 1.05$, $SD = .79$) and males ($M = .89$, $SD = .81$); $t(31) = .60$, $p > .05$.

RQ 2: Are there any effects of the study groups' educational levels on their pre-training, post-training, and follow-up training functional conflict management scores?

One-way ANOVA analyses were conducted to compare the effects of the study groups' educational levels on their pre-training, post-training, and follow-up training functional conflict management scores.

For Control Group I, it was found that there was no significant effect of educational level on the members' pre-training functional conflict management scores [$F(2, 31) = .28$, $p = .76$], post-training functional conflict management scores [$F(2, 31) = 1.23$, $p = .31$] or follow-up training functional conflict management scores [$F(2, 31) = 1.12$, $p = .34$].

For the Experimental Group, it was found that there was no significant effect of educational level on the members' pre-training functional conflict management scores [$F(2, 28) = 2.78$, $p = .08$], post-training functional conflict management scores [$F(2, 28) = .56$, $p = .58$] or follow-up training functional conflict management scores [$F(2, 28) = 1.11$, $p = .90$].

For Control Group II, it was found that there was no significant effect of educational level on the members' pre-training on functional conflict management scores [$F(2, 31) = .47$, $p = .63$], post-training functional conflict management scores [$F(2, 31) =$

1.23, $p = .31$] or follow-up training functional conflict management scores [$F(2, 31) = .28$, $p = .76$].

RQ 3: Are there any correlations between the study groups' tenure in the current workplace and their pre-training, post-training, and follow-up training functional conflict management scores?

Pearson's r correlation coefficients were computed between the study groups' tenure in the current workplace and their pre-training, post-training, and follow-up training functional conflict management scores. The results are summarized in Table 20.

According to the results of Control Group I, there was no significant correlation between the members' pre-training functional conflict management scores and their tenure in the current workplace, $r = .20$, $n = 33$, $p > .05$, between their post-training functional conflict management scores and their tenure $r = .06$, $n = 33$, $p > .05$ or between their follow-up training functional conflict management scores and their tenure $r = .17$, $n = 33$, $p > .05$.

According to the results of the Experimental Group, there was a negative correlation between the members' pre-training functional conflict management scores and their tenure in the current workplace, $r = -.47$, $n = 30$, $p < .01$. However, results showed no significant correlation between their post-training functional conflict management scores and their tenure $r = .13$, $n = 30$, $p > .05$ or between their follow-up training functional conflict management scores and their tenure $r = -.06$, $n = 30$, $p > .05$.

According to the results of Control Group II, there was no significant correlation between the members' pre-training functional conflict management scores and their tenure in the current workplace, $r = -.23$, $n = 33$, $p > .05$, between their post-training functional conflict management scores and their tenure $r = -.15$, $n = 33$, $p > .05$ or between their follow-up training functional conflict management scores and their tenure $r = -.17$, $n = 33$, $p > .05$.

Table 20
Correlations of Tenure & Pre, Post, and Follow-up Training of Functional Conflict Management Scores for Study Groups

TENURE	PRE TRAINING FCMS*	POST TRAINING FCMS*	FOLLOW-UP TRAINING FCMS*
Tenure (Control Group I)	.20	.06	.17
Tenure (Experimental Group)	-.47**	.13	-.06
Tenure (Control Group II)	-.23	-.15	-.17
<i>Note:</i> n=33 for Control Group I, n=30 for the Experimental Group, and n=33 for Control Group II. *FCMS refers to the functional conflict management scores of the participants. Tenure was calculated in years. p (Sig.2-tailed), ** p < .01			

RQ 4: Is there any difference in perceived training satisfactions of Experimental Group and Control Group I members?

Independent-sample t-tests were conducted to understand whether there was a difference in perceived training satisfactions of Experimental Group and Control Group I members. It was found that there was no significant difference in terms of the satisfaction scores of Experimental Group members who received the customized training program developed by the researcher (M = 3.77, SD = .45, n = 30) and Control Group I members who received the non-customized training program (M= 3.74, SD =.33, n =33); $t(54) = -.32, p>.05$.

5.2.2. Hypothesis Testing

Prior to conducting General Linear Modeling (GLM) repeated measures to test the effects of the customized training over time, a one-way ANOVA was conducted to make sure that the pre-training functional conflict management scores of the members of all the

study groups were not significantly different from each other. According to the results, it was found that there were no significant differences among the pre-training functional conflict management scores of the members of all the study groups [$F(2, 92) = 1.11, p = .34$], (for the Control Group I: $M = 2.03, SD = 1.19, n = 33$; for the Experimental Group: $M = 1.81, SD = 1.41, n = 30$; for the Control Group II: $M = 1.64, SD = .50, n = 33$).

Hypothesis:

For public sector R&D employees, receiving customized conflict management training is more effective in increasing the level of the functional conflict management skills than receiving no training (a), and receiving non-customized conflict management training (b). And this effect will be sustained in the follow-up measurements to be conducted three weeks following the completion of the training sessions (c).

In this study, the first treatment of the study is time, which has three levels: T1 (pre-training), T2 (post-training), and T3 (follow-up training). The second treatment is ‘type of training’, which has three levels: customized training for the Experimental Group, non-customized training for Control Group I, and no training for Control Group II. The DV is the levels of the functional conflict management skills.

A two-way 3 (time: T1, T2, and T3) $\times$ 3 (training type: customized training, non-customized training, and no training) mixed ANOVA with repeated measures on the levels of the functional conflict management skills was conducted. The purpose was to compare the main effects of time and training type on the levels of the functional conflict management skills for the study groups.

Mauchly’s Test of Sphericity and Levene’s Test of Equality of Error Variances were checked within the scope of Homogeneity Assessment. The main effect of time significantly violated the sphericity assumption since the significance value was less than .001, $W = .789, \chi^2(2) = 21.81, p < .001$. Mauchly’s test should not be significant in order to meet the condition of sphericity (Field, 2013). Since the p value is significant, the

assumption of sphericity has not been met. Therefore, the F-value for the main effect of time (and its interaction with the between-group variable training type) needs to be corrected for the violation of sphericity and Greenhouse-Geisser or Huyn-Feldt corrected degrees of freedom should be used (Field, 2013). The main effect of time (T1, not T2 and T3) also significantly violated the equality of error variances assumption, since the significance value was less than .005 for T1, $p = .004$. However, in this case, Stevens (1996) suggested that if the sizes of the study groups are reasonably similar to each other (e.g. largest group number/smallest group number = 1.5), analysis of variance can be robust to the violations of this assumption (Stevens, 1996, p. 249). Thus, in this research, the largest group number/smallest group number ratio ($33/30 = 1.1$) does not violate what Stevens (1996) has proposed. However, in the violated homogeneity of variance for time condition (T1), Games-Howell post hoc test was utilized. But the significance values were greater than .05 for T2, $p = .06$ and T3, $p = .84$, respectively. Thus, the main effect of time for T2 and T3 did not significantly violate the equality of error variances assumption.

As for the main analyses; the results of the Two-Way Mixed ANOVA showed that the main effect for the time yielded an F ratio of $F(1.66, 153.59) = 6.24, p = .004$, indicating a significant difference between the pre-training, post-training, and follow-up training scores in each subject group ($p < .005, \eta^2 = .06$). This effect reveals that if the type of training is ignored, significantly different functional conflict management scores are obtained for each study group (See Table 21).

At this point, pairwise post hoc tests using the Games-Howell correction were conducted to understand the difference within each study group. According to the results, there was a significant difference between the post-training (T2) and follow-up training (T3) functional conflict management skills scores of the study groups ($p < .001$). Therefore, it can be concluded that there was a significant decline between the post-training measurement scores and follow-up training measurement scores of each study group. However, the post hoc test did not reveal significant differences between pre-training (T1) and post-training (T2) functional conflict management skills scores ($p > .05$) as well as

between pre-training (T1) and follow-up training (T3) functional conflict management skills scores of the study groups ($p > .05$). The mean and standard deviation scores of study groups for T1 measurement are obtained as such: Experimental Group ($X = 1.81$, $SD = 1.41$), Control Group I ($X = 2.03$, $SD = 1.18$), and Control Group II ($X = 1.64$, $SD = .50$). The mean and standard deviation scores of study groups for T2 measurement are obtained as such: Experimental Group ($X = 2.33$, $SD = 1.02$), Control Group I ($X = 2.31$, $SD = .91$), and Control Group II ($X = 1.21$, $SD = .62$). And, the mean and standard deviation scores of study groups for T3 measurement are obtained as such: Experimental Group ($X = 1.74$, $SD = 1.02$), Control Group I ($X = 2.11$, $SD = .88$), and Control Group II ($X = .94$, $SD = .79$).

The main effect for the training type yielded an F ratio of $F(2, 93) = 12.46$, $p = .000$, indicating a significant difference between the functional conflict management scores of the study groups ($p < .001$, $\eta^2 = .21$). This effect reveals that if time (T1, T2, and T3) is ignored, significantly different functional conflict management scores are obtained for each study group (See Table 21).

At this point, pairwise post hoc tests were conducted to understand the difference between each study group. According to the results, there was a significant difference in the functional conflict management scores of the Experimental Group ($X = 1.96$) and Control Group II (1.26), $p < .005$; as well as a significant difference in the functional conflict management scores of Control Group I ($X = 2.16$) and Control Group II ($X = 1.26$), $p < .001$. However, the post hoc test did not reveal a significant difference in the functional conflict management scores of the Experimental Group ($X = 1.96$) and Control Group I (2.16), $p > .05$. Therefore, it can be concluded that receiving conflict management training is effective in increasing the level of the functional conflict management skills than receiving no training. But there was no difference in functional conflict management skills in terms of receiving a customized or a non-customized training.

Besides, there was a significant interaction between time and training types in terms of the scores of functional conflict management skills $F(3.30, 153.59) = 4.95$, $p = .002$,

$\eta^2 = .10$. It can be concluded from the graph that in T1 measurement (pre-training), the study groups obtained similar functional conflict management scores, however, receiving conflict management training contributed to the increase of the scores in T2 (post-training) measurement, irrespective of the type of the training: either customized or non-customized. Nevertheless, the differences in the functional conflict management scores of study groups have become unfavorable in T3 (follow up training) measurement for the Control Group II, where the participants received no training (See Table 21 and Figure 4).

Table 21
Two-Way Mixed ANOVA Summary Table for Treatments

TREATMENT	<i>Df</i>	MS	<i>F</i>	<i>P</i>	Effect Size
Time (A)	1.66	3.76	6.24	.004**	.06
Training Type (B)	2	21.62	12.46	.000*	.21
A x B Interaction	3.30	2.97	4.95	.002**	.10

*Note: MS = Mean squares, effect size = η^2 or partial η^2 . * $p < .001$, ** $p < .005$*

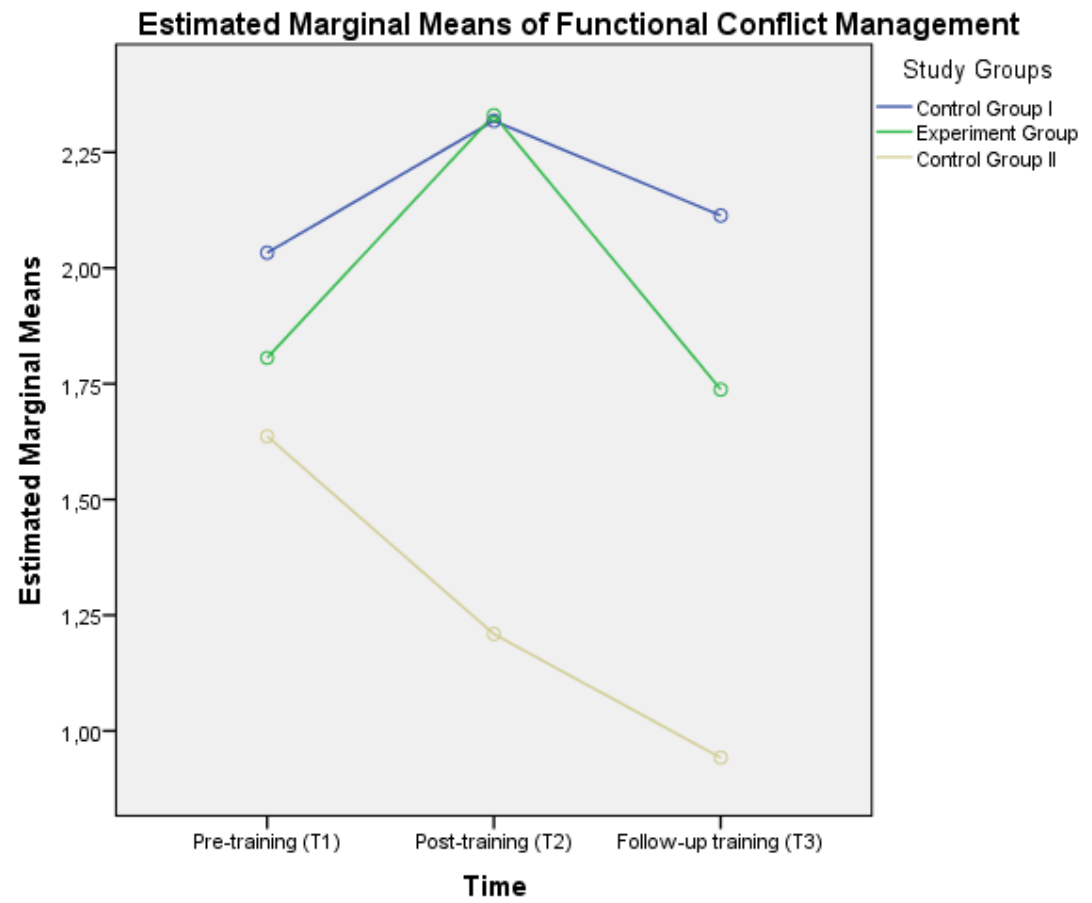


Figure 4: Study Groups' Functional Conflict Management Scores in T1 to T3 Measurements

6. DISCUSSIONS

This study aimed to get insight into the unique training needs of public sector R&D employees for overcoming workplace conflicts effectively. In this regard, the researcher developed a customized conflict management training program to contribute to the enhancement of R&D employees' functional conflict management repertoires. The researcher also intended to manifest the effects of receiving a customized training program and its sustainability in comparison to receiving an alternative program (in the same subject) and in comparison to receiving no training.

The discussion part has two sections: the first section discusses the pre-training phase which incorporates the training needs evaluation and training development processes; the other section discusses the post-training phase of the study which incorporates the application of the training intervention and its effects on the study groups' functional conflict management skills.

6.1. PRE-TRAINING DISCUSSION SECTION

The study was built to explore public sector R&D employees' perceived causes of conflicts experienced at the workplace and their opinions on effective conflict management skills. Semi-structured interviews were conducted with 14 employees, 4 project executives, 3 professional trainers, and 2 academicians. The MAXQDA program was employed to analyze the qualitative data and the findings were utilized as inputs for the development of quantitative data collection tools. Quantitative data collection was completed through the opinions of 133 R&D employees (46 females and 87 males, accessed through the convenience sampling method) on the factors that lead to conflict in organizations and the effective skills needed to overcome workplace conflicts more functionally. The descriptive analysis function of the SPSS program was used to analyze the quantitative data.

According to the results of the analyses on the triggers of conflict in the workplace, *“Using an accusatory language during communication”* ($X = 3.50$ and $SD = .64$) was

identified as the most commonly reflected item. Research has shown that people are more likely to use an accusatory language in their relationships when their reasoning skills are decreased and they are inclined to adopt a defensive approach (Carnevale & Probst, 1998; Hocker & Wilmot, 1998). In support of this finding, it was found out that employees developed a negative discourse in disagreeing situations, their senses of trust to each other diminished, and they experienced anger and frustration (Jehn & Mannix, 2001). Based on these results, it was argued that work-related arguments could be interpreted as personal attacks by the employees if the communication becomes severe (De Clercq & Belausteguigoitia, 2017), which may, in turn, bring about the perceptions of injustice in the workplace (Jehn et al., 2008) as well as a decrease in cooperation habits among employees especially due to the lack of constructive communication (Baron, 1991).

“Listening errors, inattentive listening” ($X = 3.41$ and $SD = .69$) and *“Jealousy among the employees”* ($X = 3.41$ and $SD = .69$) were also identified as the most frequently stated reasons for the conflicts in the organization. During the incompatible situation, the parties usually try to understand what that incompatibility means to them (Isen, Labroo, & Durlach, 2004). Nevertheless, during the conflict situations, emotional reactions, especially feelings of anger and jealousy (Lazarus & Lazarus, 1994) may have become more prominent and people’s efforts to understand each other may decrease (Amit & Sagiv, 2013). In this respect, it can be claimed that the research findings of the current study are in line with the academic literature.

“Lack of clear job descriptions of the employees” ($X = 3.38$ and $SD = .73$) and *“Lack of interpersonal trust”* ($X = 3.38$ and $SD = .69$) were the other most commonly expressed views on the causes of conflicts by R&D employees. It has been particularly emphasized in other research findings that organizational conflict is more likely to be experienced, if the work environment involves harsh competition, scarce budget, time pressure, and uncertain job descriptions/job responsibilities (Aswathappa & Ready, 2009; De Dreu & Gelfand, 2008). Another study revealed that caring about others and their problems is seen to be less prevalent in cultures where a sense of insecurity is pervasive in

relationships (Kaushal & Kwantes, 2006). In organizations where there is a decreased sense of trust, it has been observed that employees exhibit unfavorable behaviors such as biased information processing and not sharing critical knowledge. It has also been noted that conflict is reduced when uncertainty is low in organizations and there is a high level of trust among the employees (Ayoko, 2016; Hempel, Zhang, & Tjosvold, 2008).

“Employees’ lack of showing empathy” ($X = 3.36$ and $SD = .67$) was also frequently reflected in the opinions of R&D employees on the triggering factors of conflict in organizations. Thomas and Kilmann (1974) emphasized that people with low empathy are more prone to act in their own interests at the expense of others. In line with the findings of Heider (1958), and Campbell and Sedikides (1999), it may be argued that R&D employees in particular commonly resort to self-serving bias to maintain their positive self-image and perceptual bias to centralize their desires and needs. Therefore, it can be claimed that those biases could impair the basis of empathy (first try to understand), and enhance selfish attitudes (merely wait to be understood).

The other prominent view on the causes of conflict at work was *“Difficulties in the control and effective transfer of emotions”* ($X = 3.32$ and $SD = .67$). Research shows that the emotions that are negative and cannot be disclosed effectively may result in hostile attitudes in the workplace (Trudel & Reio, 2011) and adversely affect the goodwill and mutual understanding between employees (Deutsch, 1969). It was also found out that the difficulties encountered in this regard may hinder an employee's goal-directed behavior and produce adverse feelings (Bruk-Lee & Spector, 2012), and diminish the team spirit and trust among the employees (Jehn et al., 2008).

According to the results of the analyses on the effective conflict management skills in the workplace, *“Being open to communication”* ($X = 3.57$ and $SD = .53$) was identified as the most emphasized skill. Research showed that being open to communication enabled the discussion of problems in working groups without creating a feeling of being attacked or threatened and strengthened the team spirit among employees (Jehn, 1997; Tekleab et

al., 2009). Therefore, the improvement of this skill may play a critical role in functional conflict management. Another most frequently expressed skill in successful conflict management was *“Strengthening the sense of empathy”* ($X = 3.54$ and $SD = .58$). The research findings have pointed out that empathy (first try to understand, then wait to be understood) prevented the escalation of conflicts and enhanced employees’ attitudes towards solution-oriented approaches (Van Lissa et al., 2016). Therefore, it may be claimed to be an essential skill that needs to be improved.

“Attentive listening, listening to understand the needs and concerns of the other party” ($X = 3.50$ and $SD = .57$) was also predominantly reflected as a functional conflict management strategy. It was argued in several research studies that in uncertain situations where there was little sense of confidence, individuals were more likely to evaluate discussion topics as an attack on themselves (Jehn, 1997), and in such cases they were less motivated to listen to understand the grounds of conflict in a comprehensive manner (De Wit et al., 2013). On the other hand, it was observed that people who showed a high level of effort to eliminate the uncertainties in disagreement situations were keener to obtain more information (Van Hiel & Mervielde, 2002). At this point, it may be suggested that attentive listening is one of the critical strategies in eradicating the uncertainties in disagreement situations and may play a key role in obtaining information, which may produce an intermediary effect between the effort to understand others and being well understood by them.

Another important skill identified to manage the conflicts at work was *“Avoidance of words and actions possible to escalate conflict”* ($X = 3.48$ and $SD = .68$). Stereotypical thoughts can be effective in understanding and processing new information (Bodenhausen, 1988). They can also create tension among workgroup members and lead to a perceived threat against their individual identities (Jehn, 1995). Such a situation could involve more consequences on more people for a long time and induce strong reactions, which, in turn, may lead to dysfunctional emotional reactions as accusation, frustration, and provocation,

and the parties' negative evaluations of their personalities (Pruitt et al., 1997). Therefore, this finding of the current research can be argued to coincide with previous findings.

“Perceiving the conflict management not as a personal victory” ($X = 3.46$ and $SD = .71$) and *“Staying away from the gossip, not talking someone's behind”* ($X = 3.46$ and $SD = .70$) were other commonly expressed views on effective conflict management skills. It was stated in previous research that such functional skills can strengthen the harmony and sincerity of the employees, reduce bullying behaviors in the workplace, encourage problems to be handled cooperatively, and allow people to reflect their emotions productively (Baillien et al., 2009; Jehn, 1997; Schermerhorn et al., 2000). The findings of the current study also emphasized this issue and contributed to a clearer understanding of functional conflict management skills.

Another prominent view on effective conflict management skills at work was *“Voluntariness and willingness to show efforts to resolve conflict”* ($X = 3.40$ and $SD = .65$). The findings that Özkalp, Sungur, and Özdemir (2009) emphasized in their study indicated the importance of flexibility and adaptability of employees and their willingness to make efforts for conflict management. These findings supported the findings of the current study.

Thus, it can be claimed that the findings of this study built on the existing evidence of conflict management studies by revealing the differences in factors that cause conflict, and the skills needed for understanding and managing conflicts effectively in R&D work cultures. It can also be stated that this study has shed light on the training and development needs of professions demanding high intellectual capital. Human resource practitioners can benefit from these research findings to plan training on needed fields. Professional trainers can make use of the study findings to design more tailored trainings for participants who may have common personal and professional aspects. R&D employees and managers can utilize the findings of this study to increase their awareness, to identify their areas of development on the factors causing conflict, and to manage conflict more effectively.

6.2. POST-TRAINING DISCUSSION SECTION

In this research, the effects of the customized training program was approached through repeated-measures (within group and between group analysis) to draw a conclusion about the effectiveness of functional conflict management skills of public sector R&D employees in Turkey. The results have shown that conflict management training might be an effective organizational tool in work contexts to enhance R&D employees' conflict management skills in a more functional way as well as contributing to the existing theory.

To begin with, the research questions of the study looked for differences in the pre-training, post-training, and follow-up training functional conflict management scores of the study groups based on their gender. It was found for all study groups that there were no significant differences between females and males in the scores of pre, post, and follow-up conflict management training. In this study, public sector R&D employees' functional conflict management scores were measured using Rahim's dual-concern model which combined problem-solving and bargaining strategies for handling interpersonal conflict (Rahim, 2010). Similar research conducted in the same research context could not be found in the literature. However, Birsal, İslamoğlu, & Börü (2008) conducted a study in Turkey on conflict management styles in relation to demographics and concluded that there were inconsistent results in the literature on conflict management styles of females and males. In line with what Birsal, İslamoğlu, and Börü (2008) argued, for instance, Kościelniak, Piotrowski, and Żemojtel-Piotrowska (2018) and Chan, Monroe, & Tan (2006) did not observe a direct effect of gender on conflict management strategies. On the other hand, it was revealed in other organizational conflict studies that females were more likely to resort to cooperative conflict strategies while males were more likely to choose competitive conflict strategies (see Baxter & Shepherd, 1978; Blackburn, 2002; Blackburn, Martin, & Hutchinson, 2006; Canlı, 2001; Çetin & Hacızadeoğlu 2004; Debas & Narayana, 2016; Holt & DeVore, 2005; Rubin & Brown, 1975; Spyridon, 2008). This variation in conflict management strategies can be explained in terms of the differences between socially acceptable behaviors for females and males in different cultures (Shockley-Zalabak, 1981).

For instance, dominating and problem solving strategies were usually associated with males (Mills & Chusmir, 1988) but accommodating, avoiding or obliging strategies were usually associated with females (Brewer, Mitchell, & Weber, 2002). In this respect, this finding of the present research is different from these studies.

In addition, it was also examined whether participants' educational levels had an effect on their functional conflict management scores. It was found that holding a BA/BSc, MA/MSc, or Ph.D./Postdoc degrees did not have any significant effect on the participants' pre-training, post-training, and follow-up training functional conflict management scores. It is indicated by Henkin, Cistone, & Dee (2000) that demographic factors such as educational level may have an effect on people's perceptions regarding conflict management. Besides, Yağcıoğlu (1997) pointed out that the employees who held low educational degrees were more likely to prefer accommodating conflict strategies. However, in this study no direct effect of educational level on functional conflict management skills was observed. This finding might be explained by the high educational levels of the study groups. For instance, the minimum education level of the participants was undergraduate degrees such as BA or BSc. Besides, about 75% of the study groups held graduate degrees (MA/MSc or PhD/Postdoc).

The study also looked for a relationship between the participants' tenure in the current workplace and their functional conflict management scores. For the two control groups, it was found that the duration of work in the current position was not associated with any functional conflict management scores measured in the pre-training, post-training, and follow-up training time points. However, for the Experimental Group there was a negative correlation between the tenure and functional conflict management scores measured in the pre-training time point. It was seen that as the duration of work in the current job decreased, the functional conflict management scores measured in the pre-training time point increased. But this was not the case for the functional conflict management scores of the Experimental Group members in the post-training and follow-up training measurements.

This might be explained by the Experimental Group's mean for tenure. For instance while the mean for Control Group I (received non-customized training) was 15.75 years, the mean for the Experimental Group (received customized training) was 9.25 years. Since the assignments of the participants into the study groups could not be made randomly (they chose the training dates according to their respective schedules without knowing whether they would be in the Experimental or Control Group I training), the tenure mean for Control Group I skewed into an increasing trend. On the other hand, in several studies, no significant differences were found between the preferred conflict management styles and job tenure (Sorenson & Hawkins, 1995; Temkin & Cummings, 1986). Nevertheless, Hendel, Fish, & Galon (2005) indicated that in nurse sample groups, as the tenure increased, the nurses were more likely to use collaborating conflict management style. Besides, İslamoğlu, Börü, and Birsal (2008) indicated that as the tenure increased, people were more likely to use the avoidant conflict management style, but as the tenure decreased, they were more likely to use the accommodating conflict management style.

The researcher also looked for differences in the training satisfaction levels of participants in the Experimental Group (received customized training) and Control Group II (received non-customized training). According to the results, attending customized or non-customized training programs did not make any difference on the perceived training satisfactions of the participants. However, it should be noted that both the customized and non-customized training received high satisfaction scores from the participants ($M = 3.77$, $SD = .45$, $n = 30$ for the Experimental Group and $M = 3.74$, $SD = .33$, $n = 33$ for Control Group I). At this point, it can be claimed that the training content was aligned with the needs of the participants and the trainer was very experienced and proficient in both the conflict management subject and the adult education methods. Therefore, these factors can be influential on the high perceived satisfaction (Robotham, 1995). Lancaster and Di Milia (2014) reported that the credibility of the instructor and her/his giving examples of real-life cases during the training may motivate the participants to actively participate in the training and gain more from it.

In addition, if the top-management's support of employees in terms of participating in the training is not evident, employees' attitudes toward the training might be affected unfavorably (Haslinda & Mahyuddin, 2009; Lancaster & Di Milia, 2014) and their willingness to follow the training might be diminished. Since the employees were not assigned by the top management to participate in the training and they freely chose to attend, they might have more training motivation (Tsai & Tai, 2003) and this could eventually contribute to the higher scores obtained in training satisfaction. Therefore, the high perceived training satisfaction can be explained by the volunteer attendance of the participants to the training. Fischer (2011) indicated that the participants' open-mindedness can play a significant role in training effectiveness, and it can be claimed that having an open mind can be related to people's voluntariness for the training participation.

Another reason why the customized training satisfaction was high can stem from the issue suggested by Barbazette (2006) that expressed and implied organizational needs should be taken into consideration while designing a training program. It was proposed that the training needs assessment can provide a comprehensive basis during the construction of the training programs especially if it involves organizational and individual analysis (Goldstein, 1993; McGehee & Thayer, 1961). When viewed from this angle, it can be claimed that in this research, needs assessment analysis strategies were used and this may be related to the high satisfaction level. These strategies involved the analysis of organizational, individual, and task-based characteristics; and some workshops conducted to engage the participants in the conceptual and theoretical framework of conflict management. Besides, using learning-by-doing activities throughout the training or providing interactive activities were credited by several academic researchers (Gil-Lacruz, Gracia-Perez, & Gil-Lacruz, 2019; Mansour, Naji, & Leclerc, 2017) for increasing the perceived training satisfaction and transferring the learning gains into the workplace. Thus, the researcher utilized learning-by-doing activity materials and cooperated with Aribas-Stahlschmidt and Stahlschmidt (2017) to produce them. These activities may have had an affect on the increased training satisfaction scores.

Within the scope of the hypothesis testing, it was examined if receiving a customized conflict management training is more effective in increasing the level of the functional conflict management skills than receiving no training (a) or receiving a non-customized conflict management training (b).

The study hypothesis was partially accepted. Even though the participants who attended the customized training (Experimental Group) obtained significantly higher functional conflict management scores than the participants who did not attend any training (Control Group II), contrary to the hypothesized association, the functional conflict management scores did not differ significantly between the participants who attended either the customized or the non-customized training. In order to overcome the negative effects of conflict either at work (not limited to specific professionals) or in individual life, it can be claimed that receiving an appropriate training rather than no training is more likely to make a positive difference in people's conflict management capacities. This argument was supported by many research findings.

For example, in one health sector study; nurse managers who participated in 12 hour training intervention on conflict management showed increase in their communicative competence and success in the trained skills (Brinkert, 2011). In addition, Cochran et al (2018) investigated the role of conflict management training in health professional education and found out that it helped the medical students to handle conflict situations in health care effectively. Similarly, Leon-Perez, Notelaers, and Leon-Rubio (2016) studied the effect of conflict management training on interpersonal conflicts in a health sector organization, and concluded that the training had an impact in terms of diminishing the amount and intensity of conflicts with co-workers, patients, and patients' relatives. Bubbers (2016) implemented conflict management training with middle managers working in a health care facility and found that as compared to the control group, the experimental group showed diminished avoidant conflict management strategies and aggression. Lau et al (2004) examined the effects of conflict management training among Hong Kong traffic police officers. They concluded that participating in the training increased their awareness

in relation to emotional reactions, improved communication competency, facilitated anger control, and developed emotion regulation. Markman et al (1993) examined the role of communication and conflict management training in preventing marital distress and concluded that those couples who attended the training showed a lower level of marital violence and a higher level of positive communication skills.

In addition, conflict management training was also found to be useful in education/school settings. For instance, Brandau (2002) examined the effects of graduate teaching assistants' participation in conflict management training, and concluded that those who attended the training displayed better attitudes towards conflict handling and teaching in the class, and displayed perceived satisfaction with the profession. Crawford & Bodine (1996) emphasized the role of suitable conflict management training in schools. It was found out that conflict management training helped students and teachers to increase their self-awareness and bring about the reduction of violence and vandalism in the school. They also indicated that by conflict management training, teachers can develop perspective taking and cope with disagreements fruitfully. Karadağ, Akgün, and Arzu (2007) provided conflict resolution training to 166 elementary school students in Turkey and tested the effectiveness of the training program. They argued that the intervention increased the participants' constructive conflict management skills and decreased some of the students' aggression levels.

Thus, according to the within subject analysis results of this study, irrespective of the training type, significantly different functional conflict management scores (in pre-training, post-training, and follow-up training measurements) were obtained for each study group in such a way that the participants who did not receive a training program gained decreased scores in functional conflict management skills. But those who received either customized or non-customized training gained higher scores in functional conflict management in all measurement points (pre-training, post-training, and follow-up training). Therefore, it can be concluded that receiving conflict management training is more

effective in increasing the level of the functional conflict management skills than receiving no training.

However, it is important to note that, in this study, the effectiveness of perceiving a customized conflict management training program was not only examined against receiving no training, but also against receiving a non-customized conflict management training program (Control Group II). In fact, the training program received by the participants of Control Group II was developed by a well-known Turkish professor in the field. He has academic expertise on management and organization major, and a great deal of theoretical, research, and publication experiences in the conflict management area. He has been providing conflict management training to public and private organization employees including individuals resembling the target population members. He has also been giving two-day long effective conflict management training to groups similar to the target groups in the study. He also conducts training in the institution where the study has been implemented. According to the reports of the human resources department of the institution, the trainer has very high satisfaction scores obtained from the training participants. When considering this body of information, the customized training designed by the researcher produced as effective results as the non-customized training (which already received high satisfaction scores), so it can be claimed that the study achieved its purpose and came up with an alternative impactful training program.

Within the scope of the hypothesis testing, it was also examined whether the effect of attending the customized conflict management training will be sustained in the follow-up measurements to be conducted three weeks following the completion of the training programs (c). This part of the hypothesis was not accepted. According to the results, there was a significant interaction between the time and training types in terms of the scores of functional conflict management skills. It was found that there was a significant decline between the post-training and follow-up training measurement scores of each study group. Although the differences in the functional conflict management scores of the Experimental Group (customized) and Control Group I (non-customized) in the follow-up training

measurements (in T3) did not differ significantly, for Control Group II (received no training), the differences became more unfavorable in T3. Observing no significant differences between T2 and T3 measurements of the Experimental Group and Control Group II can be explained by the lack of supervision to be provided following the completion of the training or by some factors regarding the transfer of training. For instance, there were 30 participants in the Experimental Group and 33 participants in Control Group I, so it would be difficult for the researcher to provide supervision within the scope of follow-up practices. Also, the participants' heavy work schedules prohibited involvement in the supervision intervention. On the other hand, in terms of training transfer issues, there might be a lack of appropriate environment and climate for the transfer of knowledge and skills gained in the program (Blume et al., 2010; Holton et al., 2003). The participants' lack of motivation can also be effective in the sustainability of the training results (Baldwin & Ford, 1988).

To our current knowledge, this study was the first one which focused on determining Turkish public sector R&D employees' training needs about functional conflict management, and that investigated the effects of receiving a customized conflict management training program in comparison to receiving a non-customized training and receiving no training.

It is important to note that similar academic research conducted in Turkey mostly composed their sample groups of teachers and students in public schools (Aydın, 2015; Polat, 2009; Sucuoğlu, 2015). For instance, Aydın (2015) discussed the conflict situations in terms of teachers' perspectives and indicated the differences between school principals' management styles and teachers' expectations on administrative issues as prominent reasons for conflict in schools. Similarly, in her study, Sucuoğlu (2015) also composed a sample group of teachers and found unfair practices on the division of labor and teachers' negative attitudes against each other as the common conflict situations experienced in schools. Polat (2009), on the other hand, identified skills that students needed to cope with conflicts effectively. He emphasized problem-solving skills, effective decision-making

skills, and effective listening skills as the most needed skills by students in handling conflicts in schools.

However, the research context of this study was different and the sample group members were not selected from the school environment, but rather from a professional work environment. The present study provided a more specific understanding of conflict reasons and conflict management skills from public R&D employees' perspectives such as using an accusatory language during communication, jealousy among the employees, not perceiving conflict management as a personal victory, and voluntariness and willingness to show efforts to resolve conflict, etc. At this point, what Poitras (2012) discussed is supporting our argument. For example, Poitras (2012) made a meta-analysis and investigated the impact of the research setting on conflict studies. He argued that the majority of conflict research (over 60% in the case of his meta-analysis) has been conducted in a university setting. Then, he questioned the ecological validity of research made in university settings by exemplifying the different effects of conflicts experienced in an educational setting and the professional work environment. In work settings, the consequences were more threatening as revealed by burnout, job loss, etc. Thus, he concluded that research results from university/school settings may not represent the workplace context (Poitras, 2012). Therefore, it can be concluded that the findings of this research can provide a new insight into existing conflict studies, especially the conflict research in R&D organizations in Turkey.

6.3. LIMITATIONS & DIRECTIONS FOR FUTURE STUDIES

It is important to note that further testing and improvement could contribute to the excellence of the training program. For instance, since the study groups were generated by the convenience sampling method, the results should be treated with caution. This sampling method may undermine the ability to generalize the results to the survey population. On the other hand, since only self-reported measures were used in this study, this could be a potential limitation for the reliability of the results.

Due to the practicality criterion, the duration of the training intervention was limited to two work days, from 09.00 to 17.00. However, the content of the training could be divided into different modules to be applied on different days. More time could also be spared for group discussions on conflict management experiences between the training sessions and for the sharing of participants' reflections on their work environments and challenges regarding functional/dysfunctional experiences of conflicts. This can also inspire other participants to self-monitor and challenge their weaknesses. This suggestion is in line with what Bandura (1977) asserted about the contribution of role-modeling and self-monitoring (Bandura, 2001) in the development of self-efficacy. He claimed that people's learning can be strengthened by witnessing others' demonstrations of effective behavior and by getting encouragement from others, which in turn may increase their mastery expectations (Bandura, Adams, & Beyer, 1977) and their effective goal setting (Bandura, 2001).

The training of the Experimental Group and Control Group I were given by the same trainer and this could possess a potential bias, and therefore a limitation of the study. In this respect, the researcher obtained the expert judgments of two adult education professors on the question of whether the training of the Experimental Group and Control Group I should be conducted by different trainers. They claimed that more biases could occur if corresponding proficiency, professional training experience or gender could not be secured among the trainers. Therefore, the training of the two study groups was implemented by the same trainer. Future studies may employ different trainers and compare the results in terms of the trainers' training practices.

In addition, this study was a quasi-experimental design and included a small sample size (N=96). However, this can be explained by the research's involving three measurement points in addition to asking the study groups to invest their time for participating in the two-day training. Since the participants chose the training dates according to their respective schedules (they did not know whether they would be in the Experimental Group or Control Group I training programs), the assignment of the participants into the study

groups could not be fully random. Therefore, the even distribution of male/female participants into the experimental and control groups could not be assured (Experimental Group: 13 F, 17 M; Control Group I: 25 F, 8 M; Control Group II: 12 F, 21 M). Even though the study groups' pre-training conflict management skills scores did not differ significantly, future studies can take true experimental study design into consideration.

Also, due to the small sample size, a confirmatory factor analysis for 'Case Integrated Organizational Conflict Inventory' could not be generated. Myers, Ahn, and Jin (2011) indicated that to be able to reach reliable results, the sample size should be equal or greater than 200. Similarly, Comrey and Lee (1992) described a factor analysis sample of 100 as poor and 50 as very poor. They suggested that if the sample size is 200, fair results can be reached, and if the sample size is 300, then good results can be obtained. They underlined that to get very good results, the sample size must be over 500 (Comrey & Lee, 1992). Future studies can employ factor analysis for its exploratory characteristics and convergence with smaller sample sizes (Hair, 2010; Reinartz, Haenlein, & Henseler, 2009).

Moreover, the participants of the study were generated only from R&D employees and the content of the training was customized to public sector R&D employees. Thus, it may not be proper to apply this training in diverse study groups. But R&D employees are assumed to work collaboratively with project managers throughout the implication of project management steps. This situation can provide project managers and employees with an opportunity to understand each other's perspective on how they handle conflict. When viewed from this aspect, employees can perceive the work environment as supportive, which may in turn play a buffering role against the undesirable effects of conflicts and increase their happiness in the workplace (De Clercq & Belausteguigoitia, 2017). Therefore, in order to increase the generalizability of the results, future studies could involve project managers as well as R&D employees, and the training program could be revised according to the study group's needs and the effects of the training could be analyzed. Since it may be difficult to arrange appropriate training for employees and project

managers together (due to the busyness of the latter), future training could feature blended learning (both in-class and online learning) opportunities.

For future studies, it may also be suggested that researchers may examine the learning and development needs of private sector R&D employees on functional conflict management skills and compare them with the findings of this study. Also, the needs in this area can also be examined at the level of managers in private R&D centers, and the results can be compared with those of employees, which in turn may contribute to both academic and professional studies. Moreover, based on the findings of this research, new training and development interventions can be designed and implemented to improve functional conflict management skills, and their effects can be compared with those of this study.

Upon the risk of not being able to collect follow-up training data, the time interval between post and follow-up data collection was limited to three weeks. However, the effects of the intervention might not be observed in such short time periods in terms of sustainability trends. This argument was supported by what Seitz (1981) indicated about delayed treatment effects, where the training may not have a short-term effect and may need more time to emerge. Therefore, future studies could set longer follow-up periods to be able to show the persistency of the training effects on the study groups. Also, additional follow-up measurements which involve objective indicators of functional conflict management can be implemented to analyze the transfer of training gains and the impacts of the training on behavior, attitudes, and business results.

Despite all the limitations, the researcher argued that participating in conflict management training provided the participants with the opportunity to increase their self-awareness in understanding and managing conflicts in the workplace. In line with this inference, O'Neill and McLarnon (2018) concluded that participating in conflict management training programs can provide an opportunity to learn from new perspectives, which in turn, may promote a collectivistic conflict management culture among the team members. Participating in training has also been recognized as improving goal-oriented

behavior and contributing to employees' work-related and affective well-being (Quoidbach, Berry, Hansenne, & Mikolajczak, 2010). Thus, it may be asserted that this study encouraged participants to monitor their conditions on conflict management and played an instrumental role in taking further steps on their professional development because they noted down such kinds of supporting feedback in the training evaluation forms.

It is hoped that these research findings can encourage employees not to avoid conflicts in their lives but to handle them in a functional way, which may contribute to their professional well-being, improve their organizational competency, and enhance competitive advantage.

7. REFERENCES

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8. APPENDICES

**8.1. APPENDIX 1: SEMI-STRUCTURED INTERVIEW FORMS FOR
EMPLOYEES, PROJECT MANAGERS, ACADEMICIANS, & PROFESSIONAL
TRAINERS (ENGLISH & TURKISH VERSIONS)**

Semi-Structured Interview Form for Employees

Conflict: Disagreement, incompatibility between two or more people or groups.

Conflict at Work: Incompatibility between people working together resulting from a conflict of needs, values, interests, or work-related approaches (real or perceived).

Q1: When considering your work environment, job requirements, and personal characteristics; what may be the things (or factors) that trigger conflict at work?

Q2: Considering your work environment, job requirements, and the personal characteristics of your colleagues; please describe successful conflict management at work. What are the basic skills that an R&D employee should have about conflict management?

Q3: If you were to participate in the training on conflict management skills, what kind of training would you be more interested in attending?

Çalışanlar İçin Yarı Yapılandırılmış Mülakat Formu

Çatışma: İki veya daha fazla kişi ya da grup arasında yaşanan anlaşmazlık, uyumsuzluk.

İş Yerinde Çatışma: Birlikte çalışan insanlar arasındaki ihtiyaç, değer, çıkar ya da işle ilgili yaklaşımların (gerçek ya da algılanan) çatışmasından kaynaklanan uyumsuzluk durumu.

1. İş ortamınızı, iş gereklerinizi ve kişisel özelliklerinizi düşündüğünüzde sizin için iş yerinde çatışmayı tetikleyen şeyler neler olabilir?
2. İş ortamınızı, iş gereklerinizi ve çalışma arkadaşlarınızın kişisel özelliklerini düşündüğünüzde, işle ilgili bir konuda size göre başarılı bir çatışma yönetimi

nasıldır? Bu konuda bir Ar-Ge çalışanının sahip olması gereken temel beceriler nelerdir? Tarif edebilir misiniz?

3. Çatışma çözme becerileri konusunda bir eğitime katılacak olsanız ne tür bir eğitim ilginizi çeker ve katılmaya değer bulursunuz?

Semi-Structured Interview Form for Project Managers

Conflict: Disagreement, incompatibility between two or more people or groups.

Conflict at Work: Incompatibility between people working together resulting from a conflict of needs, values, interests, or work-related approaches (real or perceived).

Q1: When considering your work environment, job requirements, and personal characteristics; what may be the things (or factors) that trigger conflict among your R&D employees?

Q2: Considering your work environment, job requirements, and the personal characteristics of your colleagues; please describe successful conflict management at work. What are the basic skills that an R&D employee should have about conflict management?

Proje Yöneticileri İçin Yarı Yapılandırılmış Mülakat Formu

Çatışma: İki veya daha fazla kişi ya da grup arasında yaşanan anlaşmazlık, uyumsuzluk.

İş Yerinde Çatışma: Birlikte çalışan insanlar arasındaki ihtiyaç, değer, çıkar ya da işle ilgili yaklaşımların (gerçek ya da algılanan) çatışmasından kaynaklanan uyumsuzluk durumu.

1. İş ortamları, iş gerekleri ve kişisel özelliklerini düşündüğünüzde, size göre bir Ar-Ge personeli için işle ilgili bir konuda çatışmayı tetikleyen şeyler neler olabilir?
2. İş ortamları, iş gerekleri ve kişisel özelliklerini düşündüğünüzde; size göre bir Ar-Ge personeli için işle ilgili bir çatışmada başarılı bir çatışma yönetimi nasıldır? Bu konuda bir Ar-Ge personelinin sahip olması gereken temel beceriler neler olabilir? Tarif edebilir misiniz?

Semi-Structured Interview Form for Academicians

Conflict: Disagreement, incompatibility between two or more people or groups.

Conflict at Work: Incompatibility between people working together resulting from a conflict of needs, values, interests, or work-related approaches (real or perceived).

Q1: When considering your academic research, the work environment, job requirements and the personal characteristics of R&D employees, what may be the things (or factors) that trigger conflict at work?

Q2: Considering the work environment, job requirements, and the personal characteristics of R&D employees; please describe successful conflict management at work. What are the basic skills that an R&D employee should have about conflict management?

Akademisyenler İçin Yarı Yapılandırılmış Mülakat Formu

Çatışma: İki veya daha fazla kişi ya da grup arasında yaşanan anlaşmazlık, uyumsuzluk.

İş Yerinde Çatışma: Birlikte çalışan insanlar arasındaki ihtiyaç, değer, çıkar ya da işle ilgili yaklaşımların (gerçek ya da algılanan) çatışmasından kaynaklanan uyumsuzluk durumu.

1. Akademik arařtırmalarınızı, Ar-Ge personellerinin iř ortamlarını, iř gereklerini ve kiřisel  zelliklerini d ř nd ğ n zde, size g re arařtırmacı personel i in iřle ilgili bir konuda  atıřmayı tetikleyen řeyler neler olabilir?
2. İř ortamları, iř gerekleri ve kiřisel  zelliklerini d ř nd ğ n zde; size g re Ar-Ge personelleri i in iřle ilgili bir  atıřmada bařarılı bir  atıřma y netimi nasıldır? Bu konuda bir Ar-Ge personelinin sahip olması gereken temel beceriler neler olabilir? Tarif edebilir misiniz?

Semi-Structured Interview Form for Professional Trainers

Conflict: Disagreement, incompatibility between two or more people or groups.

Conflict at Work: Incompatibility between people working together resulting from a conflict of needs, values, interests, or work-related approaches (real or perceived).

Q1: Considering the work environment, job requirements, and the personal characteristics of R&D employees; what may be the things (or factors) that trigger conflict at work?

Q2: Considering the work environment, job requirements, and the personal characteristics of R&D employees; please describe successful conflict management at work. What are the basic skills that an R&D employee should have about conflict management?

Q3: Which issues do you usually address in your conflict management training? Considering your experiences and observations, on which issues do you think the employees should show progress at the most in conflict management subject?

Profesyonel Eđitciler İin Yarı Yapılandırılmıř Mlakat Formu

atıřma: İki veya daha fazla kiři ya da grup arasında yařanan anlařmazlık, uyumsuzluk.

İř Yerinde atıřma: Birlikte alıřan insanlar arasındaki ihtiya, deęer, ıkar ya da iřle ilgili yaklařımların (gerek ya da algılanan) atıřmasından kaynaklanan uyumsuzluk durumu.

1. Ar-Ge personellerinin iř ortamlarını, iř gereklerini ve kiřisel zelliklerini dř, size gre arařtırmacı personel iin iřle ilgili bir konuda atıřmayı tetikleyen řeyler neler olabilir?
2. İř ortamları, iř gerekleri ve kiřisel zelliklerini dř; size gre Ar-Ge personelleri iin iřle ilgili bir atıřmada bařarılı bir atıřma ynetimi nasıldır? Bu konuda bir Ar-Ge personelinin sahip olması gereken temel beceriler neler olabilir? Tarif edebilir misiniz?
3. alıřanlar iin verdięiniz atıřma ynetimi eęitimlerinde genelde hangi konulara deęiniyorsunuz? Eęitimlerdeki gzlemlerinizi ve deneyimlerinizi dř atıřma ynetimi konusunda alıřanların en ok hangi konularda geliřme kat etmeleri gerektięini dř?

**8.2. APPENDIX 2: THE FACTORS THAT TRIGGER CONFLICT SITUATIONS
CONSOLIDATION FORM (ENGLISH & TURKISH VERSIONS)**

Factors that Trigger the Conflict Situations

This survey aims to understand the factors that trigger conflict and conflict situations in research and development centers. The response time of the questionnaire is approximately 10 minutes. There are no questions about personal information and your answers will be used for scientific research. Thank you very much for your support and contribution.

Hasan KARABAKKAL

Marmara University/PhD Student of the Organizational Behavior Department

Conflict: Disagreement, incompatibility between two or more people or groups.

Conflict at Work: Incompatibility between people working together resulting from a conflict of needs, values, interests, or work-related approaches (real or perceived).

The following are examples of factors that trigger conflicts in the business environment. Based on your experience and impressions, please indicate to what extent you agree or disagree with the following triggering factors of the conflict.

Questions	Strongly Disagree	Disagree	Agree	Absolutely Agree
1. Using an accusatory language during communication	Ⓒ	Ⓒ	Ⓒ	Ⓒ
2. Listening errors, inattentive listening	Ⓒ	Ⓒ	Ⓒ	Ⓒ
3. Jealousy among the employees	Ⓒ	Ⓒ	Ⓒ	Ⓒ
4. Lack of clear job descriptions of the employees	Ⓒ	Ⓒ	Ⓒ	Ⓒ
5. Lack of interpersonal trust	Ⓒ	Ⓒ	Ⓒ	Ⓒ

6. Employees' lack of showing empathy	©	©	©	©
7. Difficulties in the control and effective transfer of emotions	©	©	©	©
8. Lack of strong team spirit	©	©	©	©
9. Associating the human value with title and status	©	©	©	©
10. Unfair practices of division of labor / division of tasks	©	©	©	©
11. Attributing different meaning to the subject of the conflict	©	©	©	©
12. Inability to analyze the events that trigger the conflicts	©	©	©	©
13. Different ways of doing business among the employees	©	©	©	©
14. Lack of proper relationship management with people	©	©	©	©
15. Lack of knowledge and experience in conflict management	©	©	©	©
16. Lack of awareness in personal and professional responsibility	©	©	©	©
17. Getting information about dispute-related issues from the wrong resources	©	©	©	©
18. Employees' insufficient information about the business processes	©	©	©	©
19. The effects of assumptions on guiding people's decisions	©	©	©	©
20. Keeping/not sharing important information in teamwork	©	©	©	©

21. Employees' lack of passion for doing their job	©	©	©	©
22. Task interdependency	©	©	©	©
23. The pressure to finish the task in a short time	©	©	©	©
24. Managers' over expectations about the work-related issues	©	©	©	©
25. Acting in an effort to please others	©	©	©	©
The survey is over. Thank you for your time.				

Çatışmaları ve Çatışma Durumlarını Tetikleyen Nedenler				
Bu anket, Araştırma ve Geliştirme merkezlerinde çatışma ve çatışma durumlarını tetikleyen faktörleri anlamayı amaçlamaktadır. Anketi cevaplama süresi yaklaşık 10 dakikadır. Ankette kişisel bilgileri soran hiçbir madde bulunmamaktadır ve yanıtlarınız bilimsel bir araştırmada kullanılacaktır. Desteyiniz ve katkılarınız için teşekkür ederiz. Hasan KARABAKKAL Marmara Üniversitesi /Örgütsel Davranış Doktora Öğrencisi				
Çatışma: İki veya daha fazla kişi ya da grup arasında yaşanan anlaşmazlık, uyumsuzluk. İş Yerinde Çatışma: Birlikte çalışan insanlar arasındaki ihtiyaç, değer, çıkar ya da işle ilgili yaklaşımların (gerçek ya da algılanan) çatışmasından kaynaklanan uyumsuzluk durumu. Aşağıda, iş ortamında meydana gelen çatışmaları tetikleyen etkenlere örnekler verilmiştir. Deneyim ve izlenimlerinizden hareketle, çatışmayı tetikleyen etkenlere ne ölçüde katıldığınızı lütfen belirtiniz.				
Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. İletişim sırasında suçlayıcı bir dil kullanma, üsluba dikkat etmeme	☐	☐	☐	☐
2. Dinleme hataları (Muhatabı anlama gayesiyle dinlememe)	☐	☐	☐	☐

3. Çalışanlar arasında kıskançlık	©	©	©	©
4. Çalışanların görev tanımlarının yeterince net olmayışı	©	©	©	©
5. Kişiler arasındaki güven eksikliği	©	©	©	©
6. Çalışanların empati gösterme konusundaki eksiklikleri	©	©	©	©
7. Duyguların kontrolü ve etkin aktarımında karşılaşılan güçlükler	©	©	©	©
8. Çalışanlar arasında ekip ruhunun eksik oluşu	©	©	©	©
9. İnsanlara verilen değer, unvan ve statü ile ilişkilendirilmesi	©	©	©	©
10. İş bölümü/görev dağılımındaki adaletsizlikler	©	©	©	©
11. Çatışma konusuna farklı önem ve anlam atfetme	©	©	©	©

12. Çatışmaya konu olayları doğru analiz edememe ve değerlendirememesi	©	©	©	©
13. Çalışanlar arasındaki farklı iş yapış biçimleri	©	©	©	©
14. İnsanlarla ilişkileri doğru yürütme konusundaki eksiklikler	©	©	©	©
15. Çatışma yönetimi konusunda bilgi/deneyim eksikliği	©	©	©	©
16. Kişisel ve profesyonel sorumluluk bilincinin gelişmemiş olması	©	©	©	©
17. çatışmayla ilgili konu ve olay hakkında yanlış kaynaklardan bilgi edinme	©	©	©	©
18. Çalışanların iş süreçlerine yeterince hâkim olmayışları	©	©	©	©
19. Varsayımların kişilerin kararlarına yön verme konusundaki etkisi	©	©	©	©

20. Ekip çalışmalarında önemli bilgilerin saklanması/paylaşılmaması	©	©	©	©
21. Çalışanların iş yapma tutkularının eksik oluşu	©	©	©	©
22. İşlerin tamamlanması için başka kişilere bağlı olma durumu (interdependency)	©	©	©	©
23. İşlerin kısa sürede bitirilme zorunluluğunun baskısı	©	©	©	©
24. Yöneticilerin işle ilgili çok fazla beklentilerinin olması	©	©	©	©
25. Başkalarını memnun etme çabasıyla hareket etme	©	©	©	©
Anket sona ermiştir. Değerli zamanınız için teşekkür ederiz.				

**8.3. APPENDIX 3: THE EFFECTIVE CONFLICT MANAGEMENT SKILLS
CONSOLIDATION FORM (ENGLISH & TURKISH VERSIONS)**

The Effective Conflict Management Skills Consolidation Form

This survey aims to understand your opinions on the skills needed for effectively dealing with conflict in research and development centers. The response time of the questionnaire is approximately 10 minutes. There are no questions about personal information and your answers will be used for scientific research. Thank you very much for your support and contribution.

Hasan KARABAKKAL

Marmara University/PhD Student of the Organizational Behavior Department

Conflict: Disagreement, incompatibility between two or more people or groups.

Conflict at Work: Incompatibility between people working together resulting from a conflict of needs, values, interests, or work-related approaches (real or perceived).

The following are some examples of the characteristics of successful conflict management skills. Please indicate how important they are for you to effectively deal with disagreement and conflict in your work environment.

Questions	Not at all Important	Slightly Important	Important	Very Important
1. Being open to communication	Ⓒ	Ⓒ	Ⓒ	Ⓒ
2. Empathy (first try to understand, then wait to be understood)	Ⓒ	Ⓒ	Ⓒ	Ⓒ
3. Attentive listening, listening to understand the needs and concerns of the other party	Ⓒ	Ⓒ	Ⓒ	Ⓒ
4. Avoidance of words and actions possible to	Ⓒ	Ⓒ	Ⓒ	Ⓒ

escalate conflict				
5. Perceiving the conflict management not as a personal victory	©	©	©	©
6. Staying away from the gossip, not talking someone's behind	©	©	©	©
7. Voluntariness and willingness to show efforts to resolve conflict	©	©	©	©
8. Not being singled-minded, open to self-criticism	©	©	©	©
9. Being competent at proper self-expression	©	©	©	©
10. Understanding the causes of conflicts appropriately	©	©	©	©
11. Giving constructive and timely feedback	©	©	©	©
12. Understanding and managing the conflict situation and the context	©	©	©	©
13. Knowing the addressees and understanding their needs	©	©	©	©
14. Interpersonal relationship management skills at work	©	©	©	©
15. Understanding and managing emotions during the conflict	©	©	©	©

16. Grounding the relationships in the job on a professional basis	©	©	©	©
17. Breaking faulty assumptions in handling the conflict situation	©	©	©	©
18. Not expecting to be understood, expressing the needs and wishes directly	©	©	©	©
19. Focusing on working to find common needs, goals, and interests	©	©	©	©
20. Using proper body language	©	©	©	©
The survey is over. Thank you for your time.				

Etkili Çatışma Yönetimi Becerileri Konsolidasyon Formu
Bu anket, Araştırma ve Geliştirme merkezlerinde başarılı çatışma yönetimi becerileriyle ilgili görüşlerinizi anlamayı amaçlamaktadır. Anketi cevaplama süresi yaklaşık 10 dakikadır. Ankette kişisel bilgileri soran hiçbir madde bulunmamaktadır ve yanıtlarınız bilimsel bir araştırmada kullanılacaktır. Desteyiniz ve katkılarınız için teşekkür ederiz. Hasan KARABAKKAL Marmara Üniversitesi /Örgütsel Davranış Doktora Öğrencisi
Çatışma: İki veya daha fazla kişi ya da grup arasında yaşanan anlaşmazlık, uyumsuzluk. İş Yerinde Çatışma: Birlikte çalışan insanlar arasındaki ihtiyaç, değer, çıkar ya da işle ilgili yaklaşımların (gerçek ya da algılanan) çatışmasından kaynaklanan uyumsuzluk

durumu.

Aşağıda başarılı bir çatışma yönetiminin özelliklerinden örnekler verilmiştir. İş ortamında yaşadığınız bir anlaşmazlık ve çatışma durumuyla etkin biçimde baş edebilmek için verilen özelliklerin size göre ne derece önemli olduğunu lütfen belirtiniz.

Sorular	Hiç Önemli Değil	Biraz Önemli	Önemli	Çok Önemli
1. İletişime açık olma	©	©	©	©
2. Empati (önce anlamaya çalış, sonra anlaşılmayı bekle)	©	©	©	©
3. İyi bir dinleyici olma, muhatabın ihtiyaçlarını ve kaygılarını anlamak için dinleme	©	©	©	©
4. Çatışmayı tırmandıracak söz ve eylemlerden kaçınma	©	©	©	©
5. Çatışmayı kişisel bir zafer olarak görmeme	©	©	©	©
6. Arkadan konuşmama, dedikoduya yer vermeme	©	©	©	©
7. Çatışmayı çözme konusunda çaba sarf etmeye gönüllü ve istekli olma	©	©	©	©
8. Sabit fikirli olmama, öz eleştiri yapabilme	©	©	©	©
9. Kendini doğru ifade edebilme konusunda yetkin olma	©	©	©	©
10.Çatışmanın nedenlerini doğru anlayabilme	©	©	©	©

11. Zamanında yapıcı geri bildirim verme	©	©	©	©
12. Çatışma durumunu ve bağlamını anlama ve yönetebilme	©	©	©	©
13. Muhatabını tanıma ve ihtiyaçlarını anlama	©	©	©	©
14. İş yerinde kişilerarası ilişki yönetimi becerisi	©	©	©	©
15. Çatışma sırasındaki duygu durumlarını doğru anlama ve yönetme	©	©	©	©
16. İş ortamındaki ilişkileri profesyonel temellere dayandırma	©	©	©	©
17. Düşünce kalıplarını ve varsayımları kırma	©	©	©	©
18. Muhatabın tarafından anlaşılmayı beklememe, kendini ve ihtiyaçlarını doğrudan anlatma	©	©	©	©
19. Ortak ihtiyaç, amaç ve ilgiyi bulma konusuna odaklanma	©	©	©	©
20. Beden dilini etkin kullanma	©	©	©	©
Anket sona ermiştir. Değerli zamanınız için teşekkür ederiz.				

**8.4. APPENDIX 4: THE CONFLICT CASES INTEGRATED TO THE ROCI-II
INVENTORY AND USED IN PRE-TRAINING, POST-TRAINING, & FOLLOW-UP
TRAINING MEASUREMENTS (ENGLISH & TURKISH VERSIONS)**

**Conflict Cases Integrated to ROCI-II Inventory – For Pre-Training Measurement
(T1)**

The following is a case that illustrates a situation of conflict arising from the conflict of needs, interests or desires in the workplace. Please read the case carefully and answer the following questions accordingly.

Hasan KARABAKKAL

Marmara University/PhD Student of the Organizational Behavior Department

Case 1 - Employee-to-Employee Conflict Case

Doğa and Sezer are two researchers working at a public sector research institute. Doğa and Sezer work together as senior researchers in a defense industry project team which consists of 8 researchers. They have different character aspects and ways of doing business. Therefore, they may have clashed from time to time.

Recently, three researchers in the team left the team due to health problems, going abroad for graduate education/research, and transfer to another institution. Therefore, the workload of the remaining team members increased and they started to work harder which made them more tired.

Doğa wanted to have a holiday with her/his partner and children during the forthcoming semester break. As she/he found an affordable holiday opportunity, he made a reservation, paid the full amount, and then submitted a request for vacation to the manager on the ERP system. Unaware of Doğa's vacation plan, Sezer also promised her/his partner and children a holiday on the same date, made a plan, and sent a request to the manager. The manager, saw these two experienced researchers requesting permission on conflicting dates during this important project and sent an e-mail to Doğa and Sezer asking them to solve the problem together by making sure that one of them is at work to take care of the

job. Doğa will not be able to get a refund for the amount paid if she/he cancels the reservation. Besides, she/he believes that her/his partner and children will be very upset if the holiday is canceled. This situation makes Doğa uneasy. Sezer, on the other hand, has used fewer off-days than Doğa this year, and she/he also promised her/his family a vacation. This situation makes Sezer nervous and angry.

As far as the manager requests, the holiday issue needs to be finalized today. Doğa, who thinks that it is hard to change Sezer's mind, is uncertain about how to proceed further with this conflictual matter.

When you read the case described above, if you were in Doğa's place, how would you carry out this process with your teammate Sezer? Mark your answers according to the options that suit you well.

Case 2 - Employee-to-Project Manager Conflict Case

Eser is a researcher working at a public research institute and for a year, s/he has been a team member of the project that consists of four researchers. The rest of the team members are more experienced and senior than her/him.

Eser, who attaches great importance to professional development, often thinks that s/he has not been able to find enough development opportunities in her/his unit. And, s/he has been thinking that s/he has been very tired in recent days due to the lack of the number of employees in the team. Eser observes that her/his enthusiasm for the work has decreased, as well.

While Eser was experiencing these feelings and thoughts, s/he learned in an e-mail received from the presidency of the institution that it is possible to transfer staff between units of the institution. In order for this transfer to take place, the applicant must meet the criteria sought by the relevant unit and the managers of both units must give their approval.

Eser, who believes that the activities of the announced unit conforms to her/him very well and s/he meets the requirements sought, visited the relevant unit and got a positive impression from the team and the working environment there. Thereupon, Eser made her/his transfer application on the ERP system, and the unit to which s/he applied also expressed a positive opinion.

The last thing to do for the completion of the transition is the approval of Armağan, the director of the current unit s/he works for. However, Armağan does not support Eser's transfer to the other unit and delays the approval process in case new staff cannot be obtained at this intensive workload stage.

The deadline for the approval of the transition request is the following day. Eser, who thinks that it is hard to change her/his project manager Armağan's mind, is uncertain about how to proceed further with this conflictual matter.

When you read the case described above, if you were in Eser's place, how would you carry out this process with your Project manager Armağan? Mark your answers according to the options that suit you well.

Vakaların Entegre Edildiği ROCI-II Ölçeği
Eğitim Uygulaması Öncesi Ölçümler İçin
(T1)

Aşağıda iş yerinde ihtiyaçların, çıkarların veya isteklerin çelişmesinden kaynaklanan anlaşmazlık durumunu örneklendiren bir vaka yer almaktadır. Lütfen vakayı dikkatlice okuyunuz ve aşağıdaki soruları bu vakaya göre cevaplayınız.

Hasan KARABAKKAL

Marmara Üniversitesi /Örgütsel Davranış Doktora Öğrencisi

Vaka 1 - Çalışan-Çalışan Çatışması Vakası

Doğa ve Sezer, kamuya bağlı bir araştırma enstitüsünde çalışan iki araştırmacıdır. Savunma sanayi alanında yürütülen bir projenin 8 kişiden oluşan proje ekibinde Doğa ve Sezer, kıdemli araştırmacılar olarak birlikte çalışmaktadırlar. Sezer ve Doğa farklı karakter yapılarına ve iş yapış biçimlerine sahiptirler. Bundan dolayı zaman zaman karşı karşıya geldikleri olmuştur.

Yakın zamanda ekipteki 3 kişi; sağlık sorunları, yurt dışı yükseköğrenimi ve başka kuruma transfer olma gibi gerekçelerle ekipten ayrıldıklarından kalan üyelerin iş yoğunlukları artmış, daha çok çalışmaya ve daha çok yorulmaya başlamışlardır.

Doğa, yarıyıl tatilinde eşi ve çocuklarıyla birlikte tatil yapmak istemiştir. Uygun fiyatlı bir tatil fırsatı bulduğundan rezervasyon yapmış, tutarın tamamını ödemiş ve sistemden yöneticisine izin talebi göndermiştir. Doğa'nın tatil planından habersiz bir biçimde Sezer de aynı tarihlerde eşi ve çocuklarına tatil sözü vermiş, plan yapmış ve sistemden yöneticisine izin talebi göndermiştir. Bu önemli projede iki deneyimli araştırmacının çakışan tarihlerde izin talebinde bulunduklarını gören yönetici, Doğa ve Sezer'den birisinin mutlaka işin başında bulunması gerektiğini ve sorunu aralarında çözmelerini e-posta ile bildirmiştir. Doğa, rezervasyonunu iptal etmesi durumunda ödediği tutarı geri

alamayacaktır. Bunun yanında, tatilin iptal edilmesi durumunda eşi ve çocukları da çok üzülecektir. Bu durum Doğa'yı tedirgin etmektedir. Öte yandan Sezer, bu yıl Doğa'dan daha az izin kullanmış ve o da ailesine tatil sözü vermiştir. Bu durum ise Sezer'i sinirlendirmekte ve kızdırmaktadır.

Tatil konusunun bugün neticelenmesi gerekmektedir. Sezer'in kararlarını değiştirme konusunda katı tutumlu ve zor iletişim kurulan birisi olduğunu düşünen Doğa, Sezer ile yapacağı görüşme öncesinde bu süreci nasıl yürütmesi gerektiği konusunda kararsızlıklar yaşamaktadır.

Yukarıda anlatılan vakayı okuduğunuzda Doğa'nın yerinde siz olsaydınız, ekip arkadaşınız Sezer ile bu süreci nasıl yürütürdünüz? Cevaplarınızı aşağıdaki sorulardan size uyan seçeneklere göre işaretleyiniz.

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Sorunun en iyi şekilde çözülebilmesi için her ikimizin de isteğinin açıkça ortaya konmasına çalışırdım.	©	©	©	©	©
2. Onunla ters düşmekten kaçınır, anlaşmazlığa düşmemeye çalışırdım.	©	©	©	©	©
3. Ona karşı kendi fikirlerimin kabulü için kurumda sahip olduğum nüfuzumu kullanırdım.	©	©	©	©	©
4. Onun beklentilerini karşılamaya çalışırdım.	©	©	©	©	©

5. Onunla aramızdaki gerilimi önlemek için bir orta yol bulmaya çalışırdım.	©	©	©	©	©
6. Sorunu birlikte çözebilmek için karşılıklı olarak onunla açık bir şekilde görüşürdüm.	©	©	©	©	©
7. Onunla karşılıklı tatsız sözler sarf edilmesinden kaçınırdım.	©	©	©	©	©
8. İstediğim bir karara varılması için ona karşı alanımla ilgili uzmanlığımı ortaya koyardım.	©	©	©	©	©
9. Onun önerileri doğrultusunda hareket ederdim.	©	©	©	©	©
10. Onunla uzlaşma için karşılıklı tavizler önerirdim.	©	©	©	©	©
11. Onunla her ikimizin de beklentilerini karşılayacak bir çözüm bulmaya çalışırdım.	©	©	©	©	©
12. Onunla aramızdaki bu anlaşmazlığın açıkça konuşulmasından kaçınırdım.	©	©	©	©	©
13. Onun üzerinde baskı kurarak istediğimin olmasını sağlamaya	©	©	©	©	©

çalışırdım.					
14. Onun teklifini kabul ederdim.	©	©	©	©	©
15. Bir uzlaşma sağlamak için ondan bazı şeyleri alabileceğim gibi ona ödün de verebilirdim.	©	©	©	©	©
16. Birlikte bir karara varabilmek için düşüncelerimi onun düşünceleri ile uyumlu hale getirmeye çalışırdım.	©	©	©	©	©
17. Onunla anlaşmazlığımızın konu edileceği bir karşılaşmadan kaçınırdım.	©	©	©	©	©
18. Mücadeleyi kazanmak için, ona karşı durumu yönetme gücümü/becerimi kullanırdım.	©	©	©	©	©
19. Onun istediği yönde davranır, isteklerini dikkate alırdım.	©	©	©	©	©
20. İçinden çıkılmaz durumların çözümü için onunla ortak bir yol bulmaya çalışırdım.	©	©	©	©	©
21. Her ikimiz tarafından da kabul edilebilecek bir çözüm bulmak için sorunu onunla birlikte	©	©	©	©	©

değerlendirirdim.					
22. Tatsızlık çıkmasını önleyebilmek için onunla anlaşmazlığımız yokmuş gibi davranırdım.	©	©	©	©	©
23. Kendi görüşlerimin kabulü için ona karşı kararlı davranırdım.	©	©	©	©	©
24. Onun isteklerine razı olurdum.	©	©	©	©	©
25. İkimizin de kabul edebileceği bir karara varmak için onunla işbirliği yapardım.	©	©	©	©	©
26. Zor duruma düşmemek için onunla olan anlaşmazlığım konusunda herhangi bir girişimde bulunmamayı tercih ederdim.	©	©	©	©	©
27. Onun ihtiyaçlarına cevap verebilmek için elimden geleni yapardım.	©	©	©	©	©
28. Onunla birlikte, sorunun doğru anlaşılabilmesi için çalışırdım.	©	©	©	©	©
Vaka 2 - Çalışan-Proje Yöneticisi Çatışması Vakası					
Eser kamuya bağlı bir araştırma enstitüsünde çalışan bir araştırmacıdır ve 4 kişiden oluşan					

proje ekibinde 1 yıldır ekip üyesidir. Ekipteki diğer kişiler ondan daha deneyimli ve kıdemlidir.

Mesleki açıdan gelişmeyi çok önemseyen Eser, şu an çalıştığı birimde yeteri kadar gelişim fırsatı bulamadığını ve ekipteki çalışan sayısının azlığından dolayı çok yorulduğunu son günlerde sıkça düşünmektedir. Eser, ayrıca çalışma şevkinin de azaldığını gözlemlemektedir.

Eser bu duygu ve düşünceler içindeyken, kurum başkanlığından gelen bir e-postada kurumun diğer birimleri arasında personel geçişlerinin mümkün olduğunu öğrenmiştir. Bu transferin gerçekleşmesi için başvuru sahibinin, ilgili birimin aradığı kriterleri taşıması ve her iki birimin birim yöneticilerinin onay vermeleri koşulları vardır.

İlanı yayınlanan birimin faaliyetlerinin kendisine çok uyduğunu düşünen ve aranan şartları taşıdığını gören Eser, ilgili birimi ziyaret etmiş ve oradaki çalışma ortamıyla ekipten olumlu bir izlenim edinmiştir. Bunun üzerine Eser, sistemden geçiş müracaatı yapmış ve başvuru yaptığı birim de kendisiyle ilgili olumlu bir görüş bildirmiştir.

Geçişin tamamlanması için yapılması gereken son şey, şu an çalıştığı birimin yöneticisi Armağan'ın da geçişe onay vermesidir. Ancak Armağan, işlerin yoğunluğu ve şu aşamada yeni personel bulamama ihtimaline karşı Eser'in geçişine sıcak bakmamakta ve onay işlemini bekletmektedir.

Geçişin tamamlanabilmesi adına gereken onay için son tarih ertesi gündür. Birim yöneticisi Armağan'ın kararlarını değiştirme konusunda temkinli ve zor iletişim kurulan birisi olduğunu düşünen Eser, birim yöneticisi Armağan ile yapacağı görüşme öncesinde bu süreci nasıl yürütmesi gerektiği konusunda kararsızlıklar yaşamaktadır.

Yukarıda anlatılan vakayı okuduğunuzda Eser'in yerinde siz olsaydınız, birim yöneticiniz Armağan ile bu süreci ve sonrasını nasıl yürütürdünüz? Cevaplarınızı aşağıdaki sorulardan size uyan seçeneklere göre işaretleyiniz.

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
29. Sorunun en iyi şekilde çözülebilmesi için her ikimizin de isteğinin açıkça ortaya konmasına çalıştım.	©	©	©	©	©
30. Onunla ters düşmekten kaçınır, anlaşmazlığa düşmemeye çalıştım.	©	©	©	©	©
31. Ona karşı kendi fikirlerimin kabulü için kurumda sahip olduğum nüfuzumu kullanırdım.	©	©	©	©	©
32. Onun beklentilerini karşılamaya çalıştım.	©	©	©	©	©
33. Onunla aramızdaki gerilimi önlemek için bir orta yol bulmaya çalıştım.	©	©	©	©	©
34. Sorunu birlikte çözebilmek için karşılıklı olarak onunla açık bir şekilde görüşürdüm.	©	©	©	©	©
35. Onunla karşılıklı tatsız sözler sarf edilmesinden kaçınırdım.	©	©	©	©	©
36. İstedğim bir karara varılması için ona karşı alanımla ilgili uzmanlığımı ortaya koyardım.	©	©	©	©	©

37. Onun önerileri doğrultusunda hareket ederdim.	©	©	©	©	©
38. Onunla uzlaşma için karşılıklı tavizler önerirdim.	©	©	©	©	©
39. Onunla her ikimizin de beklentilerini karşılayacak bir çözüm bulmaya çalışırdım.	©	©	©	©	©
40. Onunla aramızdaki bu anlaşmazlığın açıkça konuşulmasından kaçınırdım.	©	©	©	©	©
41. Onun üzerinde baskı kurarak istediğimin olmasını sağlamaya çalışırdım.	©	©	©	©	©
42. Onun teklifini kabul ederdim.	©	©	©	©	©
43. Bir uzlaşma sağlamak için ondan bazı şeyleri alabileceğim gibi ona ödün de verebilirdim.	©	©	©	©	©
44. Birlikte bir karara varabilmek için düşüncelerimi onun düşünceleri ile uyumlu hale getirmeye çalışırdım.	©	©	©	©	©
45. Onunla anlaşmazlığımızın konu edileceği bir karşılaşmadan kaçınırdım.	©	©	©	©	©

46. Mücadeleyi kazanmak için, ona karşı durumu yönetme gücümü/becerimi kullanırdım.	©	©	©	©	©
47. Onun istediği yönde davranır, isteklerini dikkate alırdım.	©	©	©	©	©
48. İçinden çıkılmaz durumların çözümü için onunla ortak bir yol bulmaya çalışırdım.	©	©	©	©	©
49. Her ikimiz tarafından da kabul edilebilecek bir çözüm bulmak için sorunu onunla birlikte değerlendirirdim.	©	©	©	©	©
50. Tatsızlık çıkmasını önleyebilmek için onunla anlaşmazlığımız yokmuş gibi davranırdım.	©	©	©	©	©
51. Kendi görüşlerimin kabulü için ona karşı kararlı davranırdım.	©	©	©	©	©
52. Onun isteklerine razı olurdum.	©	©	©	©	©
53. İkimizin de kabul edebileceği bir karara varmak için onunla işbirliği yapardım.	©	©	©	©	©

54. Zor duruma düşmemek için onunla olan anlaşmazlığım konusunda herhangi bir girişimde bulunmamayı tercih ederdim.	©	©	©	©	©
55. Onun ihtiyaçlarına cevap verebilmek için elimden geleni yaptım.	©	©	©	©	©
56. Onunla birlikte, sorunun doğru anlaşılabilmesi için çalışırdım.	©	©	©	©	©
Ölçek sona ermiştir. Değerli zamanınız için teşekkür ederiz.					

**Conflict Cases Integrated to ROCI-II Inventory – For Post-Training Measurement
(T2)**

The following is a case that illustrates the situation of conflict arising from the conflict of needs, interests, or desires in the workplace. Please read the case carefully and answer the following questions accordingly.

Hasan KARABAKKAL

Marmara University/PhD Student of the Organizational Behavior Department

Case 3 - Employee-to-Employee Conflict Case

Armağan & Doğa are two researchers working at a public research institute. Both Armağan and Doğa serve in different units, but both are of the similar age and have similar experience.

Doğa was invited to participate in a workshop on a subject related to her/his field of specialization. Two weeks ago, s/he implemented the necessary procedure and requested a vehicle from the transportation unit. And her/his request was accepted. On the day that Doğa attended the workshop, a critical situation that needs to be intervened immediately occurred in Armağan's project, and s/he had to go to the customer institution. At this point, Armağan demanded a vehicle from the transportation unit with a stressful mood, but the transportation unit replied that there were no available cars for her/his task. The transport unit shared the information that one of the two vehicles of the institution was defective, and the other one would take Doğa to the workshop within half an hour.

Armağan cannot use a taxi or other vehicle. Due to the saving measures in the public, the transportation within the scope of the project could only be provided by the project vehicles. The destination is two-hour far from the institution and s/he does not have a vehicle of her/his own. Moreover the executives of the institution are abroad for attending

to an important meeting that day, and their telephones are not available. Evaluating all these constraints in her/his mind, Armağan stated this unexpectedly developing situation to the transportation unit, sadly and furiously. By repeating the current situation that there were no available cars to be assigned, the transportation unit kindly asked Armağan to discuss the issue with Doğa and come up with a solution so that they can help her/him. Armağan knows that Doğa has different character aspects and ways of doing business than her/him. Doğa cares about her/his work so much, is very perfectionist, and rigorous in implementing her/his plans. Because of these features s/he may have occasional communication problems with other people in the institution. Armağan, who thinks that it is hard to change Doğa's mind in a negotiation, is uncertain about how to proceed further with this conflictual matter.

When you read the case described above, if you were in Armağan's place, how would you carry out this process with Doğa? Mark your answers according to the options that suit you well.

Case 4 – Employee-to-Project Manager Conflict Case

Deniz is a researcher working at a public research institute. S/he has been a team member for 5 years in a five-person project team that makes Enterprise Resource Management (ERP) software for an organization in the energy sector.

In this project, Deniz is responsible for the accurate understanding and improvement of the business processes of the client organization located outside the city. That's why s/he goes out of the city at least once a week for consultation.

The customer organization contacted the research institute last week and requested to complete the project 3 months earlier than the project deadline. The workload of the project has already been very heavy for the researchers. But, in order to ensure customer satisfaction and to pursue new business opportunities with the same organization, the institute manager accepted that request and instructed the project coordinator İlkay to

make the necessary planning. The project coordinator İlkey sent an e-mail to the team members about this development and stated that their workloads will increase. Thus, s/he arranged a meeting for tomorrow to discuss the necessary updates, telling the team members to be prepared for increasing their work pace.

This e-mail demoralized Deniz, where s/he was asked to increase the number and duration of the out of the city visits in order to complete the job more quickly. In this case, s/he thought that her/his work-family balance might have been interfered. If her/his out-of-town field work increases, s/he thinks that s/he will be neglecting her/his family more than ever. S/he also knows that the number of experts in the relevant subject is insufficient in the project team and there is no other competent staff to delegate the aforementioned task. S/he requested an appointment from the project coordinator before tomorrow's meeting to share her/his concerns about the new developments. Deniz, who thinks that it is hard to change her/his project manager İlkey's mind, is uncertain about how to proceed further with this problem.

When you read the case described above, if you were in Deniz's place, how would you carry out this process with your project coordinator İlkey? Mark your answers according to the options that suit you well.

Vakaların Entegre Edildiği ROCI-II Ölçeği
Eğitim Uygulaması Sonrası Ölçümler İçin
(T2)

Aşağıda iş yerinde ihtiyaçların, çıkarların veya isteklerin çelişmesinden kaynaklanan anlaşmazlık durumunu örneklendiren bir vaka yer almaktadır. Lütfen vakayı dikkatlice okuyunuz ve aşağıdaki soruları bu vakaya göre cevaplayınız.

Hasan KARABAKKAL

Marmara Üniversitesi /Örgütsel Davranış Doktora Öğrencisi

Vaka 3 - Çalışan-Çalışan Çatışması Vakası

Armağan ve Doğa, kamuya bağlı bir araştırma enstitüsünde çalışan iki araştırmacıdır. Armağan da, Doğa da farklı birimlerde görev yapmaktadır ancak her ikisi de yakın yaşlardadır ve benzer deneyime sahiptir.

Doğa, uzmanlık alanıyla ilgili bir konuda yapılacak çalışmaya davet edilmiş, 2 hafta önce gerekli hazırlıklara başlayarak ulaştırma biriminden araç talebinde bulunmuş ve talebi kabul edilmiştir. Doğa'nın çalışmaya katılacağı gün, Armağan'ın görev yaptığı bir projede hemen müdahale edilmesi gereken bir durum oluşmuş ve Armağan'ın müşteri kuruma gitmesi gereği oluşmuştur. Armağan, stresli bir biçimde araç talebinde bulunmuş ancak ulaştırma birimi tarafından görev için uygun araç olmadığı yanıtını almıştır. Ulaştırma birimi gerekçe olarak 2 kurum aracından birisinin arızalı, diğerinin ise yarım saat içinde Doğa'yı çalıştay görevine götüreceği bilgisini paylaşmıştır.

Kamudaki tasarruf tedbirleri dolayısıyla proje kapsamındaki ulaşımın sadece proje araçlarıyla sağlanması sınırlaması getirildiğinden Armağan, taksi ya da başka bir araç kullanamamaktadır. Gideceği yer kuruma 2 saat mesafededir ama Armağan'ın kendine ait bir aracı da bulunmamaktadır. Ayrıca kurum yöneticileri o gün önemli bir toplantı

nedeniyle yurtdışındadır ve telefonlarına ulaşamamaktadır. Tüm bu kısıtları zihninde değerlendiren Armağan, beklenmedik bir biçimde gelişen bu durumu üzülen ve biraz da sinirlenerek ulaştırma birimine aktarmıştır. Ellerinde görevlendirecek uygun araç olmadığını tekrarlayan ulaştırma birimi, konuyu Doğa ile görüşmesini ve kendi aralarında bulacakları çözüme göre yardımcı olabileceğini bildirmiştir. Armağan, Doğa'nın farklı karakter yapısına ve iş yapış biçimine sahip olduğunu bilmektedir. Doğa yaptığı işi önemseyen, planlama konusunda detaycı ve planlarını uygulama konusunda titizdir. Bu durumdan dolayı kurumda başka insanlarla zaman zaman iletişim sorunları yaşamıştır.

Doğa'nın yardımcı olma konusunda katı tutumlu ve zor iletişim kurulan birisi olduğunu düşünen Armağan, Doğa ile yapacağı görüşme öncesinde bu süreci nasıl yürütmesi gerektiği konusunda kararsızlıklar yaşamaktadır.

Yukarıda anlatılan vakayı okuduğunuzda Armağan'ın yerinde siz olsaydınız, Doğa ile bu süreci ve sonrasını nasıl yürüttürdünüz? Cevaplarınızı aşağıdaki sorulardan size uyan seçeneklere göre işaretleyiniz.

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Sorunun en iyi şekilde çözülebilmesi için her ikimizin de isteğinin açıkça ortaya konmasına çalışırdım.	©	©	©	©	©
2. Onunla ters düşmekten kaçınır, anlaşmazlığa düşmemeye çalışırdım.	©	©	©	©	©
3. Ona karşı kendi fikirlerimin kabulü için kurumda sahip olduğum nüfuzumu kullanırdım.	©	©	©	©	©

4. Onun beklentilerini karşılamaya çalışırdım.	©	©	©	©	©
5. Onunla aramızdaki gerilimi önlemek için bir orta yol bulmaya çalışırdım.	©	©	©	©	©
6. Sorunu birlikte çözebilmek için karşılıklı olarak onunla açık bir şekilde görüşürdüm.	©	©	©	©	©
7. Onunla karşılıklı tatsız sözler sarf edilmesinden kaçınırdım.	©	©	©	©	©
8. İstediğim bir karara varılması için ona karşı alanımla ilgili uzmanlığımı ortaya koyardım.	©	©	©	©	©
9. Onun önerileri doğrultusunda hareket ederdim.	©	©	©	©	©
10. Onunla uzlaşma için karşılıklı tavizler önerirdim.	©	©	©	©	©
11. Onunla her ikimizin de beklentilerini karşılayacak bir çözüm bulmaya çalışırdım.	©	©	©	©	©
12. Onunla aramızdaki bu anlaşmazlığın açıkça konuşulmasından kaçınırdım.	©	©	©	©	©

13. Onun üzerinde baskı kurarak istediğimin olmasını sağlamaya çalışırdım.	©	©	©	©	©
14. Onun teklifini kabul ederdim.	©	©	©	©	©
15. Bir uzlaşma sağlamak için ondan bazı şeyleri alabileceğim gibi ona ödün de verebilirdim.	©	©	©	©	©
16. Birlikte bir karara varabilmek için düşüncelerimi onun düşünceleri ile uyumlu hale getirmeye çalışırdım.	©	©	©	©	©
17. Onunla anlaşmazlığımızın konu edileceği bir karşılaşmadan kaçınırdım.	©	©	©	©	©
18. Mücadeleyi kazanmak için, ona karşı durumu yönetme gücümü/becerimi kullanırdım.	©	©	©	©	©
19. Onun istediği yönde davranır, isteklerini dikkate alırdım.	©	©	©	©	©
20. İçinden çıkılmaz durumların çözümü için onunla ortak bir yol bulmaya çalışırdım.	©	©	©	©	©
21. Her ikimiz tarafından da kabul edilebilecek bir çözüm bulmak için sorunu onunla birlikte	©	©	©	©	©

değerlendirirdim.					
22. Tatsızlık çıkmasını önleyebilmek için onunla anlaşmazlığımız yokmuş gibi davranırdım.	©	©	©	©	©
23. Kendi görüşlerimin kabulü için ona karşı kararlı davranırdım.	©	©	©	©	©
24. Onun isteklerine razı olurdum.	©	©	©	©	©
25. İkimizin de kabul edebileceği bir karara varmak için onunla işbirliği yapardım.	©	©	©	©	©
26. Zor duruma düşmemek için onunla olan anlaşmazlığım konusunda herhangi bir girişimde bulunmamayı tercih ederdim.	©	©	©	©	©
27. Onun ihtiyaçlarına cevap verebilmek için elimden geleni yapardım.	©	©	©	©	©
28. Onunla birlikte, sorunun doğru anlaşılabilmesi için çalışırdım.	©	©	©	©	©

Vaka 4 - Çalışan-Proje Yöneticisi Çatışması Vakası

Deniz, kamuya bağlı bir araştırma merkezinde çalışan bir araştırmacıdır. Enerji sektöründe faaliyet gösteren bir kurum için Kurumsal Kaynak Yönetimi (ERP) yazılımı yapan 5 kişilik bir proje ekibinde 6 yıldır ekip üyesidir.

Bu projede Deniz, şehir dışında bulunan müşteri kurumun iş süreçlerinin doğru anlaşılmasından ve iyileştirilmesinden sorumludur. Bundan dolayı haftada bir gün saha çalışması için şehir dışına gitmektedir. Müşteri kurum, 8 aydır çalışmaların hızla devam ettiği projede geçen hafta Enstitü ile irtibata geçmiş, projenin teslim tarihinin 3 ay öne alınmasını istemiştir. Enstitü yönetimi, müşteri memnuniyetini sağlamak ve aynı kurumla yeni iş fırsatlarını gözetmek adına bu talebi kabul etmiş ve proje yürütücüsü İlkay'a gerekli planlamaları yapması konusunda talimat vermiştir.

Proje yürütücüsü İlkay, bu gelişmeyle ilgili ekibe bir e-posta göndermiştir. İlkay, bu e-postada durumu anlatmış ve iş yoğunluklarının artacağını belirtmiştir. İlâveten, ekibin tempo arttırmaya hazırlıklı olmalarını söyleyerek gerekli güncellemeleri görüşmek üzere yarın için toplantı ayarlamıştır. Bu e-posta Deniz'in moralini bozmuştur, çünkü aynı e-postada Deniz'in şehir dışındaki saha çalışmalarını hızlıca bitirmesi için ziyaret sayısını ve sürelerini arttırması istenmiştir. Deniz şehir dışındaki saha çalışmalarının sayısının ve süresinin artması durumunda, aile düzeninin iyice bozulacağını hesap etmiştir. Zira işlerinin yoğunluğu ve şehir dışı saha çalışmaları nedeniyle son zamanlarda ailesini fazlasıyla ihmal ettiğini düşünmeye başlamıştır. İlgili çalışmadaki proje ekibinde uzman personel sayısı yetersizdir ve Deniz sorumluluk alanıyla ilgili görevi ekipte devredebileceği başka yetkin personelin olmadığını da bilmektedir.

Yarınki toplantı öncesinde sorunlarını ve endişelerini paylaşmak üzere proje yürütücüsünden randevu talep etmiştir. İlkay'ın bu tür konularda temkinli davrandığını bilmekte ve onunla iletişim kurmada zorlanacağını düşünmektedir. Deniz, proje yürütücüsü ile yapacağı bu görüşmeyi nasıl yürütmesi gerektiği konusunda kararsızlıklar

yaşamaktadır.

Yukarıda anlatılan vakayı okuduğunuzda Deniz'in yerinde siz olsaydınız, Proje Yürütücüsü İlkay ile bu süreci ve sonrasını nasıl yürüttürdünüz? Cevaplarınızı aşağıdaki sorulardan size uyan seçeneklere göre işaretleyiniz.

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
29. Sorunun en iyi şekilde çözülebilmesi için her ikimizin de isteğinin açıkça ortaya konmasına çalıştım.	☐	☐	☐	☐	☐
30. Onunla ters düşmekten kaçınır, anlaşmazlığa düşmemeye çalıştım.	☐	☐	☐	☐	☐
31. Ona karşı kendi fikirlerimin kabulü için kurumda sahip olduğum nüfuzumu kullanırdım.	☐	☐	☐	☐	☐
32. Onun beklentilerini karşılamaya çalıştım.	☐	☐	☐	☐	☐
33. Onunla aramızdaki gerilimi önlemek için bir orta yol bulmaya çalıştım.	☐	☐	☐	☐	☐
34. Sorunu birlikte çözebilmek için karşılıklı olarak onunla açık bir şekilde görüşürdüm.	☐	☐	☐	☐	☐

35. Onunla karşılıklı tatsız sözler sarf edilmesinden kaçınırdım.	©	©	©	©	©
36. İsteddiğim bir karara varılması için ona karşı alanımla ilgili uzmanlığımı ortaya koyardım.	©	©	©	©	©
37. Onun önerileri doğrultusunda hareket ederdim.	©	©	©	©	©
38. Onunla uzlaşma için karşılıklı tavizler önerirdim.	©	©	©	©	©
39. Onunla her ikimizin de beklentilerini karşılayacak bir çözüm bulmaya çalışırdım.	©	©	©	©	©
40. Onunla aramızdaki bu anlaşmazlığın açıkça konuşulmasından kaçınırdım.	©	©	©	©	©
41. Onun üzerinde baskı kurarak istediğimin olmasını sağlamaya çalışırdım.	©	©	©	©	©
42. Onun teklifini kabul ederdim.	©	©	©	©	©
43. Bir uzlaşma sağlamak için ondan bazı şeyleri alabileceğim gibi ona ödün de verebilirdim.	©	©	©	©	©

44. Birlikte bir karara varabilmek için düşüncelerimi onun düşünceleri ile uyumlu hale getirmeye çalışırdım.	©	©	©	©	©
45. Onunla anlaşmazlığımızın konu edileceği bir karşılaşmadan kaçınırdım.	©	©	©	©	©
46. Mücadeleyi kazanmak için, ona karşı durumu yönetme gücümü/becerimi kullanırdım.	©	©	©	©	©
47. Onun istediği yönde davranır, isteklerini dikkate alırdım.	©	©	©	©	©
48. İçinden çıkılmaz durumların çözümü için onunla ortak bir yol bulmaya çalışırdım.	©	©	©	©	©
49. Her ikimiz tarafından da kabul edilebilecek bir çözüm bulmak için sorunu onunla birlikte değerlendirirdim.	©	©	©	©	©
50. Tatsızlık çıkmasını önleyebilmek için onunla anlaşmazlığımız yokmuş gibi davranırdım.	©	©	©	©	©
51. Kendi görüşlerimin kabulü için ona karşı kararlı davranırdım.	©	©	©	©	©

52. Onun isteklerine razı olurdum.	©	©	©	©	©
53. İkimizin de kabul edebileceği bir karara varmak için onunla işbirliği yapardım.	©	©	©	©	©
54. Zor duruma düşmemek için onunla olan anlaşmazlığım konusunda herhangi bir girişimde bulunmamayı tercih ederdim.	©	©	©	©	©
55. Onun ihtiyaçlarına cevap verebilmek için elimden geleni yapardım.	©	©	©	©	©
56. Onunla birlikte, sorunun doğru anlaşılabilmesi için çalışırdım.	©	©	©	©	©
Ölçek sona ermiştir. Değerli zamanınız için teşekkür ederiz.					

Conflict Cases Integrated to ROCI-II Inventory – For Follow up-Training Measurement (T3)
The following is a case that illustrates the situation of conflict arising from the conflict of needs, interests or desires in the workplace. Please read the case carefully and answer the following questions accordingly. Hasan KARABAKKAL Marmara University/PhD Student of the Organizational Behavior Department
Case 5 - Employee-to-Employee Conflict Case İlkay and Doğa are two researchers working at a public research institute. They will take part in a project that will be started soon to develop a high priority product used by security forces. During the preparation phase of the study, İlkay and Doğa were paired to work together for the examination of the equivalent products in other countries. The paired groups were asked to present their findings to the rest of the project team. İlkay and Doğa decided to make their preparations individually before they started to work together, and they agreed to discuss their findings later together. However, when they came together to exchange their findings, Doğa approached İlkay's sharing with suspicion. Doğa gave a very negative feedback about İlkay's sharing and s/he told that there are some aspects that s/he goes off half-cocked in her/his research. Besides, s/he argued that İlkay could not contribute to the project as much as s/he could and did. Upon Doğa's reaction, İlkay made counter arguments against her/him and eventually expressed that s/he was a mean spirited person, who loves to see others fail. Thereupon, they conveyed to the project coordinator that they did not want to work as a partner in the same project. The project coordinator invited both of them to discuss the matter. However,

İlkay and Doğa continued the discussion in front of the project coordinator.

The project coordinator was uncomfortable with the attitudes of İlkay and Doğa during the meeting. S/he asked them not to extend this discussion any further and stated that s/he expected them to solve the problem together until next week. İlkay, who thinks that Doğa is highly egocentric and does not pay attention to what anyone else thinks or feels, is uncertain about how to proceed further with this conflictual matter.

When you read the case described above, if you were in İlkay's place, how would you carry out this process with Doğa? Mark your answers according to the options that suit you well.

Case 6 - Employee-to-Project Manager Conflict Case

Sezer is a researcher working at a public research institute for 3 years. S/he has been a team member in a software development project team which consists of 5 researchers. S/he has also been pursuing her/his doctoral studies.

For the last one and a half years, the intensity of the work in the project has increased significantly and Sezer has been unable to devote the necessary time to her/his academic studies. S/he could not submit her/his PhD dissertation on the regular time date due to the busy work schedule outside the city. Her/his PhD advisor does not find Sezer's commitment to her/his study adequate. The advisor firmly asked Sezer to complete some of the tasks, and they scheduled an appointment two weeks later.

In order to visit her/his thesis advisor without any problem, Sezer requested leave of absence from the manager and sent it through the ERP system. And, the project supervisor Armağan confirmed her/his day off request.

S/he has been working overtime some days to complete project-related works. Besides, s/he has been going to the university library in order to study for her/his thesis.

Sezer received an e-mail from her/his supervisor, Armağan, the day before the meeting with her/his thesis advisor. In this e-mail, s/he learned that s/he was assigned as a moderator with four other members of the team to a very important workshop that will be held tomorrow with the participation of Industry and Science Minister.

In her/his e-mail, Armağan asked the team members to participate fully in this important program and underlined that s/he would not accept an excuse of non-participation.

Despite s/he got permission from the project supervisor beforehand to meet her/his thesis advisor, now s/he must renew her/his permission approval of the project supervisor. However, Sezer knows that Armağan is mostly alerted before such programs.

Sezer thinks that s/he will have a disagreement with her/his project supervisor Armağan about renewing the permission for the meeting with her/his thesis advisor. Therefore, s/he is uncertain about how to proceed further with this problem.

When you read the case described above, if you were in Sezer's place, how would you carry out this process with your project coordinator Armağan? Mark your answers according to the options that suit you well.

Vakaların Entegre Edildiği ROCI-II Ölçeği
Eğitim Uygulaması Sonrasındaki Takip Ölçümleri İçin
(T3)

Aşağıda iş yerinde ihtiyaçların, çıkarların veya isteklerin çelişmesinden kaynaklanan anlaşmazlık durumunu örneklendiren bir vaka yer almaktadır. Lütfen vakayı dikkatlice okuyunuz ve aşağıdaki soruları bu vakaya göre cevaplayınız.

Hasan KARABAKKAL

Marmara Üniversitesi /Örgütsel Davranış Doktora Öğrencisi

Vaka 5 - Çalışan-Çalışan Çatışması Vakası

İlkay ve Doğa, kamuya bağlı bir araştırma merkezinde çalışan araştırmacılarıdır. Yakın zamanda başlayacak ve güvenlik güçlerinin kullanacağı yüksek öncelikli bir ürünün geliştirilmesi projesinde görev alacaklardır.

Çalışmanın hazırlık aşamasında dünyadaki muadil ürünlerin incelenmesi konusunda birlikte çalışmak üzere İlkay ile Doğa eşleştirilmiştir. Eşlerin, birlikte çalışarak bir hafta sonra proje ekibine sunum yapmaları istenmiştir. İlkay ve Doğa, birlikte çalışmaya başlamadan evvel bireysel hazırlık yapmayı kararlaştırmış ve bir araya geldiklerinde hazırlıklarını birbirlerine sunma konusunda anlaşmışlardır.

Ancak İlkay ve Doğa bir araya gelip hazırlıklarını paylaştıklarında Doğa, İlkay'ın paylaşımlarına şüpheyile yaklaşmıştır. Doğa, İlkay'ın araştırmada eksik bıraktığı yönler olduğunu söylemiş ve üslubuna dikkat etmeyerek onun paylaşımlarıyla ilgili olumsuz ve kötü geri bildirimlerde bulunmuştur. İlkay'ın projeye kendisi kadar katkı sağlayamayacağını öne sürmüştür. Bunun üzerine İlkay, Doğa'nın argümanlarına karşı-argümanlar getirmiş, onun öne çıkmaya çalıştığını söyleyerek iyi niyetli olmadığını bildirmiştir. Bunun üzerine, İlkay ve Doğa aynı projede eşli olarak çalışmak istemediklerini proje yürütücüsüne iletmışlerdir. Proje yürütücüsü, meseleyi anlamak

adına ikisini de görüşmeye çağırmıştır. Ancak İlkey ve Doğa, tartışmayı proje yürütücüsü önünde de sürdürmüşlerdir. İlkey ve Doğa'nın görüşme sırasındaki tutumlarından rahatsızlık duyan proje yürütücüsü, bu tartışmayı daha fazla uzatmamalarını istemiş ve görüşme sonrasında bir araya gelerek haftaya kadar sorunu kendi aralarında çözmelerini beklediğini bildirmiştir.

Doğa'nın egosunun yüksek olduğunu ve birlikte çalışmanın zor olacağını düşünen İlkey, onunla yapacağı görüşme öncesinde bu süreci nasıl yürütmesi gerektiği konusunda kararsızlıklar yaşamaktadır.

Yukarıda anlatılan vakayı okuduğunuzda İlkey'in yerinde siz olsaydınız, ekip arkadaşınız Doğa ile bu süreci ve sonrasını nasıl yürüttürdünüz? Cevaplarınızı aşağıdaki sorulardan size uyan seçeneklere göre işaretleyiniz.

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
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2. Onunla ters düşmekten kaçınır, anlaşmazlığa düşmemeye çalışırdım.	©	©	©	©	©
3. Ona karşı kendi fikirlerimin kabulü için kurumda sahip olduğum nüfuzumu kullanırdım.	©	©	©	©	©
4. Onun beklentilerini karşılamaya çalışırdım.	©	©	©	©	©

5. Onunla aramızdaki gerilimi önlemek için bir orta yol bulmaya çalışırdım.	©	©	©	©	©
6. Sorunu birlikte çözebilmek için karşılıklı olarak onunla açık bir şekilde görüşürdüm.	©	©	©	©	©
7. Onunla karşılıklı tatsız sözler sarf edilmesinden kaçınırdım.	©	©	©	©	©
8. İstediğim bir karara varılması için ona karşı alanımla ilgili uzmanlığımı ortaya koyardım.	©	©	©	©	©
9. Onun önerileri doğrultusunda hareket ederdim.	©	©	©	©	©
10. Onunla uzlaşma için karşılıklı tavizler önerirdim.	©	©	©	©	©
11. Onunla her ikimizin de beklentilerini karşılayacak bir çözüm bulmaya çalışırdım.	©	©	©	©	©
12. Onunla aramızdaki bu anlaşmazlığın açıkça konuşulmasından kaçınırdım.	©	©	©	©	©
13. Onun üzerinde baskı kurarak istediğimin olmasını sağlamaya	©	©	©	©	©

çalışırdım.					
14. Onun teklifini kabul ederdim.	©	©	©	©	©
15. Bir uzlaşma sağlamak için ondan bazı şeyleri alabileceğim gibi ona ödün de verebilirdim.	©	©	©	©	©
16. Birlikte bir karara varabilmek için düşüncelerimi onun düşünceleri ile uyumlu hale getirmeye çalışırdım.	©	©	©	©	©
17. Onunla anlaşmazlığımızın konu edileceği bir karşılaşmadan kaçınırdım.	©	©	©	©	©
18. Mücadeleyi kazanmak için, ona karşı durumu yönetme gücümü/becerimi kullanırdım.	©	©	©	©	©
19. Onun istediği yönde davranır, isteklerini dikkate alırdım.	©	©	©	©	©
20. İçinden çıkılmaz durumların çözümü için onunla ortak bir yol bulmaya çalışırdım.	©	©	©	©	©
21. Her ikimiz tarafından da kabul edilebilecek bir çözüm bulmak için sorunu onunla birlikte	©	©	©	©	©

değerlendirirdim.					
22. Tatsızlık çıkmasını önleyebilmek için onunla anlaşmazlığımız yokmuş gibi davranırdım.	©	©	©	©	©
23. Kendi görüşlerimin kabulü için ona karşı kararlı davranırdım.	©	©	©	©	©
24. Onun isteklerine razı olurdum.	©	©	©	©	©
25. İkimizin de kabul edebileceği bir karara varmak için onunla işbirliği yapardım.	©	©	©	©	©
26. Zor duruma düşmemek için onunla olan anlaşmazlığım konusunda herhangi bir girişimde bulunmamayı tercih ederdim.	©	©	©	©	©
27. Onun ihtiyaçlarına cevap verebilmek için elimden geleni yapardım.	©	©	©	©	©
28. Onunla birlikte, sorunun doğru anlaşılabilmesi için çalışırdım.	©	©	©	©	©

Vaka 6 - Çalışan-Proje Yöneticisi Çatışması Vakası

Sezer, kamuya bağlı bir araştırma merkezinde çalışan bir araştırmacıdır. Yazılım sektöründe yürütülen bir projenin 5 kişiden oluşan proje ekibinde 3 yıldır ekip üyesidir ve aynı zamanda doktora çalışmalarına devam etmektedir.

Son bir buçuk yıldır, projedeki işlerin yoğunluğu önemli ölçüde artmış ve Sezer akademik çalışmalarına gerekli zamanı ayıramaz hale gelmiştir. Hem şehir dışındaki görevleri hem de yoğunluğu nedeniyle tezini hedeflediği tarihte bitirememiştir. Doktora tez danışmanı, Sezer'in doktora çalışmaları için ayırdığı zamanı yeterli görmemiştir. Sezer'e teziyle ilgili bazı hedefleri tamamlamasını ve 2 hafta sonra kendisiyle görüşmek istediğini belirtmiştir.

Sezer, tez danışmanı ile yapacağı toplantıya sorunsuz bir şekilde gidebilmek için 10 gün önce sistemden izin talebinde bulunmuş ve amiri Armağan bunu onaylamıştır. Sezer, projeye ilgili işleri tamamlamak için bazı günler fazla mesaiye kalmaktadır. Bazı günler ise tez danışmanı ile yapacağı toplantı öncesinde, hazırlıkları tamamlamak için işten çıktıktan sonra kütüphaneye ders çalışmaya gitmektedir. Sezer, tez danışmanı ile yapacağı toplantıdan önceki gün öğle saatlerine doğru amiri Armağan'dan bir e-posta almıştır. Bu e-posta ile yarın yapılacak ve Sayın Bakan'ın da katılacağı çok önemli bir çalıştay programında ekipteki dört kişiyle birlikte moderatör olarak görevlendirildiğini öğrenmiştir. Armağan, e-postasında çalıştaydaki görevin önemi nedeniyle ekibin eksiksiz olarak programa katılmasını istemiş, katılmama konusunda mazeret kabul etmeyeceğini yazmıştır.

Sezer, bu önemli program kapsamında kendisine atanan bu göreve rağmen tez danışmanı ile yapacağı toplantıya gidebilmek için amiri Armağan'dan yeniden izin almak durumundadır. Ancak Sezer, Armağan'ın bu tür programlar öncesinde temkinli davrandığını bilmektedir. Armağan ile iletişim kurmada zorlanacağını düşünen Sezer, izin istemek için Armağan ile yapacağı görüşmede anlaşmazlık yaşayacağını düşünmekte ve bu görüşmeyi nasıl yürütmesi gerektiği konusunda kararsızlıklar yaşamaktadır.

Yukarıda anlatılan vakayı okuduğunuzda Sezer'in yerinde siz olsaydınız, amiriniz Armağan ile bu süreci ve sonrasını nasıl yürüttürdünüz? Cevaplarınızı aşağıdaki sorulardan size uyan seçeneklere göre işaretleyiniz.

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
29. Sorunun en iyi şekilde çözülebilmesi için her ikimizin de isteğinin açıkça ortaya konmasına çalışırdım.	©	©	©	©	©
30. Onunla ters düşmekten kaçınır, anlaşmazlığa düşmemeye çalışırdım.	©	©	©	©	©
31. Ona karşı kendi fikirlerimin kabulü için kurumda sahip olduğum nüfuzumu kullanırdım.	©	©	©	©	©
32. Onun beklentilerini karşılamaya çalışırdım.	©	©	©	©	©
33. Onunla aramızdaki gerilimi önlemek için bir orta yol bulmaya çalışırdım.	©	©	©	©	©
34. Sorunu birlikte çözebilmek için karşılıklı olarak onunla açık bir şekilde görüşürdüm.	©	©	©	©	©
35. Onunla karşılıklı tatsız sözler sarf edilmesinden kaçınırdım.	©	©	©	©	©

36. İstedğim bir karara varılması için ona karşı alanımla ilgili uzmanlığımı ortaya koyardım.	©	©	©	©	©
37. Onun önerileri doğrultusunda hareket ederdim.	©	©	©	©	©
38. Onunla uzlaşma için karşılıklı tavizler önerirdim.	©	©	©	©	©
39. Onunla her ikimizin de beklentilerini karşılayacak bir çözüm bulmaya çalışırdım.	©	©	©	©	©
40. Onunla aramızdaki bu anlaşmazlığın açıkça konuşulmasından kaçınırdım.	©	©	©	©	©
41. Onun üzerinde baskı kurarak istediğimin olmasını sağlamaya çalışırdım.	©	©	©	©	©
42. Onun teklifini kabul ederdim.	©	©	©	©	©
43. Bir uzlaşma sağlamak için ondan bazı şeyleri alabileceğim gibi ona ödün de verebilirdim.	©	©	©	©	©
44. Birlikte bir karara varabilmek için düşüncelerimi onun düşünceleri ile uyumlu hale getirmeye çalışırdım.	©	©	©	©	©

45. Onunla anlaşmazlığımızın konu edileceği bir karşılaşmadan kaçınırdım.	©	©	©	©	©
46. Mücadeleyi kazanmak için, ona karşı durumu yönetme gücümü/becerimi kullanırdım.	©	©	©	©	©
47. Onun istediği yönde davranır, isteklerini dikkate alırdım.	©	©	©	©	©
48. İçinden çıkılmaz durumların çözümü için onunla ortak bir yol bulmaya çalışırdım.	©	©	©	©	©
49. Her ikimiz tarafından da kabul edilebilecek bir çözüm bulmak için sorunu onunla birlikte değerlendirirdim.	©	©	©	©	©
50. Tatsızlık çıkmasını önleyebilmek için onunla anlaşmazlığımız yokmuş gibi davranırdım.	©	©	©	©	©
51. Kendi görüşlerimin kabulü için ona karşı kararlı davranırdım.	©	©	©	©	©
52. Onun isteklerine razı olurdum.	©	©	©	©	©
53. İkimizin de kabul edebileceği bir karara varmak için onunla işbirliği	©	©	©	©	©

yapardım.					
54. Zor duruma düşmemek için onunla olan anlaşmazlığım konusunda herhangi bir girişimde bulunmamayı tercih ederdim.	©	©	©	©	©
55. Onun ihtiyaçlarına cevap verebilmek için elimden geleni yapardım.	©	©	©	©	©
56. Onunla birlikte, sorunun doğru anlaşılabilmesi için çalışırdım.	©	©	©	©	©
Ölçek sona ermiştir. Değerli zamanınız için teşekkür ederiz.					



8.5. APPENDIX 5: TRAINING EVALUATION FORM (ENGLISH & TURKISH VERSIONS)

Training Evaluation Form				
This form aims to learn your opinions on how satisfied you were with the trainer's training practice quality, the training program, and the training room conditions. The response time of the evaluation form is approximately 15 minutes. There are no questions about personal information and your answers will be used for a scientific research. Thank you very much for your support and contribution. Hasan KARABAKKAL Marmara University/PhD Student of the Organizational Behavior Department				
Questions	Strongly Disagree	Disagree	Agree	Absolutely Agree
1. Related concepts have been defined appropriately.	Ⓒ	Ⓒ	Ⓒ	Ⓒ
2. There was a positive atmosphere during the training.	Ⓒ	Ⓒ	Ⓒ	Ⓒ
3. The subject-related questions in my mind were clarified.	Ⓒ	Ⓒ	Ⓒ	Ⓒ
4. Theoretical issues were supported with applications and examples.	Ⓒ	Ⓒ	Ⓒ	Ⓒ
5. The training program was designed effectively.	Ⓒ	Ⓒ	Ⓒ	Ⓒ
6. The training encouraged our participation.	Ⓒ	Ⓒ	Ⓒ	Ⓒ
7. The seating arrangement was suitable for	Ⓒ	Ⓒ	Ⓒ	Ⓒ

training.				
8. It was worth spending the time and effort for the training.	©	©	©	©
9. The training subjects improved my knowledge, skills, and attitudes.	©	©	©	©
10. I can transfer what I have learned here to my work practice.	©	©	©	©
11. I can recommend this training to those who have not attended yet.	©	©	©	©
The evaluation form is over. Thank you for your time.				

Eğitim Değerlendirme Formu

Bu form, katıldığınız eğitim kapsamında eğitici, eğitim programı ve eğitim salonu memnuniyetinizle ilgili görüşlerinizi anlamayı amaçlamaktadır. Formu cevaplama süresi yaklaşık 5 dakikadır. Ankette kişisel bilgileri soran hiçbir madde bulunmamaktadır ve yanıtlarınız bilimsel bir araştırmada kullanılacaktır.

Desteginiz ve katkılarınız için teşekkür ederiz.

Hasan KARABAKKAL

Marmara Üniversitesi /Örgütsel Davranış Doktora Öğrencisi

Sorular	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. Konu ile ilgili kavramlar uygun şekilde tanımlandı.	©	©	©	©
2. Eğitim süresince olumlu bir hava vardı.	©	©	©	©
3. Konuyla ilgili aklıma takılan sorular açıklığa kavuşturuldu.	©	©	©	©
4. Teorik konular, uygulamalar ve örneklerle pekiştirildi.	©	©	©	©
5. Eğitim programı etkin bir biçimde tasarlanmıştı.	©	©	©	©
6. Eğitim salonu, katılımı teşvik edici nitelikteydi.	©	©	©	©

7. Oturum düzeni eğitime uygundu.	©	©	©	©
8. Bu eğitim programına ayırdığım zaman ve emeğe değdi.	©	©	©	©
9. Eğitim; bu konuda bilgi, beceri ve kabiliyetlerimi arttırdı.	©	©	©	©
10.Eğitim sırasında öğrendiklerimi iş yerimde uygulayabilirim.	©	©	©	©
11. Bu eğitimi, katılacak olanlara tavsiye edebilirim.	©	©	©	©
Değerlendirme formu sona ermiştir. Değerli zamanınız için teşekkürler.				

8.6. APPENDIX 6: CHOICE MAP BY ADAMS' (2009) "CHANGE YOUR QUESTION AND CHANGE YOUR LIFE" BOOK (ENGLISH & TURKISH VERSIONS)

